Managing the Trainee in Difficulty and Improving the Trainees Performance

Managing the trainee in Difficulty

This short 3 hour workshop will enable you to address and manage the poor performance of doctors in training. It covers the role of the Educational Supervisor in these situations and provides clear guidelines on how to deal with such trainees effectively. The skills and knowledge covered in this workshop are directly transferrable to many other areas requiring interpersonal skills.

The aims of this workshop are to:

• To understand the main causes of poor performance
• To know the best approaches for dealing with trainees in difficulty
• To distinguish between competence and conduct – and know how to provide effective feedback
• To practise leading discussions with trainees in difficulty conduct

Programme for the Day

9.15 Registration (refreshment provided)
09.30 Welcome and Introductions
10:00 Engagement exercise:
  • What defines poor performance?
  • What causes trainees to experience difficulties?
  • What are good guidelines for effective feedback?

Setting the scene:
  • Principle for dealing with trainees in difficulty
  • Suggested diagnostic framework

Conduct and Competence

Understanding the difference and the different approaches required

Causes for Difficulty:
  • Four main reasons that can cause trainees difficulty
  • Options to deal with different causes

11.15 Break (refreshment provided)
11.30 Video Clip: Managing a Trainee in difficulty

Principals for effective feedback
SBI(Situation, Behaviour, Impact) Model for feedback
Skills Practice: Managing Trainees in difficulty through various scenarios

Sources of Support

Reflection and Evaluation

12.30 Lunch (provided)
Improving the Trainee's Performance

Working towards the GMC Good Medical Practice Framework for Appraisal and Revalidation. Professional Development Framework Areas 1,2,3,4,5,6,7.

Coaching skills are becoming an increasing part of doctors’ everyday lives. As educational and clinical supervisors they need to listen actively, ask skilful questions and use interactive skills to support trainees and help them to gain insight from reflecting on their practice. This short course outlines the benefits of coaching and providing feedback, introduces the Coaching GROW model and the SNAPPS model and provides an opportunity to practise coaching skills and providing and receiving feedback.

The aims of this workshop are to:
- Define the GROW model and apply it to improve trainee performance (5,6)
- Practise providing feedback to help the trainee gain insight
- Discuss the challenging trainee and apply coaching techniques to improve performance (4,5,6)
- Address the standards for your own professional development as a medical educator (7)

1:30 Return from Lunch

Introduction and objective


The importance of providing feedback (GMC Survey 2015)

Creating learning opportunities and providing feedback whilst completing day to day activities

Introduce a model to provide effective feedback. Practising giving positive and negative feedback

15:00 Break (refreshment provided)

15:15 Confirmed links between coaching and good clinical outcomes

Measurable benefits from establishing coaching culture

Coaching Skills Questionnaire- to measure personal coaching skills

Coaching Defined. The power of questions, avoiding making suggestions, key phrases

Coaching Demonstration

Coaching GROW model

Coaching Skills Practice

Skills Practice Review

16.30 Evaluation and Close