



Career Planning for Foundation Doctors Workbook

Session 4: Next Steps

July 2019

Introduction

This workbook has been designed specifically with the career planning needs of this particular group and is one of a series of learning materials being produced for a range of healthcare professions, produced by the Careers Team for Health Education England - London and South East (LaSE).

Career Planning Model

The Career Planning e-module introduces the trainee to the tried and tested **SCAN** model enabling them to follow a systematic process for making and actioning their career decision. This model follows four consecutive stages which form a cycle of career planning.



SCAN Model for Career Planning

There is a section of the workbook to represent each of the following stages of the SCAN model and each section of the workbook should be used in tandem with the relevant section of the e-module.

Self-Awareness- What type of clinician do I want to be? This includes a thorough examination of your individual values, priorities, interests, personal qualities, skills, preferred style, potential stressors, and how they relate to your work as a clinician.

Career Exploration – What options are available to me? This includes an introduction to approaches to gaining insights into the variety and number of options open to you at different stages of your clinical career.

Arriving at a Decision – Which is the best choice for me? This includes an introduction to a range of decision making strategies and a reflection on your experiences of making decisions in the past. You can choose from a range of exercises to help you consider your options in the light of what you learned through self-assessment and career exploration.

Next Steps – When and What do I have to do to achieve my career goal?

Once you have completed the three previous stages you may be ready to take the next steps towards achieving your goal. You will be introduced to a method of developing a SMART action plan as well as advice and links to a range of resources – to help optimise your success at achieving the next step in your career.

This is a cyclical process which it is recommended to follow every time you reach a career transition. At each stage you may find that your priorities change and your skills have changed or advanced so it is always advisable to work through all four stages every time you have a career decision to be made. The assumption is made in this workbook that you will have worked through the previous stages first and for this reason links between the sections will be referred to.

Session 4: Next Steps

This stage will enable you set major goals and interim goals, including applying for specialty and planning a gap year. By the end of this stage you will have had the opportunity to produce the documents to support applications and interviews.

The assumption is made that you have worked through the previous stages:

- **Self-awareness**
- **Career Exploration**
- **Arriving at your Decision**

You should, therefore have made your decision and be ready to take the next steps.

Setting goals

Whether the goal you identified in ***Arriving at your decision'*** was to:

- apply to your chosen specialty or specialties;
- explore the clinical options for working and volunteering abroad;
- apply for a clinical related course
- apply for a clinical, teaching or leadership fellowship;
- consider other opportunities outside of clinical practice.

the following exercises will help you plan how the NEXT STEPs to help you achieve these goals.

Setting your Goals – Step 1

To help you set these goals it is a good idea to set out what your future career pathway might look like. One way you can do this is to construct your own **future lifeline**. This will help you highlight your goal which can be scheduled for a date, a few months, a few years or even much further ahead and then identify the steps you need to take to reach that goal. Be careful of setting a goal too far ahead as the landscape can change in the meantime and you need to be flexible enough to respond to these changes and to take advantage of the opportunities which result.

Constructing YOUR future lifeline

- With a large sheet of paper in landscape form draw a line from left to right about half way down the page
- On the left hand end of this line mark today's date; on the right hand end of the line mark the time you have identified in the future for your goal.
- Working back from that goal mark the stages that you will have had to achieve in order to reach that goal. For example, if you had set yourself the goal of becoming a specialty consultant in 7 years time what would the stage just before that be that you would have to achieve to make the goal realistic?
- Keep moving back from this point to today's date putting in the intermediate goals that you need to meet in order to achieve your main goal.
- At each stage ask yourself the following questions:
 - Mark above the line the actions and factors that are needed to make this intermediate goal possible
 - Mark below the line the following scores:
 - ❖ How much do I want to achieve this? (*award yourself a score between 1-10*)

- ❖ How realistic is it for me to achieve this? (*award yourself a score between 1-10*)

10 = very much/1 = not very much

- If your scores fall **below** 8 out of 10 you might wish to:
 - go back to the **Self-awareness** session and check out your values – in what way would your values be impacted by working towards your chosen goal?
 - go back to the **Career Exploration** session – is there some further information needed which may help you feel more comfortable about this goal?
 - Revisit the **Arriving at Your decision** session - check whether you feel the same way about the decision which you have made?
- If your scores fall **above** 8 out of 10 you may wish to:
 - reaffirm your reasons for your interest in this goal
 - set out some SMART actions to help ensure that you will achieve this goal.
 - set some intermediate actions if the end goal takes a number of steps to achieve.

