



Pharmacy Reset and Recover Programme Workbook

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The programme

Change is a constant in business but when faced with exceptional events, leaders must take a hard look at their businesses. Not all businesses are affected equally, however all will recognise the need to review their approach to remain as healthy as possible.

The Pharmacy Reset and Recover Programme helps pharmacy businesses and leaders apply a systematic approach through these challenging times, with an emphasis on visibility (knowing where you are now), gaining control (knowing where you want to be) and building agility (knowing how to change the things that will make a difference).

The programme is underpinned by four key questions:

1. What are the imperatives for change?
2. What can you see right now?
3. What can you control right now?
4. How can you be agile to change right now?

Our research has shown that pharmacy contractors and their teams are facing a number of critical problems:

- **Financial** - cashflow challenges, costs exceeding income, overdrafts increasing, low margin dispensing activity consuming capacity, and being asked to do things without a fee
- **Personal strain** - working longer hours, losing confidence, feeling undervalued yet unable to say no, worried about health and business viability, isolated and alone
- **Feeling out of control** - overwhelmed with information, confused, can't see a way out, unable to see a future and not knowing where to start
- **Team** - wrong skill-mix, high staff turnover and absence, disengaged, demotivated and under-performing
- **Capacity** - not enough time to do anything other than core dispensing, not enough staff with the skills to release pharmacist time, operating efficiencies and productivity sub-optimal
- **Competition** - losing customers to online providers, customers not coming into the pharmacy and customers limiting purchases to reduce transaction time.

Our programme takes you step-by-step through a comprehensive and practical developmental programme over a series of seven online modules available on-demand so that you can work at your own pace.

Templates, tools and resources are provided in this workbook to enable you to plan and then implement changes relevant to your business. We have ensured that only the most effective tools are described that will make an immediate difference.

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The programme

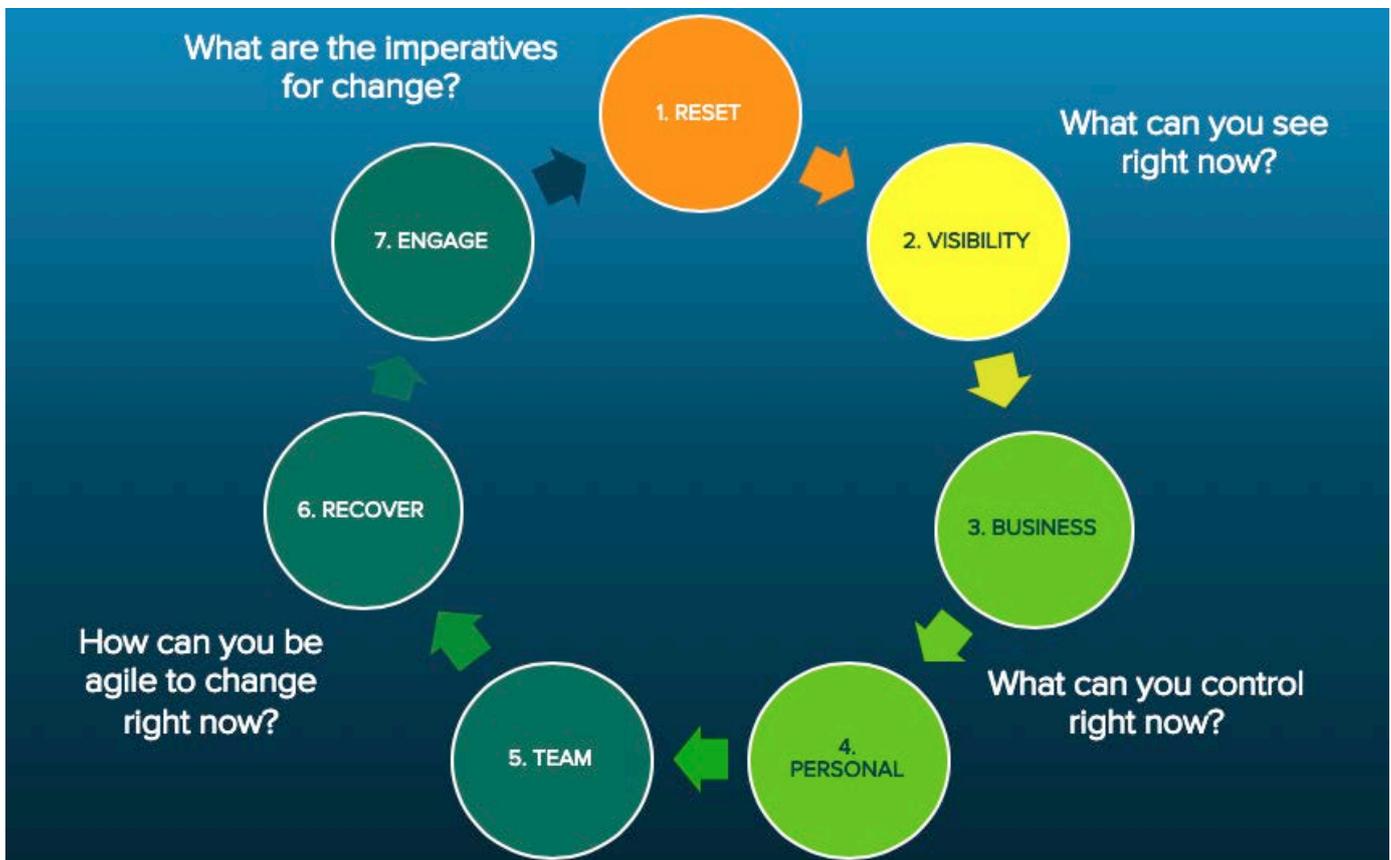
Programme aims:

- engage you in the imperative for change
- help you understand why services are critical
- enable you to objectively review your business
- support you to establish what you want to change
- guide you on HOW to make changes

Programme modules:

The modules are arranged to reflect the questions that underpin this programme and we begin with an understanding of the context, the imperatives for change and to reset to a service-led model:

1. Reset
2. Get visibility
3. Gain control: Business
4. Gain control: Personal
5. Build agility: Team
6. Build agility: Recover
7. Build agility: External engagement



The resources within this workbook complement each module; please use them to note your reflections and to complete the recommended actions.

Module 1: Reset

“You can’t stop the future, you can’t rewind the past. The only way to learn the secret... is to press play”

Jay Asher

Your reflections

Use this section to note down your reflections on key questions posed during the module.

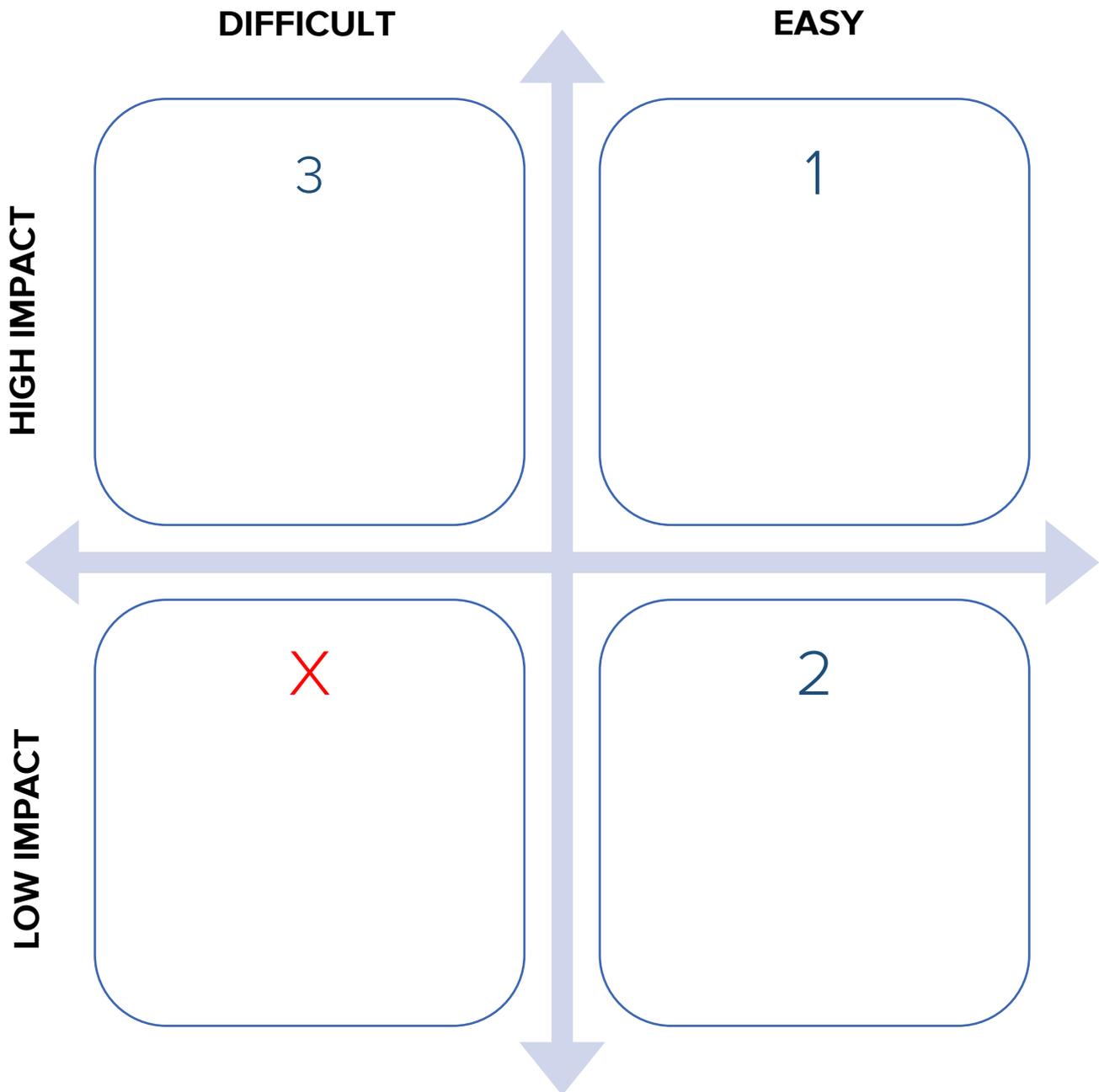
What is your biggest current challenge?
What must you change to sustain your pharmacy in the future?
What stops you being more productive?
Where could you eliminate waste and where does this sit on the impact vs ease grid?

Activity: Impact and ease of change

Taking those things that you can control (and ideally working with your team) make a list of what you would like to change to help facilitate the reintroduction of services. Using this template populate the grid based on the impact and ease of these changes.

Identify 1-3 quick wins and plan to implement these.

Prioritise those changes that are high impact and easy, then low impact and easy, whilst planning to implement high impact and difficult. Generally, do not do low impact and difficult.



Activity: Productivity

Improving productivity is not about working harder or longer.

It is multidimensional, and where to focus will be very specific to your own business, your team, your leadership and management style and how you currently manage processes and use technology. These are just some examples of areas to consider.



Using the following template, consider what will have the biggest impact on improving productivity in your pharmacy.

Identify the top three areas for improvement.

Activity: Productivity

Productivity improvement opportunities
Priority 1
Priority 2
Priority 3

Activity: Types of waste

One of the ways we identified to improve productivity is through operational efficiency. Stepping back and finding the small incremental gains in the way you do work, and the way work flows, to release time. Process improvement requires the following steps:

- Identify waste and opportunities in the process workflow. In other words, where are you taking too much time to do things and where are the opportunities to save time?
- Plan how you can improve your current processes
- Implement the changes
- Review and refine.



Activity:

- Identify areas of waste which have a significant impact on operational efficiency
- These can be identified as those things that, for example:
 - interrupt normal workflow
 - cause complaints
 - engage more than one person at once
- Use the following template with your team to identify where you currently waste time, effort and money
- Then focus on a specific process such as dispensing and, using post-it notes, map out with your team what happens in your pharmacy and identify where waste or issues occur and what actions you could take to make it better
- Then move onto another process where you can make a big impact with relative ease.

Activity: Types of waste

Types of waste	Where does this happen in the pharmacy?
Defect/Rework - product or service failure requiring rework	
Over production or processing - making more or higher quality than needed	
Waiting - for another step in the process	
Not clear - confusion or misunderstanding	
Transport - wasted time, resources and costs when unnecessarily moving products	
Inventory - more than required or the wrong stock	
Movement - unnecessary movement of people in the workflow	
Unused talent - underutilisation of people's talents, skills and knowledge	

Activity: Managing change

The DILTS model is based on the principle that for any change that is to be successfully implemented, all six levels have to be in place. That is Purpose, Identity, Beliefs and Values, Behaviours, Capabilities and Environment.



This tool can be used to diagnose what barriers are stopping service implementation by working from the bottom up. For example, the NHS Flu Vaccination Service. What will stop you optimising delivery of the flu service?

- Environment - have you got your consultation room and pharmacy in an ideal state to be able to vaccinate effectively, safely and efficiently particularly alongside COVID-19?
- Capabilities - are you and your team fully trained (skills and knowledge) to deliver the flu service?
- Behaviours - is everyone working in a way to improve delivery of the service when recruiting patients for example at every opportunity? Have you engaged with your GP colleagues?

It is the top three levels that are the critical difference between success, mediocre or failure:

- Beliefs and values - how are people feeling about vaccinating (fear, anxiety, concerns about vaccines)?
- Identity or role - do they understand their role and the importance of pharmacy in vaccinating?
- Purpose - are we all clear about what we setting out to achieve and why? Have you set yourself an aspiration?

This model can also be used to plan service implementation and change. We start from the top and work down when planning something new.

Activity: Managing change

Using the following template, take your flu vaccination service or another service you are planning, and work through each level. What might get in the way of success and what actions could you take to ensure all levels are addressed?

