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INSTRUCTIONS:
Each participant will add one word or phrase in each box to finish the sentence "Leaders (are, can, have, say or think." Do not duplicate a word or phrase already in place.

Leaders

ADJECTIVES

ARE:	CAN:	HAVE:
SAY:	ACT:	THINK:

What makes a good leader?

TCHP: Building Leadership Skills
Presenter: Darlene Schwan, RN, BSN, PHN

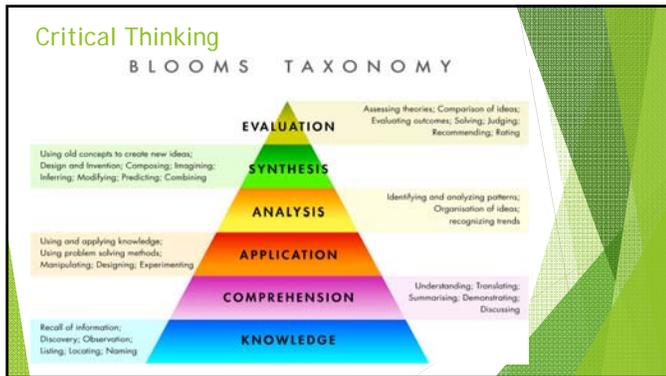
Objectives

▶ Define the Term "Leader"
▶ Identify the Core Responsibilities of a Leader
▶ Discuss Common Obstacles to Leadership Success
▶ Explore What Motivates People to Lead
▶ Understand Emotional Intelligence
▶ Analyze Conventional Leadership Styles

What makes a good leader?

▶ Webster Dictionary defines "Leader":
"The power or ability to influence, guide, and direct other people."

Core Responsibilities of the leader. . .

▶ **Coordination:** the process of organizing people or groups so that they work together properly and well.

Creative Thinking

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Critical Thinking

BLOOMS TAXONOMY

EVALUATION — Assessing theories; Comparison of ideas; Evaluating outcomes; Solving; Judging; Recommending; Rating

SYNTHESIS — Using old concepts to create new ideas; Design and Invention; Composing; Imagining; Inferring; Modifying; Predicting; Combining

ANALYSIS — Identifying and analyzing patterns; Organisation of ideas; recognizing trends

APPLICATION — Using and applying knowledge; Using problem solving methods; Manipulating; Designing; Experimenting

COMPREHENSION — Understanding; Translating; Summarising; Demonstrating; Discussing

KNOWLEDGE — Recall of information; Discovery; Observation; Listing; Locating; Naming

Coaching

The Coaching Process
- Utilize a positive approach
- Constant orientation and continuous learning (for both)
- Two-way Communication
- Listen more than talk
- Make a commitment to frank discussions about needs
- Invest in the employees success
- Desire and aspire to improvement

Increase in Productivity

23% Training Alone   88% Training + Coaching

Centre for Management and Organizational Effectiveness

Core Responsibilities of the leader. . .

- **Coordination:** the process of organizing people or groups so that they work together properly and well.
- **Orchestration:** an arrangement of events that attempts to achieve a maximum effect from many moving parts – *mapping out the workflow.*

Core Responsibilities of the leader. . .

- **Coordination:** the process of organizing people or groups so that they work together properly and well
- **Orchestration:** an arrangement of events that attempts to achieve a maximum effect from many moving parts – *mapping out the workflow*
- **Collaboration:** working with others to do a task and to achieve shared goals but *beyond* cooperation, something even greater is produced because of the strengths or talents of each contributor

Core Responsibilities of the leader. . .

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- **Orchestration:** an arrangement of events that attempts to achieve a maximum effect from many moving parts – *mapping out the workflow*
- **Collaboration:** working with others to do a task and to achieve shared goals but beyond cooperation, something even greater is produced because of the strengths or talents of each contributor
- **Communication:** the purposeful activity of information exchange between two or more participants in order to convey or receive the intended meanings through a shared language and set of mental models

"OH"

- Shock
- Pleasure
- Questioning
- Doubt
- Displeasure
- Detachment
- Resentment
- Anticipation
- Surprise
- As the letter in the alphabet between "n" and "p"

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A

walk in the

the park
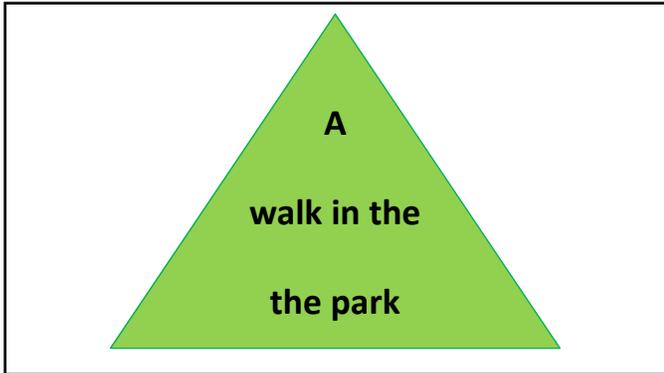
Answer all the following questions very quickly:

What color are the clouds?

What do cows drink?

Spell the word top.

What do you do at a green light?

