

FUTURE LEADERS PROGRAM

Program Outline



RACGP

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We acknowledge the Traditional Custodians of the lands and seas on which we work and live, and pay our respects to Elders, past, present and future.

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How does the Future Leaders Program (FLP) align with the RACGP's Vision?

Future Leaders Program – Introduction

As Australia's largest specialist medical college, the RACGP connects, trains and represents more than 50,000 members in general practice. The College's purpose – to ensure a strong general practice profession that keeps Australia healthy – depends on GPs who are recognised and valued as essential leaders at the core of the healthcare system. The FLP is the College's investment in developing those leaders.

Alignment with the RACGP Vision

The Vision for general practice and a sustainable healthcare system identifies engaged leadership as the first action required to achieve high-performing general practice. High-performing practices have GP leaders who are engaged in, and responsible for, developing and leading the implementation of a practice's measurable goals and objectives. Beyond the practice, GP leaders advocate for patients and for general practice within the broader healthcare system.

The Vision also recognises that, in addition to providing clinical care, GPs hold equally important roles as patient advocates and stewards of the healthcare system – roles that become more critical as the complexity of the health system grows. Building the leadership capability to fulfil these roles is central to realising the Vision's model of patient-centred, continuous, comprehensive, coordinated, high-quality and accessible care, and to meeting the quadruple aim of primary healthcare.

Alignment with the 2025–29 Strategy

The RACGP's 2025–29 Strategy commits the College to being proactive and ambitious in driving the reform agenda, and to positioning itself as a thought leader ready to innovate, create and shape the future of general practice. The FLP directly supports each of the Strategy's four areas of focus:

An outstanding Fellowship – cultivating peer collegiality and lifelong learning through a connected community of emerging leaders who take pride in their College.

A flourishing GP workforce – strengthening the health, wellbeing and professional satisfaction of GPs, and building the profession's appeal to the next generation.

A future-ready profession – enabling increased GP innovation leadership so members can shape, rather than simply respond to, technological and system change.

General practice at the heart of the health system – developing tangible thought leadership and growing the advocacy networks that mobilise members and communities.

About the program

The FLP focuses on leadership development for general practitioners operating within a complex and shifting healthcare environment. The program increases knowledge, understanding and capability across leadership domains aligned to the RACGP's Vision of a Healthy Profession, Healthy Australia. These domains include:

- Foundation knowledge
 - Values-based leadership
 - Project management
 - Self-determination theory and goal setting
 - Leadership efficacy
- Strategy
- Change management and risk management
- Organisational and group dynamics
- Influencing without authority
- Public speaking styles and techniques
- Advocacy and representation

In building these capabilities, the FLP prepares GPs to lead within their practices, represent the profession with confidence, and advance the College's purpose: a strong general practice profession that keeps Australia healthy.

Is the Future Leaders Program designed for me?

The FLP is designed for RACGP Fellows who have some practical experience of leadership (see the examples listed in the 'Selection criteria' section) but are yet to undertake significant formal leadership training. If you've found yourself stepping into leadership roles and want to build the knowledge and skills to match, this program is for you.

The program uses an accessible, blended learning approach. It begins with a face-to-face, one-day intensive workshop, followed by eight months of interactive learning. Twice a month you'll engage with your peers, Program Alumni, GP leaders and subject matter guest speakers to work through leadership scenarios, drawing on interactive online course content and your own personal experiences as you build competency and confidence.

To get the most from the program, we also recommend nominating an FLP-specific mentor for the duration of the program and meeting with them at least monthly.

In what ways will I develop as a leader?

The Future Leaders Program is designed to develop you across four dimensions:

1. A clearer sense of who you are as a leader – You'll gain a deeper understanding of your values, strengths and motivators, and the conditions that help you thrive. Through this self-awareness you'll build the confidence and presence to lead authentically, grounded in values-based leadership.
2. The skills to lead teams, initiatives and organisations – You'll learn to think strategically, influence without authority, lead change, manage risk and navigate group dynamics — the practical capabilities needed to operate effectively in a complex and evolving healthcare environment.

