

Professionalism and Team Working



Key Message

Leaders at every level must be able to enlist the help of others in order to achieve a shared goal. 'Others' may be individuals or members of a team. There are a number of ingredients to effective team working: having a clear goal, having a good skills mix for current and new service initiatives, and tools and techniques for managing any conflicts that may arise. It also requires a shared understanding of professionalism within the team – the core beliefs, attitudes and values that drive behaviour and promote the interests of service users for patient-centred, safe and effective care.

What does this mean for the Effective Practitioner?

As a health professional you may be part of one of more teams at any one time – a uni-disciplinary team and/or a multi-disciplinary team. It's important that everyone has a shared understanding of their role within the team, the underlying processes and communications channels within the team and importantly what professionalism and professional practice means across the team.



Professionalism

Professionalism is described in the Nurses, Midwives and Allied Health Professionals Professionalism Report (2012) as a “value-added” factor that enhances the quality of care and the contribution of practitioners. It implies a commitment to vocation and to public interest and presumes adherence to a set of values that are owned and understood by all”. This activity is designed to help you explore and develop the concept of professionalism in yourself and your team. .

- At a multidisciplinary team meeting encourage staff to discuss and develop their ideas and interpretation of professionalism.

You could use the phrases:

- “What does Professionalism and being professional in your practice mean to you?”
- “How does being professional make you feel?”
- “How would service users describe the values, beliefs, attitudes and behaviours and care provided by a healthcare professional who acts professionally?”
- Record ideas on a flip chart or similar board.
- Using your facilitation skills, agree a set of non-negotiable principles for professional behaviour for your area. These should reflect your professional codes of conduct and may take account of current thinking while also being personal to your team and specific area.
- Think back over the past month and in your reflective account record how these professional principles are applied and interpreted in your daily work.
- Identify obstacles to providing professional care across the multidisciplinary team and consider how these could be addressed, taking account of available resources.
- Consider how you can share this vision of professionalism with new team members.

Ref

NMAHP Professional Report 2012, <http://www.scotland.gov.uk/Publications/2012/07/7338> ,

Record your learning in your professional portfolio.

KSF Core Dimensions: Personal and People Development.

Notes



Team Roles

An effective team is one where all team members share a common goal or focus and are aware of everyone's role and contributions. The most effective teams continue to review things through stages of development; roles also develop as the teams develop. Clarifying how the roles in your team could develop over a given period helps everyone to understand expectations, contribute to effectiveness and reflect on the skill mix of the team.

Step 1: Understanding Roles

- Working as a group, write a list of everyone in the team.
- Ask each person to select another team member and explain that member's role.
- At the end of each explanation, the role holder should fill in any gaps that were missed.
- Consider how you will communicate team roles to new team members and keep everyone up-to-date on role development.

Step 2: Role development for service improvement

Consider any new service improvements:

- What is the service improvement?
- What are the knowledge and skills required for this development?
- Who needs to be involved?
- Do they gain the necessary knowledge and skills?
- How do their roles need to develop to offer this service?
- Consider the resources you need to develop the roles.
- How will you know that the role development has worked?

Record your learning in your professional portfolio.

KSF Core Dimensions: Service Improvement, Quality.

Notes



Effective Team Working

Consider a typical service user and identify the range of teams who provide care and support to the service user, carers and family members.

- Which of these teams are you involved in?
- In your opinion how effective do you think these teams are?

You should consider effectiveness in terms of trust within the team, a shared vision and goals, open communication between team members with a shared understanding and adherence to procedures and processes within the team. Teams can be at different stages of development. Download a **team profiling tool** which will help you to identify the [Stages of Team Development](#).

- What is working well in the team? What could be improved?
- How do you contribute to the effectiveness of the team?
- In what ways could you improve team effectiveness?
- What actions do you now need to take to improve team effectiveness?

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KSF Core Dimensions: Personal and People Development.

Notes



Managing Conflict

Conflict involves feelings and emotions potentially arising from you or others feeling under-appreciated, being taken for granted, an atmosphere of uncertainty in the environment, tacit allowance of poor performance or bad behaviour, misinformation or misperception. Conflict can also arise when dealing with service users, carers and family member. This activity is designed to help you manage conflict.

