

About this document

This document is designed to take you through a practice-based scenario to help you reflect on what you might do if faced with a similar situation. It can be used to guide your thoughts and prompt discussion with your colleagues. Working through this document counts towards your continuing professional development (CPD). Your reflections on this document are not assessed and you do not have to send your responses to the RCSLT.

You can work through it on your own, with a colleague or supervisor, or in groups, e.g. as part of an RCSLT Hub or Clinical Excellence Network.



Please note that the guidance given in this document is not exhaustive and does not constitute legal advice.

Scenario

A new senior leader has joined your team/organisation, and they are responsible for shaping the future of the service in which you work. They also have a reputation for being distant and unapproachable.



How will you build a legitimate positive relationship in order to influence their decision making?

Issues to consider and next steps...

Think about the scenario and its implications. Jot down your initial thoughts about issues you may need to consider. If you are in a group, you may like to record on a whiteboard or flipchart.



What steps do you think you need to take next?

Prompts for consideration

- **What value does building positive relationships have on influencing?**
- **How do other people react to this leader?**
- **Think about, and challenge, your own assumptions and bias based on what you have heard, seen or experienced so far. What evidence is there for these assumptions?**
- **What reasons may there be for this leader's behaviour (context, their own emotions, etc.)?**
- **How can you develop empathy for them as a person and leader?**
- **How do your behaviours let this leader know they can trust you?**
- **Does your behaviour change when the leader challenges you? What can you do to remain a trustworthy colleague?**
- **What can you do to build respect for them?**
- **What can you do to make them respect you?**
- **Are there times when they seem more 'human'? What factors affect this?**
- **Do any of your colleagues or allies have a positive relationship with them? What works for them?**

Prompts for consideration

- How important is it that you form this relationship? Can you work through others instead?
- Explore your influencing style and how this might need to change.
- How can you offer to help the leader achieve their objectives?
- What transferable skills do you have when forming relationships with others (parents, carers, co-workers, etc.)?
- What motivates this leader? What's important to them and who/what influences their direction?
- What support do you need so that the leader's behaviour does not feel personal?
- What support do you need in order to consistently deliver within agreed timescales?



Possible next steps



- 1. Connect with an ally who has a positive relationship with this leader. What can you learn from their approach?**
- 2. Review your work-related objectives and identify what support you need to achieve them.**
- 3. Ask for feedback from colleagues about your behaviours when building relationships (i.e. trust, reciprocity, consistency, etc.).**
- 4. Ask for coaching or mentoring to build the personal skills and resilience required to work and build relationships with people who may challenge you.**
- 5. Keeping a journal may help you to track the building of relationships over time. You can reflect on your own emotions, fears and motivations to better understand how you behave in different situations.**

Key concepts

<p>Self awareness</p>	<p>Video: Victim Empowerment (Stages of development of self) – Bradbury, 2015 Transactional Analysis – Eric Berne ‘Being self-aware’ – NHS Education for Scotland</p>
<p>Building trust and respect</p>	<p>Video: ‘How to build and rebuild trust’ - Frances Frei) Video: ‘Power of vulnerability’ – Brene Brown</p>
<p>Generosity</p>	<p>‘Change starts with me’ – NHS Horizons ‘The power to make a difference’ – NHS Horizons ‘Brilliant Influence’ – Mike Clayton*</p>
<p>Reciprocity</p>	<p>System leadership: ‘Leadership of whole systems’ – Kings Fund (Welbourn et al.)</p>
<p>Consistency (delivering what’s agreed)</p>	<p>Healthcare Leadership Model: influencing for results – NHS Leadership Academy ‘Leadership qualities and behaviours’ – NHS Scotland</p>

*there may be a cost associated with this resource, either because it is a book or because an account is required to access it.

Sources of further information



Here are some links to further information:

- [‘Connect then lead’](#) – Cuddy et al. (2013)
- [‘The art of change making’](#) – Atkinson et al., (2015) The Leadership Centre
- [‘Developing leadership by managing unconscious behaviour’](#) – Bradbury & Moyes (2012)
- Video: [‘Systems leadership workshop’](#) – Rogers, M. (2017)
- [‘The 11 laws of systems thinking’](#) – Billingham, J. (2016)
- [‘What is self-compassion?’](#) – New Leaf Wellness Centre
- [‘Personal resilience’](#) – NHS England
- [‘Avoiding unconscious bias at work’](#) – Mind Tools*

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Update your CPD diary

Think about what this scenario has made you consider, reflect on or decide to do differently. Do a piece of reflective writing to cover what you've learned from this experience!

Having had a look at some of the linked resources, have any of your earlier responses changed? How will you incorporate this new knowledge?

