



## ASSESSMENT OF MANAGEMENT AND LEADERSHIP COMPETENCIES

### Medical Microbiology and Virology

#### SUGGESTED ASSESSMENT METHODS FOR MANAGEMENT AND LEADERSHIP COMPETENCIES

Appropriate formal examination methods for assessing management competencies include selected response items such as Multiple Choice Questions and Extended Matching Questions. These, referred to as **MCQs and EMQs** in the matrices below, can be used to assess the application of management competencies in the 'knowledge' domain in response to suitable vignettes.

Management and leadership competencies can also be formally assessed in practical examination such the Objective Structured Practical Examination, referred to as the **OSPE** in the matrices below. Through appropriately designed interactive scenarios, the OSPE can be used to assess management competencies in the 'skills' and 'behaviours' domains.

There are, therefore, at least three well-validated formal examination methods that between them can be used to assess management competencies in each of the three domains – knowledge, skills and behaviours.

The principal assessment of both management and leadership competencies, however, will inevitably be through workplace based or workplace derived methods.

The College already utilises several suitable workplace based assessment methods. Indeed, a number of management and leadership competencies are already covered by them, although they might not be individually identified as such. The most obvious instruments are *multi-source feedback, case-based discussion and the evaluation of clinical events*. Additional evidence can be gathered through the *Educational Supervisor's structured report* and an *evaluation of clinical audit*. We thus have a good range of workplace based assessment methods at our disposal.

**Multi-source feedback** is a valuable instrument which obtains, in confidence, the views on team members and other colleagues on the trainee's performance across the domains of *Good Medical Practice*. This is very likely to include observations on the trainee's competence in management and leadership. The College utilises an instrument developed from the Sheffield Peer Review Assessment Tool, which has been well validated in the literature. The College version is electronic, rather than paper-based. This requires ratings on a 6-point Likert-type scale on a considerable number of topics, set out under the domains of *Good Medical Practice*. The assessor should also give written details of any areas of concern. Although the items vary slightly across the Pathology specialties, there are many common themes and they include several that involve management and leadership:

*Good Clinical Care* contains points concerning 'an understanding of the need for quality assurance in the laboratory' and 'attention to detail and vigilance'.

*Maintaining Good Medical Practice* sets out topics on time management and dealing with stress (the latter, in the context of management and leadership would, of course, include dealing with stress in others as well as one's own).

*Teaching and Training, Appraising and Assessing* is an important domain for both management and leadership, including showing willingness and effectiveness in teaching and giving feedback.

*Relationships with Patients* includes 'demonstrating respect for patients' which includes issues of confidentiality.

*Working with Colleagues*, too, includes important topics concerning management and leadership including explaining findings and results, showing professional respect for colleagues, and liaising effectively with colleagues in other services.

**Case based discussion (CbD)** offers assessors the opportunity to explore management issues across a range of topics. For example, personal qualities such as identifying own strengths and weaknesses, identifying and seeking opportunities for personal development, and acting with integrity. Aspects of working with others, sharing resources and information, managing conflicts of interest and having a clear role within a team can also be assessed through case based discussion. There might also be an opportunity through CbD to assess contributions to the management of services, supporting other team members and taking responsibility for difficult issues. This instrument might also allow discussion on improving services, for example by identifying and quantifying risk, critical evaluation, encouraging innovation and facilitating change, all arising from the cases presented by the trainee.

**Evaluation of Clinical Events (ECE)** is a new instrument, specifically designed for assessing performance in complex tasks. Such tasks would usually involve aspects of management and leadership such as teamworking, decision making, interacting with other professional staff and making professional presentations.

There are two potentially useful sources of evidence on management and leadership competencies that, although not workplace based assessments *per se*, are derived from evidence of performance in the workplace. These are the **Educational Supervisor's structured report** and an **Audit assessment**.

Educational Supervisors can be asked specifically to include observations and comment on management and leadership in their report. This would not require major changes to documentation or processes, but would help to ensure that each trainee's overall management and leadership skills were considered and reported.

Depending on the existing processes for undertaking and reflecting on clinical audits, some comparatively minor modifications might yield useful information about each trainee's management and leadership qualities.

## **EXAMPLES OF APPROPRIATE METHODS FOR ASSESSING MANAGEMENT AND LEADERSHIP COMPETENCIES**

The matrices below show suggested assessment methods for management and leadership competencies under the relevant domains of *Good Medical Practice*.