Setting your Goals – Step 2

Setting your own SMART Goals for achieving your career aim:

Using the example given in the e-module set yourself some goals using the following framework:

<p>Specific</p>	<ul style="list-style-type: none"> • WHAT do you want to achieve? • WHERE will you have to go to access this goal?
<p>Measureable</p>	<ul style="list-style-type: none"> • HOW will you know that you have got there?
<p>Achievable</p>	<ul style="list-style-type: none"> • WHAT steps will you need to take to ensure success? <i>(you may wish to set yourself some intermediate goals with deadlines that you will need to achieve to be successful)</i>
<p>Relevant</p>	<ul style="list-style-type: none"> • WHY is this goal relevant to you?
<p>Time bound</p>	<ul style="list-style-type: none"> • WHEN do you expect to achieve this goal?

Supporting Goals

Compiling your Clinical CV

An up to date Clinical CV is essential for your application to specialty and for your evidence portfolio but you may also have to produce a CV for many different reasons - such as applying for funding or further study or sending to an employer to back up an enquiry about an opportunity.

It is a good idea, therefore, to have a stock CV with ALL the information on it from which you can draw on and to give greater emphasis to the bits that are relevant for the current purpose of your CV, as well as on application forms. You will notice that there is a lot of information required for this table – some of it not normally required for United Kingdom CVs – however if you are likely to apply to the armed services, some overseas charities, overseas development organisations or for work in other countries there is often a requirement for more information on your background.

The following page is an example of a 'Stock CV' from which you can draw the information you need for each CV you need to produce.

Biographical details:	
Given name:	
Family Name:	
Email address:	
Phone contact: mobile/landline:	
Address:	
<i>The following information may be additionally requested if you are applying to roles under another political jurisdiction or for UK organisations with a higher level of security clearance – e.g. Armed Services</i>	
<i>Other names used: First names:</i>	
	<i>Surnames</i>
<i>Other addresses (including how long you have lived there)</i>	
<i>Other email addresses and phones:</i>	
<i>Other relatives: such as Family names of grandparents and spouse:</i>	
<i>Date of birth:</i>	<i>Place of birth:</i>
<i>Nationality:</i>	<i>Religion:</i>
<i>Marital status (including previous marriages)</i>	

Education and employment - for most CVs should account for the last 10 years
Education – most recent first
Professional and higher education
Further education
School education
Relevant Employment – input information on role and skills developed for each job
Current
Previous 1
Previous 2 etc.
Other employment – most recent first indicate relevant skills
1
2
Other categories to include with dates in reverse chronological order :
Teaching experience
Audits and QIPs – with results and your role in the process
Research
Management
Supervision
Posters presented
Conferences attended
Presentations delivered
Awards
CPD
Specialist certificates - you will need to select for relevance for each opportunity

<p>Interests you will need to be selective for relevance to each opportunity to which you apply</p>
<p>Referees – it is a good idea to have a range of people as sometimes you need two, sometimes 3 or even 4 from which you can choose the most relevant people to support you for each opportunity</p>
<p>Other categories that you may wish to keep a record of:</p> <ul style="list-style-type: none">• Number of days off sick each year• Relevant travel experience• Driving licence
<p>Anything else of relevance?</p>

Interview/Selection Centres

CONGRATULATIONS!

You have been invited to the selection Centre – and this is really where you can see that the care you have taken in preparing and submitting your application, will have been time well spent. Remember anything you have put in your application form may be used during the interview – so don't give examples or information that you can't talk about in more detail.

However even with the preparation you have already done you now need to think of the opportunity that the selection centre presents for you to really show why YOU, are suited to this specialty.

You have covered a lot of ground in developing an understanding of why you are suitable for this specialty but not surprisingly you may still have some concerns about the Selection Centre itself.

On a scale of **1 – 4** with **1 being lacking in confidence** and **4 being very confident** how do you feel at this point about the Selection Centre?

Write in the space below what some of your concerns are:

The table below highlights some of the common concerns many feel about the process and signposts you to where you can get further help. Try doing some of the exercises it suggests to help increase your confidence.