3. The ability to communicate, connect and influence across the health system – You'll become a more compelling communicator and advocate, able to represent your colleagues and profession, engage meaningfully with stakeholders, and contribute to the College's voice on behalf of general practice.
4. Lasting professional networks and a strong leadership identity – You'll form enduring connections with peers, Program Alumni, mentors and GP leaders across the RACGP – a community of practice that will support your leadership journey well beyond the program.

By the end of the program, you'll be equipped to lead within your practice, advocate for patients and the profession, and help shape the future of general practice.

Eligibility and selection criteria

Eligibility

The applicant must be a current Fellow of the RACGP (FRACGP) with at least three years of Fellowship to be eligible for selection into the FLP. Exceptions to the eligibility criteria are:

- Registrar Liaison Officers
- Registrar Medical Educators
- New Fellows in Medical Educator roles
- Registrars or New Fellows who sit on a Faculty Council

Essential selection criteria:

1. The applicant can demonstrate involvement in leadership positions, such as in clinical teams, committees, or professional organisations.
2. The applicant agrees to fully participate in the program, including attending all required webinars, meetings, and workshops for the duration of the program. Attend the in person, face to face launch, noting travel and accommodation are a personal cost not covered by the program.
3. The applicant must demonstrate a strong commitment to general practice and the RACGP, including both their contributions to date and their future aspirations for advancing the profession and the College.
4. Applicants must demonstrate a genuine interest in the program and the RACGP by articulating how their personal values align with the RACGP Vision and Mission, their long-term career goals within the RACGP, and how they envision contributing to General Practice more broadly in the future.
5. The applicant demonstrates clear communication and influence – assessed across all written responses submitted within the application. This criterion assesses an applicant's ability to communicate ideas clearly, logically, and persuasively. Assessment will focus

on the clarity, structure, and effectiveness of an applicant's responses rather than writing style, grammar, or English language proficiency.

Desirable / non-essential criteria:

1. The applicant has experience in diverse clinical settings, e.g. rural, hospital, etc.
2. The applicant has evidence of participation in further leadership or management education. (Note, those with significant external education may not benefit from the program and must discuss their application with the Leadership Development Team).
3. The applicant has demonstrated commitment to teaching and mentoring colleagues or trainees, fostering the development of others.
4. The applicant has demonstrated engagement in advocacy for patient care or health policy issues.

In addition, you must be:

- Willing to take part in behavioural evaluations and discuss your feedback with the wider group.
- Willing to take part in facilitated online sessions held on the second and third Tuesday of each month (via Zoom).
- Have the time available to commit to monthly group work, self-study, and one-on-one time with your mentor.
- Open minded, with commitment to developing as a leader.
- Willing to work with a mentor to discuss experiences, seek advice and hear alternative perspectives on both leadership opportunities and challenges.

Return of Service commitment

The FLP represents a significant investment in the leadership development of future leaders within Australian general practice. In accepting a place in the program, participants acknowledge a commitment to giving back to the FLP, the RACGP and the profession by remaining engaged and contributing to the development of future leaders and our members.

Leadership is not viewed as an endpoint, but as an ongoing responsibility to strengthen the profession and support others to succeed. As such, graduates are expected to remain connected to the FLP community for a minimum of two years following completion of the program and contribute, where possible, in ways that reflect their experience, interests and capacity.

Contributions may include, but are not limited to:

- Mentoring – either future program participants or as part of the RACGP Mentoring Program.
- Contributing to the delivery, promotion, or continuous improvement of the FLP.
- Sharing leadership knowledge, experiences and insights through presentations, workshops, webinars, or publications.
- Acting as an ambassador for the FLP by promoting the program and encouraging future applicants.
- Participating in alumni activities and contributing to the ongoing strength of the FLP network.

The nature and extent of each person's contribution will vary according to their career stage, professional commitments, and personal circumstances. The intention is not to prescribe a single form of service, but to foster a culture of generosity, stewardship and paying leadership forward. Together, these contributions create a connected community of leaders who invest in one another and in the future of Australian general practice.

