Mentoring in Pharmacy

Masterclass slides

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Hi, I'm Rachael...

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Interested in 1:1 coaching?

Email Rachael@leadingbrave.com to schedule a complimentary discovery call.

NeuroLeadership INSTITUTE

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Bates ExPI™ Certified

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I am an EMCC member and I abide by the Global Code of Ethics

EMCC European Mentoring & Coaching Council

In this deck

Featured slides from both Masterclass

Tools to use during Mentoring

3 things to always do for having more effective conversations

Guidance for

1. Giving feedback

2. Dealing with conflict inc. been more/ less assertive

3. Issues with punctualities

4. Disengaged student

Slides shared as part of Masterclass. Not for onward distribution beyond Appel Network.

What mentoring is…

Mentoring is an important component of **professional development and growth**.

It is a **supportive, nurturing** relationship; a sounding board that enables someone to **transition** in learning

Through the sharing of skills, knowledge and expertise, the mentee is **empowered to develop to their full potential.**

The relationship may cover a wide variety of context, and **when successful, it benefits all** partners, the mentor, the mentee and the profession   (IIOP Definition)

People come to mentoring for a variety of reasons
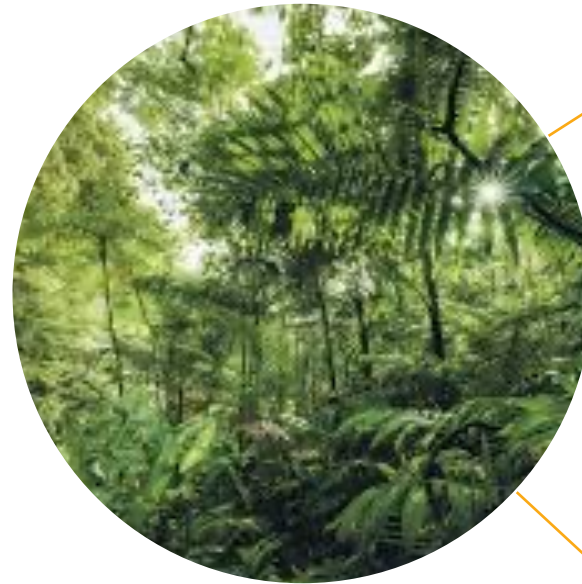
PEOPLE
- Dealing with their manager
- Dealing with peers/ colleagues
- Manging their team
- Inspiring others / engaging others

Career
- Learning the ropes
- How to advance in role
- Next career more
- Building networks
- Influencing without authority
- Improving Presence
- Understanding the business e.g. Strategy , Budgets,

BALANCE
- Work/ life balance
- Delivering on commitments
- Self doubt
- Stress/Resilience

Core Competency Framework for Pharmacists

- Professional Practice
- Public Health
- Supply of Medicines
- Safe and Rational use of Medicines
- Organisation and Management Skills
- Personal Skills

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What's expected of mentors

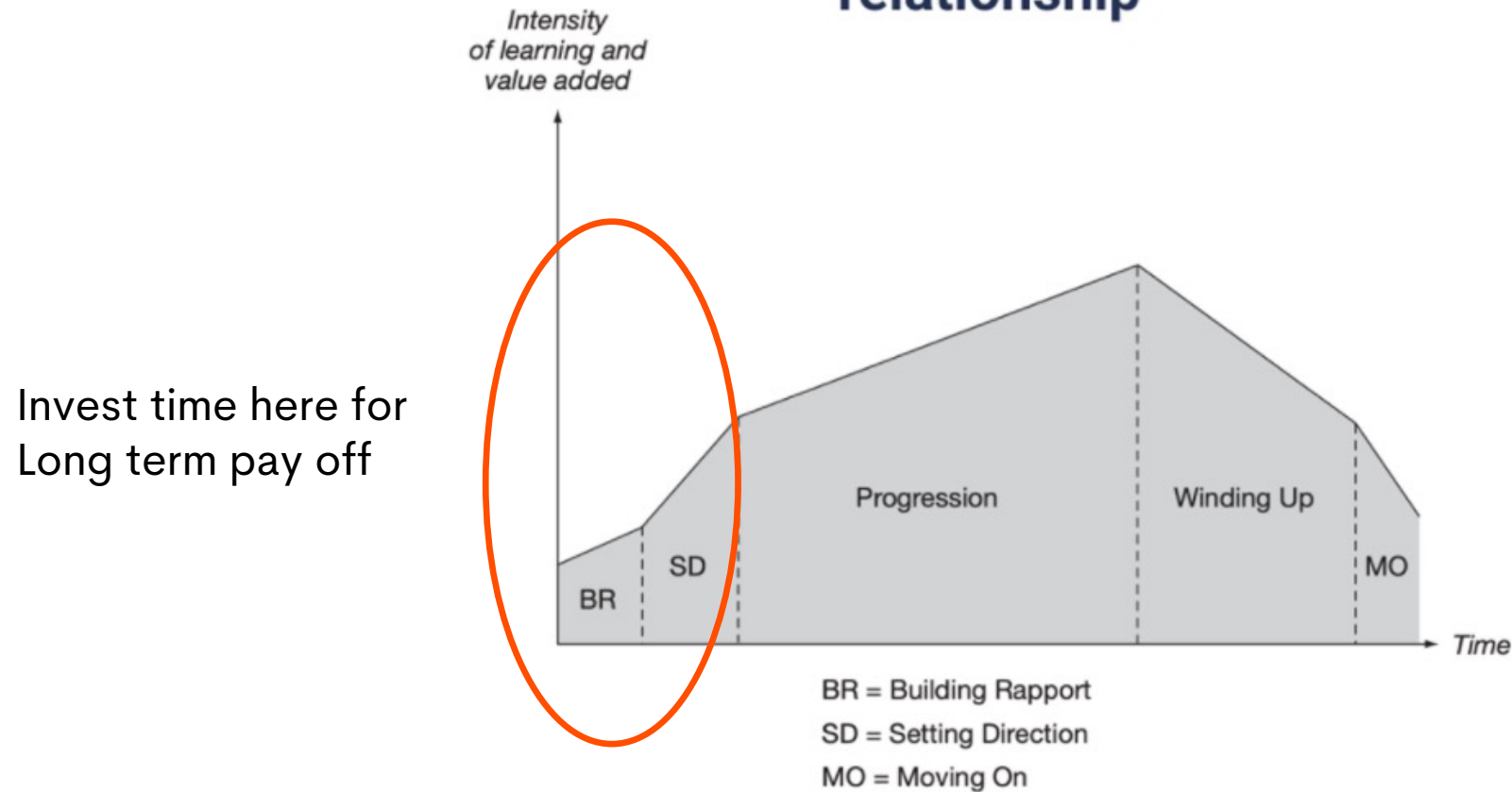|		
Be open and honest Build trust	Willingness to give you time & effort	Interested in your development
Are Experienced (technical & mentoring skills)	Be objective Ability to provide guidance & advice	Provide feedback & challenge
Facilitate reflection & learning	Help you find your own solutions	Advocate for networking

