

Leadership Workshop

Professor Deborah Saltman AM
BSMS

Objectives of This Session

- To increase the competence and confidence of GP trainees in / or pursuing leadership roles
- To identify when leadership or management is required

Leadership vs Management

- What is leadership?
- What is management?
- When do you lead?
- When do you manage?
- How do you read a situation?
- How do you know what proportion of leadership and management to apply?

What's the difference between
Leadership and Management?

What's the difference between Leadership and Management?

- Leadership
 - Creating the vision and strategy
 - Communicating vision/strategy
 - Motivating action
 - Assisting growth, evolution and adaptation
 - Making **effective** plans
- Management
 - Planning and budgeting
 - Organising and staffing
 - Controlling and Problem-solving
 - Making organisations run **efficiently**

Leadership & Management in Action

	Leadership	Management
Sets agenda by:	Developing visions and strategies	Planning and budgeting
Organises resources to accomplish agenda by:	Communicating visions, strategies and getting buy-in	Creating structures, hiring processes, training
Executes by:	Motivating with intrinsic and extrinsic rewards	Controlling, holding people accountable, problem solving
Results:	With competent management, can create growing adaptive situations	Creates very efficient systems which allow a reasonable rate of change

Divisions of General Practice

Vision of Leaders

- Solid ethics
- Team orientated
- Effective in leading change
- Committed to organisation
- Negotiator
- Approachable
- Innovative
- Motivational
- Empowering
- Good facilitator
- Open to change
- Reliable
- Creative
- Organiser

Divisions of General Practice

Vision of Leaders

- Solid ethics (M)
- Team orientated (M)
- Effective in leading change (L)
- Committed to organisation (M)
- Negotiator (M)
- Approachable (M)
- Innovative (L)
- Motivational (L)
- Empowering (L)
- Good facilitator (M)
- Open to change (L)
- Reliable (M)
- Creative (L)
- Organiser (M)

Management Challenge (Past)

- Using the following questions as a guide, identify a management challenge that you have faced and resolved:
 - What did you achieve?
 - What personal qualities and experiences helped you achieve this?
 - Was there any more that you wanted to achieve, if so what?
- Share your experiences with person next to you

Management Challenge (Current)

- Now focus on a management issue that currently challenges you and ask yourself the following questions:
 - What do I want to achieve?
 - Who can I work with to achieve this?
 - What skills do I think I need to develop?
 - What are my priorities and time frames?
- Summarise your answer into one statement to read aloud to the rest of us

Leadership Challenge (Past)

- Using the following points as a guide, give an example of when you displayed vision by:
 - Adopting a new way of doing things
 - Broadening your networks
 - Absorbing losses and/or bouncing back
 - Dealing with a high degree of uncertainty
 - Becoming a local opinion leader
 - Giving advice about a new project in your area
 - Convincing your peers to adopt a new idea
- Share your experiences with the person next to you

Leadership Challenge (Current)

- Now focus on a leadership issue that currently challenges you and ask yourself the following questions:
 - Who is my community?
 - What vision do I have for them?
 - Why do I want to work with this community?
 - How will I communicate this vision and gain buy-in?
- Summarise your answer into one statement to read aloud to the rest of us

Successful Visions

- The vision
 - Clearly established?
 - Separated from the stress - response reaction
 - Clearly communicated?
- The motivation
 - Buy-in established?
 - Assisting growth, evolution and adaptation
 - Accompanied by extrinsic and/or intrinsic rewards

Leadership Workshop

Professor Deborah Saltman AM

Behavioural Styles

DISC

DISC

- We all have our preferred ways of interacting with others.
- The purpose of this exercise is to help you understand the way you work in a group so that you can increase your effectiveness when working with other people.
- Behaviour is changeable depending on the environment you are in. It can also change over time.
- In this exercise we are only looking at your behaviour at work.

DISC

In each line of statements, rank each adjective as to how it most accurately describes how you behave at work (other than patient contact)

4 points to the word that best describes you

3 points to the word that is like you

2 points to the word that is a bit like you

1 point to the word that least describes you

eg Bold _1_ Enthusiastic _2_ Friendly _3_ Conscientious _4_

Do not spend a long time thinking about your answers.

Behavioural Styles

- | | | | |
|---------------------------|------------------------|------------------------|---------------------------|
| 1. Bold <u>1</u> | Enthusiastic <u>2</u> | Friendly <u>3</u> | Conscientious <u>4</u> |
| 2. Outspoken <u>4</u> | Attractive <u>3</u> | Good Natured <u>2</u> | Logical <u>1</u> |
| 3. Daring <u>2</u> | Outgoing <u>3</u> | Agreeable <u>4</u> | Careful <u>1</u> |
| 4. Strong Willed <u>1</u> | Charming <u>2</u> | Sympathetic <u>4</u> | Tactful <u>3</u> |
| 5. Pioneering <u>1</u> | Talkative <u>2</u> | Gentle <u>3</u> | Well Disciplined <u>4</u> |
| 6. Competitive <u>4</u> | Good Mixer <u>3</u> | Even Tempered <u>2</u> | Thorough <u>1</u> |
| 7. Dominant <u>1</u> | Sociable <u>2</u> | Easy Going <u>3</u> | Controlled <u>4</u> |
| 8. Direct <u>4</u> | Appealing <u>1</u> | Kind <u>2</u> | Reserved <u>3</u> |
| 9. Vigorous <u>4</u> | High Spirited <u>3</u> | Amiable <u>2</u> | Accurate <u>1</u> |
| 10. Restless <u>1</u> | Expressive <u>2</u> | Considerate <u>3</u> | Diplomatic <u>4</u> |

