



Module 14 - Leadership - Lesson Plan and Facilitator's Guide

Facilitators Guide

This Module in the WRaP EM curriculum is dedicated to exploring Leadership, particularly in the context of emergency medicine. It is presented as a multimodal, facilitated discussion and workshop.

Learning Objectives

At the end of this module, the participant will be able to

1. *Understand* and *describe* the relationship between leadership and management.
2. *Describe* various models of effective leadership in context: transformational; transactional; collaborative; phronetic.
3. *Understand* the paradigm of leadership - 'The Doctor as Team Leader'.
4. *Identify* potential barriers to leadership development and synthesise strategies to resolve (mitigate) them. *Then potentiate* their own leadership development in their workplace.

Notes:

Ideal number of participants: 12-40

Ideal number of facilitators: 1-2 (ratio minimum 1:20)

Facilitator 1 role: Lead presenter

(Facilitator 2 role): Support presenter and scribe (this role of scribe can be given to willing participant(s) in smaller groups)

Administrative tasks:

- Communicate with host site about requirements
- Attendance forms
- Evaluation forms
- Confirm participant numbers prior to delivery day
- Send pre-reading (confirm with facilitator)
- USB with presentation powerpoint

Resources:

1. Clinical training room, appropriate chairs, U formation
2. Laptop, powerpoint and projector
3. USB with powerpoint presentation
4. Whiteboard and fresh whiteboard pens and eraser
5. Attendance record sheet (Name, optional contact detail, signature, date, facilitator, title of session)
6. Session evaluation forms (participant and facilitator)
7. Dr Braganza's WRaP EM Leadership synopsis
8. Leadership styles document
9. Cliff Reid Article – Area under the Suffering Curve – <http://www.resus.me/the-area-under-the-suffering-curve/>

Optional reading/viewing:

1. Phronetic Leadership "the Wise Leader" HBR – read
 - a. <https://hbr.org/2011/05/the-big-idea-the-wise-leader> OR
2. watch a 10-minute youtube video – <https://www.youtube.com/watch?v=Rp-cjRhWoV0>
3. Steve Jobs Stanford Commencement address – <https://www.youtube.com/watch?v=UF8uR6Z6KLc>
4. Leadership Development (Scouller) <http://www.three-levels-of-leadership.com/tool-downloads>

Room Set up:

Non clinical area which can be closed/provide confidence in group

Debriefing set up for chairs e.g. 12 chairs in U formation, each with view of projection screen for visual aids used in delivery

Equipment:

Power point on lap top/equivalent and projector and screen

Whiteboard and pens

Delivery Method:

This workshop could be delivered in 3 formats.

A) as a one-hour workshop - facilitator will need to condense time in some discussions/activities to achieve this timing

B) as a two-hour workshop - including the content of the one-hour workshop with extended time and extended development of *core activities*.

C) as a two-hour workshop – including the content of the one-hour workshop with additional *optional activities*

Facilitators guide to preparation and delivery of this workshop is given in the following 6 steps:

- 1. Preparation**
- 2. Workshop – Introduction**
- 3. Workshop – Case Studies and Activities**
- 4. Workshop – Setting the tone as a leader**
- 5. Workshop – Barriers to Leadership**
- 6. Workshop Evaluation**

Step 1: Preparation: 1-7 days prior to delivery

Facilitator:

- Read/ re read Dr Braganza's synopsis
- Read Leadership Styles document
- Read Cliff Reid Article “Area under the Suffering Curve”
- Familiarise self with case studies and activity
- Familiarise self with Vita's story (from Module 6) - copy of this in resources

Administrative:

- Print out attendance form
- Print out appropriate number of Participant Evaluation Forms
- Print out 1-2 Facilitator Evaluation forms
- Confirm with host site re room set up and requirements
- Email out 'pre-reading' at Facilitator's discretion
- Print out handouts for participants
 - Case study 1 + Core activity 1
 - Core activity 2
 - Case study 2
 - Core activity 3

