



PEDIATRIC
MANAGEMENT
INSTITUTE
HELPING PEDIATRICIANS SUCCEED

THE PRACTICE SUPERVISOR

Fundamentals of Effective Leadership

THE FUNDAMENTALS OF EFFECTIVE LEADERSHIP

COURSE OVERVIEW

With a host of new challenges and responsibilities to tackle, new supervisors need training that helps them adjust to their new role. Learning how to supervise your new employees on a trial and error basis can lead to discouragement. This course can help you overcome many of the problems a new supervisor may encounter, and to set the groundwork for a successful change in your working life!

LEARNING OBJECTIVES

At the end of this module, you will be able to:

- Acquire a basic understanding of leadership, team building, communication, and motivation, and what part they play in effective supervision.
- Develop strategies for motivating your team, giving feedback, and resolving conflict.

PERSONAL OBJECTIVES

DEFINING LEADERSHIP

WHAT IS LEADERSHIP?

MAKING CONNECTIONS

How would you define leadership?

Identify individuals who you regard as world leaders (living or dead).

What made these individuals effective leaders?

KEY CHARACTERISTICS

A leader cannot be a leader without followers (individuals who are influenced to act by another person). Not all leaders become supervisors, and not all supervisors are leaders. In 2007, consulting firm Blessing-White surveyed nearly 8,000 employees, and found that the most important leadership characteristics were:

1. Empathy
2. Trustworthiness
3. Business Aptitude
4. Depth
5. External Attunement
6. Clarity
7. Responsibility
8. Internal Attunement

BRIEF HISTORY OF LEADERSHIP STUDIES

When researchers looked at the lives of people like Winston Churchill and Abraham Lincoln, both of whom are considered great leaders, they found that both men had suffered personal defeat many times. Churchill was sent home from school in Grade 4 because his teachers said he was too slow. Lincoln ran for office and was defeated 19 times before he became President of the United States.

The next stage of leadership studies was an attempt to find out what effective leaders did. The idea was if it could be discovered that leaders did, then people could become effective leaders by doing the same thing. This can be thought of as "the one best way" approach. However, once again, research was inconclusive. The way one leader got results might in no way resemble the way another leader got similar results.

The next major step was to look at the relationship between the situation in which the leader acted and the way the leader behaved. This "it all depends" approach led to the development of a number of contingency or situational theories of leadership.

What these theories had in common was the idea that a leader's behavior should be determined by the nature of the situation. In other words, in situation A, leaders should do X to be effective, while in situation B, leaders should do Y to be effective.

Research has generally found support for this idea. Firefighters battling a raging fire respond better to certain kinds of leadership behavior, while volunteers for the United Way who are Planning their door-to-door campaign respond better to other leadership styles.

A leader who used the same approach in both situations, even if the people were the same individuals, would not likely be equally effective in the two situations. Effective leaders can realize what will be effective and how to adjust their style to the situation.

There have been a number of other approaches and ideas in the study of leadership, including the idea of self-leadership. This approach takes a view that a leader's responsibility is to develop and motivate others so that they become self-led, not requiring leadership from others.

THE LEADERSHIP FORMULA

THE HISTORY BEHIND THE SITUATIONAL LEADERSHIP THEORY

We just explored how a supervisor has responsibilities to themselves, management, and their team. How do you balance all these priorities, especially when they conflict? The action-centered leadership model developed by John Adair can help. This model shows how leadership is a balancing act of individuals, their groups, and the work to be done

Paul Hersey and Ken Blanchard have studied leadership and developed the Situational Leadership theory and model. They have reviewed several aspects of leadership and how success is achieved. One of the critical elements of their theories is that no one leadership style fits all situations, and there is not one type of ideal follower either. Each must adapt to the particular situation.

Followers may fall into any one of the following types:

1. Followers who are willing but not able
2. Followers who are not willing and not able
3. Followers who are able but not willing
4. Followers who are willing and able

They also identified four levels of commitment:

1. People do what they are told and wait to be told what to do next
2. People do what they are told and ask what to do next
3. People do what they are told and suggest what to do next
4. People do what they have been told and then go on to the next step

WHERE WE WANT TO BE

Where do you want your people? Most feel comfortable at the third level of commitment, but if we truly want to empower people, we should be working toward having them at that fourth level, where they go on to the next steps without having to be told.

From all this intense scrutiny, it was discovered that there are two major dimensions to leadership

- The level or amount of emphasis devoted to getting the work done.
- The amount of attention given to providing support and encouragement to the people doing the work.

