

# Supervision: Who, How, & Why Part 2

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## Disclaimer

- AAPM and state regulations have specific definitions of "supervision"
- Much of this talk are my personal experiences and opinions on topics related to staff supervision
- Please refer to appropriate documentation for specific supervision and task performance requirements for your work environment



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## Outline

- Introduction
- Who are we supervising?
- Remote supervision
- Supervision of trainees
- Supervision of non-technical staff
- Supervision of research staff
- Supervising vs. mentoring
- Final thoughts



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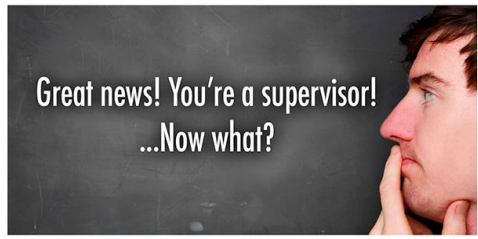
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## Congratulations!!!



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## Introduction

- 89% of managers believe employees leave for more money, while 88% of employees actually leave for reasons having to do with the job, the culture, the manager or the work environment. ("The 7 Hidden Reasons Employees Leave")
- 70% of the reasons employees leave their jobs are related to factors that are controllable by the direct supervisor. ("The 7 Hidden Reasons Employees Leave")
- The #1 reason employees leave jobs is a poor relationship with their immediate supervisor. (The Gallup Organization)
- 43% of workers report that they do not feel valued by their employers. (CareerBuilder.com)
- 71% of workers in the United States rate themselves as either "Not Engaged" or "Actively Disengaged." (The Gallup Organization)

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## Introduction

- Supervision of staff can be daunting, especially if you're new to it
  - It's like being a new parent - everyone has an opinion and they're all different
- Typically learn supervision through OJT
  - Maybe not most efficient or effective
  - Assumes/requires you had good model to follow
- You'll have to figure out what style works for you

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## Introduction

"The talented employee may join a company because of its charismatic leaders, its generous benefits, and its world-class training programs, but how long that employee stays and how productive he is while he is there is determined by his relationship with his immediate supervisor."

— [Marcus Buckingham, \*First, Break All the Rules: What the World's Greatest Managers Do Differently\*](#)



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## Introduction

Texas Board of Licensure for Professional Medical Physicists: Guidance for the Supervision of Temporary Licensees ([http://www.dshs.state.tx.us/mp\\_guidance.shtm](http://www.dshs.state.tx.us/mp_guidance.shtm))

- "The role of the supervisor is akin to that of the master in an apprenticeship."
- "The supervisor must have a relationship with the TMP that allows the supervisor to observe the work of the TMP and to correct that work if necessary."
- "This teaching requires regular, high quality interactions between the supervisor and the TMP..."



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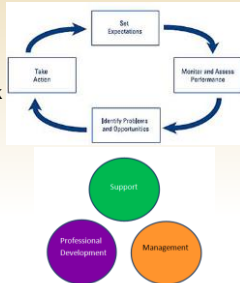
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## Introduction

- Supervision is an active ongoing relationship between you and your direct reports
  - It is not just your sitting back and telling your employees what to do
- It requires you to actively engage your reports and help them develop professionally and personally



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## Introduction

- This applies to all employees:
  - Boarded vs. non-boarded
  - Senior vs. junior
  - Clinical vs. research
  - Technical vs. non-technical
- Details of the relationships change, but not the foundation




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## Who are we supervising?

- Who you supervise will influence how you supervise them
  - People are different, you and your reports included
- Supervisors have different management styles
  - What works for one may not work for another
- Employees respond differently
  - What works on one may not work on another
- You may be supervising non-technical staff with different duties, backgrounds, education, expertise, ...




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## Where do you fit in the institution?

- Important to understand the department/institution structure and where you fit in it
- Who does physics report to?
  - Department chair (M.D.)
  - Administrator
  - ...
- Physicians may feel as though physics reports to them
  - Important to clearly define hierarchy of department and chain of command




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## Remote supervision of staff

- Coverage of remote sites can make supervision difficult as well as stress the cohesion and stability of the group
- Regular on-site and in-person supervision/interaction are important :
  - It keeps the supervisor knowledgeable of workflows and work environments
  - Allows for performance evaluation of staff members on a regular basis
  - Prevents isolation of the staff at these locations




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## Remote supervision of staff

### Workflows and environments

- We cover 4 sites with different hardware, software, etc.
  - No common workflow between any 2 locations
  - Not all staff at these sites are university employees
- Can't supervise what you don't know, understand, or see
  - Includes work environment
- Employee experience more than just technical work
  - Bad relationships at remote locations can positively or negatively impact your employees