***** If you have already completed significant leadership development as part of another program, we welcome the opportunity to discuss this with you to make sure that we are meeting your needs and to avoid duplicating content you may have already covered. *****

The Leadership Framework

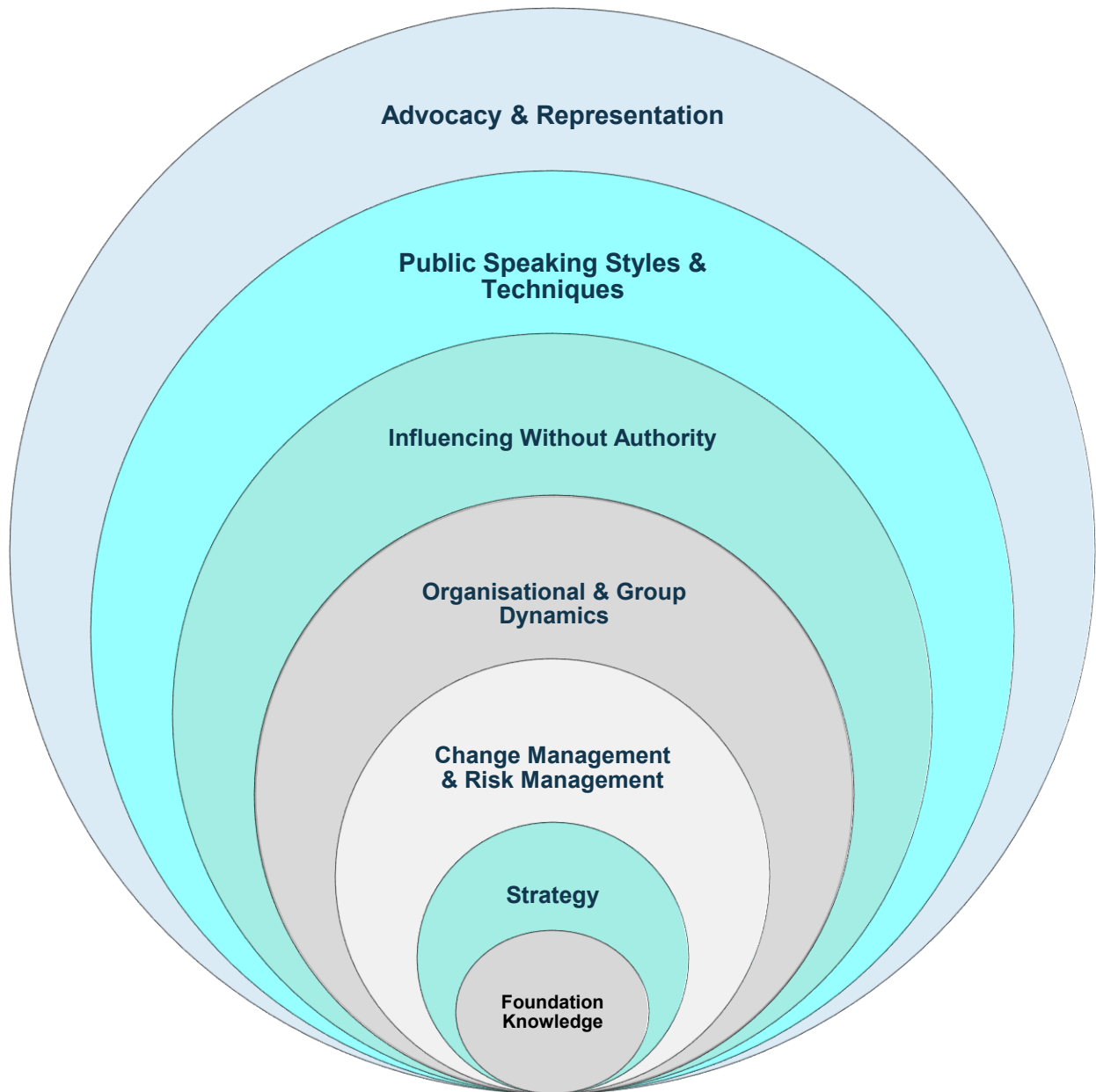


Figure 1. Leadership Framework Domains

NB: The order in which the framework domains are delivered are subject to change.