DILTS Level	What will get in the way?	What actions will make it work?
Purpose		
Identity or role		
Beliefs and values		
Behaviours		
Capabilities		
Environment		

Managing change tips

Change is often threatening to people; this threat can often be reduced by:

Giving people time to adjust
Listening to their concerns and feelings

Explaining the reasons for the change
Sharing your feelings about the change

The sense of threat is greater when people feel they have no control therefore it helps to:

Consult people before the change
Consult and involve people in the carrying out of the change

Give them at least one fixed point to hang onto
Try not to have too many changes happening at once

People respond better to change when they feel cared for and valued; most will feel valued if we:

Listen to their cares and concerns
Respond flexibly to help with those issues, if appropriate

Ask them for their ideas about making the change work
Answer their questions honestly and openly

Change is easier to manage and cope with if it is orderly therefore it helps to:

Have a strategy for all the changes and how they mesh with each other
Give information on the change process

Increase liaison with colleagues at the same level so you can learn from each other

Change management often requires people to influence others either 'upwards' or 'across', Influencing without authority requires:

Creating sufficient trust for others to be open with you
Understanding the position of others on change issues

Making proposals that others want to say 'yes' to

Managing change is stressful to those managing it, therefore you should:

Acknowledge to yourself and the organisation that it is stressful coping with the uncertainty and others emotional reactions

Allow talk about the stress of change in the organisation
Talk about your experiences and feelings openly

The process of change can be helped by:

Increasing the amount of support in the organisation
Increasing the amount and openness of communication about the change

Increasing people's understanding of change and their ability to help each other with it

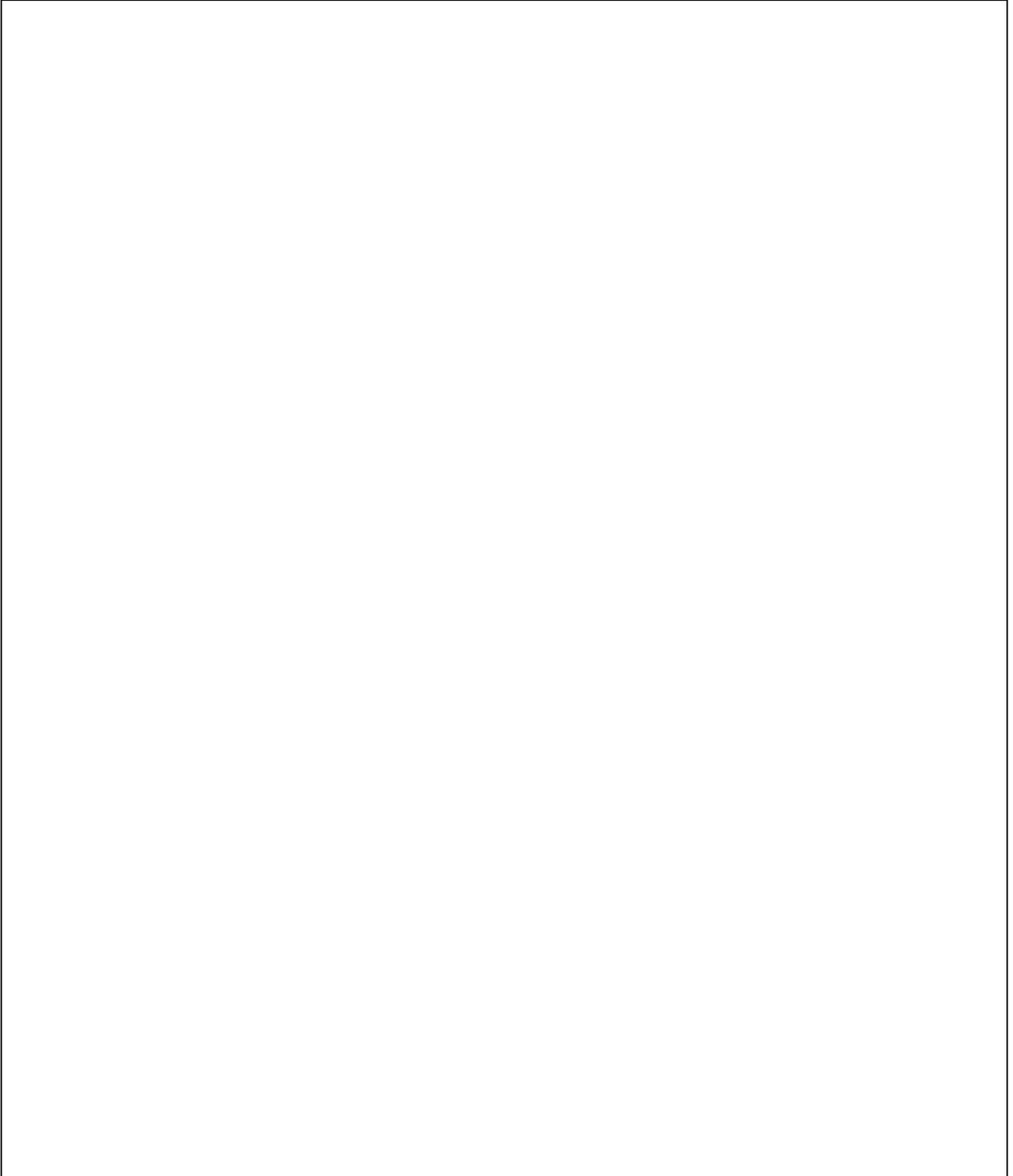
The central skills in change management are:

Understanding people's needs and feelings throughout
Making positive proposals, taking well-calculated risks

Learning actively from experience
Fail fast if plan is not working, review and try a different way

Your notes

Use this section to note down anything else that occurs to you during or after the module.

A large, empty rectangular box with a thin black border, intended for the user to write their notes. It occupies the central portion of the page.

You are now ready to move onto module 2.

Module 2: Get visibility



“Always do your best.
What you plant now,
you will harvest later”

Og Mandino

Your thoughts

Use this section to note down your thoughts on key questions during the module.

What do you currently measure and monitor on a regular basis?

What do you have clear sight of in your business?

What do you do as a result of knowing the information?

Activity: situational analysis - numbers

Complete as much as you can below using information available to you to gain more insight into your business performance.

It is more accurate to look at the data over a defined annual period as this accounts for any seasonal differences; we suggest using your accounting year.

It can also be helpful to review trends over the previous 2-3 years.

Whilst what has happened historically is not always a predictor of the future, it can give insight into how your business is performing and what might happen if nothing changes.

Your annual review period:

Prescription turnover			
Question	Tips to find out the answers	Time period	Your answer
What % of turnover comes from prescription supply and what is the trend?	Net total on FP34 of drugs and fees + total of charges gives turnover of prescription supply each month. Calculate this as a % of your total revenue	Last year	
		Two years ago	
		Three years ago	
What does this tell you about your business?			
For deeper understanding: Look at seasonal variations			

Prescription numbers			
Question	Tips to find out the answers	Time period	Your answer
How many prescriptions are you dispensing and what is the trend?	Look at your total annual prescription numbers; this information can come from your FP34s or manual records	Last year	
		Two years ago	
		Three years ago	
What does this tell you about your business?			
For deeper understanding: Breakdown by different types of prescription			

OTC medicines turnover

Question	Tips to find out the answers	Time period	Your answer
What is your turnover from over the counter sales of medicines and what is the trend?	This data should be available through your till records/EPOS data	Last year	
		Two years ago	
		Three years ago	

What does this tell you about your business?

For deeper understanding: Review OTC turnover by key categories

OTC non-medicines turnover

Question	Tips to find out the answers	Time period	Your answer
What is your turnover from over the counter sales of non-medicines (other retail) and what is the trend?	This data should be available through your till records/EPOS data	Last year	
		Two years ago	
		Three years ago	

What does this tell you about your business?

For deeper understanding: Review turnover by key retail categories

Profitability

Question	Tips to find out the answers	Time period	Your answer
What is your profitability as a % of turnover and what is the trend?	This data should be available from your monthly P&L/annual accounts and is the total turnover less all costs, but before tax	Last year	
		Two years ago	
		Three years ago	

What does this tell you about your business?

For deeper understanding: Calculate the profitability of different areas of the business or income streams

Average transaction value

Question	Tips to find out the answers	Time period	Your answer
What is the average retail transaction value in £s per customer and what is the trend?	Take the retail transaction value less prescription levies and divide by average number of non-prescription customers	Last year	
		Two years ago	
		Three years ago	

What does this tell you about your business?

For deeper understanding: Compare different income streams and walk-in vs online customers if relevant

Customer numbers

Question	Tips to find out the answers	Time period	Your answer
What is the average number of customers coming into your pharmacy on a daily basis and what is the trend?	Number of OTC transactions daily should be available through your till records/EPOS data. You may wish to manually count customer numbers for a week	Last year	
		Two years ago	
		Three years ago	

What does this tell you about your business?

For deeper understanding: Look for seasonal variations

What insights has this activity given you?

What other questions has this raised about your business and the data you might need?

Activity: situational analysis - customers

Which of your customers are most important to your prescription business?

Consider those patients who you supply prescriptions and services to? Which generate the most revenue? Which are the most profitable (these may be different from each other)?

Describe what makes you attractive to your consumers? Think about this from the perspective of your regular patients and those who are using you for the first time.

What would they say about your pharmacy?

Why do your customers keep coming back?

What does this tell you about the relationship you have with your customers and how sticky they are?

If you were to consider one thing that would increase the value you give to your customers, what would it be?

Activity: situational analysis - commissioners

Put yourself in the shoes of the NHS. What is important to them and what do they want pharmacies to be delivering?

Put yourself in the shoes of your local Public Health commissioners. What is important to them and what do they want pharmacies to be delivering?

Describe what currently makes you attractive to those in the health system who fund services. What would the NHS or the local Public Health team say about your pharmacy?

What relationship do you have with those who commission services from you (including prescription supply)?

Activity: situational analysis - competition

Describe your competition now and in the future - who are they and where are they based? (Consider your retail and online competitors as well as those who may not be working in pharmacy)

Now

Future

How do you currently differentiate yourself from other providers of health and wellbeing? (Think about other pharmacies in the area, online options and also other providers of health and wellbeing services such as sexual health services, stop smoking, GPs providing vaccination)

Activity: SWOT analysis

	Positive	Negative
	Strengths	Weaknesses
Internal (Within your pharmacy)		
	Opportunities	Threats
External (Outside your pharmacy)		

Your reflections

Use this section to note down your reflections on key questions during this module

What insights has this review given you about your business?
What have you done especially well?
What have you done less well?
What does this tell you about rebuilding services?
What do you need to change?

Your thoughts

Use this section to note down your thoughts on key questions during the module

What do you believe are the key problems your customers/patients have?

What do you believe are the key problems the NHS has?

Activity: Lean Canvas

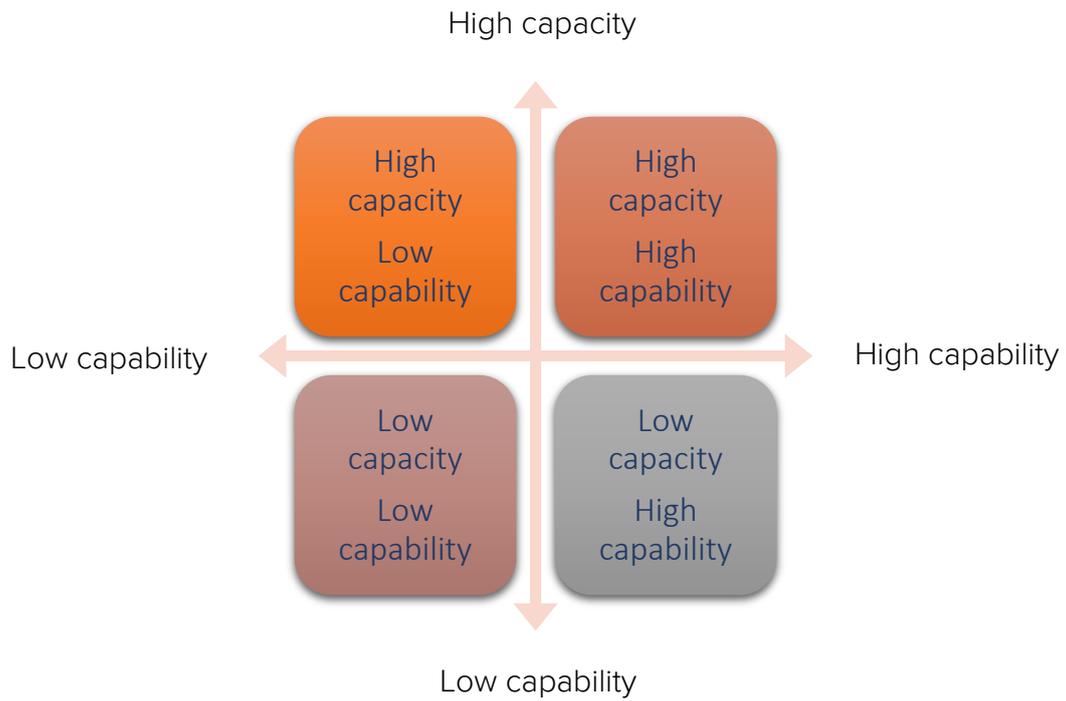
During the module we introduced LeanStack and the Lean Canvas template developed by Ash Maurya. LeanStack is built on a continuous improvement framework and Lean Canvas is a one-page business plan which helps you deconstruct your idea into a business model using 9 building blocks.