Phases in the mentoring relationship

Invest time here for Long term pay off

Intensity of learning and value added

Progression

Winding Up

BR

SD

MO

Time

BR = Building Rapport
SD = Setting Direction
MO = Moving On

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Common Pitfalls

- We rush straight into solutions mode
- We try to solve the wrong problem
- We only seem to scratch the surface
- We don't have anything to talk about
- If we are different we find it hard

Take time to build rapport

- Expecting the mentor to solve the problem or have all the answers
- Meetings getting repeatedly postponed/ cancelled
- Not wanting to share something that feels uncomfortable

Contracting / managing expectations

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Mentoring Agreement

Put some structure around:

- Expectations of what mentoring is/ isn't
- Ways of working
  - Frequency/ duration of chat / method
  - Cancellations
  - Updates on progress and feedback
- Boundaries
  - Out of session contact
  - Whats ok to talk about/ what isn't

So you know what to do it something arises
You can focus on the learning

We have agreed

The scope of our mentoring sessions will include:

The frequency of our meetings will be _____ / month

The duration of our meeting will be _____ min

The format will be _____: Zoom/ Skype/

The boundaries of our mentoring r/ship are:_____

We will follow up session and actions by: _____

We will review actions by: _____

We will cancel/ reschedule mentoring sessions in the following situations:

_____

We will inform each other in this instance, by (e.g. 24 hours in advance by email/ phone call)

_____

We will commit to turning up on time for an agreed session, prepared, regardless of the degree of progress that has been made.

We will contact each other in between meetings in the following situations:

_____

We if choose to opt out of the Pilot, for whatever reason, we will inform the other person by

As a Mentor I agree to the above
AS A Mentee I agree to the above _____

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4Is Tool — for Closing out a mentoring conversation

When you wrap up the mentoring conversation, it's important that you both have **clarity** about what has been learned what you will continue to reflect on, and what you intend to do as a result of the session.

The **Four I's TOOL** provide a very practical way of making sure you capture all this.

✓ What **issues** have we surfaced/ still remain?

✓ What **insights** have you had?

✓ What **ideas** are you taking away?

✓ What **intentions** do you have as a result of today?

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Tool: Reflection Log

Before each mentoring session time must be given to preparation for the session. This does not just entail reviewing any previous documentation but also checking in on how the mentor is feeling and clearing the mind to ensure a focus on the mentee when they arrive.

After the session the mentor will complete the Mentor Reflection Log provided to them during their training.

During the session the mentor will be aware of the impact of the content of the session on them.

A guide for Mentor/Mentee Reflective Practice

Question to ask yourself	Notes
General session theme and goals	
What was the central mentee issue/theme for this session?	
What did the mentee want to achieve/walk away with, from the session?	
Did the mentee leave with an action list?	
Tools	
What tools did I use?	•
How effective was/were the tool/s?	
Could I have used another one that might have been more effective?	
Questions	
What questions did I ask?	•
How effective were the questions?	
Could I have asked different ones that might have served the mentee better?	•
Other issues such as my own beliefs/values/judgements impacting on the session	
Did I find myself judging or bringing my own experience, values, beliefs to the session?	

Have students reflect ahead of time

- **Think in advance**
  - *What's on your mind?*
  - *What you are hoping to get out of our next meeting?*
  - *What have you tried since the last meeting?*
  - *What have you learned ?*
  - *What is the implication of learning this? Does it impact other things?*
  - *What does support from me look like?*
  - *What could get in your way?*
  - *What do you have to say no to, to be able to say yes to this?*
  - *What's the real challenge for you?*

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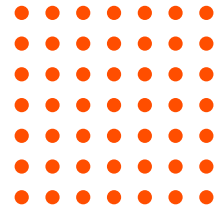
5 things to do to Help students to change*

1. **Dampen down threat**

2. **Help them have a realization about their behaviour**

   What is the impact of this?

   Why does this matter to me to do it differently

   What will success look like, feel like...mean to others...

3. **Support them to act**

   What small step will get me there?

   Who does this well?

   What could get in my way?

   What support do you need?

4. **Reward**

   Acknowledge the benefit gained

   Teach the brain to want do it again

5. **Repeat**

*Brain based coaching

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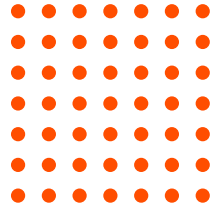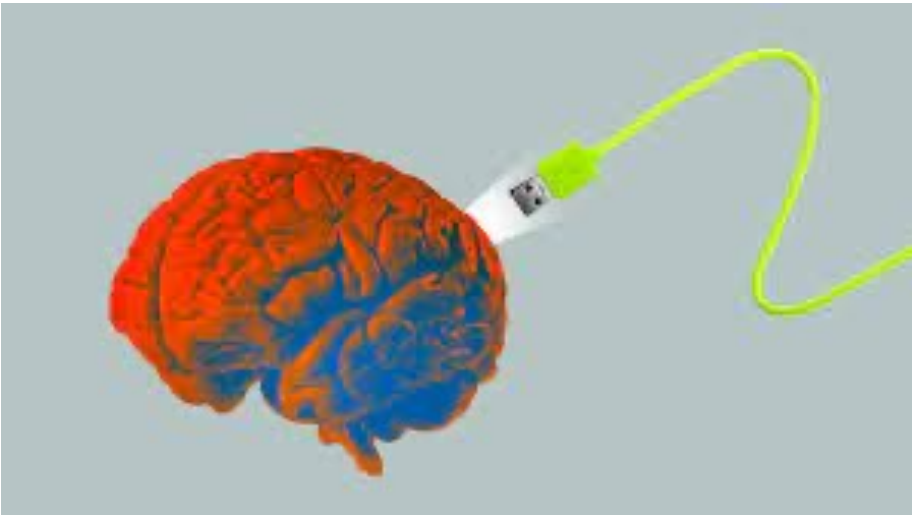
The brain is lazy

Our brain is wired in ways that help us to make the best decisions with the information we are given.

