

THE EFFECTIVE PHARMACIST THE TEAM MEMBER-IG3

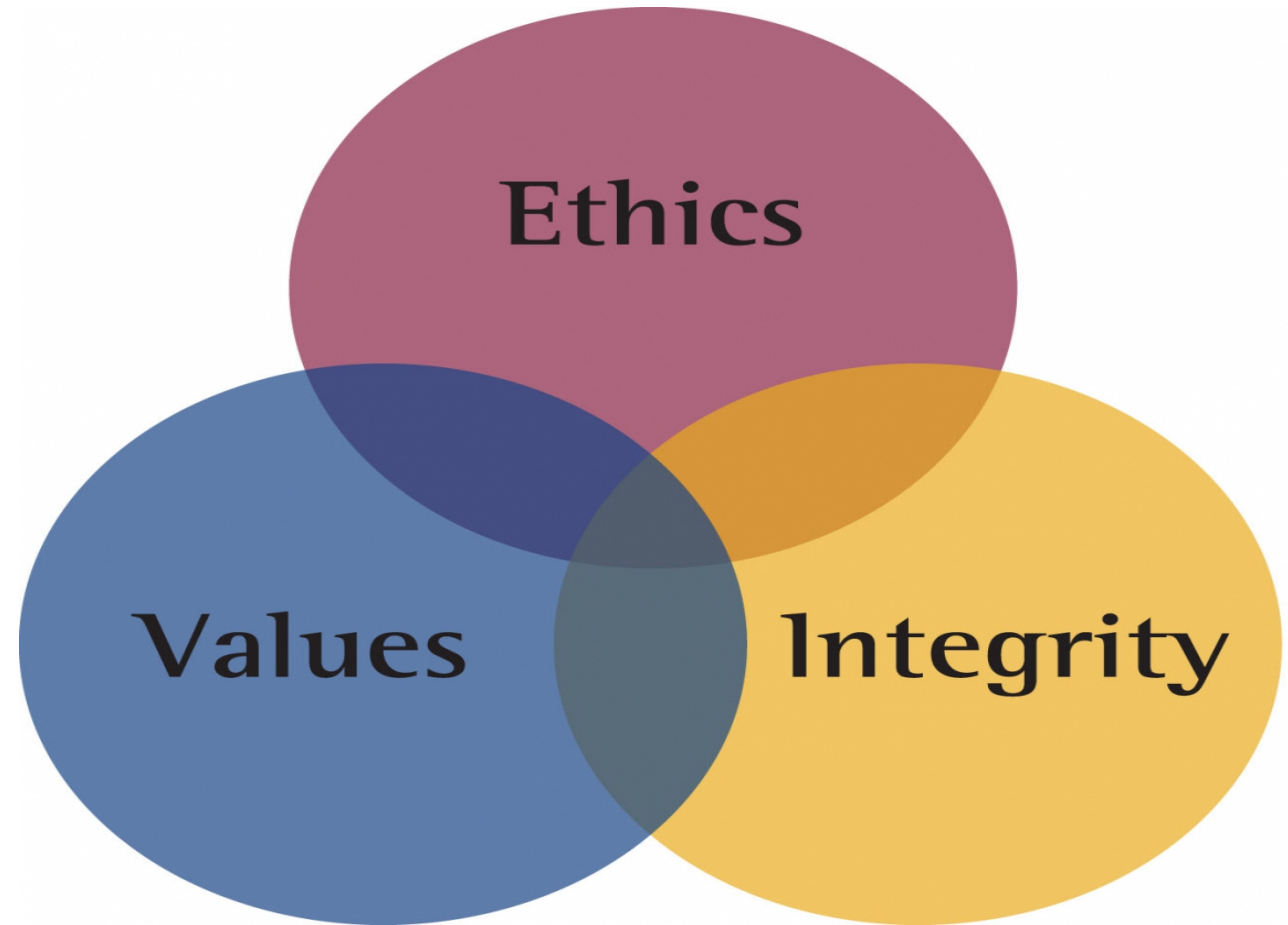
Parisa Mirbod

EAHP Congress 2018

1

DISCLOSURE

- No conflict of interest



QUESTIONS – TRUE OR FALSE

- Is Performance management a measure for managers to investigate your weaknesses?
- Is it *only* your responsibility to define your role and your training needs?
- After a clinical diploma or hospital specialisation training, pharmacists are not required to train anymore?