Scores for each column:

23 23 28 26
Highest Score _____ Second Highest Score _____

Behavioural Styles

___ **D** ___

___ **I** ___

___ **S** ___

___ **C** ___

- | | |
|----------------------------|-------------------------|
| 1. Bold _1 | Enthusiastic _2 |
| 2. Outspoken _4 | Attractive _3 |
| 3. Daring _2 | Outgoing _3 |
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| 5. Pioneering _1 | Talkative _2 |
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| 10. Restless _1 | Expressive _2 |

- | | |
|-------------------------|----------------------------|
| Friendly _3 | Conscientious _4 |
| Good Natured _2 | Logical _1 |
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| Even Tempered _2 | Thorough _1 |
| Easy Going _3 | Controlled _4 |
| Kind _2 | Reserved _3 |
| Amiable _2 | Accurate _1 |
| Considerate _3 | Diplomatic _4 |

Scores for each column:

___ **23** ___

___ **23** ___

___ **28** ___

___ **26** ___

Highest Score ___ **S** ___

Second Highest Score ___ **C** ___

Direct

- Characteristics:
 - Focuses on tasks
 - Operates at a quick pace
 - Asks “what?”
 - Motivated to solve problems
 - Prefers direct answers
 - Questions status quo
 - Independent
- Do more of:
 - Listen
 - Consider others

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Influencing

- Characteristics:
 - Focuses on people
 - Operates at a quick pace
 - Asks “who?”
 - Motivated to influence others
 - Prefers working with people
 - Expresses thoughts and feelings
 - Enthusiastic
- Do more of:
 - Attend to detail
 - Follow through

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Steady

- Characteristics:
 - Focuses on people
 - Operates at a considered pace
 - Asks “how?”
 - Motivated to maintain harmony
 - Listens more than talks
 - Patient
- Do more of:
 - Cope with change

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- Do more of:
 - Listen
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Conscientious

- Characteristics:
 - Focuses on tasks
 - Operates at a considered pace
 - Asks “why?”
 - Motivated to achieve thoroughness
 - Prefers focussing on details
 - Desires clearly defined goals
 - Analytic
- Do more of:
 - Be open

Influencing

- Characteristics:
 - Focuses on people
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 - Asks “who?”
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 - Prefers working with people
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Fast Pace

Influencing

Characteristics:

- Focuses on people
 - Operates at a quick pace
 - Asks “who?”
 - Motivated to influence others
 - Prefers working with people
 - Expresses thoughts and feelings
 - Enthusiastic
- Do more of:
 - Attend to detail
 - Follow through

Task Focus

People Focus

Conscientious

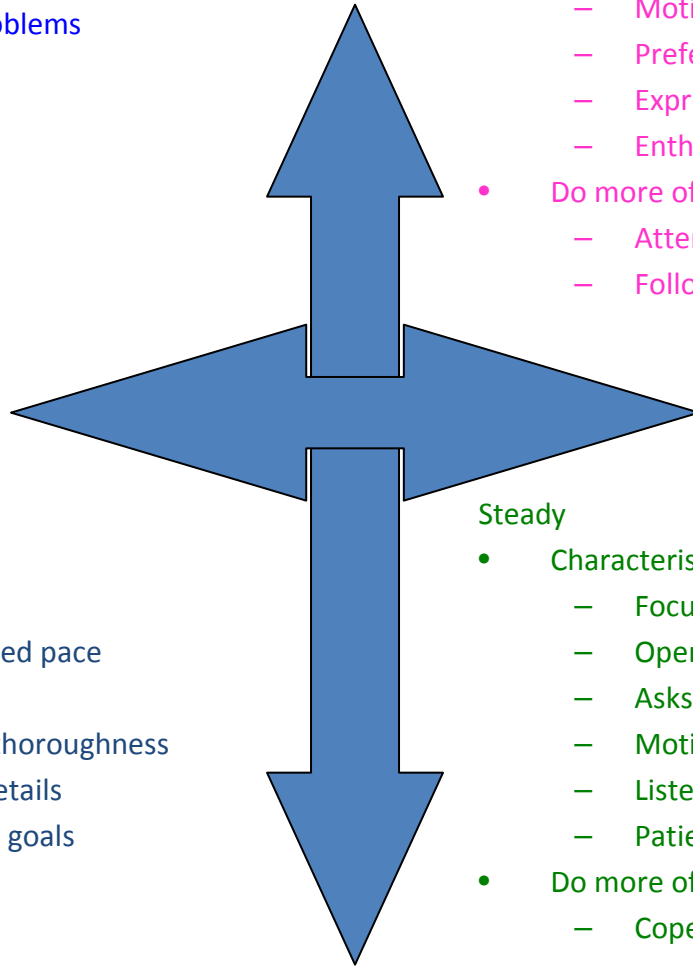
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 - Operates at a considered pace
 - Asks “what?”
 - Motivated to achieve thoroughness
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- Do more of:
 - Be open