PROBLEM List your customer's top 3 problems 2 EXISTING ALTERNATIVES List how these problems are solved today	SOLUTION KEY METRICS List the key numbers that tell you how your business is doing 7	UNIQUE VALUE PROPOSITION Single, clear, compelling message that turns an unaware visitor into an interested prospect 5 HIGH-LEVEL CONCEPT List your X for Y analogy (e.g. YouTube = Flickr for videos)	UNFAIR ADVANTAGE Something that can not be easily copied or bought 9 CHANNELS List your path to customers 6	CUSTOMER SEGMENTS List your target customers and users 1 EARLY ADOPTERS List the characteristics of your ideal customers Add Comment
COST STRUCTURE List your fixed and variable costs 8		REVENUE STREAMS List your sources of revenue 3		
<small>Lean Canvas is adapted from Business Model Canvas and is licensed under the Creative Commons Attribution-Share Alike 3.0 Un-ported License. See what's different</small>				Lean Canvas

1. It starts with identifying the customers that you are engaging with and who should be your target. Based on the research you undertook, who are your most profitable customers, or the most valuable to the business? If you consider a specific service, such as flu vaccination, who will you target for the NHS service? How does this differ with who you will target for a private service? If you offer a methadone supply service, your target customers would be quite different.
2. Next, list the top 1-3 problems for the users of your services - again think flu vaccination or a specific service. What is worrying or concerning individuals that would drive them to have a flu vaccination? What problems are you solving by doing the flu vaccination in the pharmacy (as opposed to the GP practice)?
3. The template enables you to work through a plan for service implementation, in sequential order. In the case of flu vaccination, your sources of revenue will be NHS and private - can you quantify how much you want to make per service?
4. How do you position your solution with the different customer groups?
5. What would be your single, compelling and clear message to your target customer group - what do you offer that is different?
6. How will you communicate with your customers?
7. What will you measure to track progress?
8. What are your fixed and variable costs?
9. What unfair advantage do you have over others (when comparing with GPs, this might be being able to have a vaccine without an appointment, or access at the weekend or in the evening)

You can access the Lean Canvas template here: <https://leanstack.com/>

Capability Capacity matrix



Use this template to map your team on the matrix and then decide on what actions you must take.

High Capacity / Low Capability	High Capacity / High Capability
Low Capacity / Low Capability	Low Capacity / High Capability

Your thoughts

Use this section to note down your thoughts on key questions during the module

Where do you need to focus at a personal level?

Where do you need to focus at an organisational level?

Activity: Organisational capability

Organisational Capabilities	Questions	Strength (Y/N)	Action
Talent	Do our employees have the competencies and commitment required?		
Accountability	Does high performance matter so that we follow through on our intent?		
Collaboration	How well do we work together to work efficiently and to common goals?		
Customer connectivity	Do we form relationships of trust with target customers? (including GPs, PCNs, NHS commissioners)		
Efficiency	Do we work in a way that reduces waste, closely managing processes, people and projects?		
Learning	Are we good at learning new skills, keeping up to date and creating new ideas?		

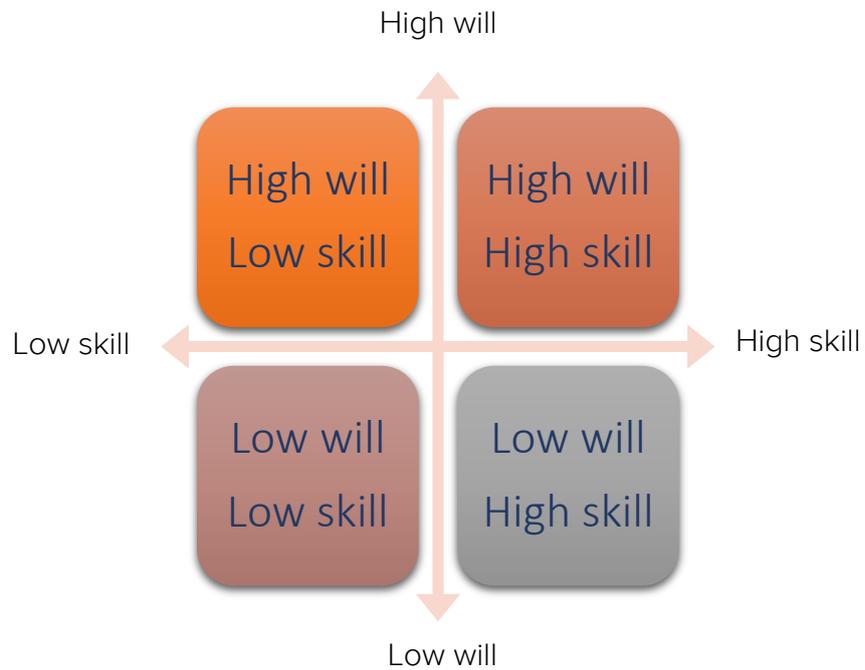
Activity: Team performance

Use this section to note down how your team are performing

What strengths do you have in your team?
What strengths are needed?
What gaps do you have?
What do individuals need to develop?

Skill - Will matrix

Use this template to place each member of your team in the matrix and consider what action is required.



High will / Low skill	High will / High skill
Low will / Low skill	Low will / High skill

Module 3: Taking Control of your Business



“Your dream does not have an expiration date.
Take a deep breath and start again”

Anonymous

Your thoughts

Use this section to note down your thoughts on key questions during the module.

What comes to the top of your mind about your WHY?

Why does your organisation do what it does?

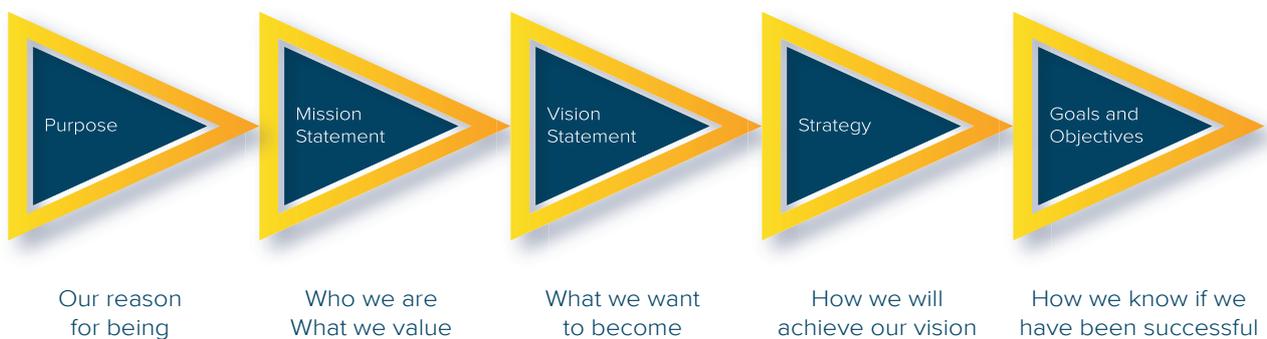
Mission and vision

You might have seen company mission and vision statements. How do these all fit together and what do they have with purpose? The mission and vision statements, collectively link to your purpose. For example:

Purpose: to improve health and wellbeing of our local population

Mission: we will keep our community healthy, prevent disease and support those who take medicines to be as well as they can be, by making every contact count

Vision: we will be recognised as a centre of excellence in the community for health and wellbeing; a place where people come first to keep well



Activity: mission and vision

Remember to keep in mind your key findings and build on your strengths, whilst considering the opportunities in your local area. Your purpose must be something that you feel passionate about, are inspired by, is needed and people will pay for. If you work for a larger organisation, then do your research to know what the purpose, mission and vision statements are for the company you work for.

Your purpose statement (We believe...):

Your mission statement (We are...):

Your vision statement (We will...):

Activity: Your values

Value 1

Value 2

Value 3

Value 4

Value 5

Value 6

Key strategic goals

These are the big goals that you will need to achieve in order to deliver against your purpose and mission. It can be helpful to think about where you want to be in 3-5 years so that you are thinking longer term.

Activity: key strategic goals

What are your longer-term, big goals for your business? (These should be as specific as possible and preferably measurable - we suggest no more than three)

1.

2.

3.

Why are these goals important to you and your business?

What does success look and feel like in 3-5 years?

What do you need to have achieved by the first year to achieve your 3-5 year goals?

Being clear about these will help you keep focused on the end in mind, anything that distracts you from achieving these goals could be considered as irrelevant unless it is necessary for governance or impacts on your strategic goals and core purpose.

Activity: Critical success factors

Review your situational analysis – especially the SWOT analysis and key findings. What are your Critical Success Factors?

Remember, what gets measured, gets done so make them as specific as possible and measurable in both outcomes and timeline. For our pharmacy to be successful:

We must...

We must...

We must...

We must...

We must...

We must...

To make sure you consider all types of CSFs, it can be helpful to review against the following:

- **Pharmacy:** these are the things that your business must do to remain relevant in the sector and are impacted by national and local pharmacy policy
- **Environmental:** these result from influences on your business that you don't have any control over but impact on your success. These include climate, the economy, competitors, and technological advancements
- **Strategic:** these result from understanding who your competition is and how you position and promote your business to be ahead of them
- **Organisational:** these result from the business's internal environment. Your own specific strengths, challenges and development areas will determine these CSFs.

Once you have defined the critical steps to moving your business forward, you can put in place milestones and smaller steps.

Setting objectives

The appropriate place to start is your Critical Success Factors. Each CSF should be now broken down into 3-4 key objectives which are SMART.

Ensuring they are **S**pecific, **M**easurable, **A**chievable, **R**elevant and **T**ime-bound means that you can break down your key activities into smaller milestones, with appropriate measures.

Adding in **E**valuate and **R**eview to make your SMART objectives SMARTER optimises your chance of success.

Taking each of your CSFs defined earlier, identify 3-4 key objectives. For example:

CSF: We must increase service revenue compared to prescription revenue

Objective 1: increase service revenue in current year by 50%

Objective 2: deliver 400 NMS and 500 NHS flu vaccinations by...

Objective 3: develop and deliver at least two private services by...

Remember to add in regular monthly tracking and a quarterly team review, to make your objectives **SMARTER**.

Activity: setting objectives

Write down one of your CSFs below and define 3-4 objectives, checking that they are SMARTER.

CSF:

Objective 1:

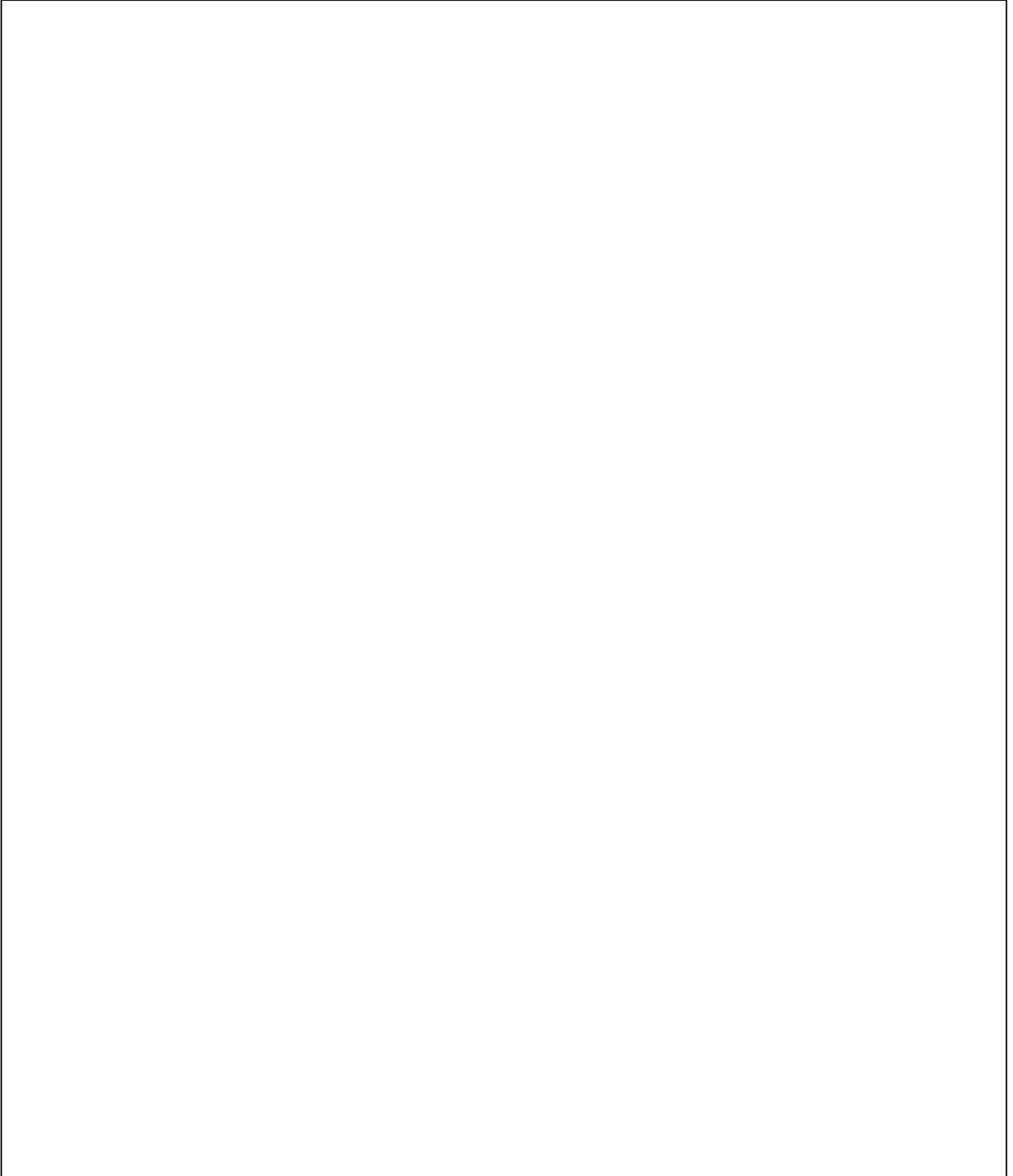
Objective 2:

Objective 3:

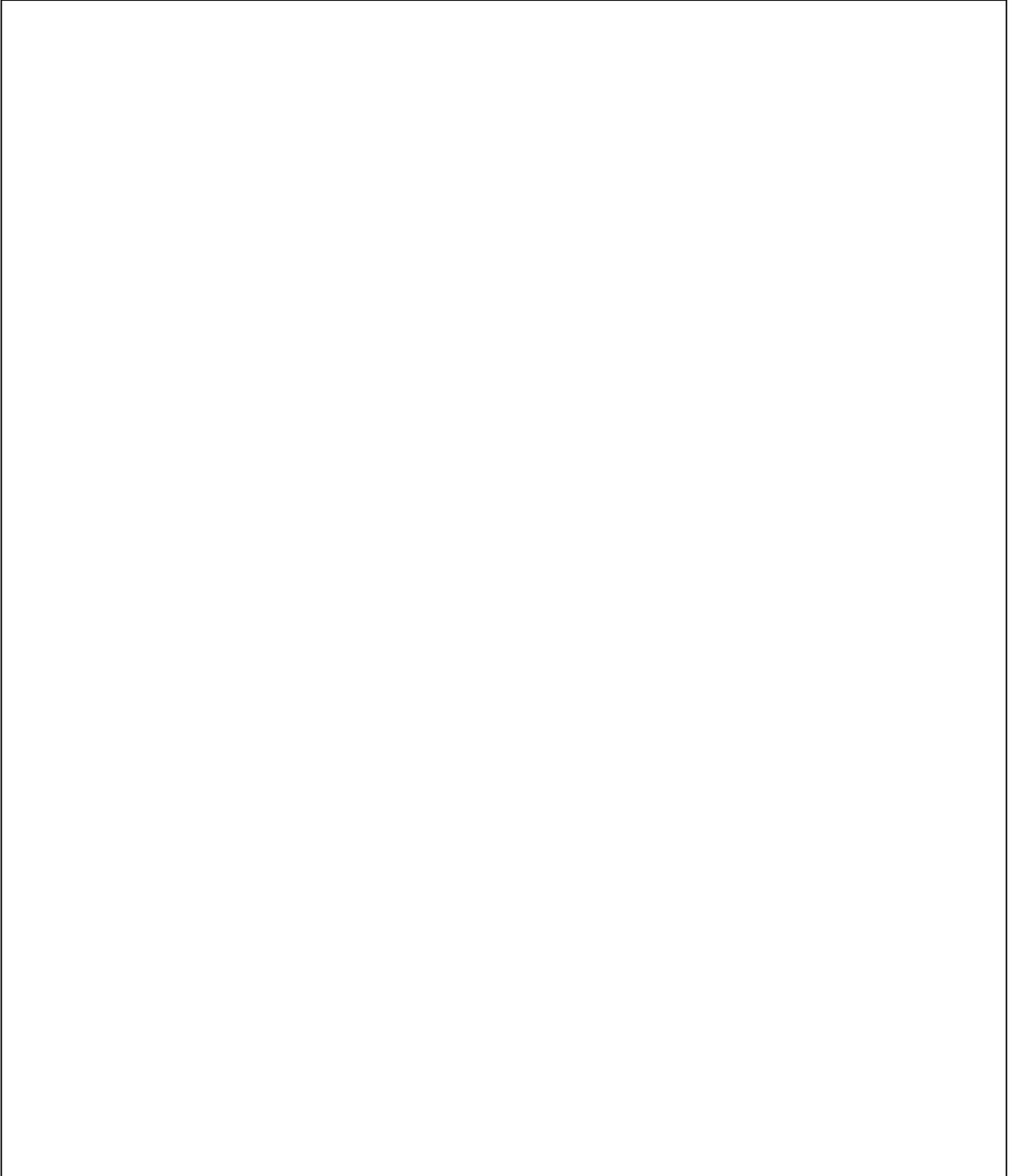
Objective 4:

Work through each of your CSFs until you have a set of around 20 objectives which form the basis of your action plan.

Continued...

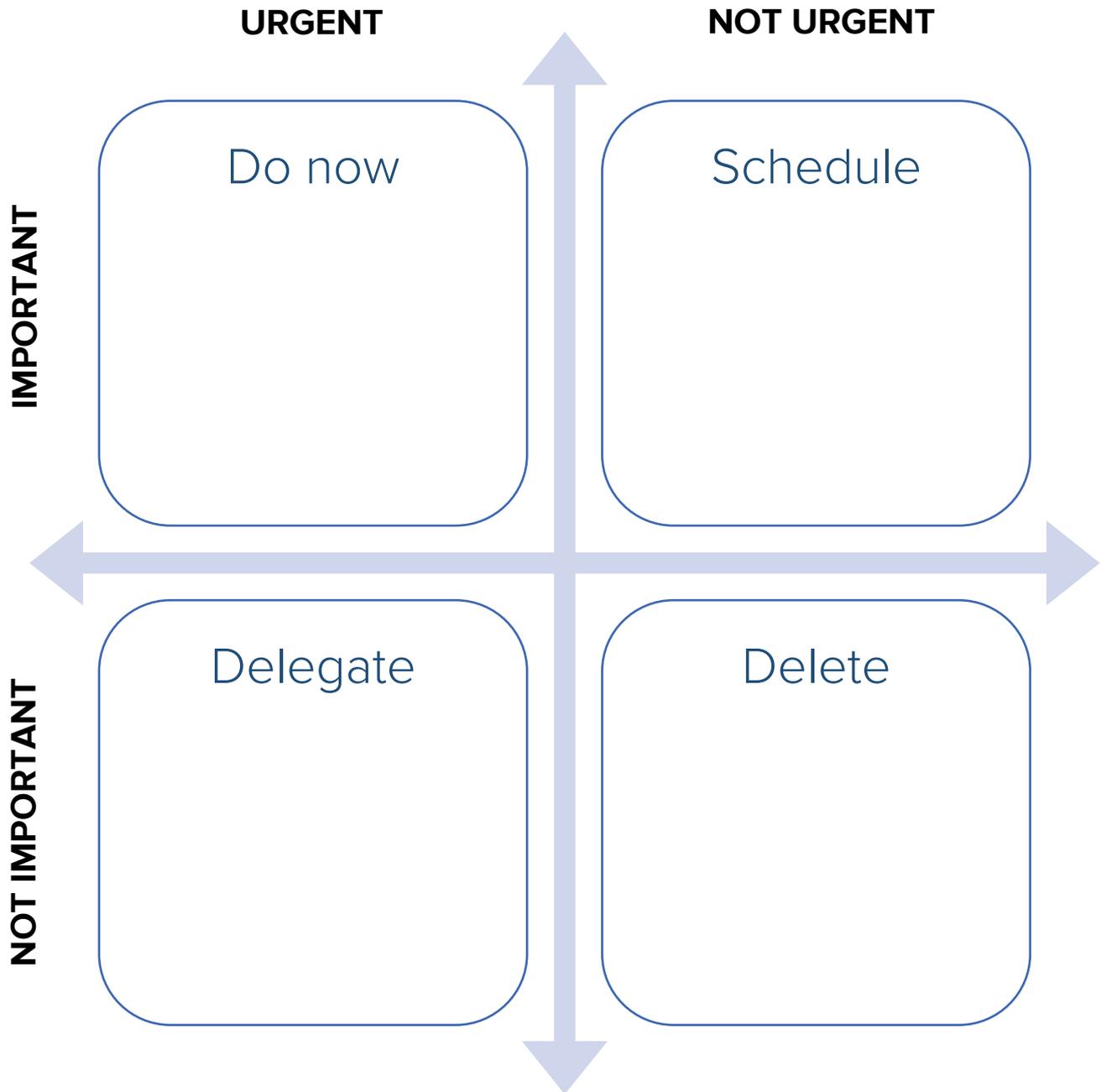


Continued...



Activity: Eisenhower Grid

Considering your day-to-day activities, populate your own Eisenhower grid.



“What is important is seldom urgent and what is urgent is seldom important”

Where to focus for growth

The key to growing your business will be building on the strengths you will have identified when undertaking the SWOT analysis. You also need to understand the opportunities in your community, i.e. what is needed and what you could be paid for.

Once you understand the opportunities for growth, it is important to prioritise and plan where to focus your resources. In other words, which activities will be more likely to be successful, sustainable and provide a return.

One way of doing this is to use an Ansoff Matrix to analyse the growth opportunities. The matrix allows you to understand where you can grow by examining your current and potential product or service offerings, against your current customer base or new markets.

Ansoff's Matrix is a marketing planning model that helps a business determine its product and market growth strategy. Ansoff's product/market growth matrix suggests that a business' attempts to grow depend on whether it markets new or existing products in new or existing markets. The output from the Ansoff product/market matrix is a series of suggested growth strategies which set the direction for the business strategy.



Activity: market penetration

Achieving growth in this quadrant is least risky – we understand our current customers and the products and services we offer. Optimising market penetration or achieving more value from the existing customers we have is the most straightforward of all growth strategies. Frequently this is about promoting more effectively and making the most from current opportunities.

Start by mapping all the products and services you currently offer into the top left quadrant and ask yourself some questions:

Which products and services make us more appealing to our customers?

Which of our current products and services are we maximising with our existing customers?

Which of these are most profitable to the business?

Which have the potential to grow?

Which contracted services do we deliver to the maximum?

Which contracted services could we deliver more of?

Do we down-sell or up-sell to our customers?

How does our merchandising and category management reflect our market profile?

How does our healthcare area and consultation room reflect a health and wellbeing ethos?

How do we ensure that every person receives a great experience from our team?

Activity: market development

Market development is a good strategy for growth where you have seen significant success with a specific product or service and can use this expertise confidently with new customer groups. This strategy is frequently used where a company has market leadership.

Next, look at how you could develop your current services in new markets, in other words, with new customer groups. Remember to keep in mind your strengths and previous market analysis:

Which of our products and strengths do we offer well, efficiently and to a high quality?

Of all the products and services we currently offer, which would appeal to new customers?

Which of our current services have a private market potential, e.g. occupational health for private flu vaccination, health checks for the insurance sector?

How can we broaden the reach of our services, e.g. flu vaccination to carers and critical health employees? Care homes?

How can we extend the reach for services such as smoking cessation, blood pressure or diabetes testing?

What would we need to do to access new markets?

Other opportunities? What other opportunities are there for existing products and/or services?

Activity: product & service development

Another opportunity for growth is to introduce new products or services to existing customers, however this strategy should be used only when you are confident that your customers have the need and will respond to the new product/service introduction.

Start by testing new product and service concepts with your friendly customers; what do they think about the new services or product ranges? Research will make all the difference between success and failure.

What are the competition doing or not doing?

What are other pharmacies offering successfully such as flu vaccination, travel clinics, veterinary services?

Are there other contracted services that you are not currently delivering?

What has your market analysis told you about the opportunities for new services?

What are your customers asking for frequently, but you've been unable to help them?

What are the local health needs and opportunity for wellbeing services e.g. healthy diet and weight, physical exercise, alcohol etc?

Activity: market diversification

The highest risk strategy for growth is where you introduce new products and/or services which appeal to a completely new customer or market group. This could involve taking the services or products identified under service development and instead of delivering to your existing market, you offer to new markets through outreach or the internet.

This strategy for growth is the most exciting but will be the least understood; consider the potential of collaborating with other pharmacies and other providers to reduce your exposure. Again, test the concept before fully implementing and ensure you have explored all other areas of (easier) growth first.

Potential opportunities for diversification:

Activity: Ansoff matrix

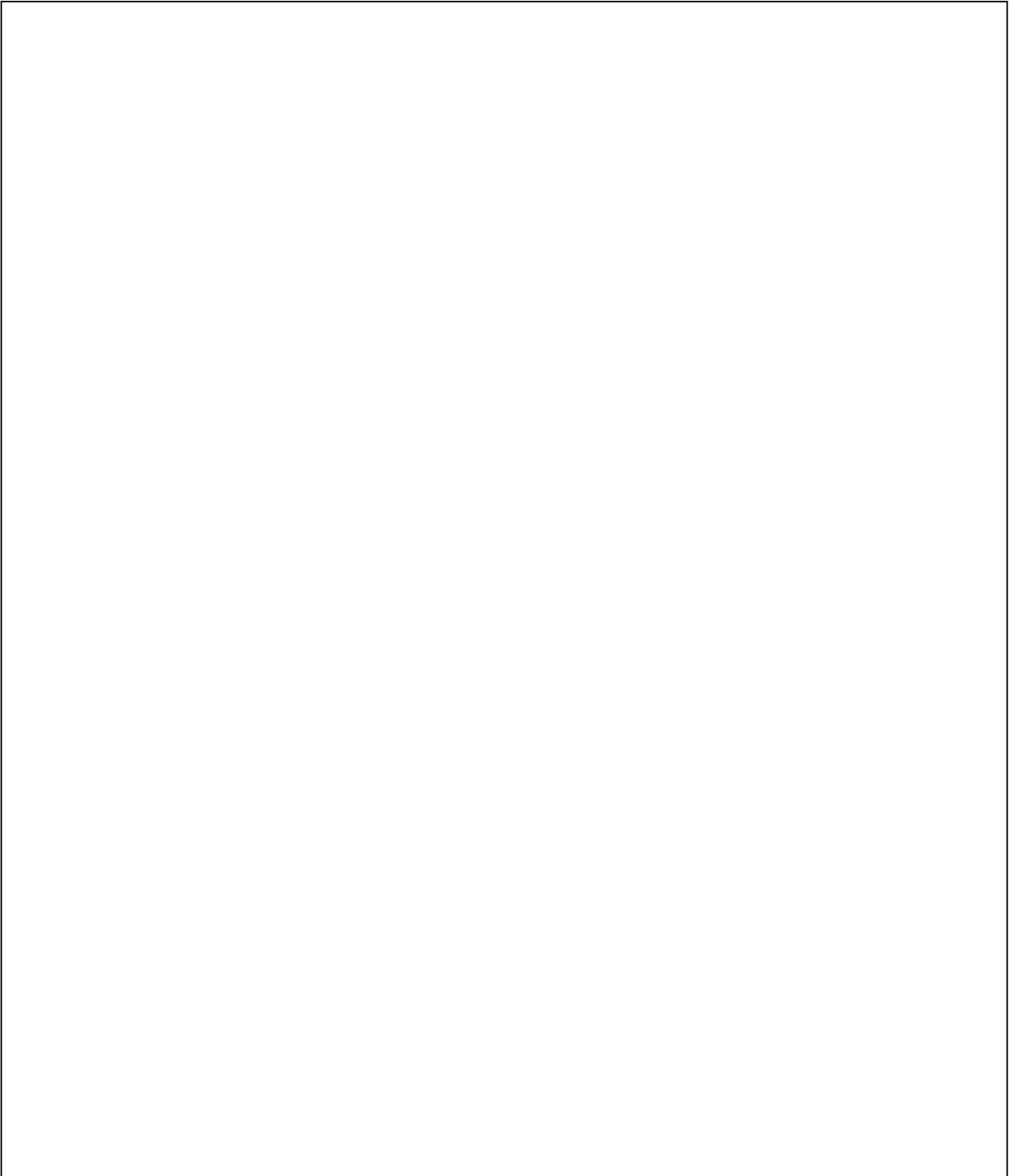
Using the template below, consider all of your:

- Current products and services, offered to your customers (market penetration)
- New customers that would purchase or use current products and services (market development)
- New products and services which could be offered to existing customers (product/service development)
- New products and services which could be offered to new customers (market diversification)

		Services / Products	
		Present	New
Customers / Markets	Present	Market penetration	Product / service development
	New	Market development	Market diversification

Notes

Use this section to note down anything else that occurs to you during or after the module.