Question	Further help
<ul style="list-style-type: none"> I worry that I don't know enough about the specialty to be able to answer the questions 	<ul style="list-style-type: none"> Go back to career exploration and try to find case studies on the health careers website; Arrange Tasters, speak to trainees already doing that specialty; speak to consultants in that specialty who may be able to give some insight into the career in the longer term. You will not be expected to know every detail.
<ul style="list-style-type: none"> I worry about not being able to promote my strengths for this job 	<ul style="list-style-type: none"> Take a look at the exercise '7 Things' which is designed to help you identify the things that you wish the panel to remember about you and your suitability for the specialty
<ul style="list-style-type: none"> I worry about not having a logical structure to answer my questions 	<ul style="list-style-type: none"> Take a look at the exercise on using mnemonics to help you structure your answers. Try using the mnemonics on the practice questions provided at the end of the workbook
<ul style="list-style-type: none"> I worry about not being able to make myself understood 	<ul style="list-style-type: none"> Take a look at the exercise on 'Buzz Words' which helps you think about the language you could use to respond to competency based questions. The exercise directs you to give more detail to promote your communication and other relevant skills – indicating how your action impacted on the behaviour of others.
<ul style="list-style-type: none"> I worry about getting nervous on the day 	<ul style="list-style-type: none"> make sure that you have planned for the day and follow the guidelines in the e-module ask a friend to ask you some practice questions to try and build up your confidence. You may also find You Tube links on body language useful

Your 7 strengths or USPs (Ultimate selling points)

The following exercise gives you the opportunity to focus on identifying your key strengths, skills and achievements to promote to the selection panel. It is also a good idea here to reflect on areas for personal development and the methods you are employing to achieve this.

7 Things you want the panel to remember about YOU

7 THINGS

the interview panel/selection panel must find out about you (proudest achievement, significant skills, talents)

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

7 EXAMPLES

Which best showcase your achievements, skills talents, knowledge etc.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

7 QUOTES

that others have said about you in relation to the 7 THINGS and/or the 7 EXAMPLES

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

7 STRENGTHS

What do you do well, what do you enjoy doing, what do others turn to you for **and** what are the things that make you feel strong

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

7 WEAKNESSES

For each of your strengths, consider one possible negative contrast (e.g. STRENGTH: I am reliable and always deliver to deadlines. NEGATIVE CONTRAST: I often find myself saying 'no' to lots of interesting projects)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Preparation for interview questions and presentations

Using mnemonics to help you structure your answers

This exercise is designed to get you to devise concise targeted answers highlighting key examples and descriptive behaviours that will strengthen your application or interview performance.

Look at the following questions and undertake the following:

- Define which Answer structure mnemonic applies best to each question – CAMP/SPIES/BARER (see attached)
- Work through each question answering in a structured manner with examples of strengths/experience where appropriate and using behaviour descriptors instead of buzz words
- You may want to use specific examples from your own experience to help you illustrate your answer

Question 1

Tell us about a mistake you have made at work

Question 2

What makes you think you are fit train in this specialty?

Question 3

You overhear a nurse talk about a registrar who was taking cocaine in a nightclub the previous weekend. How do you address the situation?

Question 4

Give an example where you have enhanced the efficiency of your department

Question 5

Why do you want train in this specialty?

Question 6

You are dealing with an emergency on the ward and you are then called to review another patient urgently on a different ward. How do you prioritise and handle the situation?

Question 7

Can you describe an occasion when you have worked well in a team?

On the following pages are a number of questions for you to practise.

When choosing examples to illustrate your answers think about the relevance of what you are saying with that particular specialty and remember much of your experience to date is transferrable in terms of skills and knowledge but in your answer you may need to explain the relevance of the example to the question.

Try using the three mnemonics, CAMP, BARER, SPIES on the following questions (use the tables on the next few pages to help you formulate your answers)

Motivation for selecting this speciality

- What made you choose this speciality as a career?
- Which job have you enjoyed the most and why?
- How has your previous experience prepared you for this career?
- What are the most important rewards you expect in your career?
- What do you like least about this specialty?
- Where do you see yourself in 10 years' time?
- What have you done outside of your regular scheduled daily activities that demonstrates your interest in the specialty?
- What are the qualities of a good doctor? Do you have those qualities?
- What will be the biggest challenge in this post for you?
- How would you describe yourself?
- What motivates you to give your greatest effort?
- What skills or personal attributes do you possess that will make you a good trainee in this specialty?