INTRODUCTION

- Working in Quality roles for 10years (industry and Hospital)
- EAHP SC Member
- Interests in Quality Management System(QMS) and Process Improvements

HOW DO YOU GET 20 PEOPLE WORKING AS ONE ?!

- 
- **Confidence**
 - Language of communication
 - **Compatibility**
 - Team work
 - **Competence**
 - Expertise – it is said that it takes 10 years (10,000 hours) continual practice to be come an expert in something!
 - Beyond training courses
 - Personal responsibility to develop

■ Confidence

- Courage to be wrong (lack of confidence → defensiveness/ resist direction)
- Confident in knowledge – realise its limited
- Language - not stating/ not rules and regulations (policeman) but evidence based –the language of research

■ Compatibility – dealt with by anthony

■ Competence

- Beyond postgraduate courses when first qualify
- Expertise – it is said that it takes 10 years (10,000 hours) continual practice to be come an expert in something!
- How do you build competence / expertise?
- Individual responsibility

Advanced Stage I - Either early stages of specialisation and advancement, or established in a role, performing well, advanced beyond foundation years.

Advanced Stage II - An expert in an area of practice, experienced. Routinely manages complex situations and a broad range of patients/clients/users.

Mastery - Aligned to recognised leader in community or primary care; Consultant and corporate level practice in NHS; equivalent leads in academia; business / corporate leadership roles in industry; business or strategic leader in community. Recognised as a leader in an area of expertise (nationally often internationally), alongside a breadth of experience.

I. Expert Professional Practice

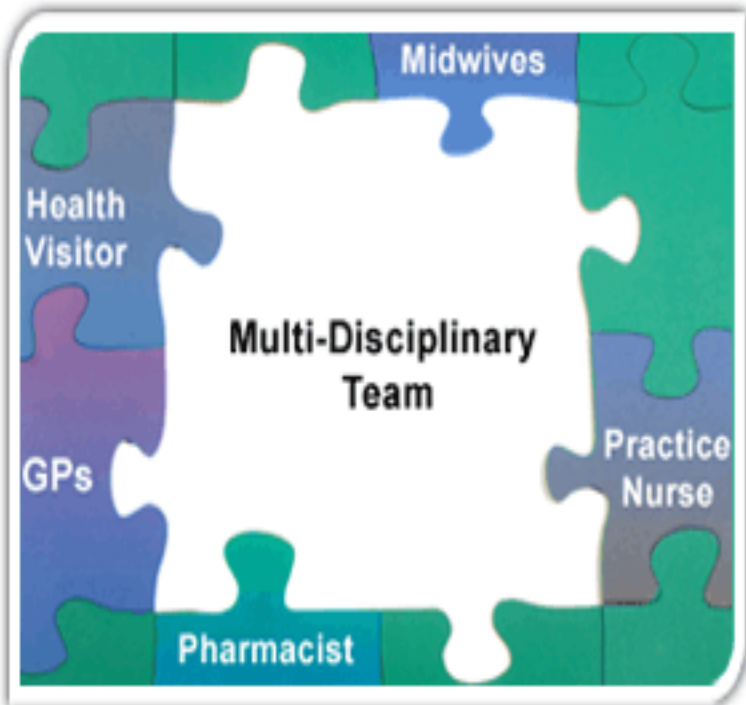
Improves standards of pharmaceutical care for patients.