Johnny's mother had three children

Penny, Nicholas and _____.

What Motivates Leadership

➤ The first and most basic prerequisite for leadership is the "desire" to lead.

➤ After all, becoming an effective leader takes hard work.

➤ If you're not prepared to work hard at developing your leadership skills or if, deep down, you're really not sure whether you want to lead or not, you'll struggle to become an effective leader.

➤ Are you motivated to lead?

  ➤ Take the quiz.

What motivates leadership?

▶ What makes you want to learn to lead or be a leader?

What motivates leadership?

▶ What makes you want to learn to lead or be a leader?

▶ Where do you see opportunities for leadership in your workplace?

What motivates leadership?

▶ What makes you want to learn to lead or be a leader?

▶ Where do you see opportunities for leadership in your workplace?

▶ What happens when there is a leadership vacuum, what are the consequences?

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What Motivational Strengths do you bring to the Core Responsibilities of Leadership?

Score	Comment
14 - 27	This implies a low motivation to lead
28 - 55	This implies some uncertainty over your motivation to lead
56 - 70	This implies a strong motivation to lead

Emotional Intelligence

▶ "Emotional intelligence" refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and our relationships.

-- Goleman "Working with Emotional Intelligence" 1998

Emotional Intelligence (EI) has Five Areas of Impact

1. Self Awareness
2. Self Regulation
3. Self Motivation
4. Social Awareness
5. Social Skills

Think of EI as the antidote for workplace drama!

---

1. Self Awareness

Self Awareness

▶ Emotional awareness: Recognizing one's emotions and their effects.
▶ Accurate self-assessment: Knowing one's strengths and limits.
▶ Self-confidence: Sureness about one's self-worth and capabilities.

---

1. Test Your Self Awareness

Self Awareness Quiz: *0 = never, 4 = always*

➢ My feelings are clear to me in any given moment
➢ My moods impact the people around me
➢ My moods are easily affected by external events
➢ I find it easy to describe my feelings
➢ I am able to stand apart from my thoughts and feelings and examine them

---

2. Self Regulation

Self Regulation

▶ Self-control: Managing disruptive emotions and impulses.
▶ Trustworthiness: Maintaining standards of honesty and integrity.
▶ Conscientiousness: Taking responsibility for personal performance.
▶ Adaptability: Flexibility in handling change.
▶ Innovativeness: Being comfortable with and open to novel ideas and new information.

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2. Test Your Self Regulation

Self Regulation Quiz: *0 = never, 4 = always*

- I accept responsibility for my reactions
- I am a very patient person
- I maintain my composure, even during stressful times
- I can restrain myself when I feel anger towards someone
- I direct my energy into creative activities

3. Self Motivation

Self Motivation

- Achievement drive: Striving to improve or meet a standard of excellence.
- Commitment: Aligning with the goals of the group or organization.
- Initiative: Readiness to act on opportunities
- Optimism: Persistence in pursuing goals despite obstacles and setbacks.

3. Test Your Self Motivation

Self Motivation Quiz: *0 = never, 4 = always*

- I know how to stay positive even when others want to complain
- I set my own standards, meet my own goals and don't need others to do that for me
- I can inspire the group to act when the occasion calls for it
- I challenge myself to learn and to grow personally and professionally
- I look for opportunities to use my strengths on the job and in managing my relationships

4. Social Awareness

Social Awareness

- Empathy: Sensing others' feelings and perspective, and taking an active interest in their concerns.
- Service orientation: Anticipating, recognizing, and meeting patients' needs.
- Developing others: Sensing what others need in order to develop, and bolster their abilities.
- Leveraging diversity: Cultivating opportunities through diverse people.
- Political awareness: Reading a group's emotional currents and power relationships.

4. Test Your Social Awareness

Social Awareness Quiz: *0 = never, 4 = always*

- I consider the impact of my decisions on other people
- I sense when a person's mood changes
- I am able to be supportive when giving bad news to others
- I usually know when to speak and when to be silent
- I understand when people's plans change unexpectedly

5. Social Skills

Social Skills

- Influence: Wielding effective tactics for persuasion.
- Communication: Sending clear and convincing messages.
- Leadership: Inspiring and guiding groups and people.
- Change catalyst: Initiating or managing change.
- Conflict management: Negotiating and resolving disagreements.
- Building bonds: Nurturing instrumental relationships.
- Collaboration and cooperation: Working with others toward shared goals.
- Team capabilities: Creating group synergy in pursuing collective goals.

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5. Test Your Social Skills

Social Skills Quiz: *0 = never, 4 = always*

➢ I am an influential person in the groups where I participate
➢ I am good at sending clear and convincing messages
➢ I am skillful in initiating or managing change
➢ I have learned to negotiate and resolve disagreements
➢ I am dependable, others know they can count on me

What Emotional Intelligence Strengths do you bring to the Core Responsibilities of Leadership?