The Leadership Framework Domains

Each domain has been co-designed by the Leadership Development Team, Program Convenor and Steering Committee, through a review of the RACGP Curriculum 2022; existing global medical leadership frameworks in Canada, the UK and Australia; and information gathered through consultation with existing RACGP leaders to determine skills, knowledge and abilities required by GP leaders in the broader healthcare landscape.

Progression through the domains can be viewed as incremental; however, each leader has different strengths and interests and develops at a different pace; therefore, this framework functions as a guide for your development.

Each domain contains objectives and outcomes. The objective describes the end goal you are working towards within that domain, and the outcomes are measures of success in achieving that end goal.

It should be noted that whilst the program introduces these domains through focused interactive educational sessions, peer group learning sessions and guest speaker sessions, participants are expected to extend their learning through their own reading, research, and self-paced exploration to deepen their capability in each domain.

Table 1. GP leader framework domain breakdown

Domain	Objectives	Outcomes
Foundation knowledge	By the end of the launch workshop, the program will have: Introduced key leadership theories and frameworks including values-based leadership, Self-Determination Theory (SDT), and goal-setting theory. Explored foundational concepts of leadership efficacy, including the factors that contribute to confidence in leading teams and change. Provided an overview of core management principles relevant to leading initiatives as an organisational leader. Examined wellbeing strategies that support sustainable leadership, including personal wellbeing and how leaders support the wellbeing of others. Showcased lived experience and context through insights from past participants, RACGP President, and CEO to situate leadership within the College's strategic priorities and culture. Established early program connection and psychological safety by fostering	By the end of the Foundation Knowledge domain, participants will be able to: Apply values-based leadership principles to articulate their own leadership values and how this guides decision-making in practice. Analyse their own motivators and barriers using Self-Determination Theory and identify strategies to enhance autonomy, competence, and relatedness in their leadership. Develop meaningful, evidence-based goals using goal-setting theory and create an initial leadership development goal aligned with the program. Demonstrate emerging leadership efficacy by identifying personal strengths, growth areas, and describing the differences between leadership and management. Implement strategies for personal wellbeing and describe approaches

	interpersonal expectations, engagement.	rapport, and	clarity of participant	leaders use to support the wellbeing of team members and colleagues. Connect RACGP leadership concepts to real-world practice, drawing on insights from guest speakers to understand the broader leadership landscape. Contribute to a collaborative learning environment by engaging in activities that build trust, shared purpose, and collegial support among the cohort.
Strategy	Introduce foundational strategic concepts, thinking types, biases, organisational priorities, and strategy versus operations. Explore approaches for setting direction, shaping strategy, and aligning stakeholders around shared goals. Examine how strategy operates, including constraints, levers, and real-world complexity.			Analyse their organisational or community context to identify strategic drivers, challenges, and opportunities. Apply strategic thinking frameworks to interpret complex problems and recommend evidence-informed priorities. Contribute effectively to strategic discussions, governance groups, or planning activities.
Change and Risk Management	Examine models of change leadership relevant to generic organisational environments. Introduce risk identification, mitigation, and communication principles. Explore human responses to change and how leaders support psychological safety during transitions.			Apply change frameworks to plan and lead a change initiative within an organisational setting. Identify key risks (internal and external) and propose strategies to mitigate them. Evaluate stakeholder impacts and adopt strategies to support people through change. Communicate change in a way that builds trust, transparency, and engagement.

