



Being an **Effective Leader** Programme *Handout*

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Day 1

Learning to Manage & Lead

Ask yourself

- 1 What do I want to **achieve** from this programme?
- 2 What's my **biggest challenge** as a manager/leader?
- 3 What are the **current challenges** your organisation faces?
- 4 What does it mean for us as a **group of managers**?
- 5 What does it mean for me as an **individual**?
- 6 Do **more** of?
- 7 Do **less** of?
- 8 Can we **achieve something** for all?

Notes

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. On the right side, there is a red spiral binding. In the bottom right corner, there is a small, faint logo consisting of a stylized 'S' shape made of dots, followed by the letters 'SIRIUS' in a sans-serif font. The rest of the page is blank.

Organisational Culture

A **strong culture** is an organisational culture that has a significant influence on the behaviour of employees. This can be contrasted with a weak culture, whereby people behave as individuals without shared norms.

An **adaptive culture** is simply a way of operating where change is expected and adapting to those changes is smooth, routine and seamless. With an adaptive culture in place, change, growth, and innovation are a “given” part of the business environment.

Management or Leadership, what’s the difference?

Manager

- Set measurable objectives
- Delivers predictable performance
- Controls through procedures
- Gets the work done practically
- Deals with today’s challenges
- Focus on efficiency/ cost
- “Doing things right”

Leader

- Communicate high expectations
- Lives up to potential
- Guides through principles
- Looks for opportunities to improve
- anticipates future needs
- Focus on effectiveness/ value
- “Doing the right things”

Management & Leadership

Transformational

- Inspires
- Produces change
- Is boundless

“LEADER”

Transactional

- Controls
- Produces predictability
- Is bounded

“MANAGER”

Critical Thinking

Keys to critical thinking:

- R** **Recognise Assumptions**
Assumptions are statements that are assumed to be true in the absence of proof.
- E** **Evaluate Arguments**
Arguments are assertions that are intended to persuade someone to believe or act in a certain way.
- D** **Draw Conclusions**
Drawing conclusions consists of arriving at conclusions that logically follow from the available evidence.

Notes

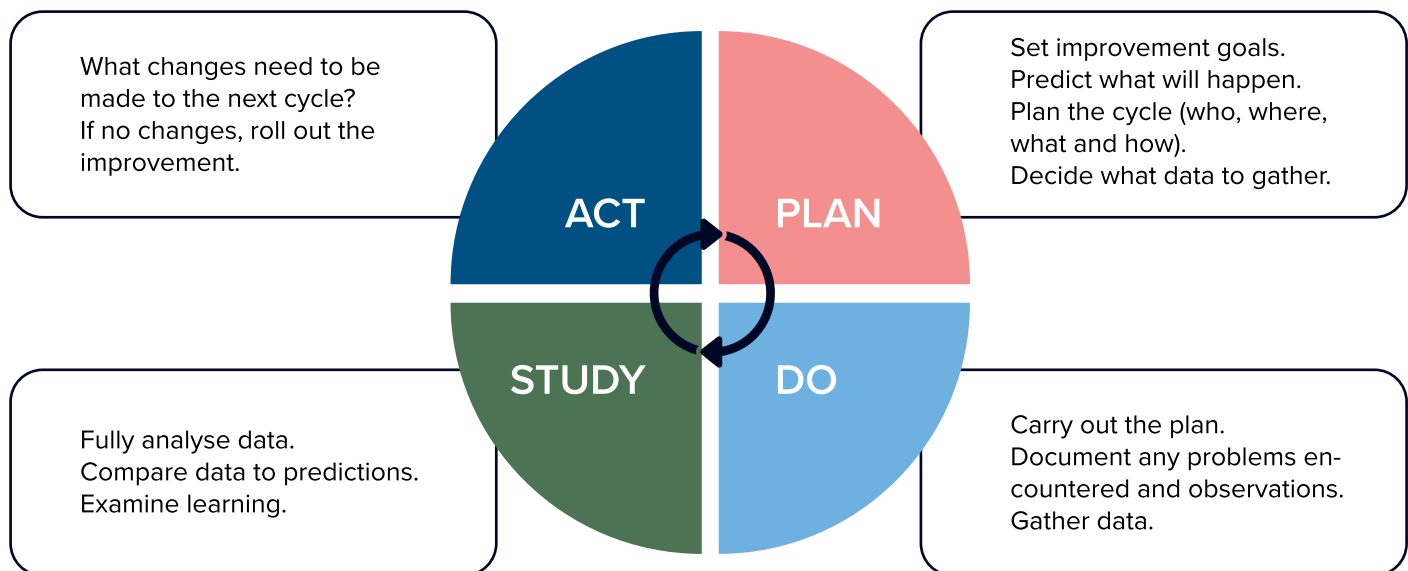


Team reflexivity: A way of understanding team dynamics

‘Reflexivity’ refers to the ability of a team to review how it works and adapt to what is required. West identifies and discusses these two separate elements.

Michael West (2004)

The Improvement Cycle



Prioritising Tasks & Managing Interruptions

	URGENT	NOT URGENT
IMPORTANT	I Important and Urgent	II Important, but Not Urgent
NOT IMPORTANT	III Urgent, but Not Important	IV Not Urgent, and Not Important



Prioritisation

- 1 Start early!
- 2 Task list?
- 3 Are they the right tasks?
- 4 Order? – Important first
- 5 Avoid/eliminate tasks you should not be performing to allow focus of time to completing that which is most valuable.
- 6 What will cause the most trouble if I don't finish?

Review of Day 1 – Action Planning

Refer to your current challenges.

Think about what we have covered today.

Decide the key actions you need to take or changes you want to make and write them down.

‘WOOP’ – wish, outcome, obstacle, plan.

Notes

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Notes

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Day 2

Understanding Self & Others

Types of intelligence

Introduction of the concept of multiple intelligences:

Interpersonal intelligence:

the capacity to understand the intentions, motivations and desires of other people.

Intrapersonal intelligence:

the capacity to understand oneself, to appreciate one's feelings, fears and motivations.