- A lot of this is unconscious

- The brain is lazy

- To conserve energy – we take shortcuts (stick to default thinking/ bias)

- To change from default state, we need energy to overcome this

- Mindset matters– where you focus your attention is key

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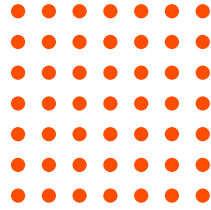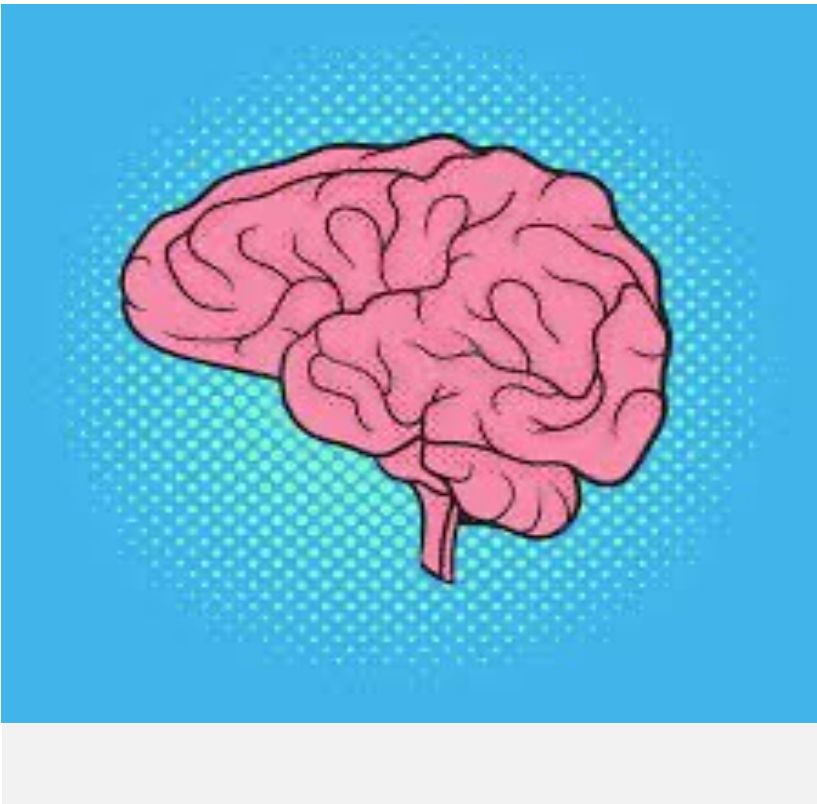
At a high level….

1. Brain stem: Solves for our vital survival and impacts everything

2. Prefontal cortex (PFC): Planning, thinking and making choices
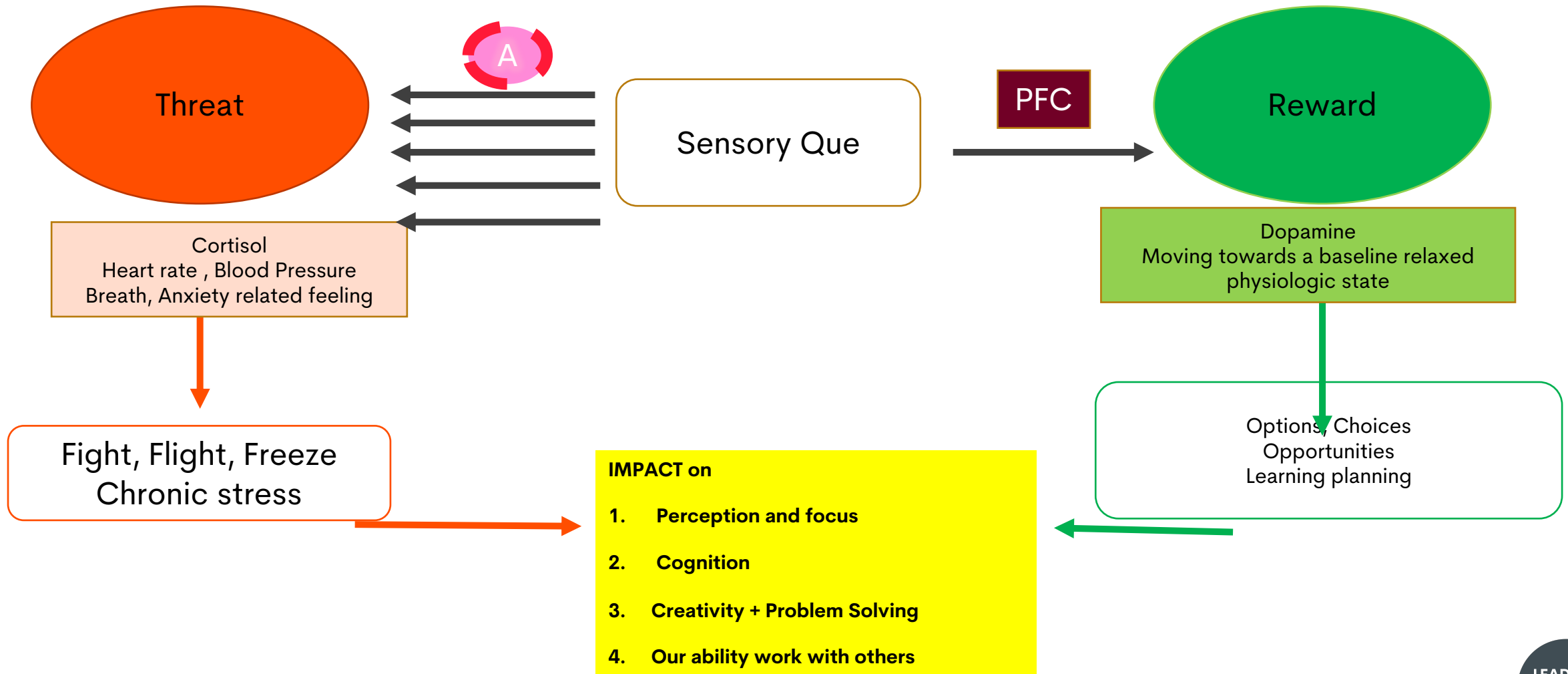
The PFC needs glucose and Oxygen to function well. Whilst its tiny, it takes up a lot.
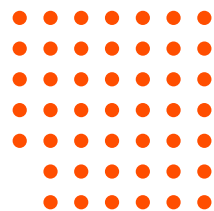
3. Limbic System: Emotional decisions