Promoting your skills, experience and knowledge in relation to this speciality

- What distinguishes you from all the others: (e.g. audits/research, teaching, courses attended and leadership skills)
- Describe your experience of the audit process?
- What did you gain from your research/audit experience? How do you critically appraise a paper?
- Give me an example of where you managed a clinical scenario well? And one where things didn't go so well?
- You are dealing with an emergency on the ward and you are then called to review another patient urgently on a different ward. How do you prioritise and handle the situation?
- Can you describe an occasion when you have worked well in a team?
- How do you organise your workload?
- Give an example of a situation where you showed leadership.
- What skills do you need to improve?
- What makes you a good team player? Give an example of a recent situation where you played an important role in a team.
- Give an example of a situation where you failed to act as a good team player?
- Tell us about any teaching experiences or presentations you have done. Discuss any new teaching methods that you are aware of?
- What are the qualities of a good teacher?
- Tell us about an interesting audit that you did?
- What is the difference between audit and research?
- Tell us about your research experience.
- Tell us about a research paper that you have recently read?

Ethical questions/knowledge about NHS systems:

- Your F1 colleague turns up drunk on the ward one morning, what do you do?
- Can you tell me about clinical governance? Has clinical governance improved patient safety?
- Your consultant has made a mistake as a result of an error of judgement and is asking you to alter the patient's notes to match his version of events. What do you do?
- Your consultant does not seem interested in providing you with appropriate teaching. What do you do?

CAMP Structured Answer – For background and motivation questions about WHY you have applied?

Clinical
Academic
Management
Personal

BARER – For questions requiring an example (Tell us about a time when...)

Background
Action Taken
Reasoning
End Result
Reflection

SPIES Structured Answer – For questions on difficult colleagues or ethical issues

Seek Info
Patient Safety
Initiative
Escalate
Support

Answering the questions – words are important

You have now considered the messages that you wish to get over to the selection panel. All your hard work will be wasted unless you think about the words that you will use to respond to their questions. You will hopefully have considered the exercise in the e-module which looks at different ways of answering questions.

The following exercise gets you to think beyond the 'buzz words' such as *'I have developed good organisational skills – managing to undertake the necessary studies for the MRCP Part 1 exams while at the same time developing the necessary skills to be a competent doctor during my Foundation programme'*. This sentence conveys nothing about your true abilities and is possibly under selling your well-honed skills.

This exercise invites you to consider the 'actions' you undertook to respond to a particular situation and the type of 'behaviour' or 'response' as a result of this action. You are given a range of skill areas in which you will be expected to be competent. Use the first worksheet (2 pages) to practise your possible answers – a worked example is given. Once you have done this use the second worksheet to check how you did.

Behind the skills buzz words

Think about the behaviours that would make someone good at each of the skill areas listed below and the achievements that might result from good use of these skills. Reflect on particular people who you know are good in these areas. What do they actually do? How do they behave? Alternatively, think of people who are not good and think about what they should be doing. When describing behaviours, try to stick to verbs that describe what you would actually observe.

1. Managing others & team involvement	
<p>Behaviours</p> <ul style="list-style-type: none"> • motivating others • allocating tasks • explaining clearly • assessing abilities • performing reliably • prioritising team goals • helping others • requesting help • respecting others 	<p>Results</p> <ul style="list-style-type: none"> • increased co-operation • workable compromises • stronger group motivation • talents used effectively • misunderstandings avoided • people develop and learn • workload distributed fairly • people feel valued
2. Communication skills	
<p>Behaviours</p>	<p>Results</p>
3. Teaching	
<p>Behaviours</p>	<p>Results</p>
4. Organisation & planning	
<p>Behaviours</p>	<p>Results</p>

5. Working under pressure	
Behaviours	Results
6. Empathy & sensitivity	
Behaviours	Results
7. Decision making	
Behaviours	Results
8. Problem solving & conceptual thinking	
Behaviours	Results
9. Vigilance and situation awareness	
Behaviours	Results

