MULTIPLE CHOICE QUESTIONS

1. Which of the following statements is true?
(A) It is necessary to write a long and detailed business plan for every goal
(B) Making a plan will ensure it happens
(C) Without a plan success is less likely
(D) Practice planning should be confined to the management/leadership team
2. Which of the following should you do when planning?

- (A) Use SMART goals
(B) Align goals with your vision or long-term goals
(C) Measure progress
(D) All of the above
3. How is a plan made more achievable?
(A) Writing it down
(B) Breaking it down into smaller tasks
(C) Involving the team
(D) All of the above

The generation game: managing different generations – everything you need to know but were afraid to ask

Andy Green

One of the challenges and frustrations that is frequently expressed by managers and leaders is how best to manage and lead team members from different generations. Like so many areas of work and human interaction, what is required is empathy and emotional intelligence, and an understanding of what has shaped each generation, what their different motivations and drivers are, and what they are most fearful of.

Each generation has been shaped by the experiences of their parents and the world they grew up in. Their expectations of what life should be like and their approach to the workplace and life in veterinary practice, are all shaped through this lens. Understanding this gives the opportunity to reach out to them and teach them the skills and tools they need to not just survive but thrive, and together build a stronger, happier, more fulfilled and successful practice team.

- Baby Boomers (1945–1964). Were expected to be resilient, self-sufficient and ‘have a go’ at most things as referral was often not an option. Much greater power and authority in their relationships with clients — no Google or social media to worry about. Onerous on-call rotas were the norm
- Generation X (1965–1981). Still an expectation to have a go and be self-sufficient, still working lots of on-call, but dedicated on-call beginning to be established. Reluctance to admit when not coping. The beginning of corporatization and

commoditization. Loyal to the profession, but not necessarily to any one practice

- Generation Y (millennials) (1982–1995). Over-emphasis on and expectation of ‘gold standard’ care, reluctance to ‘have a go’. Increasing fear of litigation. The rise of the internet and social media. Rapid increase in corporatization, referral centres and outsourcing of out-of-hours provision. Much greater importance placed on work–life balance and rejection of previously accepted norms of on-call cover. Desire to make an impact and to feel that they are making a difference. Higher rates of depression and anxiety
- Generation Z (centennials) (1996–2014). The connected generation. Digital and online is the norm. More confident and independently minded than millennials, but also more stressed and depressed. More entrepreneurial, socially and ecologically aware and active.

STRATEGIES FOR SUCCESS

- Have a compelling vision, mission and set of values that employees can engage with
- Effective mentoring systems — nurture the individual and treat them as such
- Coaching for both line managers and employees in giving and receiving feedback
- Help them develop a growth mindset and become problem solvers
- Be a great leader — embody the attitude and attributes you want to see in others
- Have a no-blame culture and share failures
- Build circles of safety and a culture of mutual trust
- Take advantage of their energy and unique skills.

KEY LEARNING OBJECTIVES

- Understand the factors that shape each generation
- Identify the characteristics of different generations
- Learn strategies to manage different generations effectively

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Guest (guest)

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On: Wed, 26 Apr 2023 14:30:55

MULTIPLE CHOICE QUESTIONS

- Which of these factors does NOT influence generational development?
 - Parenting strategies
 - Prevalent technologies
 - Formative experiences
 - E numbers
- How can issues of self-confidence be addressed?
 - One-to-one mentoring

- Encouraging problem solving
 - Having a no-blame culture
 - All of the above
- Which of these does NOT engage millennials?
 - The opportunity to make a difference
 - Learning by trial and error
 - Feeling heard and understood as an individual
 - Getting lots of good feedback

Effective appraisals: a two-way process

Andy Green

How to give and receive effective feedback is a perennial challenge, and one that frequently comes up as a worry or concern for managers and leaders of individuals and teams. A key factor in this is whether there is a properly structured, robust and correctly used process in place that everyone understands and uses correctly. Making the appraisal process one that the employee actively engages with and sees the value of is fundamental.

When done well, the appraisal process is invaluable in helping team members recognize their own strengths and weaknesses, address any gaps or concerns in a timely fashion, and put together a specific and meaningful plan for their personal and professional development. This means ensuring that focus is given not just to bottom-line metrics and key performance indicators, but also to the 'soft skills' of communication, teamwork, assertiveness and resilience. This can be thought of in three steps:

- The technical elements of their role
- The behaviours required of their role (competencies)
- Their goals, capability, competency and development requirements.

Developing a written set of skills and competencies for each job role, along with the behaviours expected at both a core and advanced level, allows all team members to be clear about what is expected of them, and makes progression much easier to measure and acknowledge. It also makes shortfalls and deficiencies easier to flag up, and to be addressed as behaviours to amend. Making it about the process or behaviour rather than the person is very important in reducing the potential for conflict or upset.

Ensure the team member has the relevant paperwork well ahead of time, giving them that time to reflect and prepare. They also need to return the completed paperwork to whoever is going to conduct the appraisal at

least 48 hours beforehand so they in turn are fully prepared. This helps to ensure both the team member and the practice get the maximum benefit from the process.

In the appraisal, the team member should be doing most of the talking, and the line manager most of the listening. Ensure you practice both active and reflective listening, using quality questions to clarify key points and draw out the important information. Remember that people need and want to feel heard and understood, NOT judged.

A clear plan with SMART goals needs to be agreed at or immediately following the appraisal. Setting the top three goals for 1 year, with interim targets for 90 days has been shown to be highly effective, and can be further broken down to simple weekly action steps, which when taken consistently will yield exponentially better results. Reviewing progress every 90 days allows momentum to be maintained, and any issues to be addressed promptly. Using an effective planning process like this going forwards is fundamental to achieving more in less time.

KEY LEARNING OBJECTIVES

- Understand the importance of having an effective appraisal process
- Develop a proven framework for appraisal delivery
- Understand the importance of clear communication in the appraisal process

MULTIPLE CHOICE QUESTIONS

- Which of the following statements about preparation for an appraisal is true?
 - Ensure the employee has all relevant paperwork at least a week ahead of the appraisal meeting
 - Ensure the employee returns all paperwork fully completed at least 48 hours before the appraisal meeting
 - Ensure the employee is fully aware of what will happen in the meeting and what is expected of them
 - All of the above

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