Supervision and Leadership Skills

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Information Pack

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Contents

At the beginning: Please turn to page 3 in this book and complete the self-score questionnaire and total your five scores on page 4. We will discuss your findings during the workshop

More workshops: Information Governance, New Receptionist, Chaperoning, Medical Terminology and Read Coding, Snomed and Note Summarising.

Your pre-work: Think about how you tend to deal with disagreements. Choose from each pair of statements the one that best describes your typical style of handling differences and put a tick by it.

1	I am usually firm in pursuing my goals	D
	I attempt to get all concerns and issues immediately out in the open	E

2	I put my cards on the table and invite the other person to do likewise	E
	When conflicts arise, I try to win my case	D

3	Once I adopt a position, I defend it strongly	D
	I prefer not to argue but look for the best solution possible	E

4	I sometimes sacrifice my own wishes for the wishes of the other person	B
	I feel that differences are not always worth worrying about	A

5	I accept the views of the other rather than rock the boat	B
	I avoid people with strong views	A

6	I like to cooperate with others and follow their ideas	B
	I feel that most things are not worth arguing about. I stick to my own views	A

7	I try to find some compromise situation	C
	I am usually firm in pursuing my goals	D

8	When conflicts arise, I try to win my case	D
	I propose a middle ground	C

9	I like to meet the other person half-way	C
	Once I adopt a position, I defend it strongly	D

10	I feel that differences are not always worth worrying about	A
	I try to find a compromise solution	C

11	I propose a middle ground	C
	Rather than disagreeing I tend to just "leave it".	A

12	I feel that most things are not worth arguing about. I stick to my own views	A
	I like to meet the other person half-way	C

13	I am usually firm in pursuing my goals	D
	I sometimes sacrifice my own wishes for the wishes of the other person	B

14	I accept the views of the other rather than rock the boat	B
	When conflicts arise, I try to win my case	D

15	Once I adopt a position, I defend it strongly	D
	I like to cooperate with others and follow their ideas	B

16	I try to find some compromise situation	C
	I sometimes sacrifice my own wishes for the wishes of the other person	B

17	I accept the views of the other rather than rock the boat	B
	I propose a middle ground	C

18	I like to meet the other person half-way	C
	I like to cooperate with others and follow their ideas	B

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19	I feel that differences are not always worth worrying about	A
	I am usually firm in pursuing my goals	D

20	When conflicts arise, I try to win my case	D
	I avoid people with strong views	A

21	I feel that most things are not worth arguing about. I stick to my own views	A
	Once I adopt a position, I defend it strongly	D

22	I attempt to get all concerns and issues immediately out in the open	E
	I feel that differences are not always worth worrying about	A

23	I avoid people with strong views	A
	I "put my cards on the table" and invite the other person to do likewise	E

24	I prefer not to argue but look for the best solution possible	E
	I feel that most things are not worth arguing about. I stick to my own views	A

25	I attempt to get all concerns and issues immediately out in the open	E
	I try to find a compromise solution	C

26	I "put my cards on the table" and invite the other person to do likewise	E
	I propose a middle ground	C

27	I prefer not to argue but look for the best solution possible	E
	I like to meet the other person half-way	C

28	I sometimes sacrifice my own wishes for the wishes of the other person	B
	I attempt to get all concerns and issues immediately out in the open	E

29	I "put my cards on the table" and invite the other person to do likewise	E
	I accept the views of the other rather than rock the boat	B

30	I like to cooperate with others and follow their ideas	B
	I prefer not to argue but to look for the best solution possible	E

Count your letters ticked (total is 30, maximum for any mode is 12):

Number of A's

Number of B's

Number of C's

Number of D's

Number of E's

(NOTE: There is no "better" or "worse" profile; this is a one point in time measure for reaction to conflict situations. Also this indicates your preferences, not your abilities or skill levels).

The 5 modes or styles of handling disagreement

A – avoiding
Unassertive and uncooperative. When avoiding we do not immediately pursue our own concerns or those of the other person. The conflict is not addressed. Examples are diplomatically side-stepping the issue, postponing an issue until a better time or simply withdrawing from a threatening situation.