Skills buzz words – crib sheet

Managing others & team involvement			
Behaviours		Results	
<ul style="list-style-type: none"> ▪ motivating others ▪ allocating tasks ▪ explaining clearly ▪ assessing abilities ▪ performing reliably ▪ prioritising team goals ▪ helping others ▪ requesting help ▪ respecting others ▪ maintaining impartiality 	<ul style="list-style-type: none"> ▪ responding flexibly ▪ encouraging contributions ▪ listening to opinions ▪ tolerating differences ▪ monitoring progress ▪ reviewing performance ▪ feeding back constructively ▪ supporting others ▪ taking responsibility 	<ul style="list-style-type: none"> ▪ increased co-operation ▪ workable compromises ▪ stronger group motivation ▪ talents used effectively ▪ misunderstandings avoided ▪ people develop and learn ▪ workload distributed fairly ▪ people feel valued 	<ul style="list-style-type: none"> ▪ targets exceeded ▪ discontent dealt with ▪ people enjoy working together ▪ ideas/information shared ▪ difficulties overcome ▪ people feel supported ▪ duplication of effort avoided
Communication skills			
Behaviours		Results	
<ul style="list-style-type: none"> ▪ articulating concepts ▪ gathering ideas and resources ▪ choosing methods ▪ identifying intentions ▪ understanding the audience ▪ choosing an appropriate environment ▪ anticipating potential misunderstandings 	<ul style="list-style-type: none"> ▪ actively listening ▪ summarising and paraphrasing ▪ simplifying complex information ▪ checking details ▪ using plain language ▪ checking understanding 	<ul style="list-style-type: none"> ▪ increased understanding ▪ conveying of ideas and information ▪ knowledge disseminated ▪ agreement achieved ▪ people take appropriate actions ▪ need for repetition avoided ▪ skills increased ▪ audience engaged 	<ul style="list-style-type: none"> ▪ motivation and enthusiasm increase ▪ appropriate impressions given ▪ time saved ▪ increased cooperation
Teaching			
Behaviours		Results	
<ul style="list-style-type: none"> ▪ monitoring situations ▪ attending to details ▪ anticipating complications ▪ checking facts ▪ asking questions to encourage learning ▪ preparing appropriate materials ▪ selecting content 	<ul style="list-style-type: none"> ▪ maintaining concentration ▪ asking for input ▪ making prompt decisions ▪ evaluating needs ▪ asking for assistance ▪ designing learning activities ▪ evaluating learning ▪ conveying credibility 	<ul style="list-style-type: none"> ▪ any potential disasters are avoided ▪ important information gathered ▪ knowledge shared ▪ all participants gain something from interaction 	<ul style="list-style-type: none"> ▪ changes tracked ▪ prompt responses ▪ timely action ▪ correct decisions made
Organisation & planning			
Behaviours		Results	
<ul style="list-style-type: none"> ▪ clarifying targets ▪ identifying resources ▪ developing a realistic plan ▪ prioritising and scheduling tasks ▪ making compromises ▪ working through implications ▪ anticipating problems 	<ul style="list-style-type: none"> ▪ identifying bottlenecks ▪ allowing for contingencies ▪ monitoring progress ▪ recording progress ▪ reporting progress ▪ adapting plans ▪ maintaining momentum ▪ reviewing process 	<ul style="list-style-type: none"> ▪ goals are met ▪ projects are completed on time and within budget ▪ potential problems are avoided 	<ul style="list-style-type: none"> ▪ efficient use of resources ▪ clearly defined tasks ▪ up-to-date reporting ▪ stakeholders are happy ▪ transparent process
Vigilance & situational awareness			
Behaviours		Results	
<ul style="list-style-type: none"> ▪ monitoring situations ▪ assessing risk ▪ noticing changes ▪ attending to details ▪ anticipating complications ▪ checking facts ▪ asking questions ▪ confirming assumptions 	<ul style="list-style-type: none"> ▪ maintaining concentration ▪ acting quickly ▪ asking for input ▪ making prompt decisions ▪ evaluating needs ▪ asking for assistance ▪ encouraging vigilance in others 	<ul style="list-style-type: none"> ▪ disasters avoided ▪ patient and staff safety assured ▪ risks minimised ▪ important information gathered 	<ul style="list-style-type: none"> ▪ changes tracked ▪ prompt responses ▪ timely action ▪ correct decisions made