Competency	Developmental Descriptors		
	Advanced Stage I	Advanced Stage II	Mastery
1.1 Expert Skills and Knowledge	Demonstrates general pharmaceutical skills and knowledge in core areas. In addition for patient focussed roles: is able to plan, manage, monitor, advise and review general pharmaceutical care programmes for patients in core areas.	Demonstrates in-depth pharmaceutical skills and knowledge in defined area(s). In addition for patient focussed roles: is able to plan, manage, monitor, advise and review in-depth/complex pharmaceutical care programmes for patients in defined area(s).	Advances the knowledge base in defined area(s). In addition for patient focussed roles: Advances in-depth/complex pharmaceutical care programmes for patients.
1.2 Delivering Expertise	Demonstrates accountability and professional expertise and direct involvement in the delivery of pharmaceutical care.	Demonstrates accountability for the delivery of pharmaceutical care and expertise via a team of professionals to patients/clients/users.	Demonstrates accountability for the delivery of professional expertise at a defined higher level. May include providing expertise and service delivery nationally or at a strategic level.
1.3 Reasoning and Judgement Including: • Analytical skills • Judgemental skills • Interpretational skills • Option appraisal	Demonstrates ability to use skills in a range of routine situations requiring analysis or comparison of a range of options. Recognises priorities when problem-solving and identifies deviations from the normal pattern.	Demonstrates ability to use skills to make decisions in complex situations where there are several factors that require analysis, interpretation and comparison. Demonstrates an ability to see situations holistically.	Demonstrates ability to use skills to manage difficult and dynamic situations. Demonstrates ability to make decisions in the absence of evidence or data or when there is conflicting evidence or data.
1.4 Professional Autonomy	Is able to follow legal, ethical, professional and organisational policies/procedures and codes of conduct.	Is able to take action based on own interpretation of broad professional policies/procedures where necessary.	Is able to interpret relevant policy and strategy, in order to establish goals and standards for others within the defined area(s).

WHAT DOES A CLINICAL PHARMACIST DO?

- Within the **system** of health care, **clinical pharmacists** are **experts** in the therapeutic use of medications.
- They routinely provide medication therapy **evaluations** and **recommendations** to patients and other health care professionals. ...
- **Clinical pharmacists** are also making themselves more **readily** available to the public.

Identifying yourself



PERFORMANCE APPRAISAL



WHY PERFORMANCE MANAGEMENT?

- The fundamental goal of performance management is to **promote and improve employee effectiveness**
- It is a continuous process where **managers** and employees work together to plan, monitor and review an employee's work objectives or goals and his or her overall contribution to the organisation.

SELF- APPRAISAL

- Employee self-appraisal, within a performance management when the employee to self-evaluate his or her job performance.
- Typically, prior to meeting with an employee, or to be used as a **basis for evidence discussion** during the performance review meeting.
- Then at the meeting, the manager and employee discuss the self-appraisal results, and negotiate final evaluations based on both the manager and the employee.

PERFORMANCE MANAGEMENT QUALITY & EFFECTIVENESS



- Focusing on evidence based work and making sure we don't treat this as a big brother scenario, can reduce employees' stress.
- It promotes increased conversation and more opportunities for self-advocating and problem solving.
- The model can align health, engagement and productivity by integrating programs (e.g., performance management, employee wellness, mental health, occupational health and safety, training and development) to maximize employees' experience and performance across their lifecycle.

PERFORMANCE MANAGEMENT QUALITY & EFFECTIVENESS



- Performance management, when done properly, will include an evidence-based evaluation framework that measures the impact of what is working and why
- Using coaching concepts and focusing on each day as an opportunity for development and learning to provide input, versus doing an appraisal just once a year.

COACHING VS MENTORING

- Coaching is intended to help you to learn rather than by “teaching” you
- By engaging with an experienced coach, the coachee will develop insights leading to enhanced effectiveness
- Mentoring involves helping mentees to develop their career, skills and expertise often drawing upon the experiences of the mentor in the process.