Types of intelligence

Ability to monitor one's own and other people's emotions:

To discriminate between different emotions

Label them appropriately,

Use emotional information to guide thinking and behaviour.

As well as:

Self-awareness

Self-regulation

Motivation

Empathy

Social Skills

Notes

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Useful models for self-reflection and enabling self-awareness:

360-degree feedback model

- NHS Leadership Qualities Framework (LQF)
- Leadership Effectiveness Analysis (LEA)

Johari Window

Myers-Briggs Type Indicator (MBTI)

Insights Discovery (Four Colour model)

Myers-Briggs Type Indicator (MBTI)

Katharine Cook Briggs (1875-1968) & Isabel Briggs Myers (1897-1980) from the ideas of Carl Jung

MBTI

Practical tool for enabling self-awareness

An instrument for understanding people through observation of their personality differences

Overview of MBTI

16 types

(Find the 16 MBTI Types attached at the end of this handout (p. 23).

Understanding of one's own drivers:

- How you prefer to interact with the world
- What things you might want to work to develop to help you interact more effectively with the world
- How you might work with others more effectively

No one personality type is 'best' or 'better' than any other.

Our PREFERENCES

E/I ... refers to where one gets energy

S/N ... how we take in information

T/F What drives our decision making

J/P ... how we like to live our lives

We learn to address our "non-preferences", but we cannot change our default

Orientation to world (E or I)

Extraversion or Introversion

Take in information (S or N)

Sensing or iNtuition

Make decisions (T or F)

Thinking or Feeling

How we live our lives

Judging or Perceiving

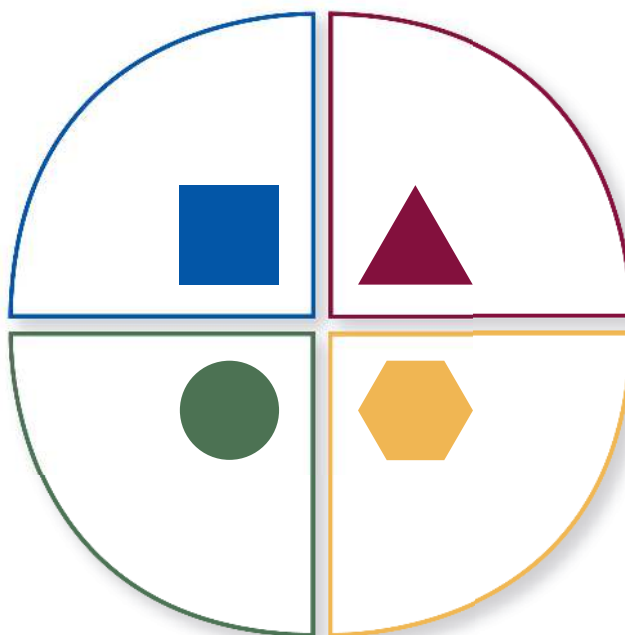


Insights Discovery (Four Colour model)

Psychometric tool, designed to increase self-awareness.

Cool Blue (Square)

Cautious
Precise
Deliberate
Questioning
Formal



Fiery Red (Triangle)

Competitive
Demanding
Determined
Strong-willed
Purposeful

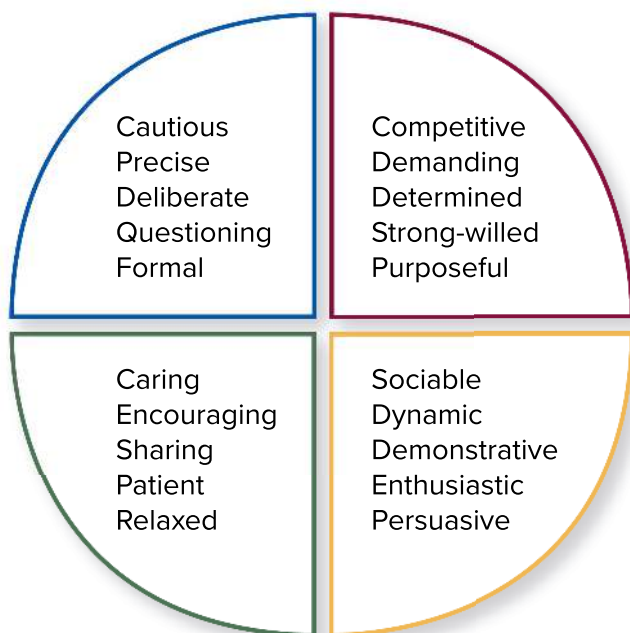
Earth Green (Circle)

Caring
Encouraging
Sharing
Patient
Relaxed

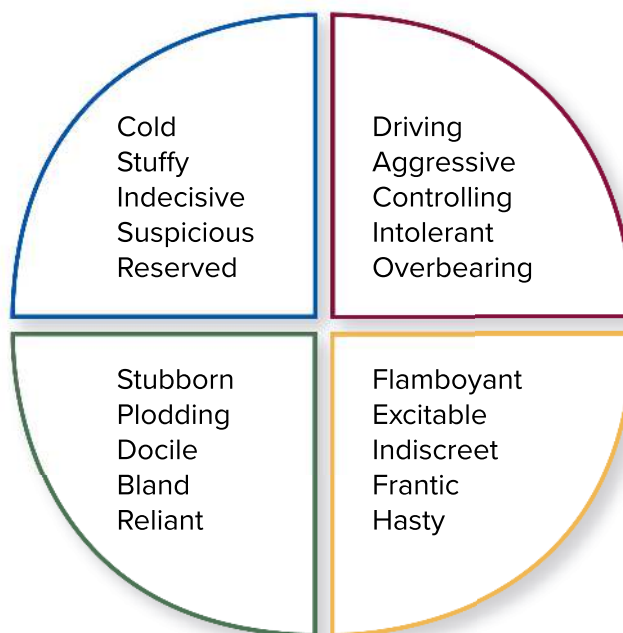
Sunshine Yellow (Hexagon)

Sociable
Dynamic
Demonstrative
Enthusiastic
Persuasive

Good Day



Bad Day



Notes



Influencing

What is influencing?