Step 2: Workshop: Introduction

Facilitator(s):

- Introduce session – define topic and highlight learning objectives
 - Declaration for session as appropriate for participant group – confidentiality and disclosure consequences
- Introduce self (2 minutes)
- Participants sequentially introduce selves if not known to each other or facilitator
 - Include reflective exercises in introduction: (13 minutes)
 - ***Think of 1-2 people who embody "good leadership" (in your own life, someone you know of, or a public figure). How would you describe them?***
 - ***Think of 1-2 people who you don't consider to be a good leader. What descriptors do you use for them?***
 - Discussion based on reflective exercise (10 minutes)

Step 3: Workshop - Case Study Presentation and Activities: LO1, LO2, LO3, LO4

What is the difference between a Leader and a Manager?
(Establish that it is important to be able to function as both)

Case Study 1 – Explores models of leadership (5 minutes)

It is Monday early afternoon at the ED of Silver Sands Hospital, a major regional centre that is considered moderate in its volume and acuity of patient presentations.

The ED Director receives a call from the Paramedic Director, stating that off-stretcher times at the ED are prolonged. At the same time, he receives a call from Hospital Executive stating that there are no inpatient beds available currently but they have escalated a plan to create capacity over the next 4 hours. The ED Director wanders into the acute area...

The trauma buzzer sounds. The ED Resus team gathers. The ED Consultant allocated to the acute area enters the Resus Room and decides whether to be Team Leader or whether to give the early-phase Advanced Trainee the opportunity to lead.

In the meantime, the coordinating Nursing Team Leader notes that there are many patients in the waiting room exceeding wait times, all ED beds are full, and there are many patients awaiting ward allocation. Many of the early shift nurses (and doctors) have not yet taken a lunch break.

The intern is looking after a young man with presumed testicular torsion. He'd like to discuss the case with his registrar but everyone senior is in the Resus Room. He tosses up whether to speak to the registrar in the middle of the Resus, or whether he might have some other options.

Core Activity 1 (5 minutes)

1. For each of the five characters in this story, consider what acts of leadership are required from them in their individual contexts.
2. What style of leadership might each of them choose to employ.
3. What are the 'pros and cons' for a more directive style of leadership vs a more subtle or collaborative style in each context?

Facilitated discussion on Styles of Leadership (15 minutes)

Presentation of content by facilitator on Styles of Leadership – see p11-18 of Shahina Braganza's synopsis.

Core Activity 2 (to follow theory/discussion on Styles of Leadership): (10 minutes)

Group problem solving approach with nominated participant or Facilitator 2 scribing the groups responses.

Context	Style/s of leadership to be considered*
ED consultant – critically unwell multi-trauma patient in Resus Room (ED team only)	
ED consultant – critically unwell multi-trauma patient in Resus Room (Trauma Team, including Anaesthetist, Surgeon, Intensivist)	
ED Registrar – night shift – 30 patients waiting, 1 ventilated patient in ED, 1 on biPAP, 1 becoming agitated in ‘safe room’	
Senior ED doctor – leading debriefing of ED team after unexpected death of middle-aged patient	
ED doctor – discussing with 50yo female patient and her husband whether LP for SAH should be performed	
ED doctor – multi-disciplinary team meeting to formulate ongoing management plan for patient with chronic pain issue, and ongoing multiple presentations to ED	
Senior ED doctor and nurse meeting with Director of Medical Services to discuss NEAT.	

*NB Leadership styles not mutually exclusive – can overlap

Optional activity 1

Facilitated discussion: Discussion lead – "Explore and discuss differences between male and female leaders" (20 minutes)

Step 4: Facilitated Discussion on Setting the Tone as a Leader; Case Study and Activity LO3

Facilitated Discussion: Doctor as Team Leader/Paradigms of Leadership (5 minutes)

Facilitators may choose to reference "Vita's Story" from Module 6 (Meaning and Purpose)

Take home message: Vita sets the tone for her everyday (and possibly for her colleagues as well)

As such, she exerts her own brand of leadership in her immediate environment.

