

**Appendix 3**

**Proposal for an IPALA Leadership Academy**

There is a need to support pediatric academic leaders, both those who are long-standing but particularly those emergent, in leadership capabilities. It is proposed that a program to support leadership development is run over a 12 month period. There would be 8 months of a monthly webinar, with the material available both synchronously but also asynchronously. There would be a parallel leadership practical exercise and report, with a concurrent mentor program to support each participant.

It is proposed that the leadership of the IPA member societies and regions/countries be invited to nominate 2-3 people from their society who would likely benefit and / or are likely to wish to contribute.

There would be a small charge for this program. It is anticipated that senior pediatric leaders will donate their time and input. There will need to be the development of the technology to deliver the e-components.

Successful completion of the program (assessed by active participation in the course, completion of the practical exercise and engagement with their mentor) results in the award of an IPALA certificate in Leadership.

Components of this program include:

1. A series of webinars, monthly, on topics of value for leadership development. Such topics include:
	1. An introduction to the key attributes of leaders, the challenges they face, their personal leadership journey, strategies they have found useful to be successful. This section would come from a range of child health and academic leaders drawn from across the globe, ensuring diversity and hence understanding of the different situations and contexts academic child health leaders face.
	2. Managing self. Thinking internally, communication skills, listening and responding skills, receiving feedback, insights into personal emotional intelligence and its development, time management, balancing rest and refreshment with work expectations and outputs, work-life balance and promotion of wellbeing at the individual level..
	3. Managing others. Developing insights into individual and group behaviours and responses, managing teams, influencing culture, giving feedback, performance management of high and low performing people, setting expectations of others and monitoring their progress. Consideration of the literature on organisation strategies that promote wellbeing in the workplace. Decision making, governance, finance, how to run meetings well, ensuring an understanding of the principles of diversity, tolerance, creativity and balance.
	4. Managing outwards. Using the literature on ‘difficult conversations’ and ‘conflict management’ (for example ‘Getting to Yes together’ and the conflict mode instrument of Thomas-Kilmann). Resolving conflicts within the department, counselling a poor performer, basic HR matters, how to survey and ‘read’ the external environment, how to undertake strategic planning, how to operationalise step-wise a strategic plan, how to understand and work with Universities, with Health and Education Ministries and Governments, how to engage at the international level.
	5. Managing upwards. How to work productively with your line manager, how to negotiate with your dean for extra resources to hire another faculty or extend the contract of a valued staff on soft money.  Then, taking leadership role on how to negotiate with your health / education authority or government to start a new service or funding a curriculum reform.  Finally how to engage at international level with respect to diversity, tolerance, creativity and balance.
	6. Being an effective academic. Leveraging roles for success in academia. Understanding the pressures of clinical service, research and teaching, developing strategies to manage the pressures of high expectations and high outputs, yet support and develop staff and teams. Succession planning and legacy.
	7. Understanding modern medical education principles, including self-directed learning, curriculum development, assessment principles, educational metrics.
	8. Understanding modern research methodologies within the context of a pediatric academic. Key broad directions in child health research. Translating clinical and public health problems into research projects, effective research grant writing, key principles for publication success, developing research collaborations. Research quality, translation, equity, advocacy and impact.
	9. Debrief on this management and leadership program. What has worked, examples of personal change in the workplace as a result of this course, gaps in the program.
2. Alongside the webinars over the calendar year this program is run (2022), participants are required to undertake a project which demonstrates aspects of leadership in their setting. Such a project would need to be relevant and real to them, the participants. This would entail turning their challenges or worries into case studies for active interaction with a “seasoned” leader.  Not just theoretical, but using real cases to drive learning together.  The “leaders” could also use real cases they have managed as T&L subject in the webinar. Elements of this project include
	1. develop a written proposal that illustrates leadership or management aspects. Such a proposal would need to cover an area of relevance to the individual.
	2. Undertake the project, producing a written report of the outcomes, and demonstrate how the course has assisted them.
	3. The written proposals and course outcomes will be assessed by a small panel constituted to oversee this leadership program.
3. Development of a mentoring program/network alongside the webinars. For all enrolled in the leadership program, it is proposed that they are linked to a mentor who can meet (virtually) with their mentee on a monthly basis. The mentor would discuss with their mentee their understanding of and engagement with the webinar program. We would attempt to link each participant with
	1. Local mentor
	2. Distant mentor (virtual)
	3. Peer mentor (virtual)