NAME: A Christie

MONTH: August

LINE MANAGER/
MENTOR: B Franklin

YEAR: 2016

Birmingham Children's Hospital **NHS**
NHS Foundation Trust

WORK PORTFOLIO

The Individualised Work

PRINCIPLE RESPONSIBILITIES					
RANK	% OF TIME	DESCRIPTION	TASKS	LINKED COMPETENCIES	TRAINING / EXPERIENCE
1	20 %	<ul style="list-style-type: none">General Pharmacy ServicesOn-CallExtended hours	<ul style="list-style-type: none">Clinical ServicesPatient CounsellingMedicines Information	<ul style="list-style-type: none">Prevention and Pharmaceutical CareNeed for the medicineProvision of MedicineSelection of Medicine	<ul style="list-style-type: none">Pre-registration yearJunior Rotation
2	70%	<ul style="list-style-type: none">Ward based services	<ul style="list-style-type: none">Ward Based Clinical PharmacyMulti-disciplinary team meetings	<ul style="list-style-type: none">Communication SkillsTeam WorkEducation & TrainingGathering InformationKnowledge	<ul style="list-style-type: none">Clinical DiplomaTeam workingMentoringContinuing Education
3	10%	<ul style="list-style-type: none">Education & Research	<ul style="list-style-type: none">Protocol developmentEvaluation of papersMedical InformationAuditPosters	<ul style="list-style-type: none">Research and EvaluationIdentifies gaps in evidence baseCan interpret research protocolsActively participates in research	<ul style="list-style-type: none">Undertakes AuditAuthors PosterParticipates in continuing education

ROYAL
PHARMACEUTICAL
SOCIETY

RPS Foundation
Pharmacy
Framework

A Framework for professional development
in foundation practice across pharmacy



WHAT DOES THIS MEAN? HOW TO START?-1

- Review your job description to determine if it reflects the work that you are currently doing.
- If you have taken on new responsibilities or the job has changed significantly, the job description should be updated. Make note of each points.
- Identify and review the links between the job description, work plan and the hospital goals, objectives and strategic plan.
- Develop a work plan that outlines the tasks or deliverables to be completed, expected results and measures or standards that will be used to evaluate performance

WHAT DOES THIS MEAN?HOW TO START?-2

- Identify training objectives that will help you grow your skills, knowledge, and competencies related to your work.
- Identify career development objectives that can be part of longer-term career planning.
- Take your time and do it in details

BE SMART

- **S**pecific
- **M**easurable
- **A**ttainable
- **R**ealistic
- **T**ime-bound



TIME TO GROW-EFFECTIVE

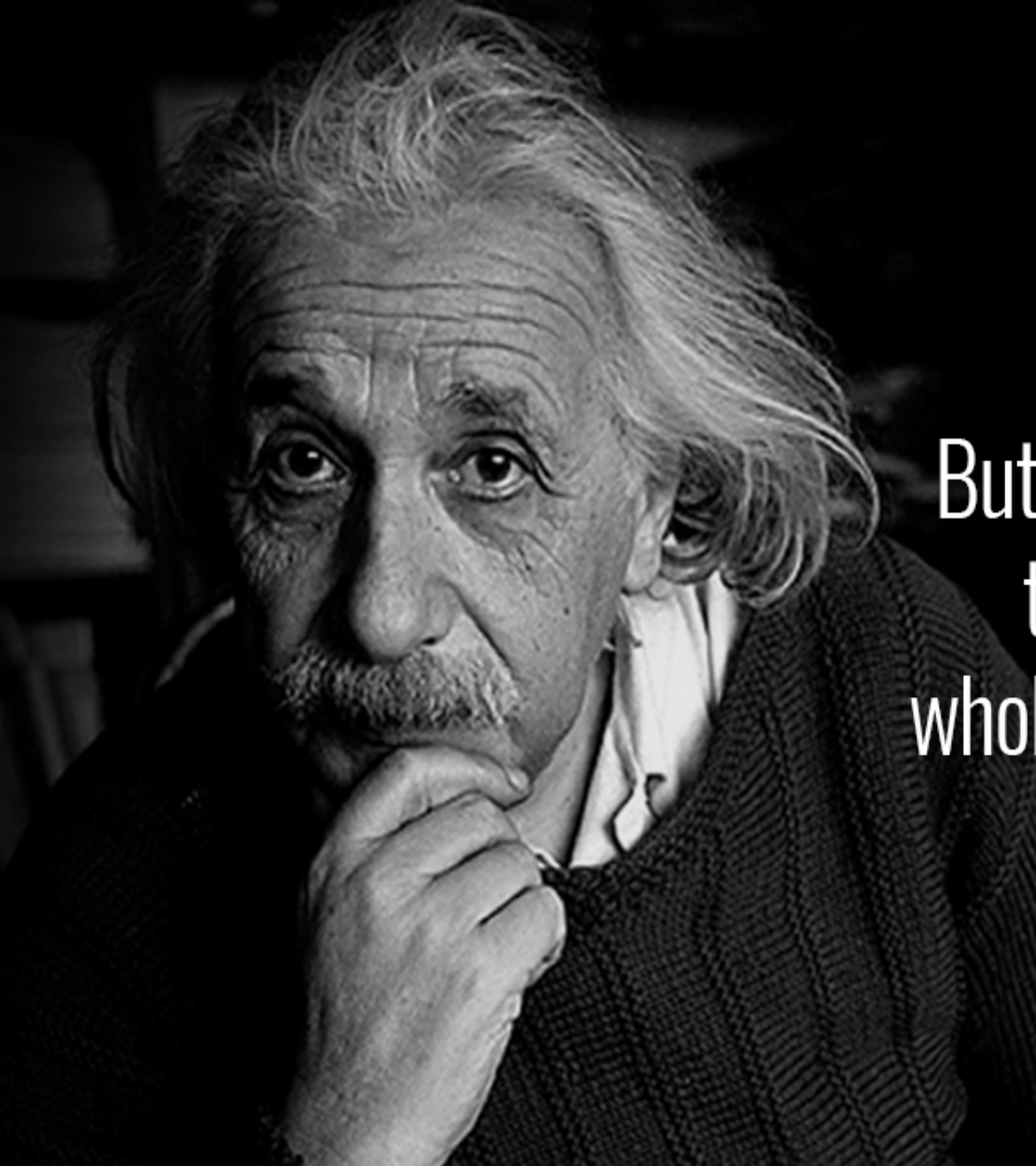
- You now should have a clear picture of where you are currently and be able to identify gaps in your competence
- Now start focusing on
 - Improving current expertise
 - Allowing new skills or knowledge to be gained
- Having a coach is very important at this stage