B – accommodating
Unassertive and cooperative. Here we neglect our own concerns to satisfy the concerns of the other person. There is an element of self-sacrifice in this mode. It might take the form of selfless generosity or charity, obeying an order when one would prefer not to or yielding to another's point of view.

C – compromising
This is intermediate in terms of assertion and co-operation. The objective is to find some expedient, mutually acceptable solution which partially satisfies both parties. It falls on a middle ground between competing and accommodating. Likewise, it addresses an issue more directly than avoiding, but does not explore it in as much depth as collaborating. Compromising might mean splitting the difference, exchanging concessions or seeking a quick middle-ground position.

D – competing
Assertive and uncooperative. Here individuals pursue their own concerns at the other person's expense. This is a power-oriented mode, in which one uses whatever power seems appropriate to win one's position eg. Arguing, pulling rank or economic sanctions. It might mean standing up for your rights, defending a position that you believe is correct or simply trying to win.

E- collaborating
Assertive and cooperative. This involves an attempt to work with the other person to find some solution which fully satisfies the concerns of both persons. It means digging into an issue to identify the underlying concerns of two individuals and to find an alternative which meets both sets of concerns. It might take the form of exploring a disagreement to learn from each other's insights, resolving a condition which would otherwise have them competing for resources. It may also involve confronting and finding creative solutions to an interpersonal problem.

Implications for me in my role

More workshops: Information Governance, New Receptionist, Chaperoning, Medical Terminology and Read Coding, SNOMED and Note Summarising.

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"Rules of engagement" exercise

How should we behave towards one another today so as to ensure that we work well together, and everyone gets the maximum benefit from the session? Personally identify your favourite 3.
1.
2.
3.

Top 5 agreed behaviours for the course

Our Behaviours	How did the group perform?	What could have been better?

More workshops: Information Governance, New Receptionist, Chaperoning, Medical Terminology and Read Coding, SNOMED and Note Summarising.

Now consider how a similar exercise would work for your own team

Your notes

The "Rules of Engagement" for a team

First a team needs a clear direction/focus/objective. Then for a team to work well, it needs to have competence (knowledge and skills) and have a behavioural focus. How could you best sit down with the team and define what behaviours make for a good team dynamic. The team's involvement is crucial as it creates ownership and importantly gives you a mandate to manage the team according to its own rules.

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Behaviours of excellent supervisors and managers

Think of one or two people who you have worked with during your career and whom you have perceived to be an excellent manager or supervisor. Consider the specific things they **do or did** which were characteristic of them. Note these behaviours down below:

Impact of this person on you?	What they did to achieve this?	What observable behaviours would someone watching this person notice?

Findings about excellent supervisors and managers

According to Daniel Goleman (1995) "Emotional Intelligence" and self-awareness are key.
In interactions, the most important overarching factor is that he/she retains their "integrity".

More workshops: Information Governance, New Receptionist, Chaperoning, Medical Terminology and Read Coding, SNOMED and Note Summarising.

This is best reflected in the sort of comment staff members make about respected managers and supervisors who are also successful leaders:

- They are "human" and treat us as human beings.
- They have no favourites; they don't bear grudges.
- It is easy to talk to them – they listen, and you can tell they listen.
- They keep their word; they are honest.
- They don't dodge unpleasant issues.
- They explain why – or else why they can't.
- They are fair with their praise as well as their criticisms and they criticise constructively.
- They are fair to us as well as the organisation.
- They drive themselves hard, so you don't mind them expecting the best of you.

Summary ideas for supervisors:

Inspire – lead by example
excellent supervisors know create energy and enthusiasm in the team. Team members feel inspired and know what they are doing is of great importance.

Resolve Conflicts and Increase Cooperation
Work to help resolve differences quickly and promote cooperation. Often, we assume that mature people will resolve conflict on their own. If that were true, however, there would be no divorce, separations, or wars. But when people believe that they are trusted and others "have their back", disputes can be resolved.

Build trust and rapport
If a supervisor is not trusted, they can't be inspiring or trusted to resolve conflicts, get the team to embrace stretch goals or believe their communications. The lack of trust slows down everything. There are three basic pillars that build trust.

> **1 Relationships.** We trust people that we like. We trust our friends and we distrust our enemies. Building a positive relationship increases trust.