DIRECTION AND SUPPORT

Various names have been used for these two dimensions, such as Task and People, but let's use the terms Direction and Support to refer to them, which follows along with the model.

- Direction refers to providing information about the task, assigning responsibilities, indicating deadlines, instructions about how to do the task, etc.
- Support refers to things such as encouraging, expressing confidence, dealing with conflict within the group, expressing appreciation, maintaining a positive spirit in the team, and so forth.

Here is a summary of these two types of behavior.

Direction	Support
Autocratic	Democratic
Task-oriented	People-oriented
Top-down	Bottom-up
Directive	Supportive

CASE STUDIES

Assign a percentage of emphasis (out of 100%) that should be given to providing Direction and Support in each of the four situations below.

SITUATION ONE

You have a new nurse joining the practice. She is intelligent and enthusiastic but is struggling with the vaccine schedule. The physicians are expecting the nurse to know the vaccine schedule and be able to determine which vaccines the child should receive.

What is the percentage of support that you would give this person?

What is the percentage of direction that you would give this person?

SITUATION TWO

A new employee was hired to work the front office as a receptionist. She consistently forgets to request the co-payment from the parent before the child is seen.

What is the percentage of support that you would give this person?

What is the percentage of direction that you would give this person?

SITUATION THREE

At the end of each day, one particular receptionist struggles to balance the daily receipts. While she is great with the parents and provides great customer service to the parents and patients, she still struggles.

What is the percentage of support that you would give this person?

What is the percentage of direction that you would give this person?

SITUATION FOUR

The physicians have expressed concerns about a nurse who is not arriving to work on time, leading to delays getting the patients ready for the physician to start his/her day.

What is the percentage of support that you would give this person?

What is the percentage of direction that you would give this person?

THE SITUATIONAL LEADERSHIP MODEL

ABOUT LEADERSHIP

There are several very strong models for leadership which have been developed after many years of study, and with the help of many companies and their leaders. All these models share some things in common that we can certainly learn from in our own quest to become the best leaders that we can be. Whether you have “leader” in your job title or you are a leader without a team, developing the characteristics of strong leaders will help you in your work.

First, let’s explore what kind of a leader that you are. In the work done by Paul Hersey and Ken Blanchard on the Situational Leadership II® model, they recognize four leadership styles that tend to resonate with us. As you read about the different styles, think about where your comfort zone is.

DIRECTOR’S STYLE

Someone with a director’s style does well with new employees, who seem to easily respond to being told what is expected, having processes and procedures outlined for them, and having someone they can report to or ask questions of regularly. The director’s style is defined by a high emphasis on directing tasks and being able to account for results.

COACH’S STYLE

Coaches are able to blend supporting people and directing tasks. This is available to a leader when employees understand what is expected but need some range of support to take independent steps and make things happen. A coach’s style has a high degree of involvement in directing tasks, with an equally high emphasis on supporting people.

SUPPORTER'S STYLE

This style encourages people to come up with solutions and solve problems on their own. It provides them with the support they need in terms of tools and resources. The supporting style shows a low degree of directing tasks and a high emphasis on supporting people.

DELEGATOR'S STYLE

Delegating means that the delegator holds responsibility for results, but that the work is done by others. We delegate to individuals who have high levels of related skill and the experience it takes to locate their resources and tools. Then they can report to the delegator at defined intervals. This style has a low emphasis on directing tasks, and an equally low emphasis on providing people support.

UNDERSTANDING YOUR COMFORT ZONE

MAKING CONNECTIONS

Where is your comfort level at the following times?

With your current direct reports (or, if you have no direct reports, colleagues, committee members, etc.)?

With one staff member you may be having problems managing?

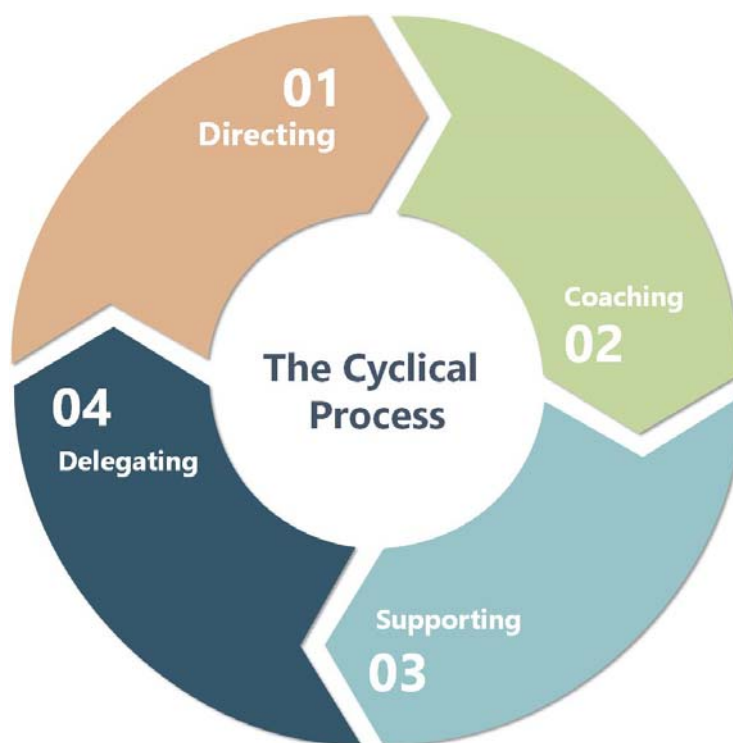
On a project you are currently a part of?