Domain	Objectives	Outcomes
Influencing without authority	Explore influence models and the psychology of persuasion in professional settings. Introduce techniques for building coalitions, negotiating, and shaping decisions without positional power. Examine how credibility, relationships, and communication create informal authority.	Use influence strategies to gain support for ideas across diverse stakeholders. Communicate proposals in a way that builds alignment and reduces resistance. Leverage relationships, expertise, and values to influence organisational decisions without formal authority.
Public speaking styles & techniques	Introduce principles of compelling communication, audience analysis, and narrative structure. Explore key elements of public speaking, including clarity, relevance, and call-to-action. Provide practice opportunities for delivering confident, purposeful presentations.	Apply structured communication techniques to present ideas succinctly and compellingly. Demonstrate enhanced verbal presence, confidence, and message clarity in public speaking settings. Use storytelling principles to connect ideas to purpose and impact.
Advocacy and Representation	Examine the role of GPs as advocates within communities, organisations, and the broader health system. Explore frameworks for ethical, evidence-based advocacy. Introduce skills for representing groups professionally and constructively in formal settings.	Articulate a compelling advocacy position supported by evidence, lived experience, and values. Represent peers, communities, or professional groups effectively in committees, consultations, and forums. Apply strategies to influence policy, organisational decisions, or community outcomes. Demonstrate professionalism, clarity, and integrity when speaking on behalf of others.

What does the program involve?

Once you have applied to and have been accepted into the program, you will then have an individual telephone or video meeting with one of our leadership development team confirm you fully understand the commitment required to participate in the program.

You will then complete a personal assessment tool online that will focus on your values, potential and development as a leader, and help you develop greater understanding of the culture your individual values drive you to create.

You must attend the one day, in person program launch. This full day workshop includes experienced facilitators and speakers to inspire and guide you. It also allows you to connect with the other program participants, which is important for the small group meetings that run each month during the program.

The remainder of the program is delivered virtually through interactive online learning, peer group learning sessions and guest speaker sessions. On top of this you will have meetings with your chosen mentor.

You will also be provided with links to further resources throughout the program.

At the end of the program, you will be required to submit a reflection piece, detailing your learning journey throughout the year. This has no strict format or word count, however, is required for recognised completion of the program.

The final activity is a networking function held at the annual RACGP conference. More information will be available nearer the time.

What are the costs and equipment required to participate in the program?

The FLP is provided as an exclusive RACGP member benefit. The cost of the program, including all webinars, and facilitators is borne by the RACGP.

You are responsible for your own travel and accommodation to and from the launch workshop and the end of year networking event at the GP conference.

You are also required to have good, reliable internet access, with headphones and a webcam. A webcam is vital, as voice only participation significantly impacts on group dynamics and productivity.

How is the program delivered and how often do I take part?

The program is delivered through a mixture of face to face and online delivery methods.

As with everything, you get out what you put in. You must ensure you take ownership for your own learning. This includes taking time to review program materials, meet with your mentor and take part in webinars and group meetings. All online sessions occur on Tuesday evenings and start at 7pm Sydney time.

How do I communicate with the program facilitators?

The leadership development team will communicate with you regularly by email before the program starts, and for the duration of the program.

Each month resources will be made available via gplearning so that you are always able to access and refer to them when needed.

In between scheduled sessions, you can contact the team via their email:

leadershipdevelopment@racgp.org.au

What happens if I do not have a mentor for the program?

At the application stage, we encourage you to identify a suitable mentor who can support you throughout the program. While having a mentor is not mandatory, it is strongly recommended. A mentor can provide valuable guidance, act as a sounding board for ideas, and share insights drawn from their own leadership and professional experience.

If you are unable to identify a mentor and would like support in doing so, the Leadership Development Team can assist. However, mentoring relationships are often most effective when the mentee selects a mentor themselves, so we encourage you to consider individuals within your professional network who may be well placed to support your development throughout the program.

All mentors must attend a 1-1 zoom session to discuss the program requirements and mentoring protocols.

Is there an assessment?

Assessment consists of the following:

- Attendance and active participation at each session
- Submission of a completed reflective journal

You will be provided with templates, support, and feedback throughout the program to ensure that you are on track and confident about what you need to deliver.

A certificate of completion will be issued to you following successful completion of the Future Leaders Program

For all questions, please contact:

RACGP Leadership Development Team

leadershipdevelopment@racgp.org.au