> **2. Knowledge or expertise**. We trust people that have the right answer or can provide insight. We trust people when they can help solve problems. Use your knowledge and skills to help others solve a problem and it will increase trust.

> **3. Consistency.** When you say you will do something and you do it, people trust you. Being consistent and walking your talk makes you a person that can be trusted.

Self-reflection exercise....

More workshops: Information Governance, New Receptionist, Chaperoning, Medical Terminology and Read Coding, SNOMED and Note Summarising.

What are your natural strengths as supervisor and leader?

What would you like to improve?

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1. Prioritising

We gain control of our lives by working on the important things. There are many things clamouring for our attention at any point of time. Some of these are urgent, others are not. We tend to respond to the urgent ones first. However, the ones we should respond to are the important ones. Some of these will be urgent, others will not. Likewise, some urgent things will be important, others will not. To decide whether something is important, you need to assess what contribution it will make to your goals.

Goals are derived from our mission and our roles. In order to ensure that we are progressing towards the vision we have created for our future, it is useful to identify the different roles we need to fulfil to achieve our mission. For an individual, these might include a number of different work-related roles (arrears management, team management, admin, personal development) and also some personal ones (personal health and fitness, family responsibilities, sports and hobbies, voluntary work).
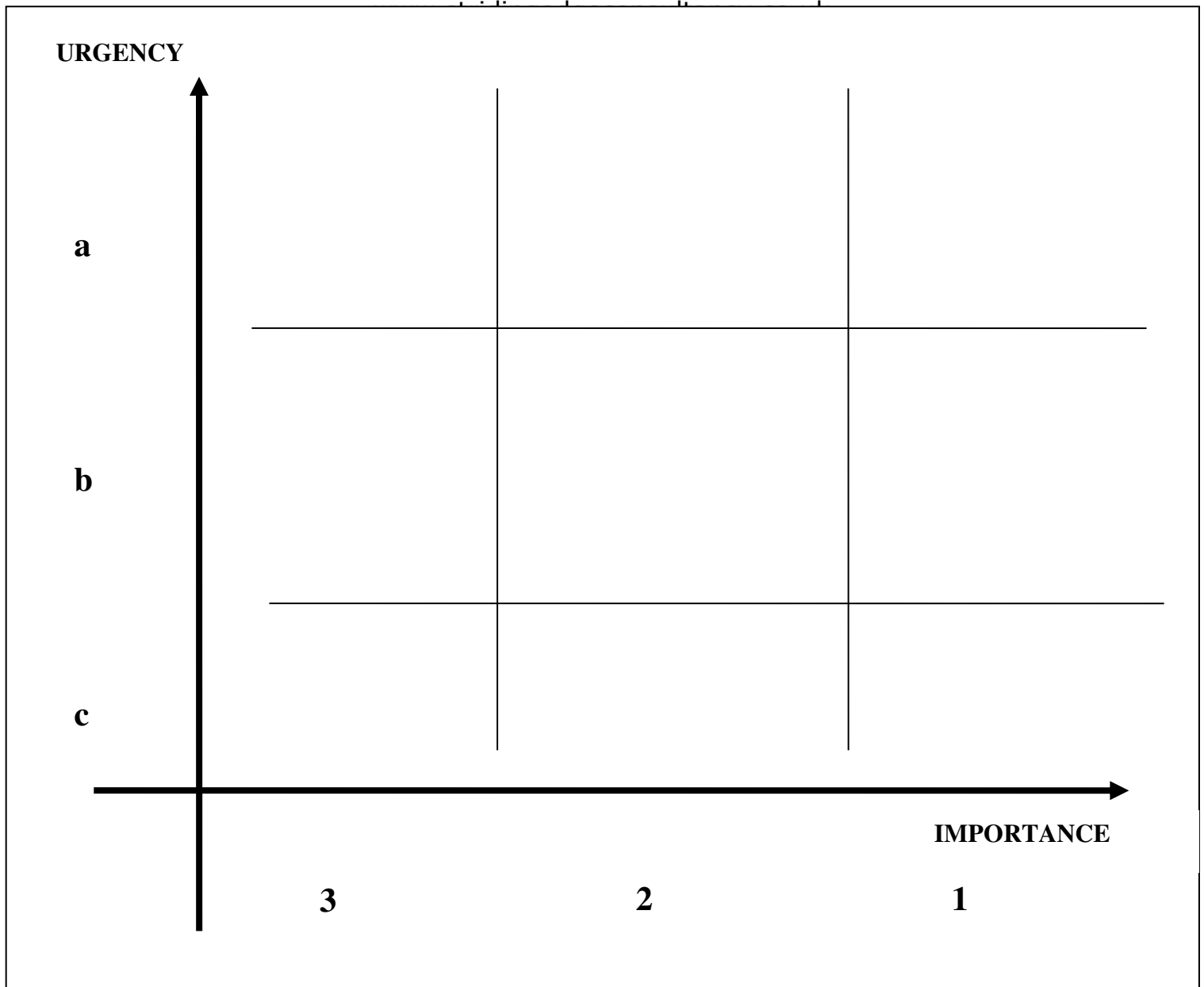
In order to lead a balanced and satisfying life it is useful to set regular achievable goals in each of these roles. Only set goals that you really wish to achieve, and that you believe are realistic in the time you have. Keep a separate wish list, if you want to jot down 'perhaps' goals.