Working under pressure	
<p>Behaviours</p> <ul style="list-style-type: none"> ▪ recognising pressures ▪ monitoring the impact ▪ identifying sources of stress ▪ anticipating potential problems ▪ acknowledging needs ▪ asking for help ▪ prioritising tasks ▪ delegating responsibilities ▪ asserting requirements ▪ devising coping strategies ▪ maintaining perspective ▪ taking breaks ▪ handling emotions ▪ retaining composure ▪ deflecting inappropriate demands 	<p>Results</p> <ul style="list-style-type: none"> ▪ important tasks are completed ▪ impact of pressure reduced ▪ calm atmosphere ▪ lack of panic ▪ mistakes avoided ▪ measured decisions ▪ workload adjusted ▪ efficient systems adopted ▪ burnout prevented
Empathy & sensitivity	
<p>Behaviours</p> <ul style="list-style-type: none"> ▪ listening attentively ▪ encouraging openness ▪ understanding other's perspective ▪ allowing silence ▪ giving time, not rushing ▪ demonstrating awareness ▪ engaging with emotions ▪ responding appropriately ▪ building rapport ▪ using appropriate language ▪ using similar expressions ▪ adapting tone and manner ▪ avoiding judgmental words and behaviour ▪ showing respect ▪ expressing sympathy 	<p>Results</p> <ul style="list-style-type: none"> ▪ people feel valued and respected ▪ people are more willing to divulge information ▪ increased cooperation ▪ misunderstandings avoided ▪ greater openness ▪ less risk of conflict
Decision making	
<p>Behaviours</p> <ul style="list-style-type: none"> ▪ identifying criteria ▪ establishing relative importance ▪ evaluating needs ▪ reviewing previous decisions ▪ gathering information ▪ assessing information ▪ prioritising outcomes ▪ eliciting opinions ▪ involving interested parties ▪ assessing risk ▪ judging the urgency ▪ anticipating consequences ▪ weighing options ▪ taking responsibility ▪ maintaining objectivity ▪ evaluating effectiveness of decisions 	<p>Results</p> <ul style="list-style-type: none"> ▪ rounded and consistent choices made ▪ agreement and consensus ▪ justifiable actions ▪ dithering prevented ▪ clear direction ▪ timely action taken ▪ impulsiveness avoided ▪ less backtracking and buck-passing ▪ less dissent
Problem solving & conceptual thinking	
<p>Behaviours</p> <ul style="list-style-type: none"> ▪ identifying problems ▪ isolating key factors ▪ questioning assumptions ▪ connecting ideas ▪ analysing information ▪ detecting themes/trends ▪ recognising the context ▪ researching and investigating issues ▪ generating potential solutions ▪ thinking laterally ▪ evaluating viability ▪ maintaining positivity ▪ demonstrating resourcefulness ▪ being persistent ▪ monitoring progress 	<p>Results</p> <ul style="list-style-type: none"> ▪ problems are solved regularly and quickly ▪ problems are better understood ▪ further problems anticipated ▪ processes and products are improved ▪ obstacles overcome ▪ new ideas and methods emerge ▪ big picture solutions ▪ strategy developed ▪ increased effectiveness and efficiency ▪ greater productivity

Specific Goals

Making Specialty Applications

All specialty applications are made through the ORIEL System.

<https://www.oriel.nhs.uk/Web/Account/LandingPage> Once you have registered you will be invited to enter your details to access your applications at this page:

<https://www.oriel.nhs.uk/Web/Account/Login>

Once on the site there are two useful guides to help you complete your form and manage your journey through the specialty application process.

- <https://specialtytraining.hee.nhs.uk/> includes an applicant guide in the recruitment section
- <https://www.oriel.nhs.uk/Web/> includes a link to the User Guide for Oriol on the signing in page

Keeping track of your applications is easy using Oriol as you can access your record throughout the application process through to acceptance of an offer.

Reflecting on Your NEXT STEPS

REFLECTION: *In the space below reflect upon what you have learnt from the **Next Steps** section of the Career Planning e-module*

LEARNING & ACTIONS:

You will have now completed the Career Planning for Foundation Trainee Doctors workbook and hopefully feel more confident about the career planning steps you can take to help you make robust career decisions and take appropriate actions.

In the table below list the 4 most important things you have learnt from undertaking these exercises

KEY LEARNING FROM THE CAREER PLANNING FOR FOUNDATION TRAINEE DOCTORS E-MODULE	
1.	2.
3.	4.

Further Support

If you feel that you would like to discuss your results and reflections from the Career Planning stages with a careers adviser please contact your local Postgraduate Medical Education Centre for details of what individual support is available in your region (**NOTE:** *Clients within HEE London and South East can follow the link <http://www.lpmde.ac.uk/professional-development/careers-unit/what-we-do/contact-us>*

For Foundation Doctors in London and South East the following additional support services are available through the LaSE professional Support Service

- **Individual Careers Support** – to help you explore the factors impacting on your career choices and career planning
- **Specialist Clinical Communication and Linguistic Services** – helps support effective communication with patients, careers and colleagues
- **Individual Support Team** – confidential educational support service for clinicians with performance concerns
- **Coaching Service** - helps trainees in challenging situations that could prevent them from getting the most from their careers.

All services are confidential, work independently from your employer and are by self-referral only and can be accessed at the following link:

<http://www.lpmde.ac.uk/professional-development/professional-support-unit>