PROFESSIONAL CONFIDENCE

- Assess your progress against your performance **objectives**
- Identify any **barriers** that may prevent you from accomplishing performance objectives and what needs to be done to overcome them
- **Your manager and you - Share** feedback on progress relative to the goals
- Your manager- Identify any **changes** that may be required to the work plan as a result of a shift in organization priorities or if you are required to take on new responsibilities
- Determine if any **extra support** is required from the manager or others to assist you in achieving your objectives

REVIEW MEETING

- The performance assessment or appraisal meeting is an opportunity to review, summarise and highlight your performance over the course of the review period.
- Self-assessment is a standard part of most performance appraisals. By using the performance plan and assessment form as a guide, you can assess your performance in preparation for the appraisal meeting.
- This process can identify gaps between the self-perceptions/evidence and the views of the manager and can allow for more in depth discussion of these performance points during the meeting.
- Managers should review their performance management notes and documentation generated throughout the year in order to more effectively assess the employee's performance.

A black and white portrait of Albert Einstein, looking thoughtfully at the camera with his hand resting on his chin. The background is dark and out of focus.

Everybody is a genius.
But if you judge a **fish** by its ability
to **climb** a tree, it will live its
whole life **believing** that it is stupid.

- Albert Einstein

CHECKLIST-1

As stated previously, performance management has a variety of purposes to ensure that your performance management process measured and evidence based rather than how you/ or your manager picture you based on their feeling....