Use the Time Management matrix to sort different activities. We solve time management problems by giving priority to 1b + 1c (important, not urgent), activities. The more time we devote to longer-term planning, and to activities that move our goals forward, the less frequently we will be faced by 1a (urgent and important) crises. To devote time to these high-impact activities means stealing the time from 2's + 3's.
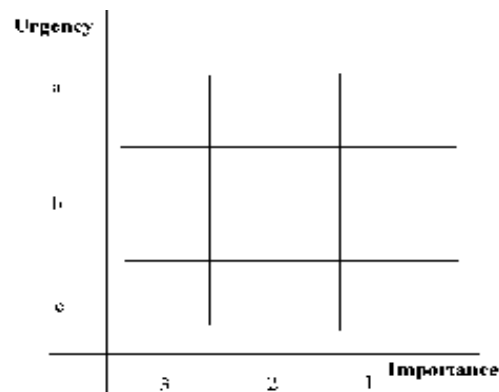
This is difficult to do, as the 1b+ 1c activities, by definition, are not urgent – and something else always is. However, the more we resist the attraction of 'urgent, not important' activities, the more we are proactive: choosing where to spend our time, rather than being driven by someone else's urgency.

Planning is the key. To plan effectively means to decide what to do, on the basis of importance, and then to act accordingly. The decision on what to do is a direct product of the goals that we set ourselves. The highest value activities that we can undertake are those, which either produce results in one of our roles, or enhance our capability to produce results. By dedicating time every day to such activities, we can see ourselves making progress on a weekly basis - which can motivate us to resist the urgency (or the trivia) trap.

More workshops: Information Governance, New Receptionist, Chaperoning, Medical Terminology and Read Coding, SNOMED and Note Summarising.

URGENCY

a

b

c

IMPORTANCE

3   2   1

Important and Urgent
The task deserves lots of time to achieve the high standards needed. It also needs to be done now.
These are high priority.

Important but Not Urgent
The task still deserves lots of time to achieve high standards. However, it may get postponed if not
planned into a schedule. These are medium priority.

Routine but Urgent
The task only deserves enough time to gain acceptable standards. It needs to be done soon. These
are medium priority.

Routine and Not Urgent
The task needs a quick and efficient system so that it can be done mindlessly. It may however he
put off but needs to be planned into a regular schedule. These are low priority.

2. Delegating, allocating and giving feedback

Let's start with defining some terms

Delegation

Allocation

Authority

Accountability

Development

And remember SMART

B   I   C

Coaching options

⟷

3. Handling disagreement

Assertive: Standing up for your own rights in such a way that you do not violate another person rights. Expressing your needs/wants/opinions/feelings/beliefs in direct honest and appropriate ways. Based on the belief that: -
- Both you, and others have needs to be met.
- You have rights, so do others.
- You have a contribution to make, so do others.

Submissive: Failing to stand up for your own rights or doing so in such a way that others can easily disregard them. Expressing your needs/wants/opinions/feelings/beliefs/ in an apologetic and diffident way. Based on the belief that: -
- Others needs are more important than yours.
- You have little to contribute.
- The aim is to avoid conflict and please others.