The ability to persuade someone to think or act in the way you want
The ability to change someone's mind
The ability to motivate and enthuse

Can be determined by:

- What you say
- How you act

Can be positive or negative

Can have a lasting effect

Is often determined by your own experiences

Who has influenced me?

Think about someone in your past who has influenced you successfully

Why? How?

What did they do and/or say?

How did they behave/speak?

Coaching

“Unlocking people’s potential to maximise their own performance,
helping them to learn rather than teaching them. “

Sir Tom Whitmore

Principles of coaching

A non-directive form of development focusing on improving performance and developing an individual.

Personal factors may be included but the emphasis is on performance at work.

Coaching activities have both organisational and individual goals, for individuals to assess their strengths and development areas.

A skilled activity, which should be delivered by those trained in coaching skills.

Notes



Looking after yourself

Coaching/ Mentoring

Work-Life Balance

Developing Resilience

Networking – ‘make every contact count’

Mindfulness

“The intentional, accepting and non-judgmental focus of one’s attention on the emotions, thoughts and sensations occurring in the present moment.”

Others?

Review of Day 2 – Action Planning

Refer to your current challenges.

Think about what we have covered today.

Decide the key actions you need to take or changes you want to make and write them down.

'WOOP' – wish, outcome, obstacle, plan.

Notes

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Notes

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Day 3

Effective Communication Skills for Managers

What hinders communication with colleagues?

Differences in:

- Values
- Expectations
- Backgrounds and experiences
- Language/ jargon
- Schedules/ routines
- Professional cultures/ ways of working

As well as:

- Hierarchies
- Professional rivalries/Fears around professional identity
- Concerns about clinical responsibility
- Complexity of care
- Fear of retribution
- Emphasis on rapid decision making
- Uncertainty

Effective Communication Skills

Listen

Listening involves first of all suspending one's own agenda and seeking to understand how the other person views a situation. It is important to listen both to the words and for any hints to the thoughts and feelings they may be experiencing.

Acknowledge

• Reflection

Reflection is repeating the person's own word/s back to them. Reflection can be used to acknowledge what the person has said (allowing the person to feel heard) and to encourage them to continue.

• Paraphrase

Paraphrasing is repeating back what the person has said but in your own words. This allows you to both acknowledge what the person has said and to check that you have understood correctly.

• Summary

Summarising is repeating back to the individual the key things you have heard. Summary can be used throughout the interaction to show you have listened to what the person has said, and to check you have understood.

Empathise

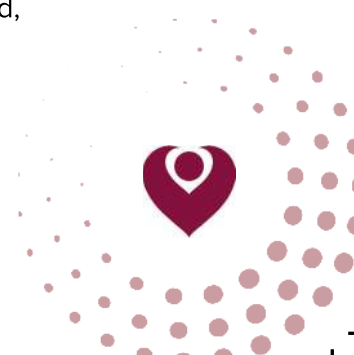
Verbally acknowledge the person's experience and how it leaves them feeling without judgement.

Pause

Wait for the other person to confirm that you have understood correctly and allow them to continue/ expand further ...or Ask if you have got it right.

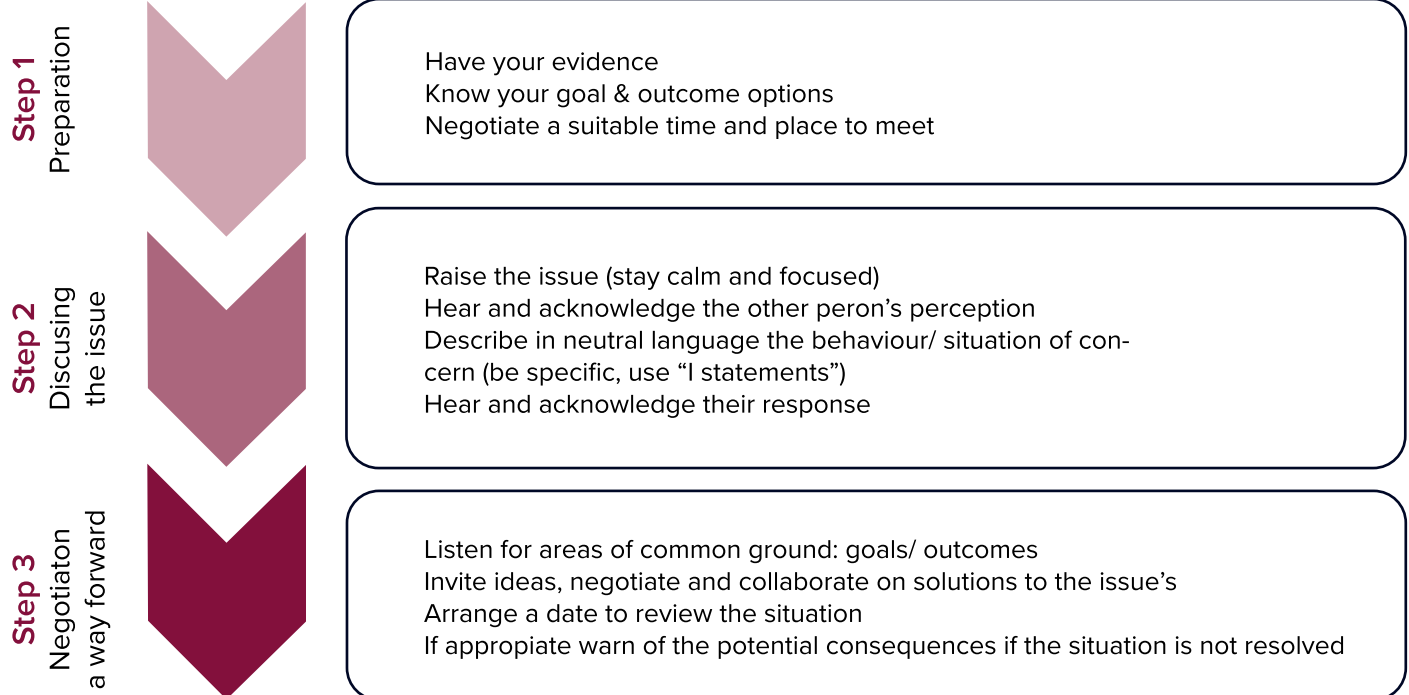
Clarify

Use reflection and open focussed questions to clarify anything vague or not understood, e.g. "when you say..... What do you mean.....?"