OUR COMFORT ZONE

We all have a comfort and ease with one style, but there are times when staff performance, our own confidence, or a crisis demands that we behave differently. When new people join the team, they understandably will need a level of direction that can be quite high and will leave little time for supporting people. As they gain skill and confidence, supervisors can progress to a coaching style where they are still directing tasks but also able to offer additional support. As the employee makes progress, the supervisor provides more support and less hands-on direction until the direct report can accept delegated tasks.

THE CYCLICAL PROCESS

This process can be cyclical. For example, a team that you can easily delegate to might go through a significant change or have a new system being implemented. You might have to start again with directing behavior before moving on to coaching, supporting, and then are turning to delegating.



We also might encounter structures that do not allow us to delegate, which can be a tough job for someone who is a capable and effective delegator.

WHAT'S YOUR TYPE? HOW ABOUT MINE?

ASSESSING YOUR PREFERENCES

Now that we understand the ways that we can lead, let's explore our individual characteristics. There are many ways to discuss the personality types of people that we work and play with. Whether you use initials like the MBTI (Myers-Briggs Type Indicator), colors like Personality Dimensions, edutainment like True Colors, the names of animals, or Greek philosophers, the idea is that there are base temperaments that we can relate to, and that we prefer. The science behind this kind of assessment relates back to the work of Carl Jung. It has been substantiated through tens of thousands of people who have completed and validated questionnaires.

If you have ever wondered what type of person – or temperament – makes the best type of leader, the answer may surprise you. It's not necessarily the person that achieves the greatest success (however you define that), nor is it necessarily the person with the greatest communication skills. The keys to being the best type of leader have to do with many things, including the way you approach work and life, and in having a strong team that can offer a range of strengths.

Some people seem to be natural leaders with an enviable track record and lots of people turning to them for advice and mentorship. Others seem to have to work at it and are constantly looking to the world for learning and working on developing their skills. All leaders need to work at something, because one strength of a leader is their continuing drive to learn.

IDENTIFYING YOUR CHARACTERISTICS AND PREFERENCES

We have developed an assessment that can help you identify what your base temperament is. First, look at each group of words. For each group, decide which of the four choices is most like you, a lot like you, somewhat like you, and least like you. It's important to answer the questions according to what feels right, and not what you think people think about you, or may expect.

First, select the choice that is most like you and write the number 4 on the line. Then select the term that is a lot like you and write number 3 on the line, then 2, and then 1. You will need to use the numbers 4,3,2,1 in each section. There are no ties allowed, so you need to make a decision on each group. You can see an example below.

Remember that you are working on preferences and not a math exam, so don't get overly tied up in absolute definitions. When you are finished the questionnaire, follow the instructions on the scoring sheet.

EXAMPLE

Scale	Terms	
	A driving need for you is	
4= Most like you	3	C To find the meaning of life
3= A lot like you	4	A To learn and gain knowledge
2= Somewhat like you	2	B To belong
1= Least like you	1	D Freedom to do what you want

QUESTIONNAIRE

1. A driving need for you is:

- | | |
|--------------------------|-------------------------------|
| <input type="checkbox"/> | C To find meaning in life |
| <input type="checkbox"/> | A To learn and gain knowledge |
| <input type="checkbox"/> | B To belong |
| <input type="checkbox"/> | D Freedom to do what you want |

2. A driving need for you is:

- | | |
|--------------------------|---------------------------|
| <input type="checkbox"/> | D Making an impact |
| <input type="checkbox"/> | A Maintaining calm |
| <input type="checkbox"/> | C Relationship |
| <input type="checkbox"/> | B Responsibility and duty |

