

# The use of VdT MoCA in staff management and supervision



**MALGORZATA ZYWICKA-ROSPOND**

# Objectives



- Relationship between management, leadership and occupational therapy
- Similarities between principles of the VdT MoCA and Transformational leadership
- Case studies (poor performance and excellent performance)
- References in relation to leadership and OT
- Reflection

# Management



- Management is concerned with the achievement of plans through **tasks** and **process**
- Management involves **planning, organising, directing** and **controlling** the activities of employees to accomplish the stated goals of the organisation

(Booth, 2008)

# Leadership



- Leadership – aligning people and gaining their commitment to the vision and direction of the service (Booth, 2008)
- The transformational leadership leader is able to motivate staff to optimal performance by **recognising and engaging with followers as individuals**, drawing on their **strengths** and **developing** areas of **weakness** (Stewart, 2007)

# Occupational therapist as transformational leader



| Occupational Therapist                                                                                                                                    | Transformational leader |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| <p>(therapeutic) relationship</p> <p>Enabling to do to achieve potential</p> <p>Participate in occupations that are meaningful</p> <p>(Stewart, 2007)</p> |                         |

# VdT MoCA and Leadership



**The person is presented with the opportunity to re-establish in himself the pattern leading to creative ability**

**Structuring Situations**



**The desired creative response**



**The opportunity to confirm and stabilise a growing creative ability  
(Du Toit, 2009)**

**Creative ability**



**Creative response**



**Creative act**

# Vdt MoCA (in relation to leadership)



Ability to measure **motivation** and **action**

Motivation and action is interdependent and relate to one another in a constant fashion

(Du Toit, 2009)

# VdT MoCA (in relation to leadership)c.d.



## Stages of Volitional Growth Being-In-Becoming

Positive Tone

Self Differentiation

Self Presentation

Participation:

Passive

Imitative

Active

Competitive

Contribution

Competitive Contribution

## Stages of Activity Participation Doing-In-Becoming

Pre-destructive Action

Destructive Action

Incidental Creative Action

Explorative Action

Participative Action:

Passive

Imitative

Originative

Product Centred

Contributive Action

Competitive – Contributive Action

(Du Toit, 2009)

# Stages of Psychological Development v. Leader role



| Participation            | <b>Task completed according to norms and demands</b><br><br><b>Social Interaction (One-in-a group equality level, compliance of subordination and co-operation)</b>                                               | <b>Turns up to work and completes basic duties as required</b><br><br><b>Able to be part of the team</b>                                    |
|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| Contribution             | Accepts structure and norms applicable to unpredictable situations<br><br>Committed to a task or responsibility<br><br>Original thinking and doing<br><br>Voluntarily subject himself to the leadership of others | Can adjust own performance, responsive to circumstances<br><br>Able to perform under minimal supervision<br><br>Initiative<br><br>Proactive |
| Competitive Contribution | Determination to act in spite of competition or resistance from people and circumstances<br><br>Assumes responsibility for himself or others                                                                      | Always reliable and excellent performer<br>Takes initiative<br>Put himself forward to lead on projects                                      |

# Stages of Activity Participation v. Leader role



## Active Participation

Aims associated with work performance

Motivation – the person needs to be motivated

Stimulation of infusion of initiative and original thought and action

Established consistency, loyalty and perceptivity

A maximum level of effort in interpersonal, social and work situations

## Competitive Participation

To attain the highest level of work competence

Stimulation of contributive motivation

Positive channelisation of competitive motivation

Stimulation of original thought

Extensive initiative

Responsible behaviour in the interpersonal situations

Stimulate decision making

Establish personal values

Acceptance of the limitations

# Case study 1



## Before (Passive Participation)

Task not always completed according to norms and demands

Conduct issues (abuse of mobile phone)

Performance issues (failure in basic duties such as )

Non compliance with subordination (sickness record, unauthorised absence)

## After (Active Participation)

Accepts structure and norms (supervision still needed)

Committed to individual task and/or responsibility (carrying on project on the ward)

Regular bi-weekly supervision

Procedures in place to record attendance and time use

# Case study 2



## Before ( Contribution)

Accepts structure and norms applicable to unpredictable situations (can make decisions to adapt to the circumstances)

Committed to a task or responsibility (leading on projects e.g. Social gathering)

Original thinking and doing (new initiatives e.g. New groups, trips, events)

Voluntarily subject himself to the leadership of others (leading on hospital wide projects, e.g. Hospital Party)

## After (Competitive Contribution)

Determination to act in spite of competition or resistance from people or circumstances (excellent performance; leading TI group; being pro active; can do attitude; innovations)

Assumes responsibility for himself or others (Being representative for staff forum for OT department; Recovery road shows; supporting patients in staff interview)

# References in regards to leadership and OT



- Bannigan, K. (2005) Your turn to take the lead? *British Journal of Occupational Therapy* 68(10), 437.
- Booth M (2008) Management. In: J Creek, L Lougher eds. *Occupational therapy and mental health*. 4<sup>th</sup> edition. Edinburgh: Churchill Livingstone Elsevier. 159-171.
- Brachtesende A (2006) Everyday leadership. *OT Practice*, 11(2), 9-13.
- College of Occupational Therapists (2012) *Occasional paper 1- Clinical leadership*. London:COT
- Corcoran, M. (2005) Leadership through scholarship in occupational therapy *American Journal of Occupational Therapy* 59(6), 607-608.
- Davidson, H.(2012) A leadership challenge for occupational therapy *British Journal of Occupational Therapy*, 75(8), 390-392.
- Duncan E, Bannigan K (2009) In a world of uncertainty, we need leaders not gurus. *British Journal of Occupational Therapy*, 72(10), 423
- Frost B (2009) Times are changing. *OTN: Occupational Therapy News*, 17(3), 43.
- Moyers, A.P. (2007) A legacy of leadership: Achieving our centennial vision *The American Journal of Occupational Therapy*, 61(6) 622-628.
- Reimer L (2000) Leadership: it's our future. *Canadian Journal of Occupational Therapy*, 67(3), 141-143.
- Reiss R (2000) *Leadership theories and their implications for occupational therapy practice and education*. AOTA Continuing Education Article. Bethesda, MD: American Occupational Therapy Association
- Rodegers, S. (2012) Leadership through an occupational lens: Celebrating our territory *Australian Occupational Therapy Journal* 59, 172-179.
- Stewart, LSP (2007) Pressure to lead: what can we learn from the theory? *British Journal of Occupational Therapy*, 70(6), 228-234.
- Townsend, E.A.; Polatajko, J.; Craik, J.M.; von Zweck, C.M. (2011) Introducing the leadership in enabling occupation (LEO) Model *Canadian Journal of Occupational Therapy*, 78(4), 255-259.

# Reflection



- OTs are prepared to take leadership role
- There are similarities between OT core skills and Leadership theories
- VdT MoCA is a feasible tool to structure supervision and guide performance action plans
- Reference to supervision and management will be useful during undergraduate training

# References



- Casteleijn D, de Vos H (2007) *The Model of Creative Ability in vocational rehabilitation*. Work 29, 55-61
- De Witt, P. (2005) Creative ability: a model for psychosocial occupational therapy. In Crouch, R. and Alers, V. (Ed) *Occupational Therapy in Psychiatry and Mental health*. London: Whurr Publishers limited.
- Du Toit, V. (2009) *Patient Volition and Action in Occupational Therapy*. South Africa: The Vona and Marie du Toit Foundation.



THANK YOU