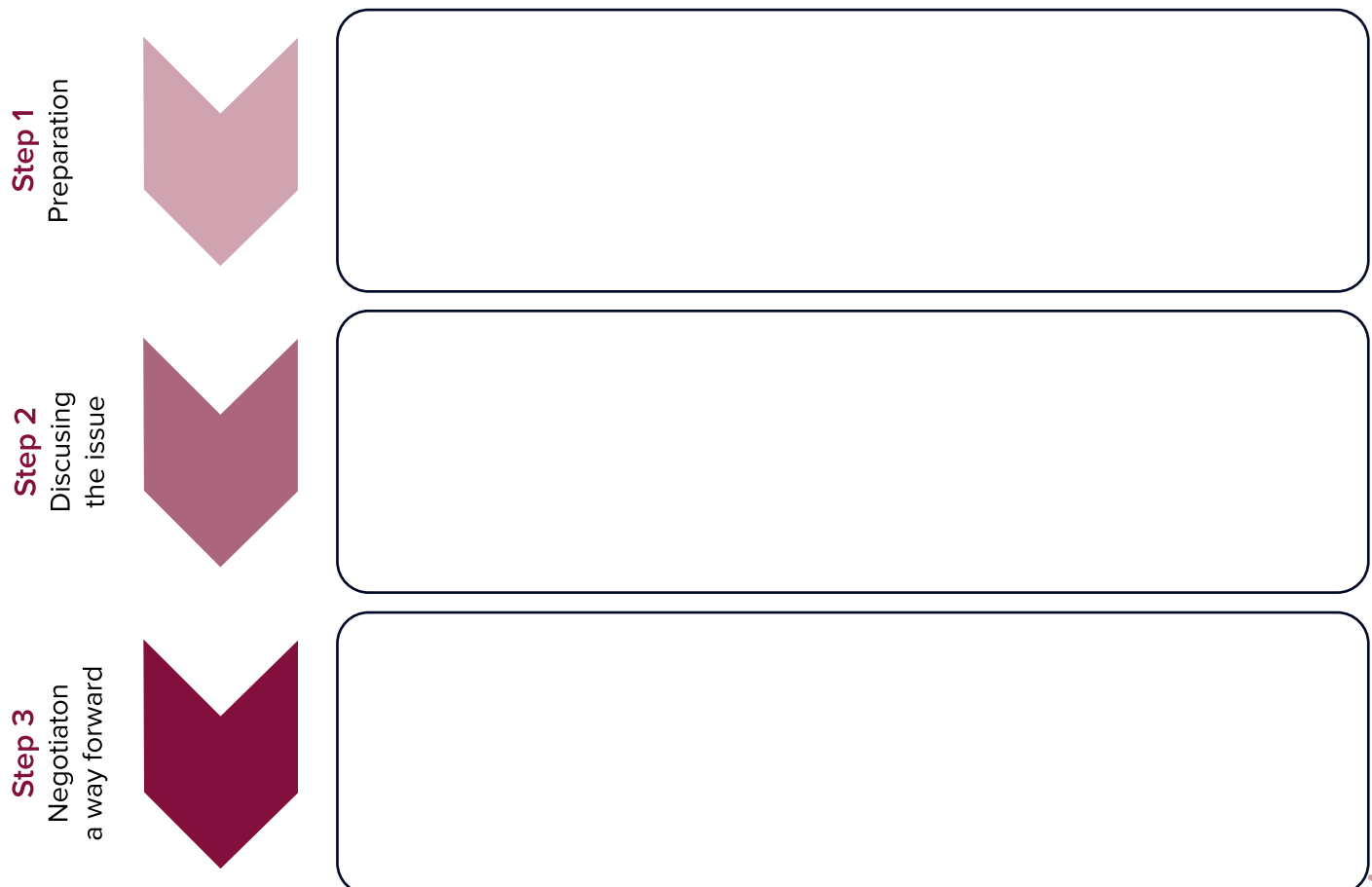


Raising Issues and Concerns

3 Step Strategy:



Template for practice session:



Notes

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Day 1 • 2 • 3

Resources & References

Day 1: References & Further Reading

General Leadership and Management and Management

Stephen R Covey: American educator, author, businessman and speaker 'The 7 Habits of Highly Effective People' – very widely quoted book – Differences between Management and Leadership.

Jean Hartley and John Benington: both Professors at Warwick Business School UK – useful book 'Leadership for Healthcare' (2010).

Harvard Business Review: can access some articles via LinkedIn (American but relevant in terms of management and leadership articles).

The Kings Fund: UK an independent charitable organization in England that works to improve health and healthcare. It achieves this by generating and sharing evidence, offering analysis and independent challenge, bringing people together for discussion and learning, and supporting individuals, teams, and organisations.
<https://www.kingsfund.org.uk/>

Roy Lilley: health policy analyst, writer, broadcaster and commentator on the NHS and social care. Writes blogs almost daily and provides links to current health policy: 'NHS Managers.Net can be found on LinkedIn also founded the 'Academy of Fabulous stuff', a social movement for sharing Health & Social Care ideas, services and solutions.
<https://ihm.org.uk>

The Open University, Open Learn: some free to access courses and resources such as 'An introduction to public leadership'. <https://www.open.edu/openlearn/money-business/an-introduction-public-leadership?active-tab=description-tab>

Organisational culture

John Kotter: Professor at Harvard Business School – a thought leader in business, leadership and change. Published articles on 'Organisational Culture'.

Edgar Schein: Professor at Massachusetts Institute of Technology – known for writing about organisational behaviour.

Critical Thinking

Tom Chatfield: British author, broadcaster, and tech philosopher, written widely about topics such as critical thinking – useful book 'Critical Thinking: Your Guide to Effective Argument, Successful Analysis and Independent Study' also find him presenting on YouTube.