3. Which of these things interests you?

- | | |
|--------------------------|---------------|
| <input type="checkbox"/> | C People |
| <input type="checkbox"/> | A Ideas |
| <input type="checkbox"/> | B Information |
| <input type="checkbox"/> | D Actions |

4. You respect:

- | | |
|--------------------------|----------------|
| <input type="checkbox"/> | B Authority |
| <input type="checkbox"/> | A Intellect |
| <input type="checkbox"/> | D Performance |
| <input type="checkbox"/> | C Relationship |

5. You:

- | | |
|--------------------------|---------------------------------|
| <input type="checkbox"/> | C Stick up for what you believe |
| <input type="checkbox"/> | D Are constantly busy |
| <input type="checkbox"/> | A Look to the future |
| <input type="checkbox"/> | B Like to provide for others |

6. You like:

- | | |
|--------------------------|-------------------------|
| <input type="checkbox"/> | C Exploring |
| <input type="checkbox"/> | B Security |
| <input type="checkbox"/> | C Cooperation |
| <input type="checkbox"/> | D Seizing opportunities |

7. You're good at:

- | | |
|--------------------------|--------------------------------|
| <input type="checkbox"/> | D Making quick decision |
| <input type="checkbox"/> | B Looking after details |
| <input type="checkbox"/> | C Inspiring others |
| <input type="checkbox"/> | A Solving complicated problems |

8. You want:

- | | |
|--------------------------|-----------------|
| <input type="checkbox"/> | B Structure |
| <input type="checkbox"/> | C Relationships |
| <input type="checkbox"/> | D Action |
| <input type="checkbox"/> | A Knowledge |

9. You value:

- D Action
- B Security
- C Self-Improvement
- A Intelligence

13. You appreciate:

- C Skilled performance
- A Research and investigation
- B Cooperation interaction
- D Respect for policy and tradition

10. You make decisions by relying on:

- C Intuition
- D Sense
- A Data
- B Tradition

14. Your leadership style is:

- D Firm, Fair, Respectful
- C Relaxed, flexible, open
- B Patient, Supportive, encouraging
- A Logical, Inspirational, direct

11. You enjoy:

- D Adventure
- B Social gatherings
- C Meaningful interactions
- A Theories and data

12. Your work stressors are:

- D Inefficiency
- C Boredom
- B Injustice
- A Not knowing

SCORING EXAMPLE

Add the total number of points that you wrote beside each letter of the alphabet in the questionnaire. Pay close attention, since the letters above are not always in order!

In our sample at the beginning of the questionnaire, we would add 4 points to the A column, 2 points to the B column, 3 points to the C column, and 1 to the D column.

A	III
B	II
C	III
D	I

YOUR SCORE

A	
B	
C	
D	

Total A's _____ Total B's _____ Total C's _____ Total D's _____

The letter with the highest total is most like you. Write it here: _____

The other letters are your next preferred styles. If your numbers are close to each other (within 5 points), you probably find it easy to flex your style to those other categories. If your numbers are far apart, or one is much lower than the others, that is the area you will find it challenging to work within. You'll have the knowledge of how to do it once you work through the material in the next session.

WHAT DOES IT MEAN TO HAVE A NUMBER?

We are a blend of all types, moving within the numbers and flexing into the other styles as our circumstances and our comfort levels dictate. This means that we are more like a blended drink than distinct ingredients. For example, you may recognize that you may behave one way at work (super-organized), usually are more relaxed at home, but return to your super-organized self when stress at home increases.

As you read the descriptions below, see if they agree with how you behave as a supervisor. You'll also get some insight into how to connect with the different types in the descriptions.

MOSTLY A'S - INQUIRING RATIONALS

Inquiring Rationals are often drawn to jobs like banking and engineering. They like to figure out how things work. They consider the structure and configuration of things. They process information intuitively and look at the big picture. These are visionaries, like Albert Einstein and Bill Gates. When it is time to make decisions, they apply logic, and they don't get persuaded by emotions. If they don't respect you, you won't keep their attention. Experience and competency are very important to Inquiring Rationals.

This temperament profile makes up approximately 5 to 7% of the population. Other notables in this group are Walt Disney, Ben Franklin, Margaret Thatcher, and Napoleon.

To connect with Inquiring Rationals on your team, demonstrate your expertise. Quote experts and remember to cite your sources. When speaking with them, get to the point quickly. To keep their attention, use facts and figures first and personal stories later.