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You should now be ready to move onto Module 4.

Module 4

Personal control and building resilience

“Life doesn’t get easier or more forgiving, we get stronger and more resilient.”

Steve Maraboli



Your thoughts

Use this section to note down your thoughts on key questions during the module.

What is the one thing that causes you to feel most stressed and out of control?

What could you (or have you) done about it so far?

Activity: Resilience

Resilience is:

“the ability to succeed, to live and to develop in a positive way, despite the stress or adversity that would normally involve the real possibility of a negative outcome. It is the ability to maintain personal wellbeing in the face of challenge”

As a post-module activity, have a go at one of these resilience check-ups to see how resilient you are:

- www.bwcharity.org.uk/resilience-check
- www.bwcharity.org.uk/stress-check
- www.resiliencyquiz.com

What does this say to you?

Activity: Stress - The Pressure Curve

To help you manage your stress and ensure peak performance, we recommend that you watch the Pharmacist Support Pressure Curve video as a post module activity.

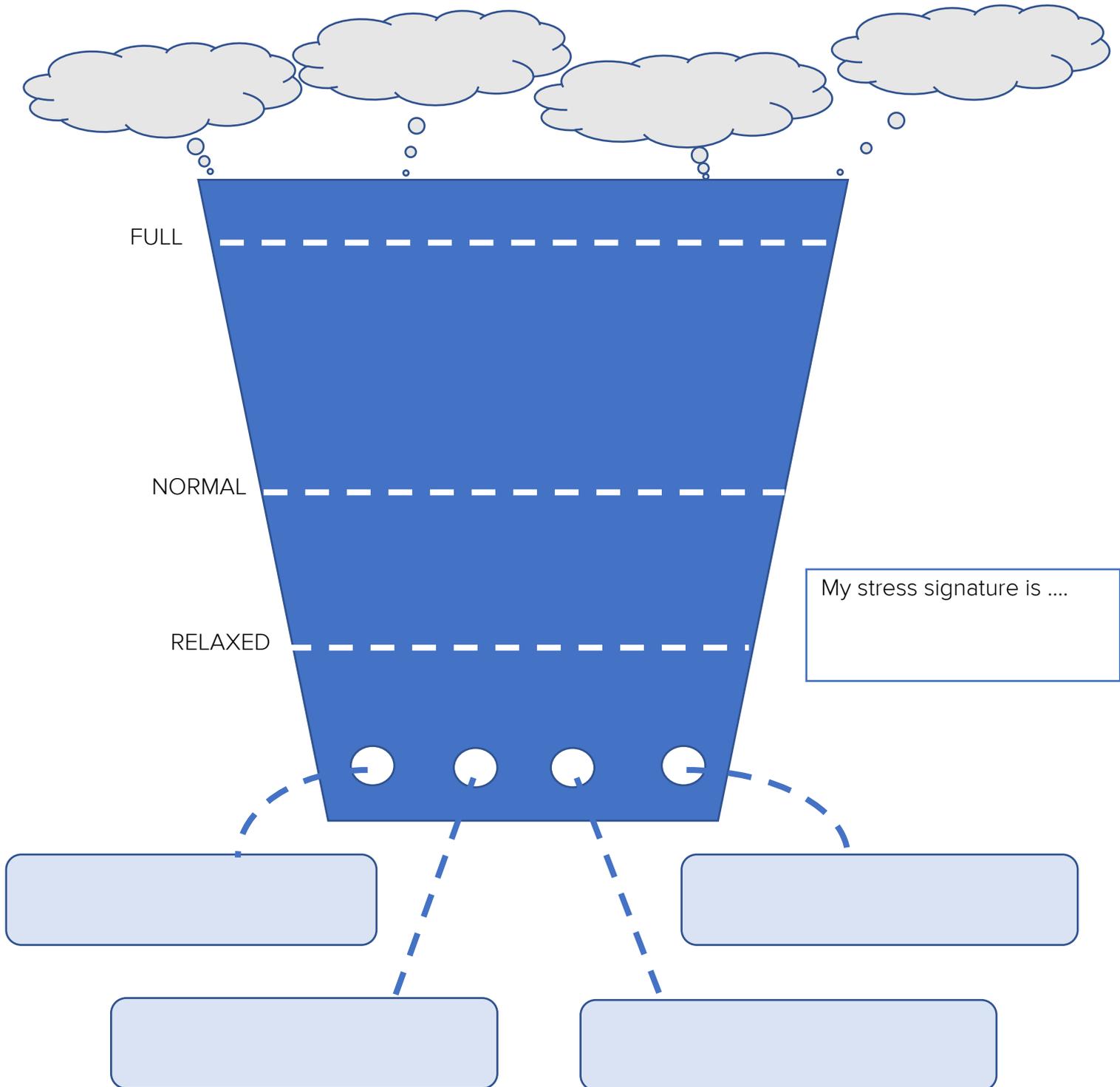


<https://wellbeinghub.pharmacistsupport.org/allow-time-for-wellbeing/>

Activity: Your Stress Bucket

We all experience stress to some degree. Some stress can be good, it can push us to work hard. But too much stress can make us feel overwhelmed, and prolonged stress can eventually lead to problems. The stress bucket is a way to visualise this. Above the bucket are clouds – the things that cause you stress. These rain into the bucket and gradually fill it up. You release the stress by doing things you enjoy or that help you to stress less. This is done by 'releasing the tap'.

Complete your own stress bucket below. Identify the things that cause you stress (the clouds) and the things you do to manage them (your taps). What is your 'stress signature' – the signs that your bucket is getting full?



Activity: How BEBO can help you and your team

The great thing about BEBO is that once you understand the impact your thinking has on your feelings and actions, and therefore the outcome, you can ACT AS IF, acting out positive behaviours even if you are not feeling them. This can lead to a far more positive outcome. Our driving test candidate focused on calming any anxiety he felt and acting confidently and positively.

BEBO can also help you understand that individuals (such as members of your team) may be acting in a way that may not achieve a positive outcome but that this is being influenced by their emotions and beliefs. You may therefore need to get deeper into the reasons why they are acting in a particular way to affect a longer term behavioural change and take care not to make assumptions and judgements about their actions.

Activity

Describe a situation (personal or professional) where you have had a limiting belief; what impact did this have on the outcome?

Describe a situation (personal or professional) where you have switched a limiting belief to an empowering belief; what impact did this have on the outcome?

Activity: Life Goals

Use this section to note down your thoughts on these key goals

Academic goals – what knowledge and/or qualifications do you want to achieve?
Career goals – where would you like your career to take you, what level do want to reach?
Monetary goals – what do you aim to earn at a given point in your life?
Ethical goals – do you want to volunteer for a good cause or get involved in local activities?

Activity: Life Goals (continued)

Use this section to note down your thoughts on these key goals

Creative goals – how do you want to progress creatively?

Domestic goals – how would you like your home life to be in the future?

Physical goals – do you want to develop your skill in a sport or physical activity?

Your thoughts

Use this section to note down your thoughts on key questions during the module.

What one thing (that you are in control of) would you do in your personal life if you had more time?

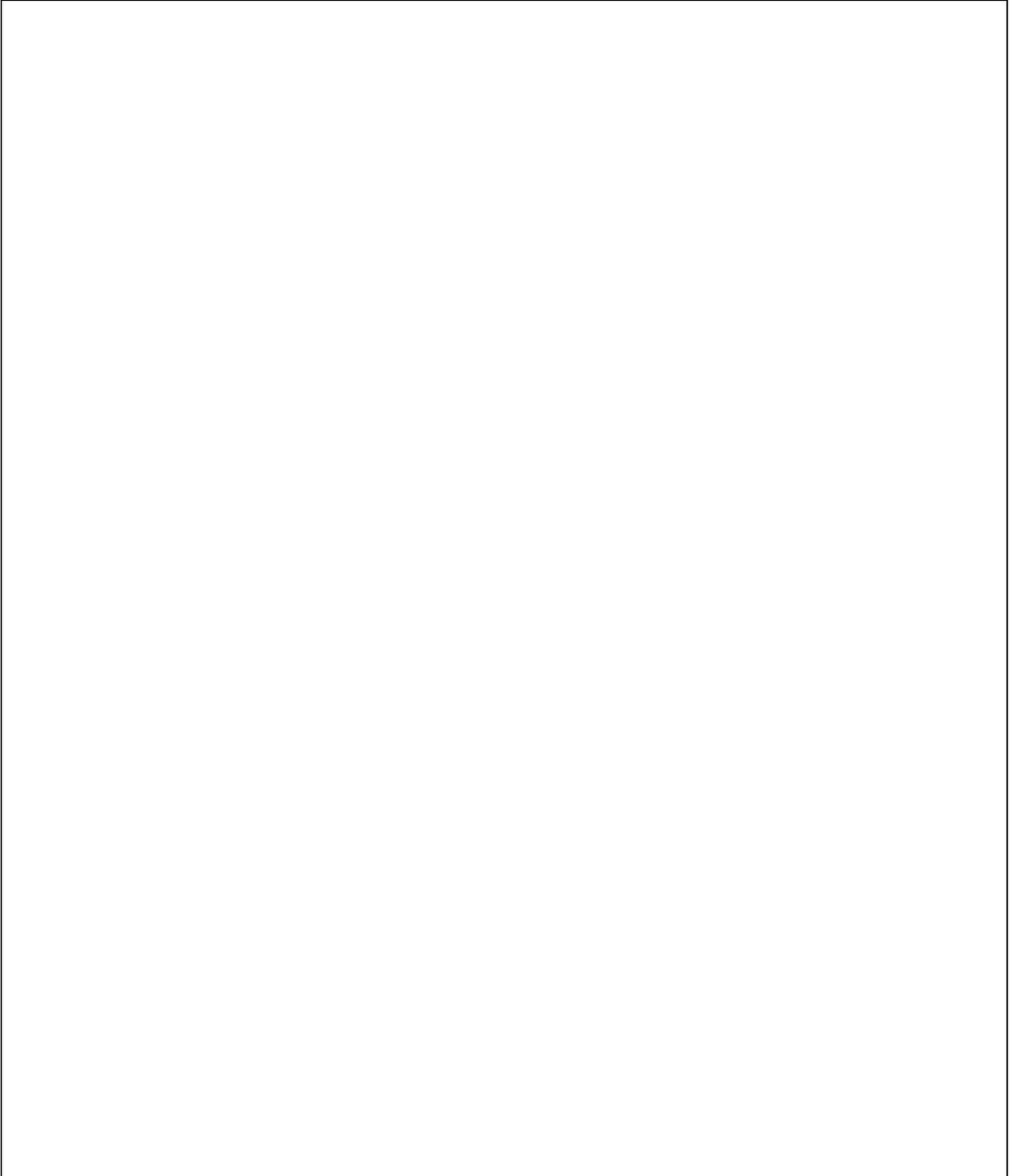
Your thoughts

Use this section to note down your thoughts on key questions during the module.

What are you going to change that will help you become more resilient and be able to manage stress more effectively?

Notes

Use this section to note down anything else that occurs to you during or after the webinar.

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Thank you, you are now ready to move onto module 5.

Module 5:

Building agility: team



“If you want to know why your people are not performing well, step up to the mirror and take a peek.”

Ken Blanchard

Your thoughts

Consider your team and how you work together

What works well, and what could be better?

What have you recently learned about your team that you did not know before?

Your thoughts: 7 great things

Seven great things managers do to support their employees:

1. Encourage them to be their own leaders
2. Motivate and inspire them
3. Be available at all times
4. Know their strengths
5. Be humble
6. Listen
7. Give feedback to help them grow

Looking at these attributes, where would you like to focus to be even more supportive?

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Activity: GROW model



A good way of thinking about the GROW Model is to think about how you'd plan a journey. First, you decide where you are going (the goal) and establish where you currently are (your current reality). You then explore various routes (the options) to your destination. In the final step, establishing the will, you ensure that you're committed to making the journey, and are prepared for the obstacles that you could meet on the way.

When leaders coach their team members, or act as mentors to them, this may or may not apply. On one hand, it's more powerful for people to draw conclusions for themselves, rather than having these conclusions thrust upon them. On the other hand, as a team leader, you'll often have expert knowledge to offer. Also, it's your job to guide team members to make decisions that are best for your organisation.