Responsible for our flight/ fight/freeze responses

Redirects glucose and oxygen when stressed.

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To survive, the brain sees everything as either

Threat

A

Sensory Que

PFC

Reward

Cortisol
Heart rate , Blood Pressure
Breath, Anxiety related feeling

Dopamine
Moving towards a baseline relaxed
physiologic state

Fight, Flight, Freeze
Chronic stress

Options, Choices
Opportunities
Learning planning

IMPACT on

1.   **Perception and focus**

2.   **Cognition**

3.   **Creativity + Problem Solving**

4.   **Our ability work with others**

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Stress isn't always a bad thing...

Optimal performance

focused

Energised

challenged

excited

Fatigue

bored

exhausted

Burnout

CALM **EUSTRESS** **DISTRESS**

Performance

Level of stress
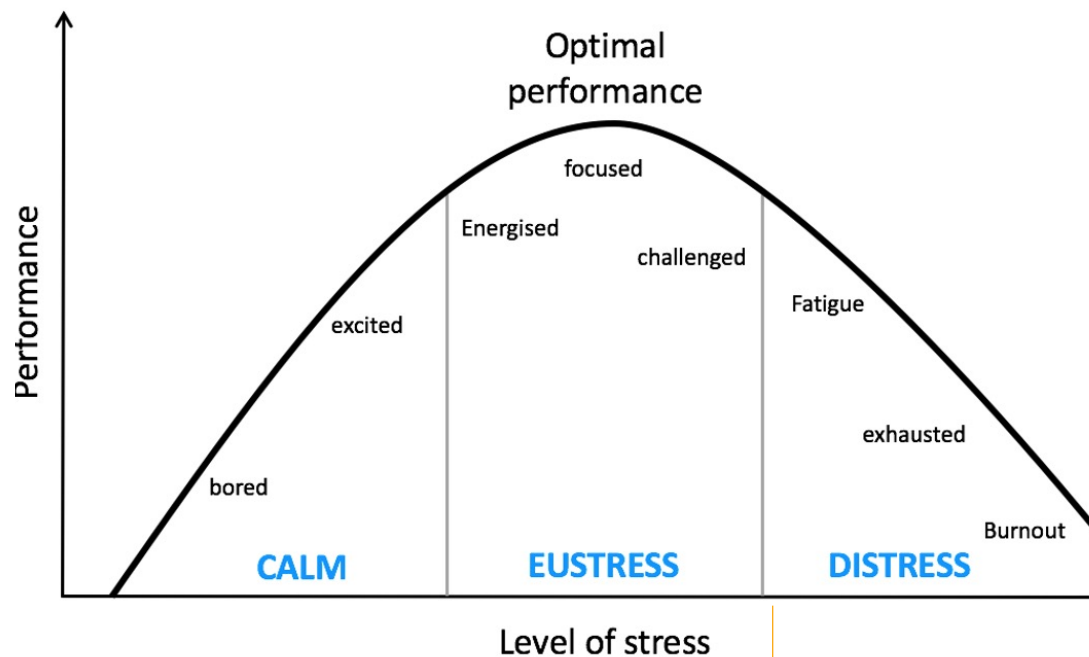
Preparing for big events
Developing new skills
Challenging and realistic deadlines
Studying a topic over time
Leveraging your strengths

Excessive job demands.
Job insecurity
Conflicts with teammates
Inadequate authority necessary to carry out tasks.
Lack of training necessary to do the job.
Low autonomy

Eustress is the good type of stress that works as a motivator and helps us work towards goals

- Gives you an energy boost.
- Makes you feel excited about the challenge
- Incentive to get things done/ keep going.

Distress: When the stress becomes too much to cope with, it's identified as bad stress

- Continuous struggling exhausts your energy and drive
- increase in your blood pressure, rapid breathing, tension etc..

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The brain is social

- To survive and thrive we need each other
  - The opportunity to bond
  - Meaningful contribution to the group
- The brain feels social pain as physical pain

4 conditions to thrive
- Bonding and belonging (safety)
- Exercise and sleep
- Self leadership so you can assign low energy for high return (energy is not finite)
- The ability to problem solve and Innovation

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SCARF MODEL – Domains of Human Social Experiences

	Definition	Reward Response	Threat Response
S STATUS	Sense of respect and importance in relation to others.	Recognition for work, Opportunity for input, Reassurance of importance	Embarrassment, Getting unsolicited advice, Public critique Feedback
C CERTAINTY	Sense of clarity to predict future outcomes.	Clear expectations, Specific plans or next steps, Making the implicit explicit	No expectations, Unpredictability, Prospect of change
A AUTONOMY	Sense of control over events that impact the future.	Giving choice, Offering any flexibility	Loss of choice, No way to make change or impact their situation
R RELATEDNESS	Sense of connection with others in your groups. (In group)	Inclusion, Chance to belong, Taking time to get to know someone	Exclusion, Isolation, Not involving certain people in groups or decisions
F FAIRNESS	Sense of non-biased and just treatment between people.	Transparency, Treating people equally and equitably	Unfair processes, Inconsistent application of rules/policy

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To have more productive conversations- make sure you are doing these three things

4-month Placement (80 days)- New student – unfamiliar in role

8- Month placement   (160 days in role)- Advanced student – final placement

| Make them feel safe and connected | → | Help them have insights vs. telling them what to do | → | Help them see the progress they are making |

4 Placement Scenarios

1. How to give students **constructive feedback** that doesn't leave them upset, vulnerable or unhappy in their placement environments.