Every day Vita delivers my mail cheerfully. It's her trademark attitude. One day, in lousy weather, I heard her whistling as she went about making her deliveries. Instinctively I shouted out to her,

Thank you for doing such a great job. She stopped dead in her tracks with surprise.

Thank you, she said. *Wow, I'm not accustomed to hearing such words. I really appreciate it.*

I wanted to know more

How do you stay so positive and upbeat about delivering mail every day? I asked her.

I don't just deliver mail, she said.

I see myself helping to connect people to other people.

I help build the community. Besides, people depend on me and I don't want to let them down.

Her response was enthusiastic and proud.

Questions for discussion

1. Why is Vita so happy in her job?

2. Reflect on your own work - what makes you happy in your job?

Optional Activity 2 LO3 LO4 (10 minutes)

Read as a group, Cliff Reid's article on "Setting the tone" (may have as pre-reading, but also 'read' in session:

<http://resus.me/the-area-under-the-suffering-curve/>

Case Study 2 – Exploration of leadership at all levels. Exploration of Doctor as Team Leader (10 minutes)

Sam is PGY4 and an ED Provisional Trainee. She is commencing as a Registrar for the first time at Silver Sands Hospital. She is allocated to work 12 months in ED. She is adjusting to the role of being a clinical supervisor to the residents, and to learning to be more autonomous with clinical decision making. She is balancing this with seeking supervision herself from the ED consultant on the floor each shift. At her first ITA, the DEMENT asks her how her Leadership is evolving.

Sam hadn't appreciated that, as a new registrar, she might be considered to be a Leader. But she reflects upon this and considers: If I am a leader, then who might be my followers...?

1. Who are Sam's "followers"?

Residents

Other ED staff – clinical and non-clinical

Patients and families

Consider influence on inpatient colleagues and even senior staff.

2a. What acts of leadership might define Sam's approach to leadership?

Consider groups of followers above and consider the choices Sam makes in her interactions.

2b. What approaches to leadership might Sam consciously and deliberately adopt?

(Connection with people – colleagues: asking about breaks/family/life outside work; patients: keeping them informed, linking them with staff or services; Modelling professionalism and "setting the tone").

3. Reflection – what behaviours or acts might you work to adopt in order to "set the tone" every shift?

Step 5: Facilitated Discussion and Core Activity Barriers to Leadership LO4 (10 Minutes)

Core Activity 3

Reflective Exercise:

What barriers might you anticipate in your leadership evolution journey?

For trainee, think about the next 2 years.

For FACEM, think about the next 2 to 5 years.

Facilitated group discussion:

Barriers to Leadership Development		
General	Tick which ones may apply to you	Strategies (select the top 3 barriers upon which to reflect)*

*Consider:

- Do I need to address this barrier now or later? (Consider the timing of your approach)
- From whom might I seek mentorship
- What resources/course might exist and be accessible to me

Step 6: Close

Wrap Up and review of learning objectives (10 minutes)

Provide list of resources for further reading – see below

Evaluation of session from participants

Evaluation of session by facilitator(s)

Resources for further reading:

- Shahina Braganza’s synopsis
- Phronetic Leadership “The Wise Leader” HBR (see resource folder and <https://hbr.org/2011/05/the-big-idea-the-wise-leader>)
- Steven Jobs Stanford Commencement address
- Harvard Workshop 2 (see resource folder)
- A few TED talks...
 - Simon Sinek – How great leaders inspire action:
https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action?language=en&utm_campaign=social&utm_medium=referral&utm_source=facebook.com&utm_content=talk&utm_term=business
 - Roselinde Torres – What it takes to be a great leader:
https://www.ted.com/talks/roselinde_torres_what_it_takes_to_be_a_great_leader
- Leadership Development (Scouller)
<http://www.three-levels-of-leadership.com/tool-downloads>