1. Think of a situation either in your work or home life where you've come into conflict with someone else.
 - What was the issue?
 - How did it make you feel?
 - How did you react and deal with the conflict?
 - Did you react in a challenging way – perhaps shout or lose your temper?
 - Did you try to ignore it and hope the conflict would go away?
 - Did you freeze, were you indecisive which resulted in the conflict continuing without being resolved?
 - Did you confront the issue calmly and assertively, seeking clarification and ways to resolve the situation?
 - How long did it affect you afterwards?
 - Who did you talk to about it?
 - Was the best possible outcome achieved for all involved?
 - If not, what were the reasons for this?
 - Could you have handled the situation better if you'd been able to be more assertive, or kept calm?

2. Think of a conflict situation in work which you need to address.
 - What is the issue and who is involved?
 - How has the conflict arisen e.g. poor management, poor performance, lack of clarity in job roles, workload, poor communication, inadequate training, unfair treatment, equality and diversity concerns, bullying or harassment?
 - Taking any differences in how you and others deal with conflict, identify what you need to do and say that may help resolve the conflict.
 - Take the opportunity to discuss the issue with each of the individuals involved to establish their perspective.
 - Consider how you could break the problem down into smaller parts, prioritise the issues and tackle each one in turn. This may involve being clear on accepted behaviour, work processes or standards of performance.
 - Reflect on what went well and what could have been done better when trying to resolve the conflict.
 - If a stalemate or impasse arises:

- look for common ground;
- identify any hidden agendas and look for possible alternatives;
- ask others for help in identifying ways to deal with the situation.

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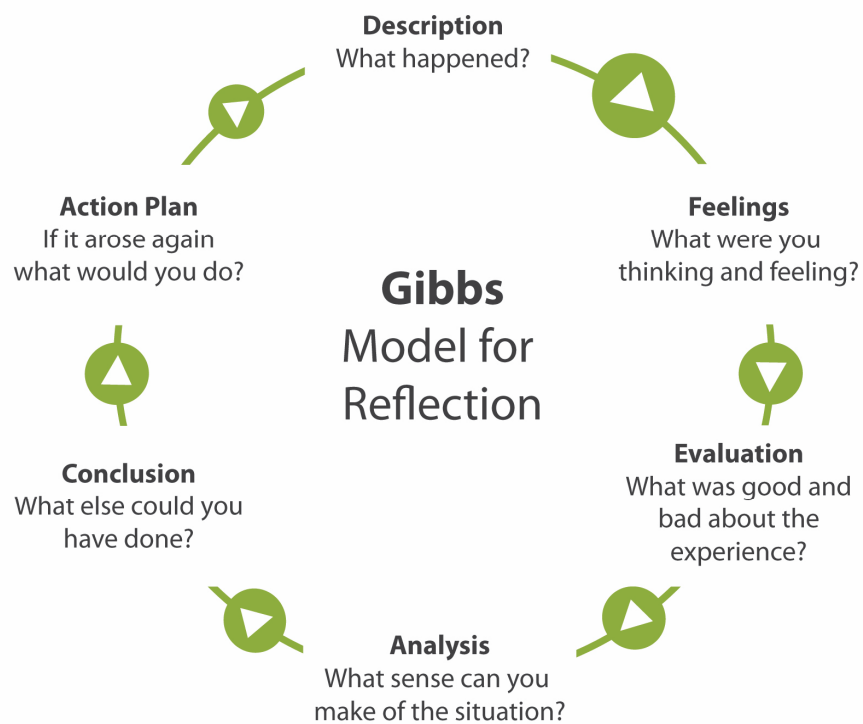
KSF Core Dimensions: Communication.

Notes



Reflection

It is good practice to reflect and record the learning you undertake in the workplace. Gibbs (http://distributedresearch.net/wiki/index.php/Gibbs_reflective_Cycle) provides a useful model for reflection that you can refer to when recording your learning. You may also access a Reflective Account form and other reflection tools on the Effective Practitioner website.



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