2. How to mentor students who may have a **conflict** with another staff member during the placement- how can you overcome this?

3. How to mentor a student with **poor attendance and time-keeping**

4. How to mentor the student who is **not engaged, not proactive** and taking a back seat/ hands off approach to the placement

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Psychological safety is key

how to know if there is culture of pschololgical safety?

- If I make a mistake in my team, it is held against me
- We can bring up problems and tough issues
- It is difficult for me to ask for help
- It is safe to take a risk
- People reject others for been different
- My unique skills and talents are not utilized
- No one acts in a way that undermines my efforts

ANTECEDENTS & OUTCOMES
PSYCHOLOGICAL SAFTEY

Things that may help cultivate psychological safety

Role Clarity*

Peer Support*

Interdependence

Learning Orientation

Positive Leader Relations

ANTECEDENTS

PSYCHOLOGICAL SAFETY

A sense that people will not be embarrassed or punished for speaking up.

Benefits associated with psychological safety

Information Sharing*

Satisfaction*

Learning Behaviors* (Seeking info; experimenting; reflecting)

Engagement

Improved Performance

OUTCOMES

*Antecedents and outcomes that had a large effect size at both the individual and group level of analysis.

Source: Frazier, M. L., Fainshmidt, S., Klinger, R. L., Pezeshkan, A., & Vracheva, V. (2017). Psychological

SCIENCE FOR WORK

Why we hate feedback so much
what to focus on

Giver	Receiver – Student	Notes
Stress response triggered – SCARF– (Certainty, Status, Fairness)		We are hardwired to respond to threat Fear is introduced into the process
We are afraid We are doing it wrong. ` Students will respond with anger, tears…	Feedback is a threat to our view of ourself It feels like criticism Heated arguments, impossible demands, threats of dismissal	We don't like people who challenge our view of self Feedforward is the preferred approach – instead of looking in the rear-view mirror. We focus on what behaviors will look like in the future

What's good for us (tips)

Build partnership Fear takes a backseat when someone we perceive as having out best interests at heart shares input about our performance
<u>Try:</u>
Ask for feedback: Find people you trust to give you the truth about your behaviors when giving feedback

Realise you have blind spots: None of us have an entirely accurate view of our strengths or gaps
<u>Try:</u>
Ask for feedback (we rarely do this)
Frame it as vital for your development see it as a progress check on impact and learning vs outcome only

Note: Instead of asking for feedback , we guess what is needed. With the uncertainty and self doubt -we procrastinate, we go into denial, we self sabotage.

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4 Steps to take when giving feedback to anyone

1. Ask for Permission

(dampening threat, making them feel valued)

Let's take a few minutes to [reflect on your learning] Share your intent– to support them in building their strengths, to understand what they are learning

Is this a good time? if not agree time and duration

2. Ask them for their positive feedback

What are the three things you felt you did well? (the person will go to the negative– bring them back)

What else are you happy with?

What have you learned as a result of this?

3. Ask them for their thoughts on development

When we give ourselves feedback if create a reward response as opposed as been told what to do We are demonstrating self awareness and imagining our improved future self

What would you focus on for next time?

Ask what else? What do you need from me?

4. Add your own thoughts, only if needed

There is something else I have noticed;

are you ok if I share it now?

Affirm what the student has said or adding onto what they have noticed

Be specific– give details and don't generalize Be concise,

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Ideally you want the student to get into the habit of Self feedback

1. Self assess

What elements of your job are most important?

To you/ to your tutor?

What informal feedback (+ve/ –ve) are you noticing

Words, facial expressions, silences

What are you noticing about yourself procrastinating, eager to please…need to be more assertive

How can we see reframe for growth

What will help you get what matters to you? Patients? Business`

2. Ask for feedback

Talk to people you trust in the pharmacy team

Talk to your Tutor

What's going well

What need immediate attention

What else are you seeing

3. Absorb and act

What negative feeling are coming up?

Can you accept the feedback given?

What are your next steps ?

What support do you need?

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Mindset

Do we see something as a threat or reward

We assign value to incoming ques
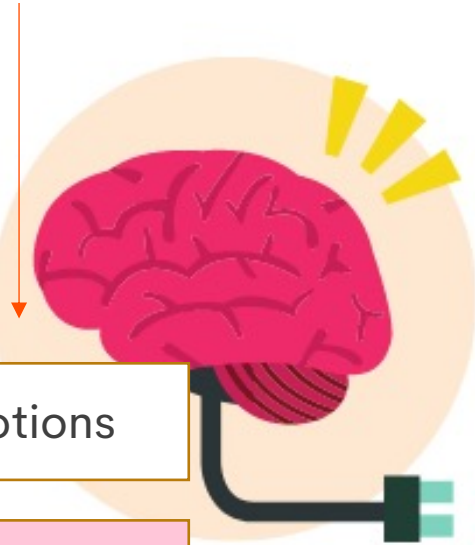
Emotions

Thoughts

Actions

"Failure is an opportunity to grow"
GROWTH MINDSET
"I can learn to do anything I want"
"Challenges help me to grow"
"My effort and attitude determine my abilities"
"Feedback is constructive"
"I am inspired by the success of others"
"I like to try new things"

"Failure is the limit of my abilities"
FIXED MINDSET
"I'm either good at it or I'm not"
"My abilities are unchanging"
"I don't like to be challenged"   "I can either do it, or I can't"
"My potential is predetermined"
"When I'm frustrated, I give up"
"Feedback and criticism are personal"
"I stick to what I know"

Growth mindset: We believe we can learn and improve, and performance is better as a result	Fixed Mindset: We believe we can't get any better, so we don't put as much effort into improving
I will need to work hard and find an effective way to do this	This is too difficult for me
Its ok if I'm not successful because I can learn from my efforts and try again	I won't try because I know I cant
How can I make this more challenging for me so that this is worthwhile	This is too easy for me
Failure is part of learning, there is success and learning how to over come obstacles and develop problem solving is part of this	I'm afraid I will make a mistake

No one is fixed or growth all the time- your mindset can change over time

Mindset is a continuum – however we gravitate towards one or the other

- When tested or under stress- we can go towards fixed thinking
- **To prime for a growth mindset- use words like: improve, develop, grow, yet…**

Fixed Mindset- Be Good	Growth Mindset- Get better
Believes intelligence and talent are static and can't be changed in any meaningful way -Avoids challenges - Expects rewards without effort	Believes that intelligence and talent can be developed - Embraces challenges - Equates reward with effort
Leads to a desire to look smart	Leads to a desire to learn
Feedback is a setback	Feedback is a chance to learn
Focus on what you are good at	Focus on where you can develop
Other's success can be a threat	Other's success is something to learn from

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REFLECT: How to practice this at work

Be a fly on the wall

At your last feedback session

Body language/ Tone/ Listening to talking ratio

How much was the ratio of negative " positive

What approach would you take now?

