Theme of the week learning pack: Leadership and Management

This learning pack can be used for local teaching and for individual reading and reflection. Several activities have been designed and they have been mapped to the RCPCH Progress curriculum.

Feel free to use any or all of this pack in your department. If you wish, you can reflect on the learning activity and upload to your e-portfolio linking to the relevant domains.

Comments/feedback to Trisharadia@nhs.net (TPD).

Content:

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Breaking bad news/apologising

Objectives

- ❏ Considering the communications skills needed in difficult situations such as explaining mistakes
- ❏ Think about the different clinical governance steps needed after an error

Activity: Simulation (30-45 mins)

Target Levels:

- 1: Trainees due to sit MRCPCH clinical examination
- 2: Registrar can run teaching session and receive feedback

Instructions for facilitator:

- Read through the scenario from Paediatric FOAMed regarding a gentamicin error in a two year old.
- Allocate roles for doctor and parent.

Instructions for group:

- Observe the verbal and non-verbal skills used
- Consider alternative ways to approach the situation
- Have you been in similar scenarios? How do different families react?
- Think about the clinical governance pillars and how they apply in this situation

The seven pillars of clinical governance:

- Clinical effectiveness and research
- Audit
- Risk management
- Education and training
- Patient and public involvement
- Using information and IT
- Staffing and staff management

Developing personal leadership skills

Objectives

- ❏ Consider your current leadership and management activities, and what skills you have and can develop
- ❏ Reflect on the seven leadership domains from the NHS Leadership Academy

Activity: Group discussion or personal reflection (45-60 mins)

Target Levels: 1-3

Instructions:

- Read through NHS Leadership Academy "Leadership Framework Summary", 20 pages, with particular focus on the table on pages 13 for now.
- Look at the different areas and consider the following:
    - What activities could cover these areas at different levels of training? What are you/others doing so far?
    - What personal skills do you have that help in each of these areas?
    - How can you develop these over your future training?
    - What activities outside of training can develop skills?
    - Has COVID19 led to different leadership and management training opportunities?

If you have more time, you can think about the other tables and how they apply to you. The full version of the Leadership Framework is here, if you want to read in more detail.

Further resources:

- The LeAD e-learning resources have a whole range of sessions on aspects of leadership, tailored to the framework summary.
- The Edward Jenner Programme is an online short course from the NHS Leadership Academy, giving an overview of the basic foundations of leadership.
- The FMLM (Faculty of Medical Leadership and Management) has lots of resources, including the "Trainee Leadership Passport" that you can fill in to document your progress.
- RCPCH Leadership and team working domain resources page has videos and cases for how to apply this domain to your daily work.
- The VIA Institute on Character has a free survey of your personality strengths, that you can then use to reflect on your personal skills and how to develop them.
- The NHS London Leadership Academy has a toolkit of useful guidance for new leaders
- This document by Madeline Tyrrell on preparing for consultant life

Difficult communication with colleagues

Objectives

- ❏ Considering the communications skills needed for interactions with colleagues under difficult circumstances

Activity: Simulation (30-45 mins)

Target Levels:

- 1: Trainees due to sit MRCPCH clinical examination
- 2: Registrar can run teaching session and receive feedback
- 1-3: discussion around the topic

Instructions for facilitator:

This scenario is based on "Communication Scenarios for the MRCPCH and DCH Clinical exams"

Trainee role:

A paediatric registrar in a busy DGH, talking to another paediatric registrar Dr Martin Evans.

Background information:

You have worked with Martin for three months, but had a difficult professional relationship. You feel he criticises you in front of patients and colleagues. He alters management plans you have made without discussing with you. You know other colleagues also find him difficult to work with - he is not a team player. Recently he has also been coming to work late. You decide to talk things through directly with him before approaching senior staff for help.

Task:

To talk to Martin, explain why you feel the conversation is necessary and how things can possibly change in the future.

Further resources:

- "Recognising and addressing rude, undermining and bullying behaviour" - a recent article in Archives of Disease in Childhood looks at key areas in paediatrics where we can try to improve communication.
- The MPS article on p8-9 looks at various ways of dealing with difficult colleagues.

Developing mentoring programmes

Objectives

- ❏ To consider the benefits of mentoring within the paediatric clinical setting
- ❏ To look at how this could be developed and implemented

Activity 1: Group discussion (30-45 mins)

Target Levels: 2-3, plus consultants

Instructions for group:

- Watch part of this video [from 9:00 to 22:53, approx 14 minutes total] of an RCPCH webinar discussing how to set up and deliver a mentoring programme within paediatrics.
- Afterwards, consider what peer-peer support is available locally.
- Is mentoring already in progress, even in an informal way?
- Would a formal system be beneficial, particularly at transition points in training?

Further resources:

- RCPCH has some further resources around mentoring, including advice for mentors and mentees.
- e-LfH has a short online course on Medical Mentoring for further background.
- This handbook from UCL is not specific to medicine, but does have some useful things to consider around the mentoring process.

Serious incidents

Objectives

- ❏ Develop some knowledge and understanding around serious incidents, their definition and how to investigate them

Target levels

- 3: Trainees who are preparing to become consultants

Activity 1: Group discussion (30-45 min)

Instructions for group:

- Watch this video (11 min), from the PRACP (Paediatric Return to Acute Clinical Practice) programme on serious incidents.
- Read through the NHS England serious incident framework, in particular reading through and discussing:
    - P13 - the definition of serious incidents and how to assess whether an incident is a serious incident.
    - P17 - understand what is included as a near miss
    - P22 - the seven key principles in the management of serious incidents.
    - P32 - the serious incident management process.
    - P37 - how to investigate a serious incident.

Activity 2: Group discussion (30-45 min)

Instructions for group:

With a consultant, review a completed serious incident report in small groups. Commence the session as a case based discussion of the case, then discuss the following:

- What the incident was
- Any root causes or contributory factors that could be suggested
- Any learning you would recommend

Then go on to review the report of the incident and review as group:

- The incident that was reported
- The root causes and contributory factors documented
- The recommendations

Are there any similarities in your suggestions with those found in the report?

Activity 3: Further work

Discuss with your educational supervisor whether you can attend the department's or trust's serious incident review meeting. These are typically held monthly in all trusts and include the patient safety leads, medical director and other senior healthcare professionals. In this meeting, serious incidents within the department/trust are discussed and reviewed.