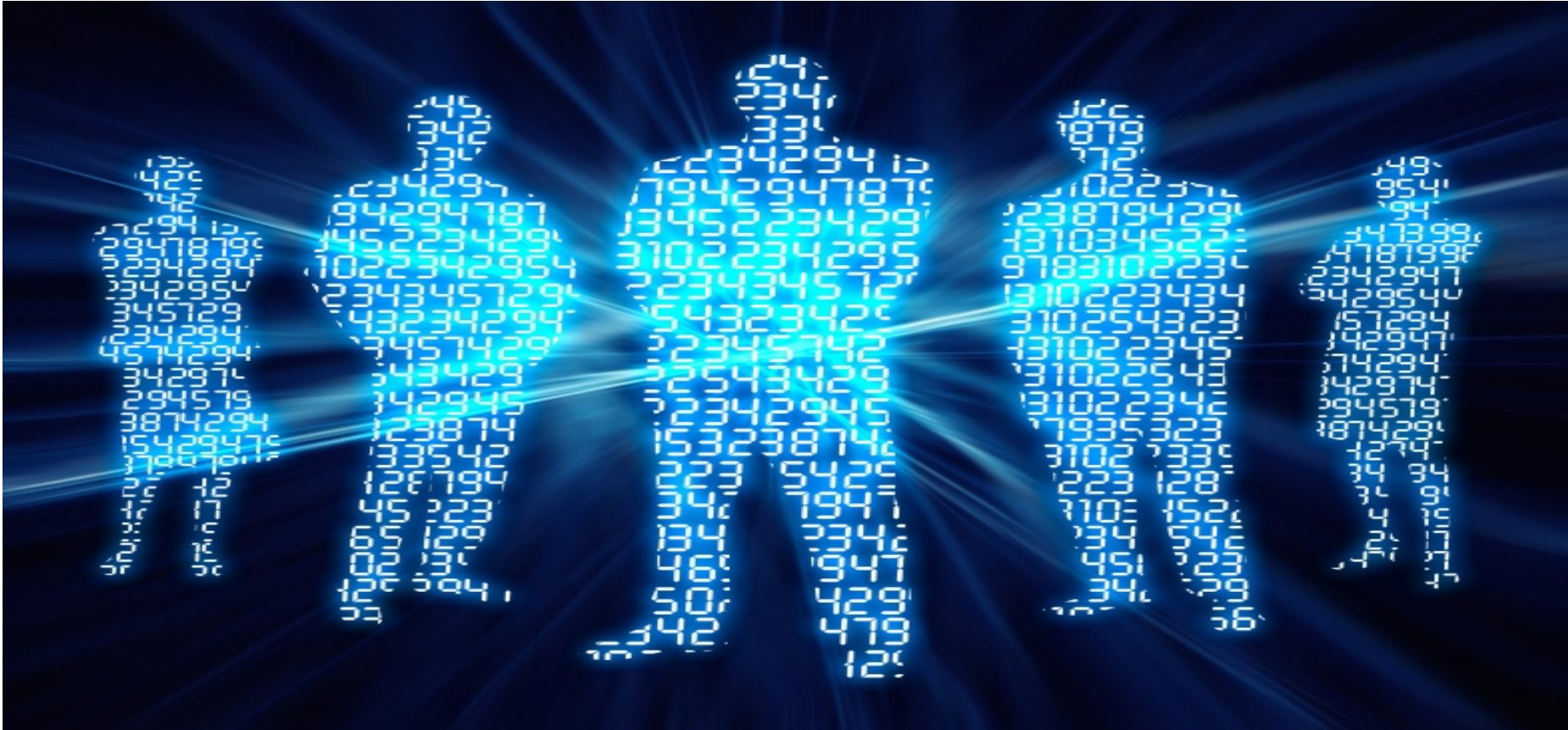
- Base the process on well written job descriptions and job-related activities
- Have the manager and employee collaborate on setting performance objectives
- Establish results (objectives) and behaviors for which you can develop observable measures;
- Ensure that the employee keeps a copy of the performance plan (work plan) and expectations set at the beginning of the performance management

CHECKLIST-2

- Ongoing monitoring and feedback on your performance
- When problems are identified with performance, request for support (training, coaching, etc.) and adequate time for the performance to improve
- Familiarise yourself to all aspects of the process and on how to reduce bias and error in assessments
- Ensure that the performance assessment form accurately documents performance - if not sure ask your mentor or coach
- Do not make any notes that you would not want your manager or vice versa to see because it is getting archived
- Periodically review the performance management process to ensure that it is being applied consistently and fairly

QUESTIONS – TRUE OR FALSE

- Is Performance management a measure for managers to investigate your weaknesses?
• **False**
- It is only your responsibility to define your role and your training needs?
• **False**
- After clinical diploma, clinical pharmacists are not required further training?
• **False**



Thank you for listening
Parisa Mirbod