Team Dynamics

Michael West: Professor of Work and Organisational Psychology at Lancaster University, Visiting Professor at University College, Dublin, and Emeritus Professor at Aston University. Visiting fellow at The Kings Fund. He has authored, edited and co-edited 20 books and has published more than 200 articles on teamwork, leadership and culture, particularly in healthcare. Writes widely about Compassionate Leadership and Effective Teamwork.

Quality, Improvement and Service Redesign

NHS England and NHS Improvement: published articles about quality improvement e.g., 'Plan, Do, Study, Act (PDSA) cycles and the model for improvement'.

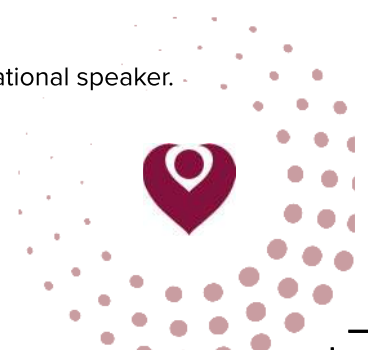
NOTE: NHS Improvement became part of NHS England in 2022 and the functions of NHS England are to be transferred to the Department of Health and Social Care (DHSC) over the next couple of years.

Time Management, Prioritisation, Delegation

Stephen R Covey: American educator, author, businessman and speaker 'The 7 Habits of Highly Effective People' – very widely quoted book – Habit 3 'Put First Things First' focuses on Time Management and Delegation.

Clare Evans: a productivity and time management coach, helping people make better choices with the time they have. Book: 'Time Management for Dummies' (UK Edition); also has her own website.

John Rampton: American Entrepreneur and Connector. Authored many books, blogs and is a motivational speaker. A useful blog available online: 'Smart Delegation: How AI Helps You Work Less and Achieve More'.



Day 1: Team Reflexivity Questionnaire

How effectively does your team function?

To measure levels of task and social reflexivity in your team, ask all your team colleagues to complete this questionnaire without consulting each other about the answers. Add the scores for task reflexivity and social reflexivity separately, i.e., add all team members' scores for the task element and then all team members' scores for the social element. Divide both totals by the number of people completing this questionnaire. Then determine whether your team's scores are high, average or low compared with the scores of other teams:

- High scores: 42-56
- Average scores: 34-41
- Low scores: 0-33.

Instructions for completion

Indicate how far each statement is an accurate or inaccurate description of your team by writing a number in the box beside each statement, based on the following scale of 1-7:

Very inaccurate				Very accurate		
1	2	3	4	5	6	7

A Task reflexivity

- | | | |
|---|---|--------------------------|
| 1 | The team often reviews its objectives. | ☐ |
| 2 | We regularly discuss whether the team is working effectively together. | ☐ |
| 3 | The methods used by the team to get the job done are often discussed. | ☐ |
| 4 | In this team we modify our objectives in light of changing circumstances. | ☐ |
| 5 | Team strategies are often changed. | ☐ |
| 6 | How well we communicate information is often discussed. | ☐ |
| 7 | This team often reviews its approach to getting the job done. | ☐ |
| 8 | The way decisions are made in this team is often reviewed. | ☐ |

Total score: _____

B Social reflexivity

- | | | |
|---|--|--------------------------|
| 1 | Team members provide each other with support when times are difficult. | ☐ |
| 2 | When things at work are stressful the team is very supportive. | ☐ |
| 3 | Conflict does not linger in this team. | ☐ |
| 4 | People in this team often teach each other new skills. | ☐ |
| 5 | When things at work are stressful, we pull together as a team. | ☐ |
| 6 | Team members are always friendly. | ☐ |
| 7 | Conflicts are constructively dealt with in this team. | ☐ |
| 8 | People in this team are quick to resolve arguments. | ☐ |

Total score: _____

Acknowledgements

Grateful acknowledgement is made to the following source for the Team Reflexivity Questionnaire:
West, M.A. (2004) Effective Teamwork (2nd edn), The British Psychological Society & Blackwell.



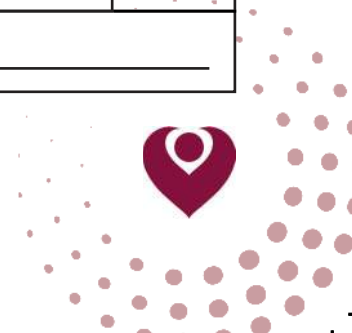
Day 1: Test Your Time Management Skills

How Good is Your Time Management?

This Time Management Quiz will help you identify the aspects of time management that you need most help with. The results will point you to the specific tools you need to use to gain control of your time and start working efficiently.

Instructions: For each question, circle the number in the column that most applies.

Question	Not at all	Rarely	Some-times	Often	Very often
1. Are the tasks you work on during the day the ones with the highest priority?	1	2	3	4	5
2. Do you find yourself completing tasks at the last minute, or asking for extensions?	1	2	3	4	5
3. Do you set aside time for planning and scheduling?	1	2	3	4	5
4. Do you know how much time you are spending on various jobs you do?	1	2	3	4	5
5. How often do you find yourself dealing with interruptions?	1	2	3	4	5
6. Do you use goal setting to decide what tasks and activities you should work on?	1	2	3	4	5
7. Do you leave contingency time in your schedule to deal with "the unexpected"?	1	2	3	4	5
8. Do you know whether the tasks you are working on are high, medium or low value?	1	2	3	4	5
9. When you are given a new assignment, do you analyse it for importance and prioritise it accordingly?	1	2	3	4	5
10. Are you stressed about deadlines and commitments?	1	2	3	4	5
11. Do distractions often keep you from working on critical tasks?	1	2	3	4	5
12. Do you find you have to take work home, in order to get it done?	1	2	3	4	5
13. Do you prioritise your "To Do List" or Action Program?	1	2	3	4	5
14. Do you regularly confirm your priorities with your boss?	1	2	3	4	5
15. Before you take on a task, do you check that the results will be worth the time put in?	1	2	3	4	5
TOTAL (add up all the numbers you have circled): _____					



Day 1: Test Your Time Management Skills

Score Interpretation

Score	Comment
46-75	You are managing your time very effectively! Still, check the sections below to see if there is anything you can tweak to make this even better.
31-45	You are good at some things, but there is room for improvement elsewhere. Focus on the serious issues below, and you will most likely find that work becomes much less stressful.
15-30	Ouch! The good news is that you have got a great opportunity to improve your effectiveness at work, and your long term success! However, to realise this, you have got to fundamentally improve your time management skills. Start below!