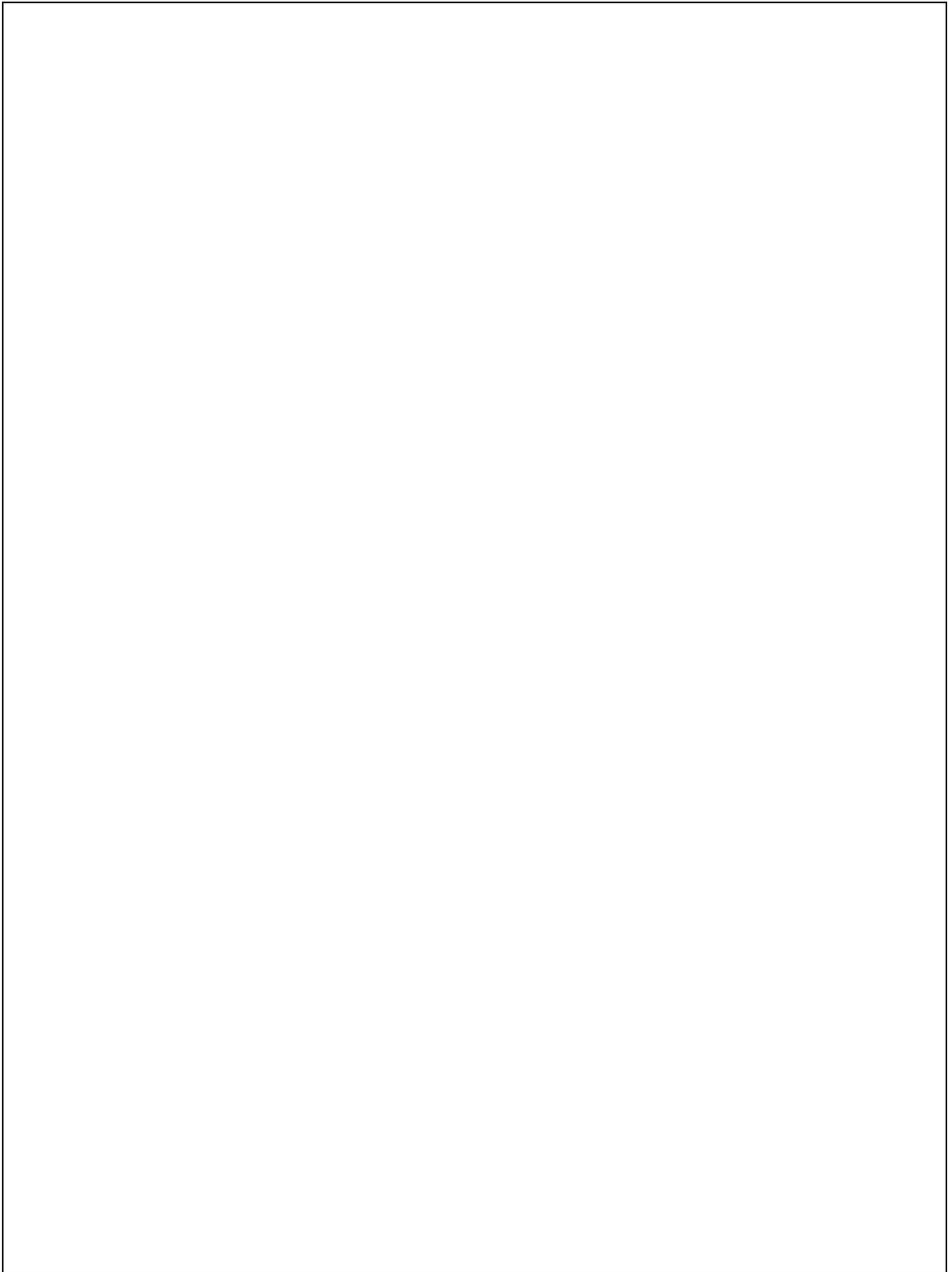
Case study activity

A member of your team is highly capable and usually very reliable; however, you've noticed a drop in performance, particularly in their day-to-day work. They are also more irritable with others, and sometimes withdrawn.

- Using GROW how are you going to help them?
- Which quadrant of the skill will matrix does this person sit?
- What do you need to do to support them and help improve performance?

Use the following page to reflect on these questions and/or apply GROW to apply to an actual issue that you have in your business. Write down some questions you can use as prompts for future coaching questions.

Activity: GROW model

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Your thoughts

Use this template to note down your thoughts on these questions about delegation

What do you find easy to delegate and why?

What is more difficult to delegate and why?

To deliver more services, what do you need to be able to effectively delegate?

Activity: Delegation

Delegation becomes increasingly important as we must do more for less, especially in the current climate. However, it is something that we generally find difficult to do – letting go. Yet we simply cannot do everything and delegating effectively can be highly motivating and get the best from people. Too often we are the barrier to progress.

To understand your own approach to delegation, it can be helpful to explore any beliefs you might have about delegating before we look at effective behaviours and a framework for delegation.



9 steps to effective delegation:

1. Define the task: what is it that needs to be done/achieved
2. Select the individual or team: based on their skill, will and development
3. Assess ability and training needs
4. Explain the reasons: why it is important to undertake the activity; how it fits in
5. Be clear about what you want: what does success look like?
6. Outline the resources needed: what will be required to enable success?
7. Agree deadlines
8. Support and communicate, agree what this looks like and stick to it
9. Feedback on results: regularly and in a way, that is pre-agreed

Activity: Delegation

Use this template to note down your responses to these questions about delegation

What are the jobs only you can do?
What are the jobs that you can do but others can help?
What are the jobs that others can do and you can help?
What are the jobs that others can do?

Activity: Delegation

Delegation in practice - Identify a task that you must delegate to help facilitate effective service delivery; go through the 9 steps

Your thoughts

Use this section to note down your thoughts on key questions during the module

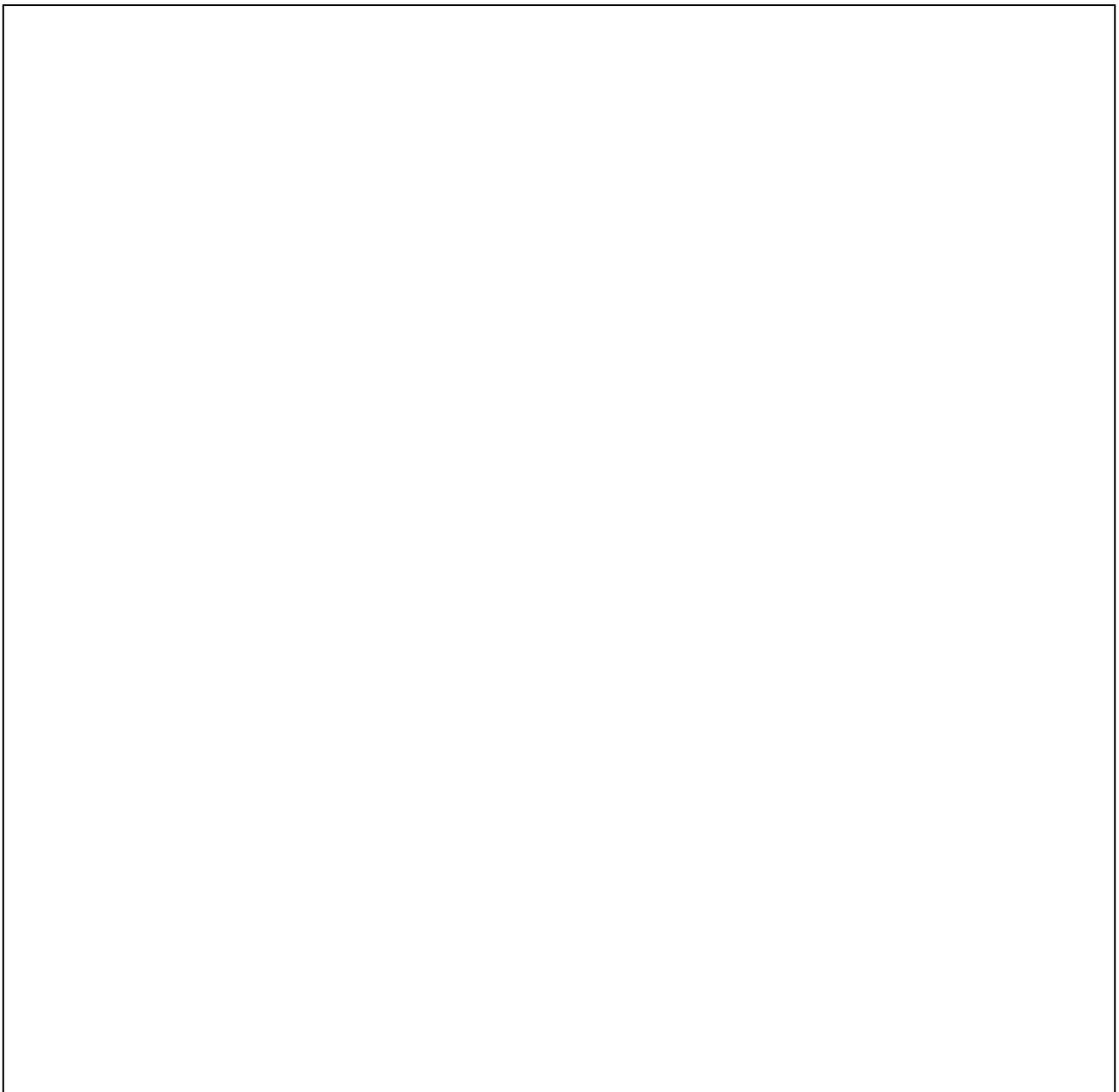
What do you see are the benefits of effective teamwork?

Activity: teamwork

Tips to create great teamwork:

- Set specific goals for the team
- On-board new team members carefully
- Nip toxic behaviour in the bud
- Don't be afraid of different viewpoints
- Set aside time
- Address the past and move on
- Look beyond your own bias
- Deal with process not content

Identify one thing that you would like to do to improve teamwork in your pharmacy and put a plan in place to implement.



Ready to move on? Here's module 6.

Module 6: Recover



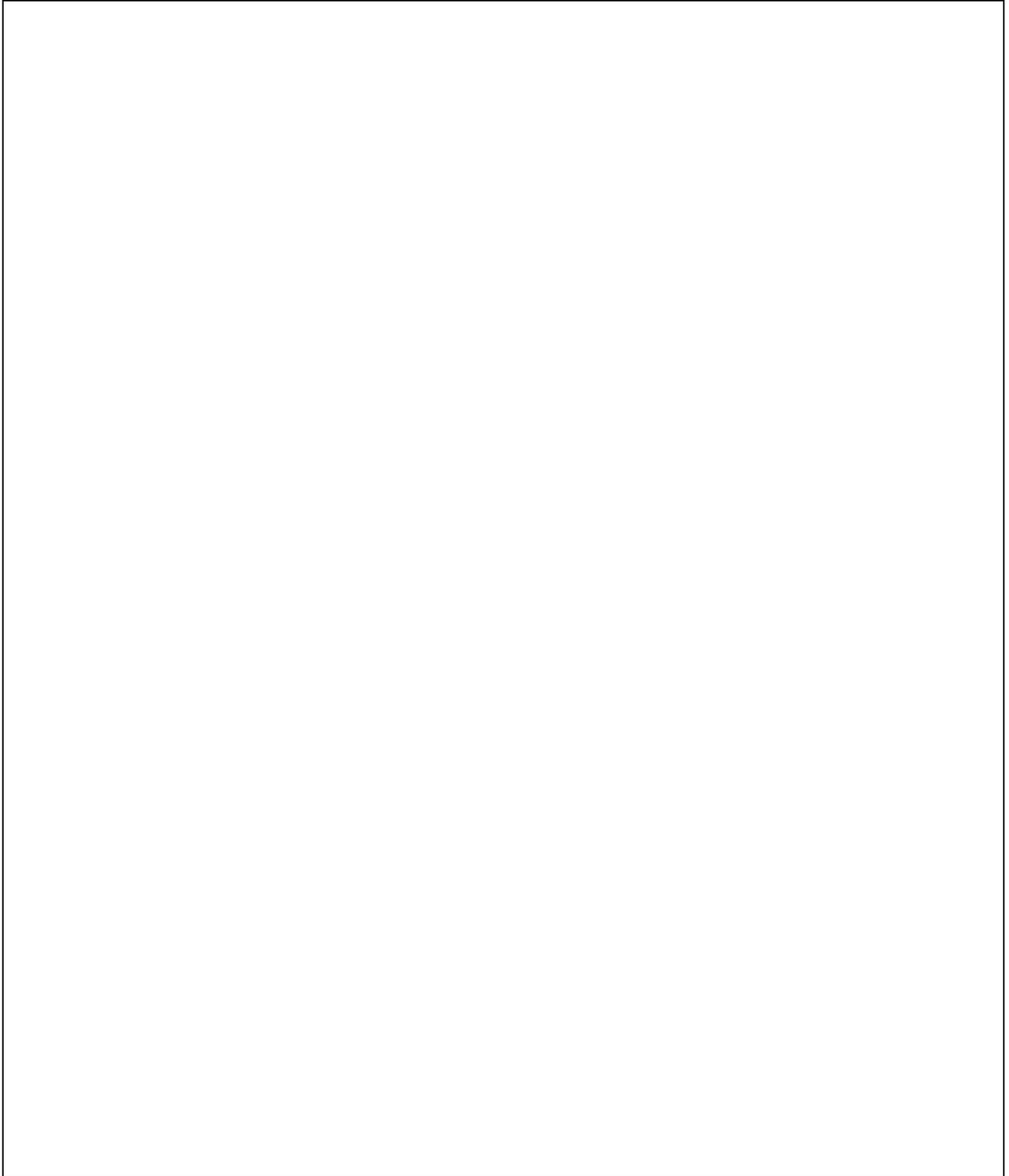
“The world as we have created it is a process of our thinking. It cannot be changed without changing our thinking”

Albert Einstein

Activity: Impact reflections

Spend some dedicated time with your team to explore how COVID-19 has impacted on how your patients use your pharmacy. Look back at your SWOT analysis from module 2 with a focus on the opportunities, but also where you have weaknesses which provide opportunities for others.

What is in your control to make it better?

A large, empty rectangular box with a thin black border, intended for writing reflections on the impact of COVID-19 on pharmacy usage and opportunities for improvement.

Your thoughts

Reflect on these key questions in relation to building a sustainable professional business.

What has stepping back from your business and looking at it, told you so far?