Steady

Characteristics:

- Focuses on people
 - Operates at a considered pace
 - Asks “how?”
 - Motivated to maintain harmony
 - Listens more than talks
 - Patient
- Do more of:
 - Cope with change

Considered Pace



DISC Meeting from Hell

- You are to participate in a practice meeting to decide the cover for the next 3 months.
- Assume the diametrically opposite behavioural style to your preferred style and negotiate to have:
 - All the mid term breaks off
 - The whole of August off
 - Study leave every Monday morning
- The meeting will last for 10 minutes.

DISC Meeting from Hell

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Behavioural Styles

DISC

Situational Leadership

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Situational Leadership Is:

Matching

The development stages a learner goes through when learning a new task

With

A corresponding leadership style that a leader can adopt to help the learner

The Learner

The two main factors that affect the development level of the learner are:

Competence - knowledge and skill

Commitment - confidence and motivation

Development Stages

**Commitment:
Confidence and
Motivation**

There are four development stages in the process of mastering a new task.

They are:

D1 = Enthusiastic beginner

D2 = Disenchanted learner

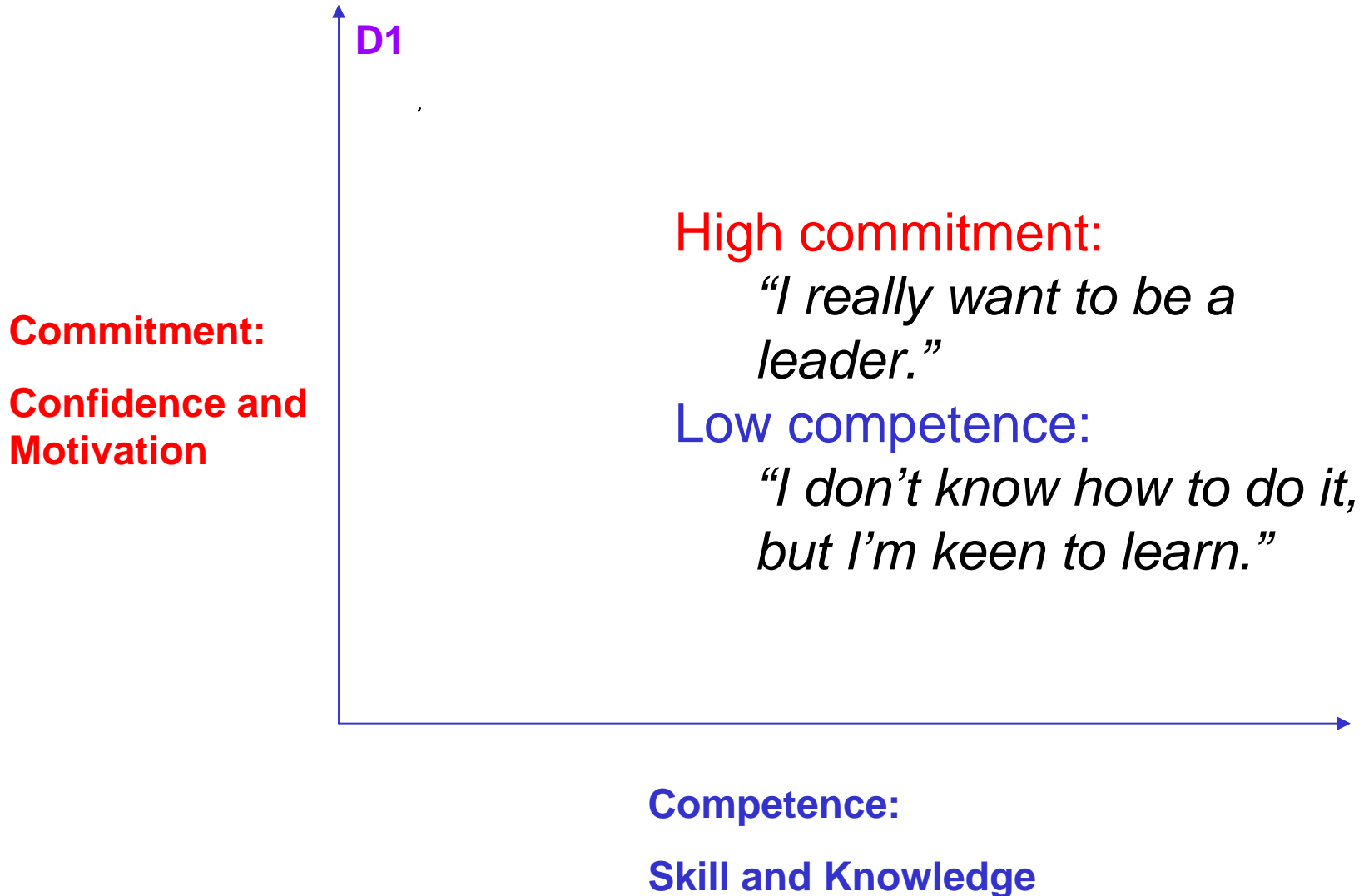
D3 = Capable but cautious performer

D4 = Self-reliant achiever.