As you answered the questions, you probably had some insight into the areas where your time management could use a pick-me-up. The following is a quick summary of the main areas of time management that were explored in the quiz, and a guide to the specific tools you can use for each.

Goal Setting (Questions 6, 10, 14, 15)

Your score out of 20 for these questions: _____

To start managing time effectively, you need to set goals. When you know where you are going, you can then figure out what exactly needs to be done, in what order. Without proper goal setting, you will fritter your time away on a confusion of conflicting priorities.

People tend to neglect goal setting because it requires time and effort. What they fail to consider is that a little time and effort put in now saves an enormous amount of time, effort and frustration in the future.

Prioritisation (Questions 1, 4, 8, 9, 13, 14, 15)

Your score out of 35 for these questions _____

Prioritising what needs to be done is especially important. Without it, you may work very hard, but you won't be achieving the results you desire because what you are working on is not of strategic importance.

Most people have a to-do-list of some sort. The problem with many of these lists is they are just a collection of things that need to get done. There is no rhyme or reason to the list and, because of this, the work they do is just as unstructured. So how do you work on To Do List tasks – top down, bottom up, easiest to hardest?

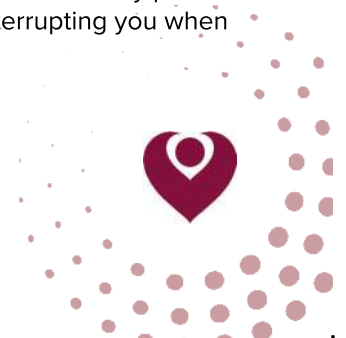
To work efficiently you need to work on the most important, highest value tasks. This way you won't get caught scrambling to get something critical done as the deadline approaches.

Managing Interruptions (Questions 5, 9, 11, 12)

Your score out of 20 for these questions: _____

Having a plan and knowing how to prioritise it is one thing. The next issue is knowing what to do to minimise the interruptions you face during the day. It is widely recognised that managers get very little uninterrupted time to work on their priority tasks. There are phone calls, information requests, questions from employees, and a whole host of events that crop up unexpectedly. Some do need to be dealt with immediately, but others need to be managed.

Some roles require you to be available for people when they need help – interruption is a natural and necessary part of life. Do what you sensibly can to minimise it, but make sure you don't scare people away from interrupting you when they should.



Day 1: Test Your Time Management Skills

Procrastination (Questions 2, 10, 12)

Your score out of 15 for these questions: _____

“I’ll get to it later” has led to the downfall of many a good employee. After too many “later” the work piles up so high that any task seems insurmountable. Procrastination is as tempting as it is deadly. The best way to beat it is to recognise that you do indeed procrastinate. Then you need to figure out why. Perhaps you are afraid of failing? (And some people are actually afraid of success!)

Once you know why you procrastinate you can plan to get out of the habit. Reward yourself for getting jobs done and remind yourself regularly of the horrible consequences of not doing those boring tasks!

Scheduling (Questions 3, 7, 12)

Your score out of 15 for these questions: _____

Much of time management comes down to effective scheduling of your time. When you know what your goals and priorities are, you then need to know how to go about creating a schedule that keeps you on track and protects you from stress.

This means understanding the factors that affect the time you have available for work. You not only have to schedule priority tasks, you have to leave room for interruptions, and contingency time for those unexpected events that otherwise wreak chaos with your schedule. By creating a robust schedule that reflects your priorities as well as supporting your personal goals, you have a winning combination: one that will allow you to control your time and keep your life in balance.

Key Points

Time management is an essential skill that helps you keep your work under control, and it helps you keep stress to a minimum. We would all love to have an extra couple of hours in every day. As that is impossible, we need to work smarter on things that have the highest priority, and then create a schedule that reflects our work and personal priorities. With this in place, we can work in a focused and effective way, and really start achieving those goals, dreams and ambitions we care so much about.



Day 2: References & Further Reading

Intra- and inter- personal intelligence

Michael C Ashton: Professor of Psychology, Brock University, St. Catharines, Ontario, Canada, authored many books about personality. He explains Gardner's theory (1983) Intra and Inter - personal intelligence: in his book 'Individual Differences and Personality' (2023) which also provides a comprehensive overview of research regarding what personality is and how and why it differs between people.

Emotional intelligence

Daniel Goleman: an American psychologist, author, and science journalist. For twelve years, he wrote for The New York Times, reporting on the brain and behavioural sciences. His book, 'Emotional Intelligence: Why It Can Matter More Than IQ' (1995), remains a seminal work and was on The New York Times Best Seller list for a year and a half, a bestseller in many countries, and is in print worldwide in 40 languages.

360 Degree Feedback

There are various models and questionnaires/assessment tools. Some are:

NHS LQF: NHS Leadership Qualities Framework - a key component of leadership development in the NHS, designed to help individuals and organizations improve their leadership capabilities. It outlines the values, behaviours, and standards expected of leaders at all levels within the NHS. The LQF helps individuals assess their own leadership strengths and areas for development. <https://www.leadershipacademy.nhs.uk>

LEA360: The LEA 360° (Leadership Effectiveness Analysis 360°) is a leadership tool that provides a comprehensive snapshot of individual leaders within an organization – it provides a view of leadership from every angle. It is used across many professions and internationally. The 'Leadership Impact Report' is for leaders who want to understand their impact on others. This report details 26 leadership competencies that provide actionable insights into the impact leaders have on their key constituents. <https://www.mrg.com/assessment/leadership>

MBTI

MBTI® (Myers-Briggs Type Indicator): The official publisher and provider is The Myers-Briggs Company. They also offer MBTI certification and training programs. It is a personality assessment tool developed by Isabel Myers and Katharine Briggs, based on the psychological theories of Carl Jung. It assesses individuals based on four personality dimensions (Extraversion/Introversion, Sensing/Intuition, Thinking/Feeling, Judging/Perceiving), resulting in a four-letter code representing a unique personality type. <https://eu.themyersbriggs.com/en>
<https://www.16personalities.com/> NOTE: this isn't Myers Briggs per se but can give an idea of your personality preferences and is free to access unlike the official MBTI for which there is a fee and feedback can only be provided by a certified MBTI practitioner.