Areas of Impact	Possible Score		
1. Self Awareness	0 through 15	16 through 18	19 or 20
2. Self Regulation	0 through 15	16 through 18	19 or 20
3. Self Motivation	0 through 15	16 through 18	19 or 20
4. Social Awareness	0 through 15	16 through 18	19 or 20
5. Social Skills	0 through 15	16 through 18	19 or 20

Measure your effectiveness in each area:
- 0 - 15 = An Area for Enrichment *(requires attention and development)*
- 16 - 18 = Effective Functioning *(consider strengthening here)*
- 19 - 20 = Enhanced Skills *(use as leverage to develop weaker areas)*

How Do You See Yourself Implementing These Leadership Skills?

✓ EMOTIONAL INTELLIGENCE

✓ MOTIVATION

✓ CORE RESPONSIBILITIES

Conventional Leadership Styles

▶ **The authoritative leader (AKA Autocratic)** mobilizes the team toward a common vision and focuses on end goals. If this style were summed up in one phrase, it would be "Come with me." This style allows managers to make decisions alone without the input of others. Managers possess total authority. No one challenges the decisions of autocratic leaders. This leadership style benefits employees who require close supervision. Creative employees who thrive in group functions detest this leadership style.

▶ **The participative leader (AKA Democratic)** builds consensus through participation. If this style were summed up in one phrase, it would be "What do you think?" The democratic style is most effective when the leader needs the team to buy into or have ownership of a decision, plan, or goal, or if he or she is uncertain and needs fresh ideas from qualified teammates. It is not the best choice in an emergency situation, when time is of the essence for another reason or when teammates are not informed enough to offer sufficient guidance to the leader.

▶ **A laissez-faire leader** lacks direct supervision of employees and fails to provide regular feedback to those under his supervision. Highly experienced and trained employees requiring little supervision fall under the laissez-faire leadership style. However, not all employees possess those characteristics. This leadership style hinders the production of employees needing supervision. The laissez-faire style produces no leadership or supervision efforts from managers, which can lead to poor production and lack of control.
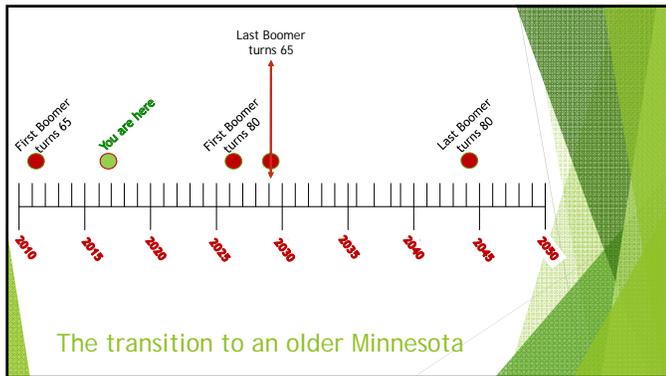

Demographics

▶ What demographics tell us about our consumers

▶ What demographics tell us about our work force

▶ How do demographics impact our leadership role

Change in older adults, age 65+
(in thousands)

1950s	60s	70s	80s	90s	2000s	10s	20s	30s	40s	2050s
85	55	71	67	47	91	285	335	97	66	56
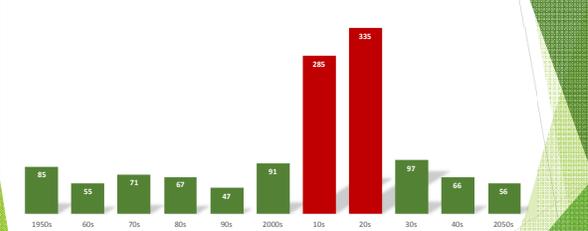
Source: U.S. Census Bureau, MN State Demographic Center

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The transition to an older Minnesota

First Boomer turns 65 · You are here · First Boomer turns 80 · Last Boomer turns 65 · Last Boomer turns 80

2010 2015 2020 2025 2030 2035 2040 2045 2050

What demographics are saying to today's leaders

- Changes are coming:
  - Systems and employers who adjust quickly will fare better
    - Grow your own (train, retrain, and retain)
    - Improve and align preparation opportunities
    - Pull (or keep) folks in the labor force:
      - Older workers
      - People with disabilities
      - Discouraged workers
      - People with less education and skills
      - Attract new workers such as international migrants

Let's Start Planning. . .

- Covey reminds us to "begin with the end in mind". . . What would it look like if you were to be actively demonstrating leadership in your workplace?
  - What project might you want to become engaged in?
  - What people would you want to draw into the endeavor?
  - What outcomes would you like to aim for?
  - What benefit might it bring to your organization, your work-team and your patients/residents?

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Activity

Each leader has his or her own style of leadership. Some styles will work for you while others won't.

- Objective:

  Encourage participants to talk to one another about specific leadership best practices.
  - In this activity participants will ask other participants 1 of the 6 questions below. Then ask another participant another question below until all the questions below are answered from different participants. Record the responses and the person who provided that response.
    - 1. How do you motivate your reports?
    - 2. How do you keep your reports meaningfully informed?
    - 3. How do you maintain your team's focus on specific goals?
    - 4. How do you hold your reports accountable to your expectations?
    - 5. How do you show recognition to a report demonstrating successful work?
    - 6. Name on thing you will change in your current practice that you learned in this class

ASK