List 2 things you would do differently

What practices would you like to stop

Reflect on the last time you got feedback

How fixed was your thinking?

What would have helped you?

Talk to your student/ team

Psy. Safety

Fixed vs Growth mindset

Ask: *when do you feel smart*?

Think about what you student needs from a SCARF perspective

How can you build this in to your approach

Ask permission – *Is now a good time*

What worked well/ what to build on?

What will you try next time?

What are Implications of this?

Reiterate progress over time vs in the moment

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In the moment guidance

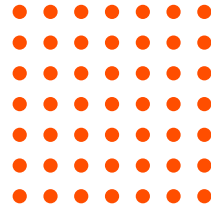| We forget to do this	We tend to	instead
Talk about why learning mistakes matters We often avoid this for fear of looking inexperienced or incapable	**Want to be perfect at everything** - Experimenting is something we have to do in the face of change - Be public about experimenting, what you are discovering– draw attention to it. - What are we going to do with the learning – how are we going to apply it?	**Share the lessons from our success and our failings** - Builds trust to own up to the things we don't know - Seek guidance and knowledge from experts– admit what you don't know, ask questions, share our thinking even if its imperfect
Catch people doing things right and tell them! Give the sense you are growing and improving	Focus our feedback on thing that went wrong Focus feedback in one moment in time Things take on more importance than they should– good or bad and the message can be perfection vs progress	- **Focus on progress over time** *Rule of three - Develop as culture where students ask for feedback - Frame feedback on What to build on, where to improve
Ask people how they like to get feedback or is now a good time	Rush straight in with what went wrong – people feel unprepared	Get permission/ set time in advance Explain intentions
Explain the impact of their action And how that differs from the desired impact	Not be specific enough Link behaviour to business outcome (why it matters)	
Take our time Think about it from the other person their perspective	Race through it and get out as quick as possible (we come across as critical and uncaring) Make assumptions	Have a plan for the phases of the conversation Show clarity, respect and empathy

What is Conflict ?

Happens when one person perceives a difference between themselves and another and this perception makes them feel uncomfortable

Perception vs intention and reality

When we respond to another person's interpretation of the situation- we are responding to what we believe is the case

We should try to understand the other persons perspective of the situation is

- What do they really mean when they say/ do something that trigger an emotional response for us?

Conflict is evitable – the outcome can be good or bad

- **Destructive unhappy with outcome; feel they have lost**

- **Productive – collaboration/ transformation- leave satisfied – win-win**

Identify the source of conflict

1. A difference in our needs and goals

2. Our perceptions, perspectives and the meaning we give to events

3. The perceived power in the relationship

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Dealing with Conflict- its important to understand the dynamics, and what approaches are playing out

THOMAS-KILMANN CONFLICT MODEL

Designed by Management Weekly, based on Thomas & Kilmann (1974)

HIGH

ASSERTIVENESS

LOW

COMPETING
Focus on getting your perspective accepted

YOU | THEM

COLLABORATING
Come together to develop a mutually beneficial solution

YOU | THEM

COMPROMISING
Reach a consensus that is acceptable to all

YOU | THEM

YOU | THEM

YOU | THEM

Take a step back from the conflict and let it play out

AVOIDING

Accept the perspective of other party to call a truce

ACCOMODATING

LOW   COOPERATIVENESS   HIGH

Most of the way we deal with conflict is engrained and stems from our first experiences of conflict

- Under stress- we revert to our default ways of behaving

Becoming aware of what our default way is needed if we want to replace the way we act with a new way that serves us better

- The style might be helpful in the short term, but not long term

Model used: Thomas Kilmann Model

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It comes back to lowering the threat response people are experiencing

The act of moving from high stress state to a lower one

1. **The realization that Threat comes at different intensities for people depending on the situation**

2. **Our default reaction to conflict is to accidently escalate it**
   1. Knee jerk reaction to have the last word, the stronger the emotion the worse our self regulation is
   2. Whenever our Emotions are up- self regulation goes down

3. **We need a new habits where we intentionally deescalate conflict and practice this**

Then Practice that shift so we can call on it in a difficult moment

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Steps to follow to do this

1. **Understand the three levels of threat**
   1. Assess the threat level in yourself. (put your oxygen mask on first)
   2. Assess the threat level in the other person

2. **Identify what's happening with SCARF**
   1. Take perspective of what is activating the threat – what SCARF triggers are present
   2. Connect with the other person– (abandon what you think is happening)
   3. Pause and Listen so you can home in on the SCARF elements you are seeing play out

3. **Respond productively - Take action:**
   1. Actively reduce your/ their emotions
      1. Labelling– what am I feeling in 1-2 words
      2. Reframing and get a new perspective
   2. Activate with SCARF rewards where possible

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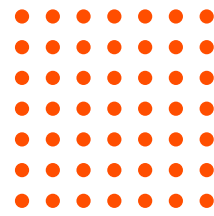
Assertiveness

- ✓ Helps you express yourself and stand up for your point of view
- ✓ Helps boost your self esteem and earns others respect
- ✓ Helps – if you tend to take on too much or have a hard time saying no.
- ✓ It shows you respect yourself and are willing to stand up for them
- ✓ It is based on mutual respect- you have to be aware of others' rights and will on resolving conflict
- ✓ Its not what you say, its how you say it- direct and respectful.

Low assertiveness You give others the license to disregard you; your personal life comes second.

Cost: stress, resentment, anger

Aggressive: You disregard the needs, feelings and opinion of others. You appear self righteous or superior.