Insights Discovery

The Insights Discovery Model: a psychometric tool that helps individuals and teams understand their personality preferences, communication styles, and behaviours using a four-color model. Based on the work of Carl Jung, it provides insights into how people interact, both with themselves and others, promoting better communication and collaboration. <https://www.insights.com/products/insights-discovery/>

Johari Window

"The Johari window, a graphic model of interpersonal awareness" (1955): a framework for understanding conscious and unconscious bias; it can help increase self-awareness and understanding of others. It is the creation of two psychologists, Joseph Luft and Harrington Ingham, who named the model by combining their first names.



Day 2: References & Further Reading

Energy Investment Model

John Edmonstone: developed the “Energy Investment Model” with the four categories (Cynics, Players, Victims, Spectators) in 2003. He presented it in his paper “Learning and development in action learning: the energy investment model”. The model is also linked to the work of Donald Tosti and Fred Nickols, who have further explored and applied the model.

Influencing

Dale Carnegie: ‘How to Win Friends and influence people’ (2006)

Stephen Covey writes about the ‘circle of concern and circle of influence’ in his book ‘The 7 Habits of Highly Effective People’ (1999)

Coaching

Sir Tom Whitmore the **GROW model** is probably the most widely known and used coaching model, originally identified by Sir John Whitmore, which is introduced in many coach training programmes and mentioned in many coaching books. The TGROW coaching model is a variation of the GROW model, adapted by Myles Downey and explained in his book ‘Effective Coaching: Lessons from the Coach’s Coach’ (2003)

Mindfulness

‘**Mindfulness: A Practical Guide to Finding Peace in a Frantic World**’ (2011) by Mark Williams Professor Emeritus in Clinical Psychology at the University of Oxford and Dr Danny Penman, a meditation teacher and award-winning writer and journalist. A book aimed at those who find themselves over-busy, stressed and exhausted, who feel that life is running away from them. It includes a free CD of short meditations that anyone can use to enhance their quality of life.



Day 2: The 16 MBTI Types

The 16 MBTI® Types					
ISTJ	Quiet, serious, earn success by thoroughness and dependability. Practical, matter of fact, realistic, and responsible. Decide logically what should be done and work toward it steadily, regardless of distractions. Take pleasure in making everything orderly and organized - their work, their home, their life. Value traditions and loyalty.	ISFJ	Quiet, friendly, responsible, and conscientious. Committed and steady in meeting their obligations. Thorough, painstaking, and accurate. Loyal, considerate, notice and remember specifics about people who are important to them, concerned with how others feel. Strive to create an orderly and harmonious environment at work and at home.	INFJ	Seek meaning and connection in ideas, relationships, and material possessions. Want to understand what motivates people and are insightful about others. Conscientious and committed to their firm values. Develop a clear vision about how best to serve the common good. Organized and decisive in implementing their vision.
INTJ	Have original minds and great drive for implementing their ideas and achieving their goals. Quickly see patterns in external events and develop long-range explanatory perspectives. When committed, organize a job and carry it through. Sceptical and independent, have high standards of competence and performance - for themselves and others	ISFP	Quiet, friendly, sensitive, and kind. Enjoy the present moment, what's going on around them. Like to have their own space and to work within their own time frame. Loyal and committed to their values and to people who are important to them. Dislike disagreements and conflicts, do not force their opinions or values on others.	INFP	Idealistic, loyal to their values and to people who are important to them. Want an external life that is congruent with their values. Curious, quick to see possibilities, can be catalysts for implementing ideas. Seek to understand people and to help them fulfil their potential. Adaptable, flexible, and accepting unless a value is threatened.
ISTP	Tolerant and flexible. quiet observers until a problem appears, then act quickly to find workable solutions. Analyse what makes things work and readily get through large amounts of data to isolate the core of practical problems. Interested in cause and effect, organize facts using logical principles, value efficiency.	ESFP	Outgoing, friendly, and accepting. Exuberant lovers of life, people, and material comforts. Enjoy working with others to make things happen. Bring common sense and a realistic approach to their work and make work fun. Flexible and spontaneous, adapt readily to new people and environments. Learn best by trying a new skill with other people.	ENTP	Quick, ingenious, stimulating, alert, and outspoken. Resourceful in solving new and challenging problems. Adept at generating conceptual possibilities and then analysing them strategically. Good at reading other people. Bored by routine, will seldom do the same thing the same way, apt to turn to one new interest after another.
ESTP	Flexible and tolerant, they take a pragmatic approach focused on immediate results. Theories and conceptual explanations bore them - they want to act energetically to solve the problem. Focus on the here-and-now, spontaneous, enjoy each moment that they can be active with others. Enjoy material comforts and style. Learn best through doing.	ESFJ	Warm-hearted, conscientious, and cooperative. Want harmony in their environment, work with determination to establish it. Like to work with others to complete tasks accurately and on time. Loyal, follow through even in small matters. Notice what others need in their day-by-day lives and try to provide it. Want to be appreciated for who they are and for what they contribute.	ENFP	Warmly enthusiastic and imaginative. See life as full of possibilities. Make connections between events and information very quickly, and confidently proceed based on the patterns they see. Want a lot of affirmation from others, and readily give appreciation and support. Spontaneous and flexible, often rely on their ability to improvise and their verbal fluency.
ESTJ	Practical, realistic, matter of fact. Decisive, quickly move to implement decisions. Organize projects and people to get things done, focus on getting results in the most efficient way possible. Take care of routine details. Have a clear set of logical standards, systematically follow them and want others to also. Forceful in implementing their plans.			ENTJ	Frank, decisive, assume leadership readily. Quickly see illogical and inefficient procedures and policies, develop and implement comprehensive systems to solve organizational problems. Enjoy long-term planning and goal setting. Usually well informed, well read, enjoy expanding their knowledge and passing it on to others. Forceful in presenting their ideas.