Aggressive: Standing up for your own rights in such a way that you violate the rights of others. Dismissing or ignoring the needs/wants/opinions/feelings/beliefs of others based on the belief that: -
- Your needs are more important than other peoples.
- You have something to contribute, others have little or nothing
- The aim of aggression is to win. If necessary, at the expense of others.

A person acting assertively will:
- Put forward their own ideas but respect others
- Show understanding of people's situations
- Be clear about their point and not get side-tracked
- Be open and honest with themselves and others
- Make informed decisions
- Deal with conflict/difficult situations
- Reach workable solutions
- Say "I believe… What do you think?", "I'd prefer to…", "I would like… How does this affect you?"

Their body language may show:
- Relaxed body posture
- Medium pitched voice, steady in tone and pace
- Steady eye gaze

Guidelines for behaving assertively
1. Decide what you want
2. Say it clearly and specifically
3. Support what you say by how you say it
4. Don't be manipulated or side-tracked
5. Listen
6. Aim for a "win-win" situation

Benefits
- Increased self confidence
- You are properly understood
- People know where they stand
- You are more approachable
- Increased chance of getting what you want
- If you don't, you will feel better for having tried

More workshops: Information Governance, New Receptionist, Chaperoning, Medical Terminology and Read Coding, SNOMED and Note Summarising.

Your scores:
A
B
C
D
E

A step-by-step model for a tough conversation (*when you want to collaborate*)

1. Purpose and benefit

2. Get their views

3. Present your views

4. Joint problem-solve

5. Agree next steps

More workshops: Information Governance, New Receptionist, Chaperoning, Medical Terminology and Read Coding, SNOMED and Note Summarising.

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Scenarios

Scenario 1 – coordinator

New starter Sam is joining your team. You are great believer in the importance of proper professional induction, especially since finding the right person has been a long and difficult process and you would like to make sure this one stays and is productive as quickly as possible. X is the most experienced and best qualified (if not always the most positive) member of the existing team – you'd like to delegate the induction of Sam to X. You know X is busy (everyone on the team is!) but you feel they could fit this in and do a good job of it if they were properly motivated to do it. Prepare to speak to X

Scenario 2 – coordinator

You help supervise a mixed team – some with lots of experience and some who are very new. There seems to be a growing degree of grumbling about one of the most experienced (F) from a couple of recent starters. At a recent team meal, which F didn't attend, unguarded comments included things like "she is always on my back", "…a real stickler". F has admitted to you that she has no patience for "sloppy work" because she has always paid close attention to the details herself. As you were walking past her desk the other day, you overheard her berating a new colleague for an admittedly serious administrative error - and this was in earshot of other staff. F's attack sounded personal….you heard the words "careless" and "lazy".

Scenario 3 – coordinator

K got back from a week's annual leave today; annual leave that you don't remember sanctioning. Last week turned out to be very busy and 2 other staff were already on leave. You checked the leave wall-planner and saw that K had in fact booked 3 days off properly with plenty of notice. However, she had added the other 2 days in her own writing. You've now just found a post-it note (it's obviously got stuck to the back of a memo) at the bottom of your in-tray to the effect of "I couldn't get hold of you but I'd like to take the Monday and Friday off as well to make it a whole week….hope its ok. Please let me know".

Scenario 4 – coordinator

J likes his mobile phone. You must admit that you've allowed him scope to access/use it as it doesn't seem to affect the amount of calls or quality of those calls that he deals with – he has excellent patient-handling skills. The problem now is that newer and some less hard-working team members seem to be adopting this "multi-tasking" style, without being as productive as J. You feel that as an experienced team member he is (perhaps accidentally) setting the wrong example.

More workshops: Information Governance, New Receptionist, Chaperoning, Medical Terminology and Read Coding, SNOMED and Note Summarising.

Scenario 1 – team member

You are X. You are busy and you do feel that the practise is understaffed generally. New recruits have been promised and will help, but sometimes in the past they have been "more trouble than they are worth" for the first few months and then sometimes leave once time has been invested training them etc. It's a vicious cycle!

Scenario 2 – team member

You are F. You have a lot of experience and pride yourself on both the thoroughness of your work and attention to detail. That's one of the reasons why you've become so frustrated with a couple of the people on your team. From your view they are nowhere near your skill level. Recently you were told by your supervisor that some of your direct reports had complained about how you sometimes speak to them. Your manager suggested that you work on your "feedback" skills.