Cost: Undercuts trust and mutual respect. Others may resent, avoid you.

Passive aggressive: Rather than confront an issue you show anger feelings, through your actions or negative attitude. You talk about people behind their back. It leads to a lack of trust.
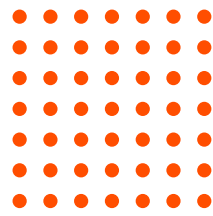
How to be more Assertive

Assess you style

– Do you voice your opinion on stay silent? Do you say yes to additional work when your plate is full?

– Are you quick to judge or blame? Do people seem to fear talking to you?

Tip 1: Use "I" statements

– Shows what you are thinking and takes accountability for this

– I disagree vs your wrong or " I would like your help vs you need to do"

Tip 2 : Practice saying no

– Is this a priority for you to be involved with?   What do you need to say no to, to be able to accommodate it?

– If not- de direct and clear- No' I cant do that right now.

– If an explanation is appropriate keep it brief.

Tip 3: Rehearse what you want to say- practice with a friend, role play – build the muscle. Notice your triggers

Use body language – find a strong posture, don't cross arms or legs- " power poses"

Keep emotions in check: Work on remaining calm. Breathe. Know when to take a break.

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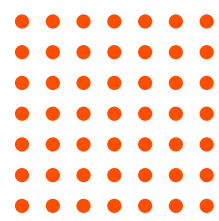
Poor timekeeping

**It's a sign of your respect for others.**

– You are saying I don't respect this enough to show up

–   It damages relationships, trust and your reputation.

Why?

–   You could be accepting too many tasks

–   You are not able to assign the correct amount of time to the activity

–   Your motivation is low to do the things you are meant to do

- What is causing the drop in motivation (SCARF)

- Do you see the point in what you are doing?

- What are the repercussions of you not doing this?

- What choice do you have in the task

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Steps to take

- **Decide what is important – and gear your focus to achieving those.**
  - Work with your student to set clear goals
  - Help them to priorities these goals
  - SMART goals
    - Motivation and will to do this?
    - Are they willing, are they able?
  - Can you reframe it so it is more intrinsically motivated

- **See where you are spending your time**
  - Time log
  - Urgent vs important matrix
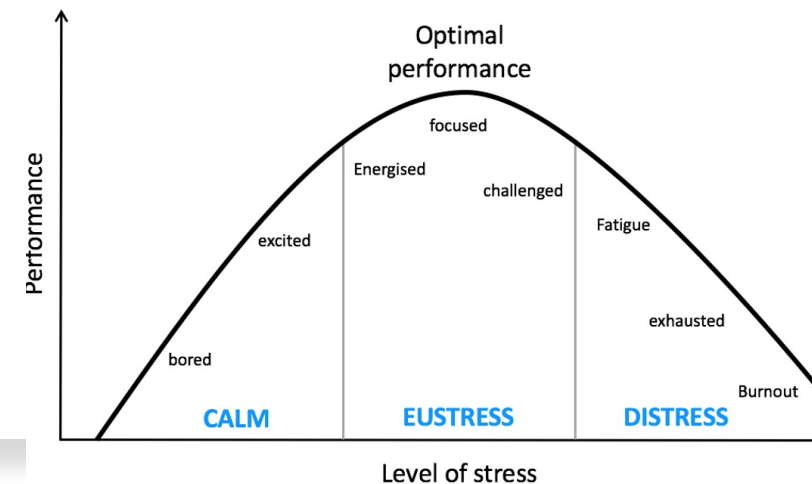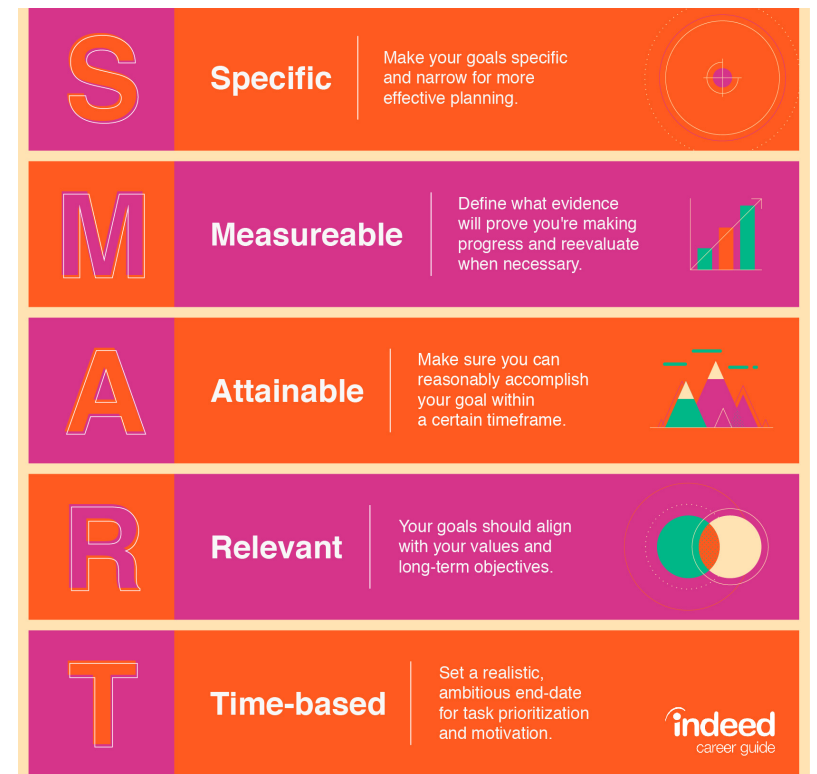
Procrastinating

- Reading emails
- Checking socal media
- Over preparing
- Coffee breaks x 20
- Time spend on other tasks that could have safely waited

Often confused with laziness (unwillingness to act) But its an active process...

We choose to do something else than what we know we should be doing

We are ignoring the unpleasant task in favor of an easier/ enjoyable thing

1. **80% of your results come from 20% of your time** (Pareto Principle)

Focus on the important, eliminate the rest

2. **Work expands to fill the time you give it** (Parkinsons Law)

Set focus time, deadlines to stretch you

3. **What is in motion, continues in motion** (1st Law of motion)

Start! Take the first step

DING
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Steps to take to break the habit

Recognise when you are doing it   (can you identify a trigger)

- Filling your day with low priority tasks
- Leaving an item on to-do list for long time
- Wait to be in the right mood/ right time

Work out why you are doing it?