Day 2: Personality Type Colour Groups

VERBAL CLUES

BLUE 'ONE'  • Slow with pauses • Monotone • Quiet • Deliberate • Asking for evidence • Thinks before answering Diplomatic Talk Tasks Formal Listens	RED 'I'  • Quick pace • Economic with words • Staccato • Task/tell • Harsh and abrasive • Responds quickly Formal Loud
GREEN 'WE'  • Soft tone • Slower pace • People talk • Soothing • Diplomatic • Emotive Belief statements	YELLOW 'ME'  • Fast pace • Interrupts • Energetic • People talk • Descriptive • Variable tone Animated Laughing

NON-VERBAL CLUES

BLUE  • Saab/Volvo • Grey/black suit • Conservative dress • No loud ties • Little facial expression • Little body movement/self-contained • Polished shoes • Behind the desk • More formal • Less eye contact • Brief handshake	RED  • Merc/Jag/BMW • Bow tie • Business-like dress • Upright • Quick pace • Flash watch • Sparse clean office • Behind the desk • No physical contact • Direct eye contact • Firm handshake
GREEN  • Citroen/people carrier • Sports jacket • Comfy shoes/sandals • Tactile greeting • Warm facial expressions • Warm handshake • Relaxed posture and open gestures • No desk	YELLOW  • MG/Golf • Loud clothes • Designer label • Confident posture • Bag not briefcase • Friendly open expressions • Firm handshake • Eye contact but not scanning



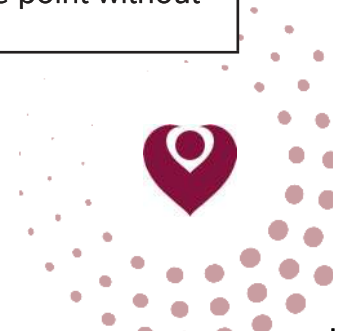
Day 2: Personality Type Colour Groups

ENVIRONMENTAL CLUES

BLUE  • Collar and tie • Tidy organised desk • Interested in clinical papers/theory • Lots of text books • Computer-literate • Enjoys educational meetings	RED  • Sparse office (could be anyone's) • Computerised • Time-saving devices • Clocks • Receptionist • Tidy desk • Executive toys • Often in meetings
GREEN  • Family photos • Comfortable office • Plants • Personal items on show • Running late • Patient focused • Coffee mugs	YELLOW  • Messy desk • Group photos bright décor • Flamboyant dress • Unstructured • People coming in and out • Usually not in own office

INTERACTIONS

BLUE  • Will discuss facts, speak quietly • Deliberate • Lots of questions, uses technical language • Deal with them by: • Being structured in the decision • Presenting data • Mirror voice, tone and volume	RED  • Loud, uses 'I' a lot when speaking • Can be abrupt in their speech and dominate the conversation • Arrogant and dismissive • Deal with them by: • Being precise, no waffling • Be factual • Be assertive
GREEN  • Use 'we' a lot in conversation • Will want to discuss your well-being too • Hot on work-life balance • Warm and non-directive • Deal with them by: • Being informal • Building rapport and putting people issues first • Do not be threatening	YELLOW  • 'Me, me, me, me, me, me' • Will speak quickly and deal with social aspects first • Will interrupt and flit from subject to subject • Can be distracting • Deal with them by: • Boost their ego • Speak about social things • Try to get conversation to the point without stemming their flow



Day 2: Personality Type Colour Groups

The DOs and DON'Ts of communicating with colour groups.



RED

DOs	DON'Ts
• Give it to me straight – and quickly • Flatter my self-image – lovely car! • Give me the bottom line • Say what's in it for me • Discuss audits/projects/time & money-savers • Let me have the most recent information • Ask for my opinion • Let me know how clever I am • Close early • Emphasise relevant positive benefits • Tell me what I am going to achieve • Be strong and confident	• Waste time • Patronise • Talk individuals/feelings/emotions • Tell me • Oversell • Bore me • Run down other initiatives • Be too 'fluffy' • Over-use adjectives • Be too timid • Procrastinate • Tell me what to do



BLUE

DOs	DON'Ts
• Be precise with information • Be well-informed • Be prepared and have a clear objective • Structure discussions and stay focussed • Challenge intellectually • Concentrate on facts and figures • Speak in a measured tone (pace/volume) • Give me time to think and process information • Ask for and value my opinion • Know your stuff • Follow up on information • Be accurate	• Waste time • Appear disorganised • Try and wing it • Try to persuade using emotive language • Challenge me personally • Be loud or touchy-feely • Invade my personal space • Rush answers or force quick decisions • Be late • Promise what you can't deliver • Waffle • Say things that later prove to be wrong



Day 2: Personality Type Colour Groups

The DOs and DON'Ts of communicating with colour groups.



YELLOW

DOs	DON'Ts
• Set out your aim at the start • Be interested in ME • Have a sense of humour • Be animated • Give 'chunks' of information • Keep good eye contact • Keep on track • Make me feel important • Ask for commitments • Relationship-build/socialise • Listen • Ask for my opinion	• Just discuss facts • Speak in a monotone • Speak slowly • Bore me • Become aggressive • Bog me down in detail • Have no time for small-talk • Appear impersonal



GREEN

DOs	DON'Ts
• Discuss benefits to people • Talk about people aspects • Ask open questions • Take time to talk • Have a relaxed/open posture • Discover what's important to me (e.g. family) • Make small-talk • Build rapport • Respect my opinion • Say thank you • Follow through with what you say you will do • Keep in regular contact	• Be overpowering • Rush me into a decision • Be abrupt • Be impersonal • Be uncaring • Be judgemental • Take advantage of my good nature • Let me down • Be impatient • Assume that because I'm quieter I am less important



Day 3: References & Further Reading

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Thank you

For more information, or any further guidance about this programme,
please get in touch using the contact information below:

PET-CT Academy
the-christie.academy.petct@nhs.net