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## Remote supervision of staff


### Evaluation of staff

- Remember this slide? →
- Implies close, active relationship
- Evaluations must be performed for the work environment in which they occur
- Provides info necessary for annual evaluations and ongoing credentialing

**Introduction**

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[http://www.dhs.state.tx.us/osp\\_audience.htm](http://www.dhs.state.tx.us/osp_audience.htm)

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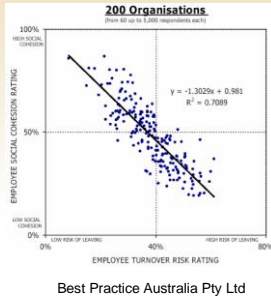
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## Remote supervision of staff

### Group cohesion and stability

- Employees are part of a team and need to know they contribute
- My own experiences support this




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## Supervision of trainees

- Residents, while trainees, frequently integrated into department staffing models and budgets
  - Creates expectation of clinical workload support to justify existence
  - Blurs line between traditional trainee/employee roles
- Requires clear delineation of tasks for training and those providing clinical workload support
- Responsibilities and experience levels of senior residents may not be that different from junior staff




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## Supervision of trainees

- Requires credentialing of clinical tasks by the task/rotation supervisor and director of physics
  - Requires physics director to be acutely aware of resident tasks
- Director of physics always ultimately responsible for resident (and all other supervised staff) work results
  - Program training plan should clearly define requirements for independent performance of tasks compliant with all regulatory and institutional requirements




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### Supervision of non-technical staff

- Not uncommon to supervise IT, therapists, front desk, ...
- Can pose unique challenges as we may not be completely familiar with their duties
  - Does not absolve us of responsibility for their work
  - Puts pressure on you to understand their work and how it fits into department operations
- Important to understand for fair, objective performance evaluations



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### Supervision of non-technical staff

- Should be competent in their own fields and should be treated as such
- Non-technical staff often provide services/support for multiple areas of department
  - Especially true for IT and administrative support staff
- Has the potential to distract you from traditional physics tasks



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### Supervision of research staff

- Department must understand and appreciate role of research staff
  - Getting harder in current era of fiscal viability
- Can present unique challenges balancing research and clinic support
  - Will differ between non-boarded/junior staff and boarded/senior staff



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## Supervision of research staff

- Extramural funding typically requires contractual commitments to research time
  - Do not provide full clinical FTE
- Important in staffing models for clinical support
  - Need to be careful that the department only counts the clinical portion of the researcher FTE toward your clinical staffing needs
  - Tempting for a department to save money hiring a research staff person with outside funding but counting a full FTE into your staffing model



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## Supervision of research staff

- Tempting to draft them into clinical work when workload increases
  - May be personally tempting to reduce your own load
- Need a structured work schedule for research staff to protect their time
  - Clinical emergencies will come up that will require their help even on research days (should be the exception not the norm)



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## Supervision of research staff

- Important that research staff get breadth and depth of clinical training
  - Provide safe and effective clinical service to patient
  - Sit for board exams
- May be difficult since they are not full time clinical staff
  - Because they are not in the regular clinical rotation, takes a concerted effort



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### Supervising vs. mentoring

- **Supervise** – to be in charge of; to watch and direct
- **Mentor** – to teach or give advice or guidance to (someone, such as a less experienced person)
- Mentor role expands beyond daily activities and tasks
  - Many times, supervisor has been down the career path employee is on
  - Need to look at developing employee's career and share your experiences




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### Supervising vs. mentoring

- Requires communication with employee on career goals
- Not all mentoring has to be done directly by supervisor
  - Can't be expert or experienced in all things
- Institution may have resources that employees can use




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### Supervising vs. mentoring

- Many of us are actively involved in professional organizations at various levels
- Opens up networking opportunities
  - We should take advantage of our contacts and involvement to assist our employees
  - Not always easy to get foot in the door




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## Final thoughts

- Give employees credit when due and hold them accountable when necessary
  - Praise in public, reprimand in private
- Listen to their input even if you decide to go another route
- Don't take advantage of them. Pull your weight and don't just give them the grunt work you don't like
- Maintain professional relationships: you are their boss first, not their friend



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## Final thoughts

- Do not micromanage them if not necessary
  - If it is necessary, you may have a problem
- Treat everyone fairly
  - Does not necessarily mean equally
- Hire good people, give them good training, and trust them to do their job



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