- Is it because you find the work boring or unpleasant?
- Is it because you are poorly organized?
- Is it because you cant decide what to do and are afraid of doing the wrong thing?
- Are you feeling overwhelmed?
- Are you worried about failing? (so you do what is in your comfort zone)
- Are you afraid you are good at this you will be asked to take on more?
- Are you a perfectionist?-we put of something we may not feel we have the skills than doing it imperfectly
- Are you in chronic stress? Is this debilitating you?

Try
Commit to doing not avoiding – Specify a time for doing this
Promise yourself a reward– notice how good it feels to finish things
Get an accountability partner– ask someone to check up on you
Act as you go– for your priority tasks rather than letting them build up
Language: I choose to vs I need to or have to
Peak times: Tackle the hardest things at your peak times / energy levels during the day
Degree of difficulty (L1, L2, L3)–

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Tools to help

I find this….	
Unpleasant	Impulsive people are more likely to procrastinate as they are more short term focused – play the long game **Identify the long- term** benefits for you doing this? **Look for meaning and relevance** – (this increases the unconscious value and energy you assign to tasks) **Go easy on yourself-** we overestimate the unpleasantness of a task, underestimate how long it will take
I'm disorganized	**To do list-** prioritized according to important and urgent and degree of difficulty Give yourself a deadline **1- 3 -5 technique – 1 big thing, 3 medium- 5 small**
I'm overwhelmed	Break things down to more manageable chunks Focus on starting things vs finishing them **The 15 min burst** – small wins- create achievement

Issues with Engagement

Status
Where am I in the pecking order?

Certainty
Knowing what to expect
We would rather be wrong than uncertain

Autonomy
If we have a choise- we are more engaged
More productive, more committed

**Relatedness**
We prefer people who are like us

Fairness
Have I got access to the same resources as others?

1. Our values are different
2. Our needs are not been met

<u>What to do</u>

1. Dampen the threat/ build connection
   1. What matters to them?
   2. How are their values connected to what they do
   3. What energizes them?
   4. What gives them meaning/ purpose
2. Look at SCARF – where is the trigger?

3. Look at SCARF- where is the reward where can you give choice?

NeuroLeadership
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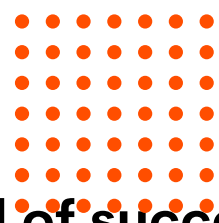
Take initiative to increase the likelihood of success

- It's a mindset– you have to want to seek more

- Proactive people are curious, they crave knowledge

- They are intentional about gathering information– The see the value of asking questions

- They connect the dots, they engage with people, generate and testing out ideas

- They bring solutions not problems.
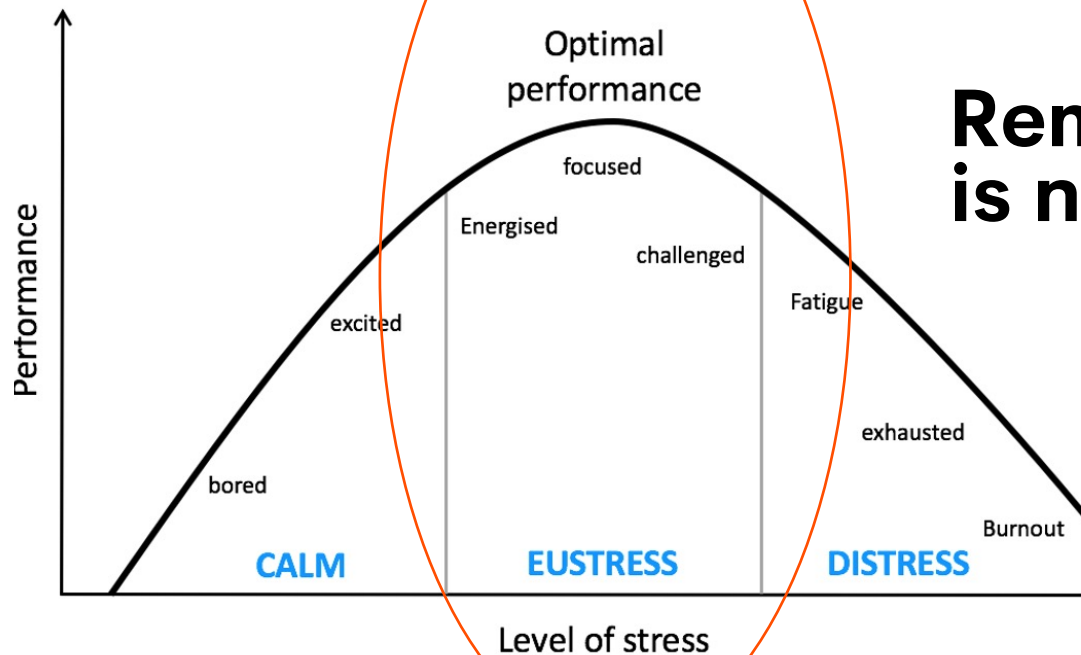
Remember this, make sure the student is not too bored or too overwhelmed

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Proactivity

More likely to show our proactivity when we	What Stops us	How to support them
Feeling capable and confident in doing so	Loss of face if it fails	**Build confidence** in their ability – recognize their growth Talk to them about their development and their future Culture of learning from mistakes **Build trust –** we go the extra mile for people we connect with + trust. We explore when we feel secure
Intrinsically motivated Autonomy Mastery Purpose	Uncertainty of consequences - *How will the team respond?* - *Am I stepping on someone toes?*	**Give them a strong reason** A felt responsibility to change Benefit to others can drive us to go beyond the status quo Clarity on how what they do specifically benefits the team **Grant them autonomy if possible** **Create a culture w**here personal initiative is expected,, supported and rewarded.
Are energised	Its demanding of our time and effort *The extra effort it can take vs focusing on what we have been told to do* No reward	**Create a vision** to guide them to see what is possible • Challenge negative assumptions about pharmacy • Express consideration for them as individuals • Encourage them to think differently / try new things