As a supervisor, you probably enjoy being in charge. One of your strengths is in making good decisions that have been well analyzed, researched, and considered. This allows you to keep on top of things that you also enjoy, like tracking deadlines and benchmarks. You may reach your decisions, however, without much consideration to people's feelings or the morale of the group. You may get frustrated with people who forget details or who want to do things differently. Once people see how much you care, they will learn to appreciate and respect you, and they will respond to your commitment to help them grow and learn.

People usually describe Inquiring Rationals as:

- Dependable
- Systematic
- Proficient
- Efficient
- Practical

Sometimes they are also:

- Shortsighted
- Data-bound
- Perfectionistic
- Narrow-minded
- Cautious

MOSTLY B'S

AUTHENTIC IDEALISTS

Authentic Idealists are natural teachers, counselors, and leaders. They are people who enjoy being around other people. They have excellent communication abilities. They are benevolent and intuitive, and they focus on global issues like world poverty and humanitarian issues. Idealists love metaphors, stories, and symbols, rather than statistics and figures. They make decisions that reflect their values and rely on emotion and instinct as opposed to logic. In fact, statistics and facts bore them. They are looking for significance, and they seek the truth.

The Authentic Idealist temperament makes up about 10% of the population. Notable members of this group include Eleanor Roosevelt, Billy Graham, Mahatma Gandhi, Jane Good all, Oprah Winfrey, and Albert Schweitzer.

To connect with the Authentic Idealists in your organization, share your values and personal convictions. Be authentic and reach out to them by telling stories that demonstrate your empathy. Appeal to personal ethics and a higher calling. Show that you care about them and others on the team.

Authentic Idealists are considered peaceful leaders. They can easily handle the details of day to day operations and are process oriented, although the small stuff can get them sidetracked. As a leader, they have the greatest amount of compassion, so it is easy for others to share their feelings, interests, and challenges with them. Authentic Idealists can be difficult to motivate externally, which might frustrate others, but they are well motivated intrinsically.

One of the major considerations for Authentic Idealists is that the group gets along, so they foster a sense of togetherness and try to smooth conflict. Sometimes their efforts at peacefulness can be at the expense of getting results for the team, but harmony is essential for them.

Authentic Idealists are often seen as:

- Encouraging
- Enthusiastic
- Supportive
- Humorous
- Relaxed

They can sometimes be:

- Impractical
- Vague
- Manipulative
- Not sufficiently serious or focused on the bottom line

MOSTLY C'S

ORGANIZED GUARDIANS

Organized Guardians are extremely **dependable and loyal**, and they play by the rules. They have an amazing work ethic, stay down-to-earth, and they like routine. They are thorough and orderly. At times they are too serious, but they are practically always serious. They are good at taking care of other people. They want to hear about the bottom line, and they want the facts.

Organized Guardians will consider charts and graphs and follow a well-prepared presentation longer than most people. However, they can also shut down when too much emotion is presented and may get bored with stories. This temperament makes up **40 to 45% of the population** and includes people like Queen Elizabeth II, Mother Teresa, George Washington, and Colin Powell. With their respect for tradition, they are drawn to the military and policing. These are also the people who will pass traditions to their children and grandchildren.

To connect with Organized Guardians on your team, be concise, organized, and provide supportive data. Present information in logical sequence and avoid any tendencies for tangents.

If you are an Organized Guardian as a leader, you will be very logical and grounded. You might be inclined to present data with everything that you discuss with members of your team, so learn their preferences and see how much information is necessary.

Your compassion for others adds depth to your work, although you will only demonstrate your emotional depth with people that you trust. You'll capture the attention of people on your team because you are interesting and a positive influence. Your passion shows when you are working on the right things and in the right place. You maintain high levels of organization and control, but you can also be flexible and think on your feet.

People often describe Organized Guardians as:

- Cooperative
- Independent
- Traditional
- Flexible
- Imaginative

Sometimes, they can also be:

- Too future oriented
- Not task focused
- Unrealistic
- A dreamer

MOSTLY D'S

RESOURCEFUL ARTISANS

Resourceful Artisans crave action and live in the moment. They are very social, confident, and persuasive. Donald Trump, Steven Spielberg, and Madonna are notable Resourceful Artisans. They're witty, playful, and fun. If they had a message to share, it would be that the world could lighten up a little. They love playing to an audience and look at the world as their stage. Like Organized Guardians, they can also perceive the world concretely. They can get bored with visionary tasks. They enjoy stories that they can easily relate to and imagine happening to them. This temperament makes up about 35% of the population.

To connect with Resourceful Artisans on your team, be authentic and spontaneous. Engage them with questions and discussion. Use well-developed, engaging personal stories. Let your creativity show so that they can connect with you. This style wants you to deliver an experience, not just assignments.