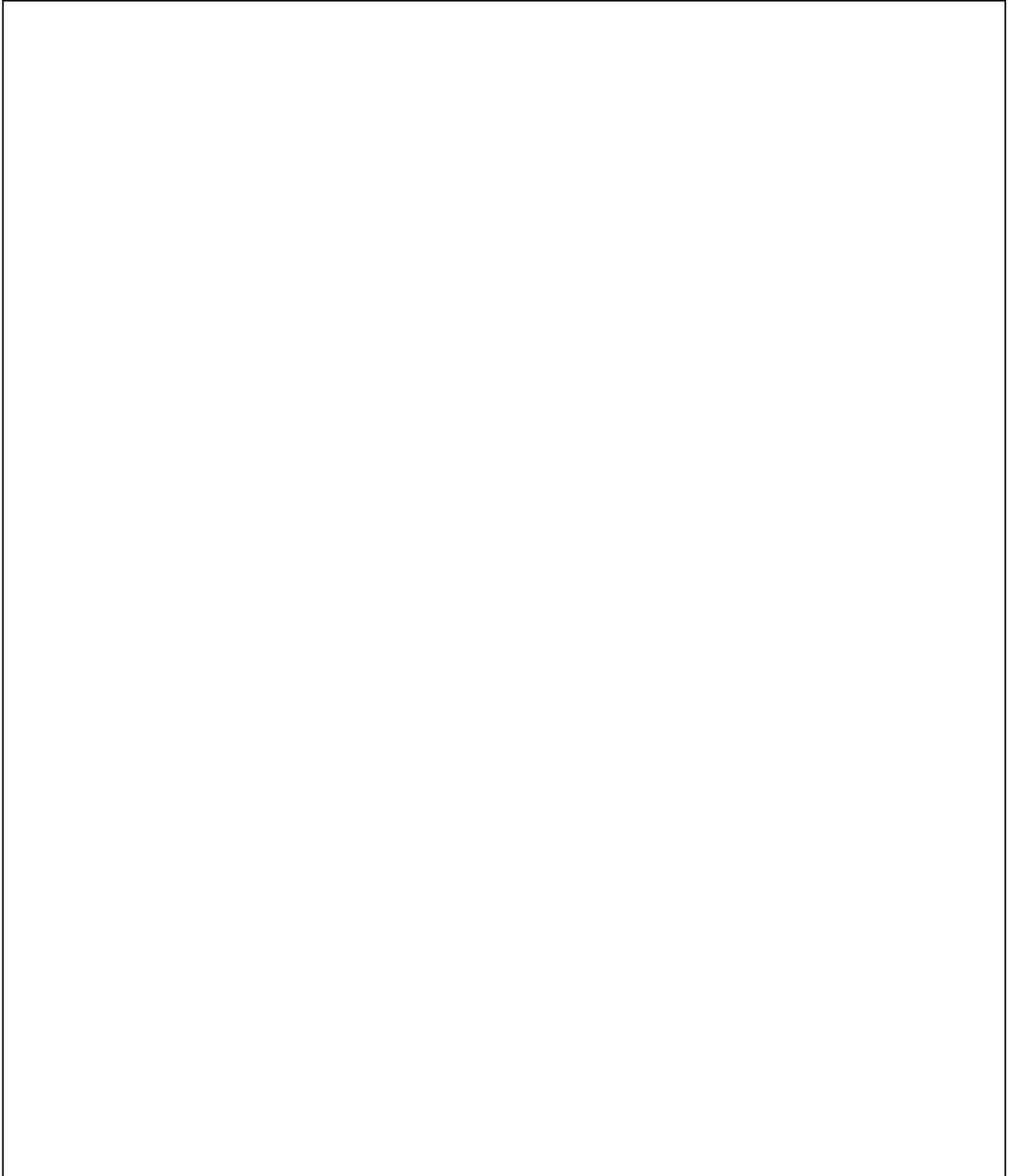
What is one big insight that you've had?

What 3 things are critical to your business right now?

Activity: NHS service delivery

Review your performance on your NHS services

- Identify what you need to do to increase performance
- Refer back to the work done so far and remind yourself of your priorities and focus
- Engage your team

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Activity: OTC business

- Review how you track your OTC business:
 - by category
 - by average transaction value
- What is your goal for the OTC business?
- What would enable you to achieve your goal?
- Engage and develop your team

Activity: Private services

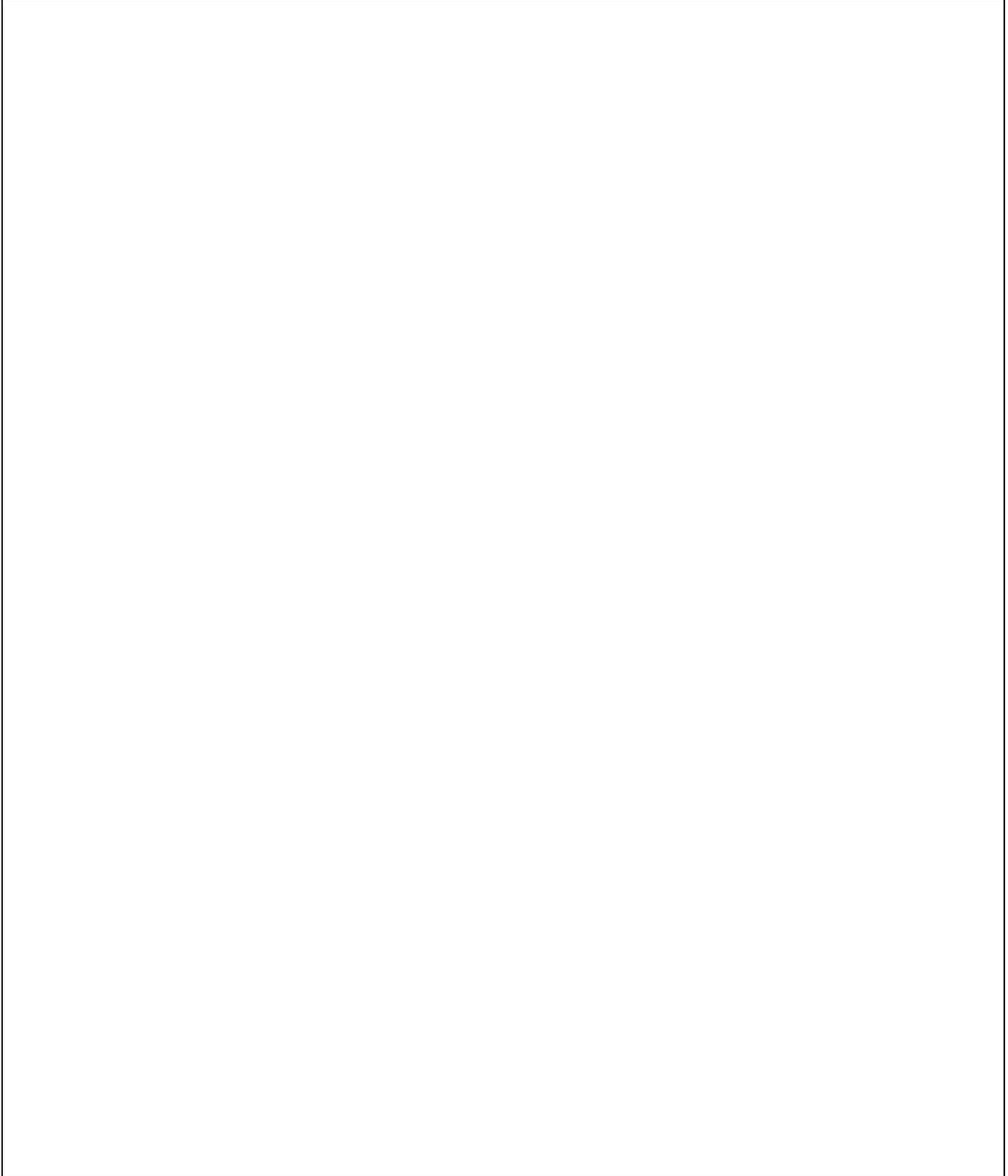
Review the outcomes of your Ansoff matrix work from module 3

- Research
- Prioritise
- Try
- Promote
- Fail fast

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Activity: Digital enabling

- Consider how telephone and video consultations could work for you
- Review whether your current PMR system is the one for your future pharmacy
- Explore automation options to see if you can improve productivity and service levels
- Plan how you can utilise digital media to connect with your community - website, Facebook etc

A large, empty rectangular box with a thin black border, occupying the lower two-thirds of the page. It is intended for the user to take notes or plan their digital enabling strategy based on the activity prompts.

Activity: Environment

Take a critical look at your pharmacy from the outside in. Develop an action plan specific to each area of your premises and how you present what you do:

- Your fascia and windows
- Your lighting
- Your flooring
- Your merchandise and how it is merchandised
- Your consultation room
- Your team

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Module 7: Engagement

“Rapport is an unconscious bond that happens when people interact with each other. Most of us are unaware of it and just happens naturally.”

Anon

Activity: Customer experience

Review your performance against the key criteria that create excellent customer experience

- Engage your team - post it notes can work well to map the journeys
- Identify the customer 'pain points'
- Define what you need to do to improve performance and reduce 'pain' for your customer
- Develop a plan and implement it

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Your thoughts

Reflect on these key questions in relation to utilising technology.

How well are you currently utilising your existing technology to improve customer experience?

What can you do now to improve that?

What will you prioritise as your next steps?

Activity: Utilising technology

Review how well you are using your existing technology

- Decide what you could use better
- Identify what you have not got that could help improve both efficiency and customer experience
- Research your options well
- Make a plan and implement it

A large, empty rectangular box with a thin black border, occupying the lower two-thirds of the page. It is intended for the user to write their notes, research findings, or implementation plan based on the activity instructions.

Your thoughts

Reflect on these key questions in relation to marketing.

What does this tell you about how well you market what you do?

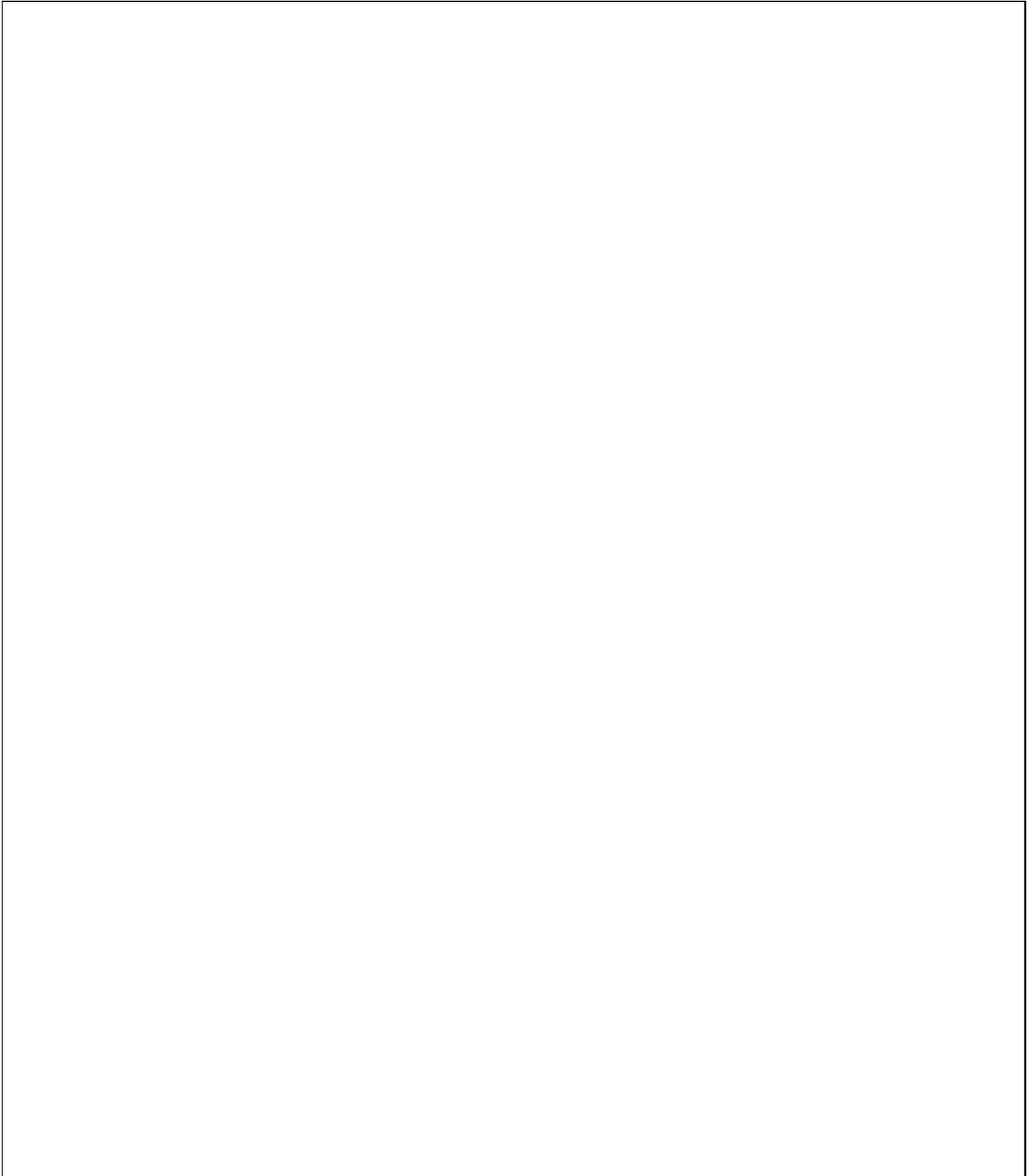
What can you do now to improve that?

What will you prioritise as your next steps?

Activity: Marketing

Reflect on what you have learned about marketing in this module then:

- Gain a deeper understanding through further reading
- Identify your gaps in knowledge and capability
- Complete your market research aligned to your core purpose and business goals (module 2)
- Have a go at developing a marketing plan
- Seek help from an expert if required

A large, empty rectangular box with a thin black border, occupying the lower two-thirds of the page. It is intended for the student to write their reflections on the marketing module.

Your thoughts

Reflect on these key questions in relation to promoting your business.

Which channels do you currently employ to promote your business?

What can you do now to improve that?

What will you prioritise as your next steps?

Stakeholder analysis

Who is important in making your service a success?

The purpose of this stakeholder analysis is to inform you who should contribute to the project, where barriers might be, and the actions that need to be taken before you start.

Stakeholder				
What is their interest or requirement or how are they affected?				
What you need them to do				
Perceived attitudes and/or risks - are they likely to be positive, ambivalent or negative?				
Actions to take including who would be best to engage with the stakeholder?				

Self-awareness

Questionnaire

Circle the answer which best applies to you (be honest; this is your self-awareness).

1. A colleague has a less than positive interaction with a customer; it's not a safety issue but they could have handled it better in your opinion. Would you:
 - a. Accept that this is what they do and it's not really that significant an issue (no harm was done), whilst quietly being bothered
 - b. Immediately correct them (in public) about the interaction telling them that this is not how we do customer service
 - c. Ask the individual how they felt the interaction went (in private) and what could have gone better?