While you have been working on being less critical, you lost your temper today with one of the team who had made a serious error. You think it was just laziness and carelessness on their part …. So you told them just that. Typically, your manager walked past as you were having this emotionally charged exchange!!

Scenario 3 – team member

You are K, just back today from a once in a lifetime week in New York. You know that you might have to explain yourself to your supervisor because you took a full week without properly notifying them (New York was a last-minute idea) - you only had time to put a post-it request on their desk. However, it was only a couple of days extra and you do feel that you always seem to miss out on the popular holiday times (half-term, summer etc) because other people book them up first (the same people every time). You lose out just because you are spontaneous and don't plan ahead so much – is that really fair? You know on other teams they are very flexible and tolerate more people off at once sometimes. It's only this team that seems to have "2 people off at once" set in stone.

Scenario 4 – team member

You are J. You enjoy the job, even dealing with more difficult, unreasonable patients. You feel like you've learnt a lot since you started about how to handle people. You also like the amount of respect and trust you get from management: they are ok to "turn a blind eye" to you texting your mates, sorting out domestic stuff (you've just bought an apartment which was complicated), generally they treat you like an adult as long as you get the work done. You like that and you feel like you respond well; you work hard!

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How teams develop over time

Research (by Tuckman et al) shows that teams all go through a process of development involving a series of distinct stages. Some progress through these stages rapidly and others never develop beyond a particular stage.

Stage I - Testing (forming)

Characteristics
- Polite
- Dependence on leader
- Guarding
- Watchful
- Impersonal
- No conflicts
- Need for group identify is low
- Concern for structure, methods, etc.
- Hidden agendas stay hidden

Stage II - Confusion (Storming)

Characteristics
- Cliques start to have influence
- Conflicts occur
- People confronted
- Hidden Agendas begin to be raised
- Struggle for leadership by cliques
- Opting out
- Feeling stuck
- Own positions rationalised
- Lack of listening

Stage III - Getting Organised (Norming)

Characteristics
- Procedures developed
- Issues confronted
- More open exchanges of ideas and views
- Cliques dissolved
- Leadership shared
- More listening and co-operation
- Giving feedback
- Pre-conceived ideas are changed
- Creativity high

Stage IV - Mature Closeness (Performing)

Characteristics
- Resourcefulness
- Creativity
- Flexible
- Open
- Effective
- Close and supportive
- Settled interdependence
- High group morale
- Warmth/closeness of members
- Empathy
- High level of problem-solving behaviour

More workshops: Information Governance, New Receptionist, Chaperoning, Medical Terminology and Read Coding, SNOMED and Note Summarising.

Leader's role in "Forming"

Break the ice quickly
Know one another
New players made to feel part of the team
No 'superstars'
Trust & empathy
Vision & enthusiasm
Start working out what motivates them?

Leader's role in "Storming"

Let them brainstorm
Don't *over*-control
Don't get disturbed
Watch for conflict, dominant personalities, opting out, getting stuck, factions / infighting, correct roles

Leader's role in "Norming"

Make sure they 'norm' at a *high* level
Give feedback
Raise the bar /watch complacency
Challenge high (as well as support)
Know when to empower
Keep spirits up.

Leader's role in "Performing"

Mobilise / energise
Keep them focused
Keep big picture in view
Feedback both ways
Review / check learning
Be flexible / willing to change / adapt
New place / new role
Watch for complacency.

More workshops: Information Governance, New Receptionist, Chaperoning, Medical Terminology and Read Coding, SNOMED and Note Summarising.

In times of change there will be some "Reforming" (or "mourning")

Think about impact on individuals and dynamics.
Back to a mini-Forming, Storming & Norming.
Avoid 'new / old' divisions
Take care to watch for and address "teams within teams".

- High challenge

- High support

- High energy / pace

- 'Task' and 'Team'

- High candour

- High morale

More workshops: Information Governance, New Receptionist, Chaperoning, Medical Terminology and Read Coding, SNOMED and Note Summarising.

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Development action plan

Competence/ behaviour for development	By when	What are the measures of success? How will I know I'm doing it well?