If you're Resourceful Artisan as a leader, your strengths include energy, personality, and creativity. You'll deliver results. You'll get a thrill from the emotional connection between you and the people that you work with. You are a popular leader and will create a fun environment if it doesn't exist already.

Your weakness might be in your organization and structure. Because you are living in the moment, you will avoid the homework that goes into the development of brilliant work. Sometimes you challenge authority or act as devil's advocate, and you may find it a struggle to work with conservative or risk-averse organizations.

People often describe Resourceful Artisans as:

- Candid
- Honest
- Principled
- Assertive
- Ethical

Sometimes, Resourceful Artisans can also be:

- Rigid
- Arrogant
- Self-righteous
- Unyielding

WHAT'S IMPORTANT?

We all have preferences for how we do things, and now we hopefully understand a bit more about them. It's also important to remember that we ALL have the range of temperaments described here. We just have our own preferences; you might be mostly A, but call on behaviors that are more closely associated with B or C or D as needed. It's also important to have a range of types in our workplace. The strength of having some people looking after facts and figures, while others appeal to emotions and spontaneity, makes our business effective. It's the blend, that presence of different temperaments with in a multitude of strengths, which keeps our world fascinating.

DEBRIEF

Do you agree with the explanations for your temperament?

What factors stand out?

What do you not agree with?

How can you alter your approach to meet your greatest challenge?

PERSONAL ACTION PLAN

I am already doing these things well:

What do you not agree with?

I have these resources to help me:

As a result of what I have learned in this course, I am going to...	My target date is...	I will know I have succeeded when...	I will follow up with myself on...

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THE FUNDAMENTALS OF EFFECTIVE LEADERSHIP

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Learning Objectives 2





Acquire a basic understanding of leadership, team building, communication, and motivation, and what part they play in effective supervision.



Develop strategies for motivating your team, giving feedback, and resolving conflict.

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Defining Leadership Reflection Questions

HOW WOULD YOU DEFINE LEADERSHIP?

Defining Leadership

Our Definition

The art of influencing others to do something desired by the leader

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Defining Leadership

A leader cannot be a leader without followers (individuals who are influenced to take action by another person).

Not all leaders become supervisors, and not all supervisors are leaders.

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Defining Leadership

Reflection Questions

World Leaders

Identify individuals who you regard as world leaders (living or dead).

Effective Leaders

What made these individuals effective leaders?

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Defining Leadership

What is Leadership? (III)
Key Leadership Characteristics

01 Empathy

02 Trustworthiness

03 Business aptitude

04 Depth

05 External attunement

06 Clarity

07 Responsibility

08 Internal attunement

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Defining Leadership

Brief History of Leadership Studies (I)

- When researchers looked at the lives of great leaders, they found that some had suffered **personal defeat** many times.
- The next stage of leadership studies was an attempt to find out **what effective leaders did**.

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Defining Leadership

Brief History of Leadership Studies (I)

The next major step was to look at the **relationship** between the situation in which the leader acted and the way the leader behaved.

This led to the development of a number of **contingency or situational theories** of leadership.

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Defining Leadership
 Brief History of Leadership Studies (III)




What these theories had in common was the idea that a **leader's behavior should be determined by the nature of the situation.**

Self-leadership is the idea that a leader's responsibility is to develop and motivate others so that they become self-led.

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Defining Leadership
 The Leadership Formula (I)
 History Behind Situational Leadership Theory



Paul Hersey and **Ken Blanchard** have studied leadership and developed the Situational Leadership theory and model.

One of the critical elements of their theories is that **no one leadership style fits all situations**, and there is not one type of ideal follower.

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Defining Leadership
 The Leadership Formula (II)

Followers may fall into any of the following types:



01 Followers who are willing but not able

02 Followers who are not willing and not able

03 Followers who are able but not willing

04 Followers who are willing and able

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Defining Leadership

The Leadership Formula (III)

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They also identified four levels of commitment:



- 01 People do what they are told and wait to be told what to do next
- 02 People do what they are told and ask what to do next
- 03 People do what they are told and suggest what to do next
- 04 People do what they have been told and then go on to the next step

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Defining Leadership

The Leadership Formula (IV)


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Two Major Dimensions To Leadership

The level or amount of emphasis devoted to getting the work done.



The amount of attention given to providing support and encouragement to the people doing the work.

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Defining Leadership

The Leadership Formula (V)


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Direction and Support

Support refers to things such as encouraging, expressing confidence, dealing with conflict within the group, expressing appreciation, maintaining a positive spirit in the team, etc.