2. You are a customer in a pharmacy waiting to be served. You have been waiting a while, have an appointment and can see that you are next in line but someone steps ahead of you and the Healthcare Assistant deals with them first. Do you:
 - a. Let the person go ahead of you as you don't want to make a fuss and it'll take more time to interrupt and sort them out
 - b. Tell the person who has queue jumped that you were ahead of them and must go to the back
 - c. Indicate to the person that there is a queue and you are in line, pointing out where it begins

3. You are having a conversation with a GP about an item they have prescribed, and you know it is not the best option for the patient. The GP stands their ground. Do you:
 - a. Let it go – the GP is the prescriber and are taking ultimate responsibility for the prescription
 - b. Tell the GP that you don't agree and are responsible for dispensing the item and unless it is corrected you will not dispense it
 - c. Explain that in your professional opinion the prescription needs to be changed outlining the reasons why

4. A member of the pharmacy team is having a negative impact on their colleagues. Would you:
 - a. Chat about the behaviour with your colleagues but otherwise ignore
 - b. Take the individual to one side and tell them their behaviour is unacceptable and that they have to change
 - c. Ask to speak to the individual, explain the behaviour that you have noticed and invite them to tell you why this is happening

5. You suspect someone is annoyed with you about something, but you don't know why. Would you:
 - a. Pretend you are unaware of their anger and ignore it, hoping it will correct itself? You might even be extra nice to them
 - b. Get even with the person somehow; you've done nothing wrong!
 - c. Ask the person if they are angry, then try to be understanding to resolve

Self-awareness score interpretation

In general, there are three broad styles of interpersonal behaviour. These are passive, aggressive and assertive.

The 'a' choices in the quiz are representative of a passive style; the more 'a' choices you made the more likely you are to be passive.

The 'b' choices are representative of an aggressive style; the more 'b' choices you made the more likely you are to be aggressive in your interpersonal behaviour.

The 'c' choices in the quiz are representative of an assertive style; more of these indicate you are more likely to be assertive and neither passive nor aggressive.

PASSIVE



Compliant, submissive, talks little, vague non-committal communication, puts self down, praises others

'I don't mind... that's fine... yes, alright'

ASSERTIVE



Actions and expressions fit with words spoken, firm but polite and clear messages, respectful of self and others

'That's a good idea, and how about if we did this too...' or 'I can see that, but I'd really like'

AGGRESSIVE



Sarcastic, harsh, always right, superior, know it all, interrupts, talks over others, critical put-downs, patronising, disrespectful

'This is what we're doing, if you don't like it tough'

What do you think it tells you about yourself and how others see you?

Activity

Where would you position yourself on the triangle?

Consider different situations and relationships such as how you are at work with people that work for you, and how you are with people who work above you? How do you engage with your friends and your family members



What do you need to do to exhibit more assertive type behaviour?

Influencing others tips

Influence is an extraordinary asset in the professional world and will make all the difference when working with stakeholders.

- 1. Build trust with others** Influence is most often and most easily carried through trust. The easiest way to do that is to be open and honest, no matter what. State your opinions, disclose your apprehensions, and don't keep secrets; people will know when you are holding back.
- 2. Cultivate reliability through consistency** If you execute your tasks effectively and on time, day after day, eventually people will come to rely on you. Do what you say you are going to do and demonstrate that you will deliver, always.
- 3. Be assertive, not aggressive** Being assertive is the way to get your ideas noticed, especially when you're competing with others for visibility, such as in a meeting. Present your thoughts and ideas with a high degree of confidence, indicating your convictions. Take care when you're unfamiliar with your audience or if you're presenting your thoughts on an area outside of your expertise.
- 4. Be flexible** Work actively to show your flexibility while holding firm on your beliefs. Negotiations and compromises are often the best ways to do this. Stay rigid in your beliefs when someone contradicts you, but work with them to find a mutually acceptable solution. When people believe you to be flexible, they'll be more likely to listen to you and will respect you for being true to yourself.
- 5. Be personal** A little personality goes a long way, especially when you're trying to build influence with a new group of people. Personal working relationships are important for cultivating a sense of team, and if people see you as another person on the team, they'll be more receptive when you disclose your ideas or opinions. The key here is to seem imperfect, approachable, and human.
- 6. Focus on actions rather than argument** Trying to build influence through words is generally ineffective; you need to speak through your actions, or at the very least have the actions and history to back up whatever it is you're saying. Past performance of delivery will make you more credible when talking about ideas for the future. Show instead of tell, demonstrating your ideas through real examples.
- 7. Listen to others** The more you believe in the people around you and incorporate their ideas, the more they'll believe in your ideas and incorporate them into their work habits. Listen to everyone's opinion, and encourage people to speak up, especially if they don't often voice their opinions. Take time to respect and acknowledge everybody's opinion, and let people know that you value them. This creates an atmosphere of mutual trust, mutual respect, and mutual teamwork.

Your goal is to become more respected within the group you are working with, not to increase the likelihood of getting others to do your bidding or browbeat them into agreement.

“The key to successful leadership today is influence, not authority.”

Kenneth Blanchard

Your thoughts

Consider a situation where you have conflict or been in conflict.

What could you do differently to resolve?

Why is managing conflict important to you in your role?

What could you do to achieve better outcomes when managing a conflict?

Working with PCNs, GPs and others tips

- 1. Research** Find out as much as you can about the PCN you operate in by engaging with your PCN Pharmacy Lead, the Local Pharmaceutical Committee (LPC) and Local Professional Network (LPN) Chair.
- 2. Work together** Arrange to meet the other pharmacies in the PCN area so you can establish who knows what and how you might work together; start to further build relationships. Agree who will lead on engaging with the PCN as the PCN will not want to meet with everyone individually; think collaboration rather than competition.
- 3. Collaborate with practices** Get to know your practices and who is involved in the PCN, who the Clinical Director is and where they work. Find out as much as you can about the practice and who else is involved. Make appointments to find out more about the way the practices operate and who the key players are and the best time to meet. Find out what their priorities are. Consider engaging with the GP Federation if operating in your area.
- 4. Empathise with practices** Put yourself in their shoes and consider what they are likely to want from you. Consider which questions you need to ask to better understand what they need, as individual practitioners and collectively as the PCN. What are the topics of common need? e.g. waste medicines, reducing unplanned hospital admissions, patient referral pathways, patient safety, managing minor illness and the Community Pharmacist Consultation Service, repeat dispensing, NMS referral, communication around hospital discharge...
- 5. Communicate** Help the practices know who you are – regular pharmacists including locums and the pharmacy team, across the whole PCN area. Names, role and contact numbers all help. Consider a ‘who’s who’ faces leaflet to put a face to the name and a two-way ‘walk in my shoes’ initiative
- 6. Target** Find out who can help you - the Clinical Pharmacists from the PCN/Practice are often able to facilitate an introduction for you, so find out who they are and what they are currently working on with the practice. They will be key people to work with and so invite them to your pharmacy and meetings with other pharmacies in the locality.
- 7. Expand your focus** Remember that support for your role will come from a wide range of individuals, so don't limit your attention to the doctors. Make links with other practitioners including dentists, optometrists, nurses, physiotherapists, physician associates, etc. Work with the pharmaceutical industry representatives to see what they know. They may be working with the PCN and/or GP Federation; ask if you could attend events they are running.
- 8. Plan ahead** Before meetings, consider what it is you want to communicate; setting an objective for each interaction will ensure you take the relationship forward in realistic steps.
- 9. Be personable** None of this will work unless you meet face to face; take the time to interact personally as frequently as you can. If you find it difficult to visit the practice during the working day, think creatively! Bring the PCN to you! Hold an open evening at your pharmacy or invite the lead PCN members to drop in and meet you and the team. Invite other pharmacies along or rotate meetings in other pharmacies.
- 10. Self-promote** Look for opportunities to demonstrate your clinical competence and expertise. This will build confidence, trust and add value.
- 11. Review and develop** Review how the relationship is going on a regular basis and ask for feedback.

“If you want to go fast, go alone.
If you want to go far, go together.”

African Proverb

LISTENING POEM

When I ask you to listen to me and you start giving me advice, you have not done what I asked. When I ask you to listen to me and you begin to tell me why I shouldn't feel that way, you are trampling on my feelings. When I ask you to listen to me and you feel you have to do something to solve my problem you have failed me, strange as that may seem. Listen! All I asked was that you listen.... not talk or do. Just hear me. When you do something for me that I can and need to do for myself. You contribute to my fear and inadequacy. But when you accept as a simple fact that I do feel what I feel, no matter how irrational, then I can quit trying to convince you and get about the business of understanding what's behind this irrational feeling. And when that's clear, the answers are obvious and I don't need advice. Irrational feelings make sense when we understand what's behind them. So please listen and hear me. And if you want to talk, wait a minute for your turn, and I'll listen to you.

Extracts from a poem by Ralph Roughton M.D.

Action plan

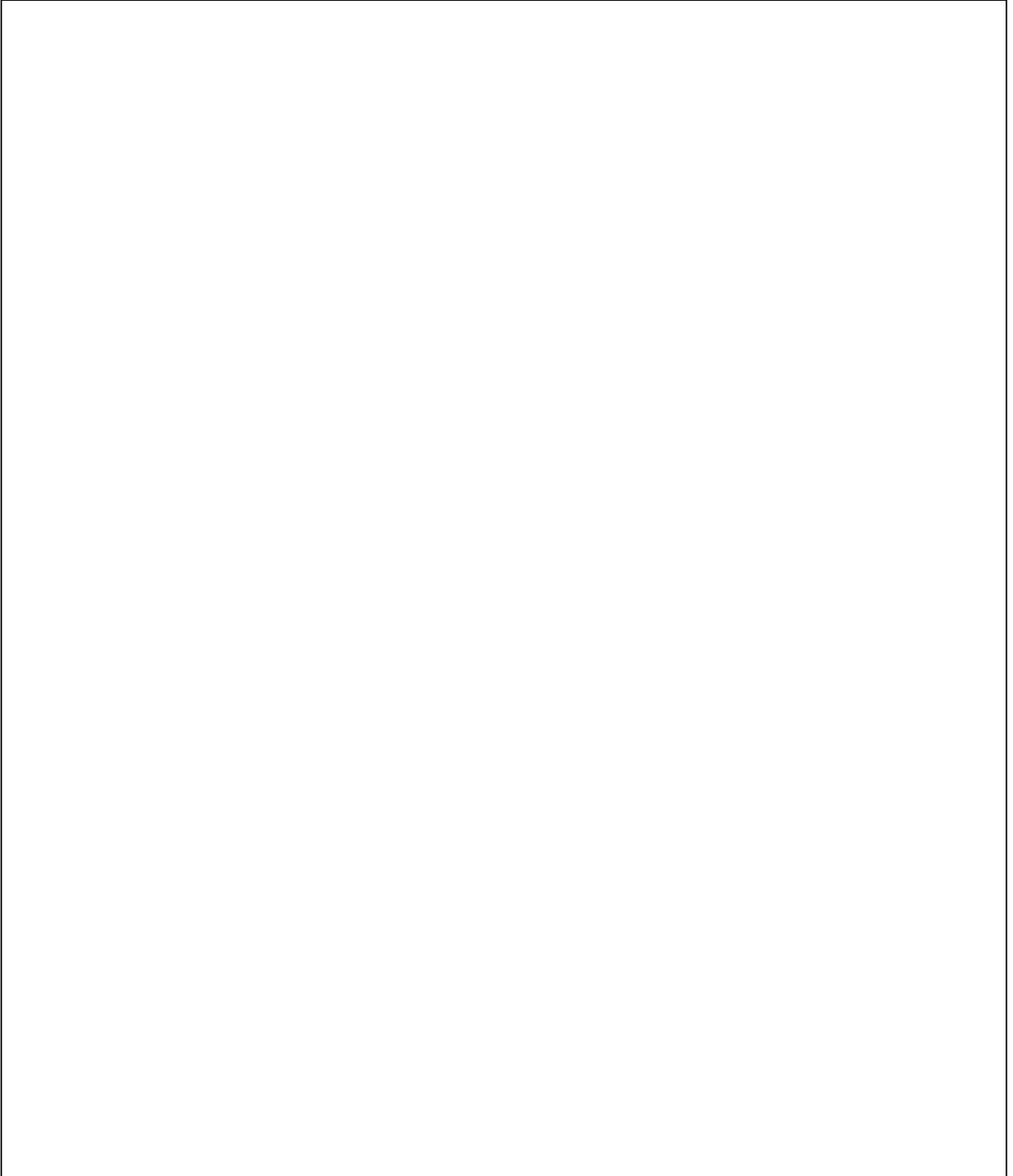
Critical Success Factor	SMARTER objective: what needs to be done?	By when	By whom	Done

Continued...

Critical Success Factor	SMARTER objective: what needs to be done?	By when	By whom	Done

Notes

Use this section to note down anything else that occurs to you.

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Explore further

Throughout the programme we have referred to various useful links, videos and further reading; well here they are, and more, in one place.

Videos to watch

- Start with Why - Simon Sinek's TED talk: www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action?
- Empathy in leadership - Simon Sinek talk: www.youtube.com/watch?v=IJyNoJCAuzA

Recommended reading

- Who moved my Cheese – Spencer Johnson
- Start with Why - Simon Sinek
- Surrounded by Idiots – Thomas Erikson
- SPIN Selling: Neil Rackham
- Stephen Covey - Seven Habits of Highly Effective People
- Dale Carnegie - How to Win Friends and Influence People
- Steve Peters - The Chimp Paradox
- Pharmacy Marketing Formulary – Gavin Birchall (<https://dosepublishing.uk/>)

Useful links

- Velresco Group – vFlow: www.vflow.org/
- BD Rowa: www.bd.com/en-uk/
- Pharmacy TV: <https://9ways.tv/pharmacy/>
- Leanstack – Lean Canvas: <https://leanstack.com/leancanvas>
- Wardley Wellbeing Hub: <https://pharmacistsupport.org/how-we-can-help/wardley-wellbeing-hub/>
- NHS Leadership Academy: <https://nhsx.uk/register>
- NPA Business continuity guidance: www.npa.co.uk/information-and-guidance/continuity-pharmacy-services-plan-26th-march-2020/