## 2. MAINTAINING GOOD MEDICAL PRACTICE

**Objective:** to keep knowledge and skills and appropriate attitudes up to date.

Subject	Suggested assessment methods
Overall clinical judgement	EMQ, OSPE, CbD, ECE, MSF, ESSR, Audit
The organisational framework for clinical governance and its application in practice	MCQ, EMQ, OSPE, CbD, ECE, MSF, ESSR, Audit
Risk management	MCQ, EMQ, OSPE, CbD, ECE, MSF, ESSR, Audit
Evidence	MSF, ESSR, Audit
Clinical audit	ESSR, Audit
Guidelines	MCQ, EMQ, OSPE, CbD, ECE, MSF, ESSR, Audit
Structure of the NHS including principles of change and change management	OSPE, CbD, ECE, MSF, ESSR, Audit
Relevance of outside bodies	MCQ, EMQ, OSPE, CbD, ECE, MSF, ESSR, Audit
Media awareness	OSPE, ESSR, Audit
Planning	OSPE, CbD, ECE, MSF, ESSR, Audit
Managing resources	CbD, ECE, MSF, ESSR, Audit
Managing people	OSPE, CbD, ECE, MSF, ESSR, Audit
Managing performance	OSPE, CbD, ECE, MSF, ESSR, Audit
Identifying the contexts for change	EMQ, OSPE, CbD, ECE, MSF, ESSR, Audit
Applying knowledge and evidence	MCQ, EMQ, OSPE, CbD, ECE, MSF, ESSR, Audit
Making decisions	OSPE, CbD, ECE, MSF, ESSR, Audit
Evaluating impact	CbD, ECE, MSF, ESSR, Audit

## 3. TEACHING AND TRAINING, APPRAISING AND ASSESSING

**Objective:** to demonstrate the knowledge, skills and attitudes to provide appropriate teaching and to participate in effective research.

Subject	Suggested assessment methods
To have the skills, attitudes and practices of a competent teacher	OSPE, ECE, MSF, ESSR
Plan and analyse a research project	OSPE, ECE, MSF, ESSR, Audit
Appraisal and assessment	OSPE, ECE, MSF, ESSR, Audit

#### 4. RELATIONSHIPS WITH PATIENTS

**Objective:** to ensure that the trainee has the knowledge, skills and attitudes to act in a professional manner at all times.

Subject	Suggested assessment methods
Ensuring patient safety	MCQ, EMQ, OSPE, CbD, ECE, MSF, ESSR, Audit
Critically evaluating	EMQ, OSPE, CbD, ECE, MSF, ESSR, Audit
Encouraging innovation	CbD, ECE, MSF, ESSR, Audit
Facilitating transformation	ECE, MSF, ESSR, Audit

#### 5. WORKING WITH COLLEAGUES

**Objective:** to demonstrate good working relationships with colleagues and appropriate communication skills.

Subject	Suggested assessment methods
Working with clinical teams	CbD, ECE, MSF, ESSR, Audit
Communication with colleagues	OSPE, CbD, ECE, MSF, ESSR
Interactions between: <ul style="list-style-type: none"><li>• hospital and GP</li><li>• hospital and other agencies, e.g. social services</li><li>• medical and surgical specialties</li></ul>	CbD, ECE, MSF, ESSR, Audit
Creating an environment in which mistakes and mismanagement of patients can be openly discussed and lessons learned	CbD, ECE, MSF, ESSR, Audit
Self awareness	CbD, ECE, MSF, ESSR, Audit
Self management	CbD, ECE, MSF, ESSR, Audit
Self development	CbD, ECE, MSF, ESSR, Audit
Acting with integrity	OSPE, CbD, ECE, MSF, ESSR, Audit
Developing networks	CbD, ECE, MSF, ESSR, Audit
Building and maintaining relationships	CbD, ECE, MSF, ESSR, Audit
Encouraging contribution	CbD, ECE, MSF, ESSR, Audit
Identifying the contexts for change	CbD, ECE, MSF, ESSR, Audit
Applying knowledge and evidence	CbD, ECE, MSF, ESSR, Audit

#### 6. HEALTH

**Objective:** to understand the importance of the personal health of the doctor.

Subject	Suggested assessment methods
Stress	OSPE, ECE, MSF, ESSR, Audit

## 7. PROBITY

**Objective:** to demonstrate probity in all aspects of professional practice.

### *Clinical Governance and Audit*

<b>Subject</b>	<b>Suggested assessment methods</b>
<b>Service information</b>	OSPE, CbD, ECE, MSF, ESSR, Audit
<b>Writing reports and giving evidence</b>	CbD, ECE, ESSR, Audit
<b>Research</b>	CbD, MSF, ESSR, Audit
<b>Financial dealings</b>	MSF, ESSR, Audit