Direction refers to providing information about the task, assigning responsibilities, indicating deadlines, instructions, etc.

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Defining Leadership

The Leadership Formula (VI)

Direction

- Autocratic
- Task-oriented
- Top-down
- Directive

Support

- Democratic
- People-oriented
- Bottom-up
- Supportive


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Defining Leadership

Case Studies (I)

Situation One

You have a new nurse joining the practice. She is intelligent and enthusiastic, but is struggling with the vaccine schedule. The physicians are expecting the nurse to know the vaccine schedule and be able to determine which vaccines the child should receive.




Defining Leadership

Case Studies (II)

Situation Two

A new employee was hired to work the front office as a receptionist. She consistently forgets to request the co-payment from the parent before the child is seen.



Defining Leadership

Case Studies (III)

Situation Three

At the end of each day, one particular receptionist struggles to balance the daily receipts. While she is great with the parents and provides great customer service to the parents and patients, she still struggles.



Defining Leadership

Case Studies (IV)

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Situation Four

The physicians have expressed concerns about a nurse who is not arriving to work on time- leading to delays getting the patients ready for the physician to start his/her day.



The Situational Leadership Model

About Leadership

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Situational Leadership II® model

- 01 Director's Style
- 02 Coach's Style
- 03 Supporter's Style
- 04 Delegator's Style




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The Situational Leadership Model

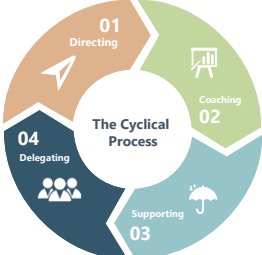
Understanding Your Comfort Zone (I)

Where is your comfort level:

 Reports With your current direct reports	 Problems With one staff member that you may be having problems managing	 Project On a project that you are a part of
---	--	--

The Situational Leadership Model


Understanding Your Comfort Zone (II)



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What's Your Type? How About Mine?

Assessing Your Preferences (I)



Select the statement that is most like you and write the number 4 on the line.	Then select the term that is a lot like you and write number 3 on the line.	Then write number 2, and then 1.	There are no ties allowed.	Don't get overly tied up in absolute definitions!
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What's Your Type? How About Mine?

Assessing Your Preferences (II)

Scoring

Add Numbers
Add the total number of points that you wrote beside each letter of the alphabet in the questionnaire.

Pay attention
Pay close attention, since the letters are not always in order!

80%

95%

70%

75%

90%

60%

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What's Your Type? How About Mine?

Assessing Your Preferences (III)

Scoring Example

A	4
B	2
C	3
D	1

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What's Your Type? How About Mine?

Assessing Your Preferences (III)

A	
B	
C	
D	

Total A's _____ Total B's _____ Total C's _____ Total D's _____

The letter with the highest total is most like you. Write it here: _____

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What Does It Mean to Have a Number?



<p>01</p> <p><u>Inquiring</u></p> <p>Inquiring Rationals</p>	<p>02</p> <p><u>Authentic</u></p> <p>Authentic Idealists</p>	<p>03</p> <p><u>Organized</u></p> <p>Organized Guardians</p>	<p>04</p> <p><u>Resourceful</u></p> <p>Resourceful Artisans</p>
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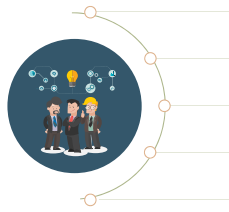
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What's Your Type? How About Mine?


What Does it Mean To Have a Number? (I)

About Inquiring Rationals



- Drawn to jobs like banking and engineering
- Like to figure out how things work
- Consider structure and configuration
- Process information intuitively
- Look at the big picture

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What's Your Type? How About Mine?

What Does it Mean To Have a Number? (II)

To connect with Inquiring Rationals:



- 01** → Demonstrate your expertise
- 02** → Get to the point quickly
- 03** → Use facts and figures first and personal stories later

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What's Your Type? How About Mine?

What Does it Mean To Have a Number? (III)

As an Inquiring Rational leader:

Probably enjoy being in charge. 01

One of your strengths is making good decisions. 02

May reach your decisions without much consideration to people's feelings or the morale of the group. 03



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What's Your Type? How About Mine?

What Does it Mean To Have a Number? (IV)


As an Inquiring Rational leader:

People usually describe Inquiring Rationals as:

- Dependable
- Systematic
- Proficient
- Efficient
- Practical

Sometimes they are also:

- Shortsighted
- Data-bound
- Perfectionistic
- Narrow-minded
- Cautious

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What's Your Type? How About Mine?

What Does it Mean To Have a Number? (V)

About Authentic Idealists

Natural Leaders
Natural teachers, counselors, and leaders

Enjoy
Enjoy being around other people

Communication
Excellent communication abilities



Benevolent
Benevolent and intuitive

Focus
Focus on global issues

Seek Truth
Looking for significance; seek the truth

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What's Your Type? How About Mine?

What Does it Mean To Have a Number? (VI)

To connect with Authentic Idealists:

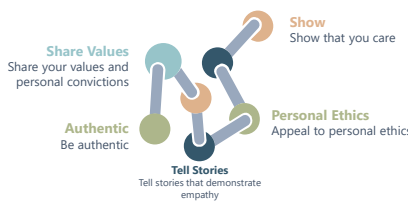
Share Values
Share your values and personal convictions

Show
Show that you care

Authentic
Be authentic

Personal Ethics
Appeal to personal ethics

Tell Stories
Tell stories that demonstrate empathy



What's Your Type? How About Mine?

What Does it Mean To Have a Number? (VII)

As an Authentic Idealist leader:

Small Stuff
Small stuff can get them sidetracked

Compassion
Have the greatest amount of compassion

Well-Motivated
Well motivated intrinsically

Can easily handle
Can easily handle the details of day to day operations

Smooth Conflict
Try to smooth conflict



What's Your Type? How About Mine?

What Does it Mean To Have a Number? (VIII)

People usually describe Inquiring Idealists as:

- Encouraging
- Enthusiastic
- Supportive
- Humorous
- Relaxed

Sometimes they are also:


- Impractical
- Vague
- Manipulative
- Not sufficiently serious or focused


What's Your Type? How About Mine?

What Does it Mean To Have a Number? (IX)

Organized Guardians

- 01 Extremely dependable and loyal
- 02 Play by the rules
- 03 Amazing work ethic and stay down-to-earth
- 04 Like routine; thorough and orderly
- 05 Good at taking care of other people



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What's Your Type? How About Mine?

What Does it Mean To Have a Number? (X)

To connect with Organized Guardians:

- 01 Be concise and organized
- 02 Provide supportive data
- 03 Present information logically
- 04 Avoid tangents







What's Your Type? How About Mine?

What Does it Mean To Have a Number? (XI)

As an Organized Guardian leader:



- 01 Logical and grounded
- 02 Will only demonstrate your emotional depth with people that you trust
- 03 Interesting and a positive influence
- 04 Maintain high levels of organization
- 05 Can be flexible



What's Your Type? How About Mine?

What Does it Mean To Have a Number? (XII)

People usually describe Inquiring Guardians as:

- Cooperative
- Independent
- Traditional
- Flexible
- Imaginative

Sometimes they are also:

- Too future oriented
- Not task focused
- Unrealistic
- A dreamer



What's Your Type? How About Mine?

What Does it Mean To Have a Number? (XIII)

Resourceful Artisans

- 01 Crave action and live in the moment
- 02 Social, confident, and persuasive
- 03 Witty, playful, and fun
- 04 Love playing to an audience
- 05 Enjoy stories that they can relate to

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What's Your Type? How About Mine?

What Does it Mean To Have a Number? (XIV)

To connect with Resourceful Artisans:



- Be authentic and spontaneous
- Engage them with questions and discussion
- Use well-developed, engaging personal stories
- Let your creativity show
- Deliver an experience, not just assignments

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What's Your Type? How About Mine?

What Does It Mean To Have a Number? (XV)

As a Resourceful Artisan leader:



Strengths include energy, personality, and creativity



Will deliver results



Will get a thrill from connections



Are a popular leader



Will create a fun environment

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What's Your Type? How About Mine?


What Does It Mean To Have a Number? (XVI)

People often describe Resourceful Artisans as:

- Candid
- Honest
- Principled
- Assertive
- Ethical

Sometimes they are also:

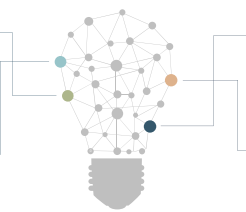
- Rigid
- Arrogant
- Self-righteous
- Unyielding



What's Your Type? How About Mine?

Debrief


02 Agree?
Do you agree with the explanations for your temperament?



03 Not agree?
What do you not agree with?

01 Factors?
What factors stand out?

04 Approach
How can you alter your approach to meet your greatest challenge?



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Personal Action Plan



- 01 I am already doing these things well
- 02 I want to improve these areas
- 03 I have these resources to help me

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