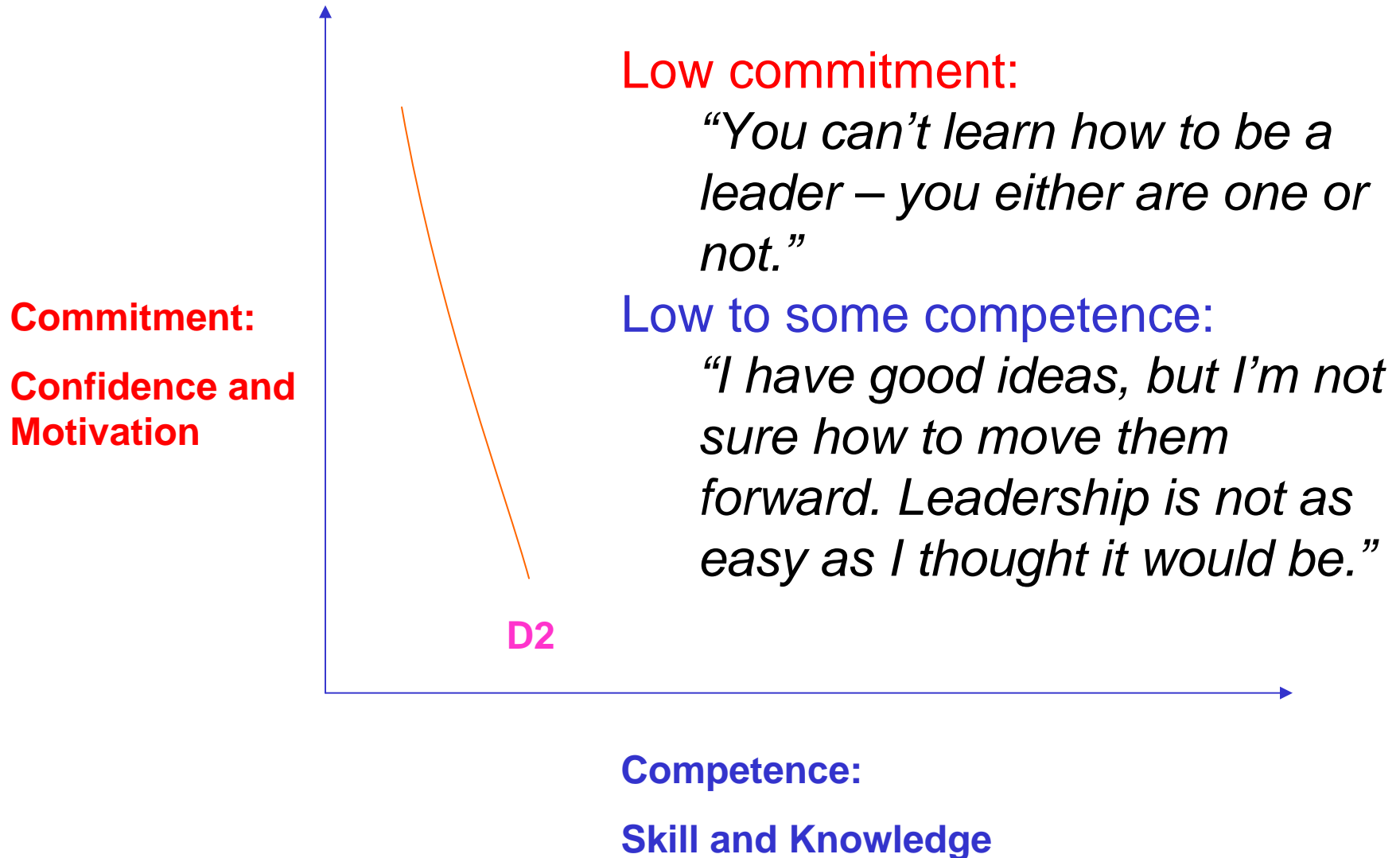
Competence:

Skill and Knowledge

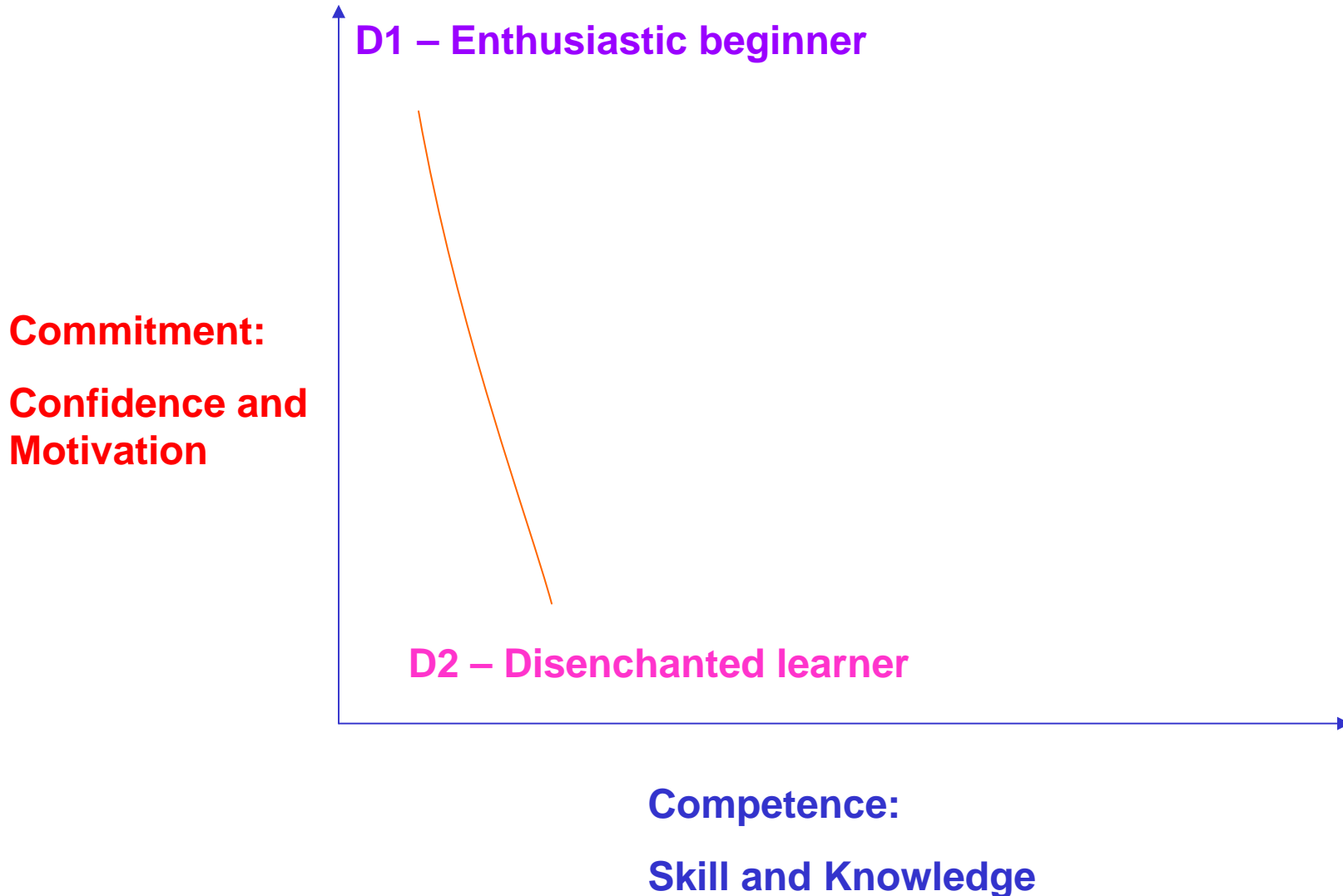
D1 – Enthusiastic Beginner



D2 – Disenchanted Learner



Development Stages



D3 – Capable but Cautious Performer

Variable commitment:

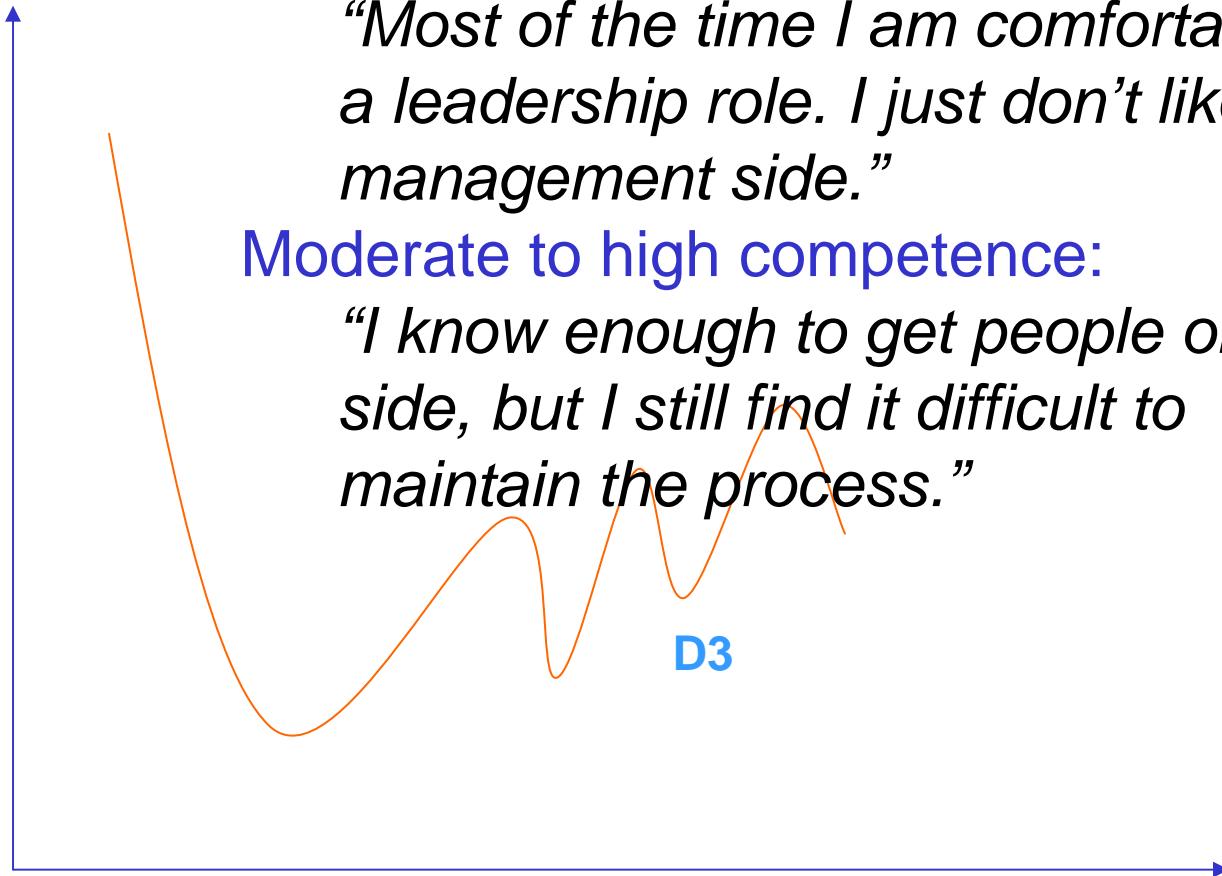
“Most of the time I am comfortable in a leadership role. I just don’t like the management side.”

Moderate to high competence:

“I know enough to get people on side, but I still find it difficult to maintain the process.”

Commitment:

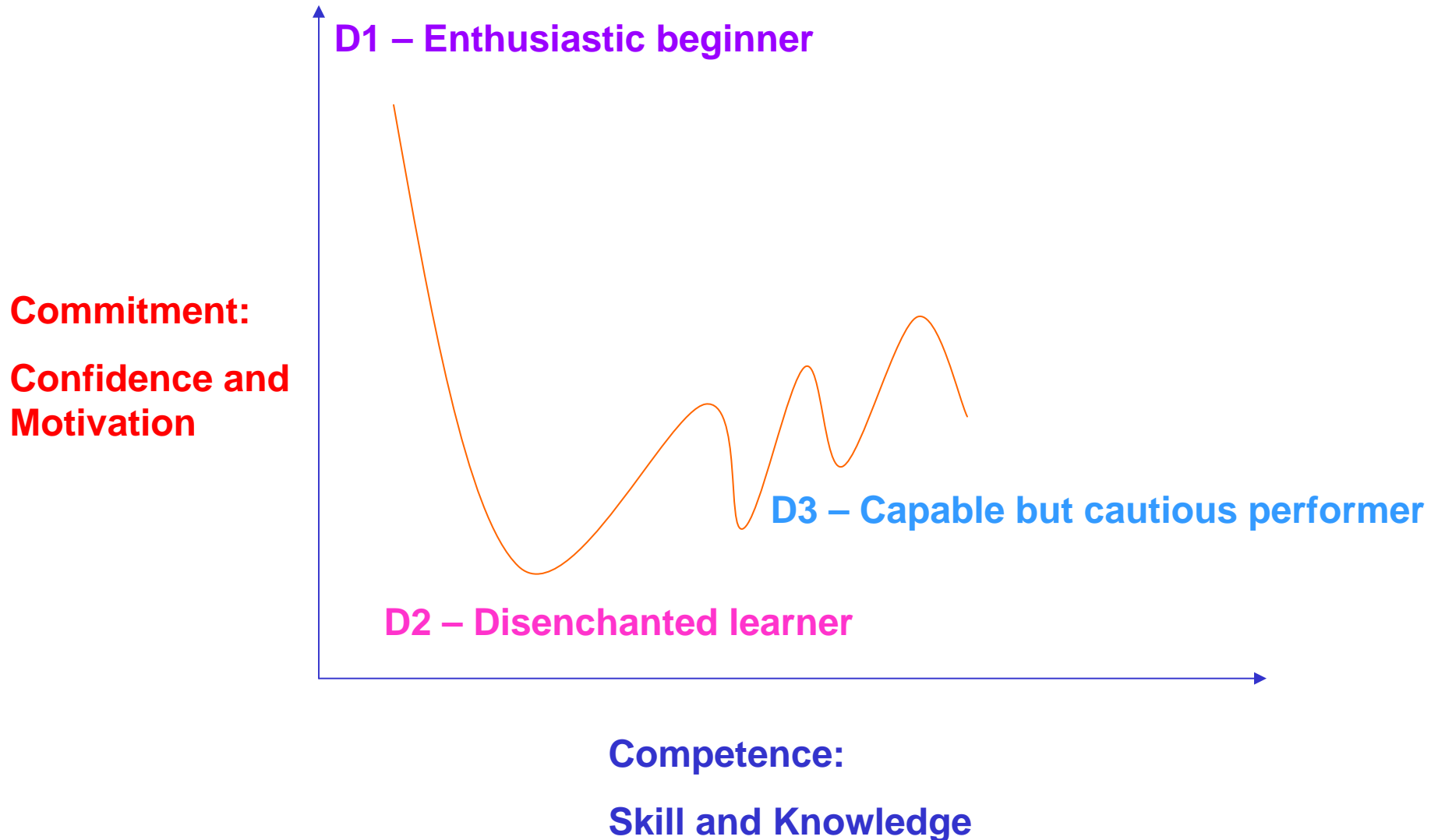
**Confidence and
Motivation**



Competence:

Skill and Knowledge

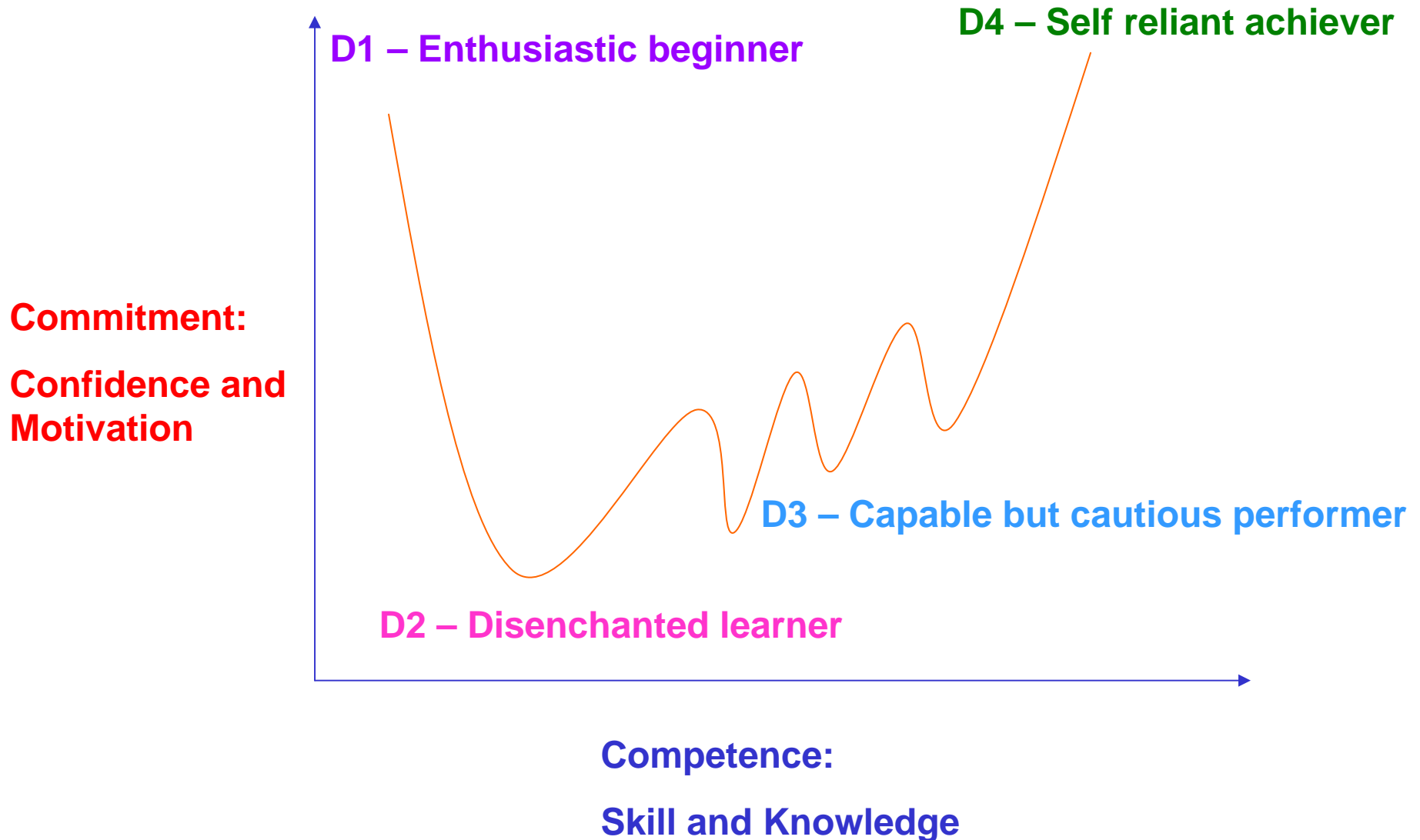
Development Stages



D4 – Self Reliant Achiever



Development Stages



The Leader

There are two main leadership behaviours:

Directing

and

Supporting

Leadership Behaviours

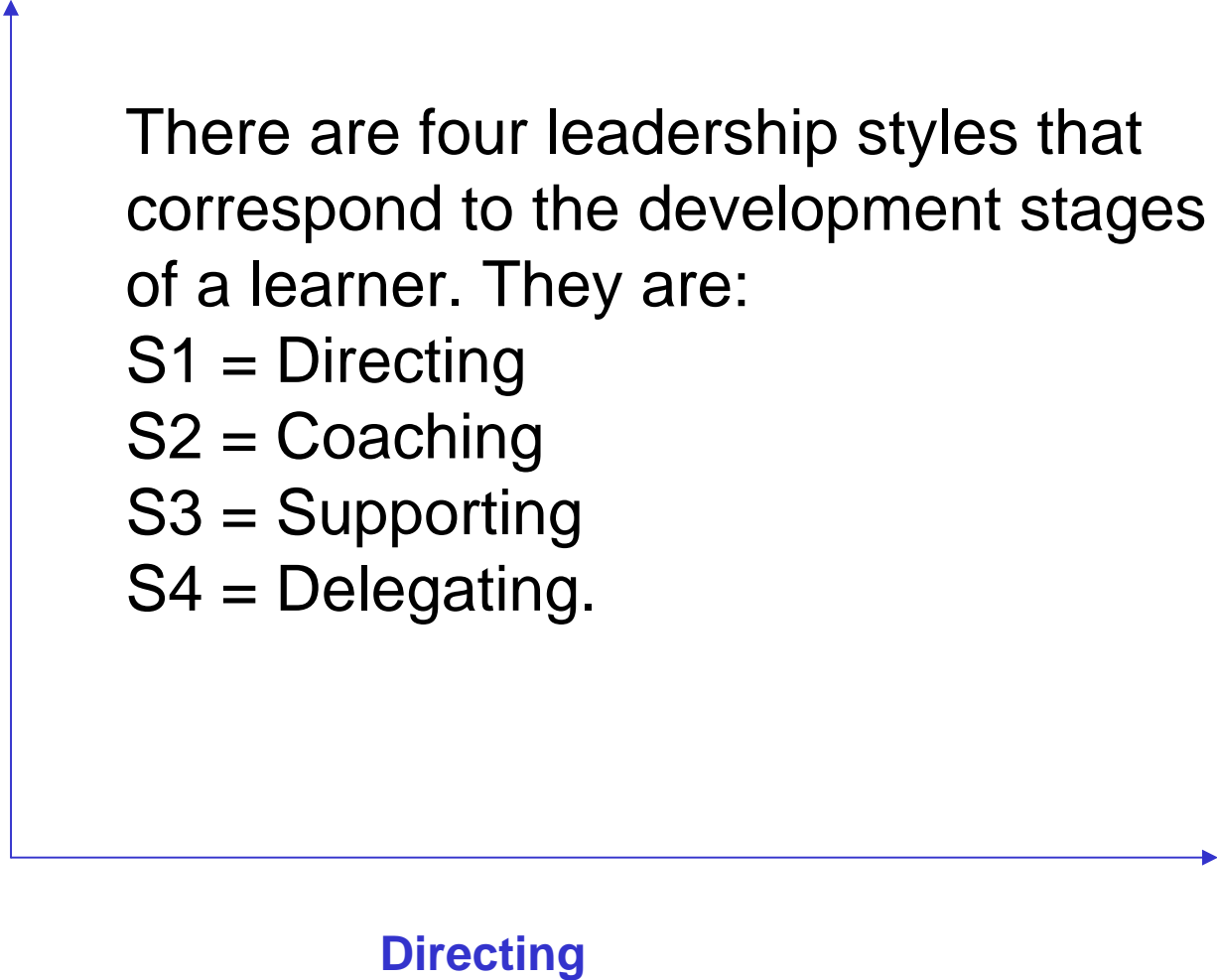
Directing leadership:

- Provides structure
- Organises the task
- Instructs and explains how to do the task
- Supervises the conduct of the task.

Supporting leadership:

- Provides encouragement and praise
- Listens and empathises
- Facilitates discussion
- Gives perspective and assurance.

Leadership Styles



There are four leadership styles that correspond to the development stages of a learner. They are:

S1 = Directing

S2 = Coaching

S3 = Supporting

S4 = Delegating.

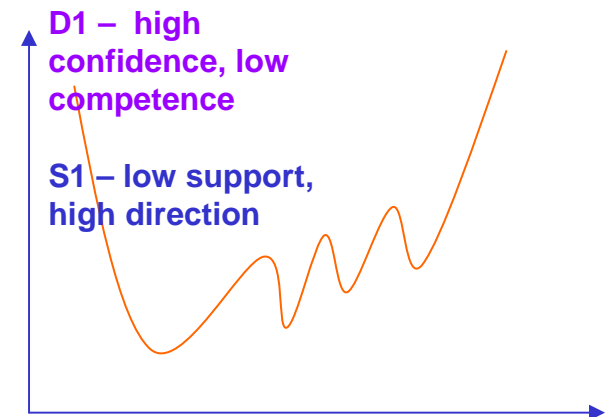
Supporting

Directing

S1 – Directing: I'll Decide

Enthusiastic Beginner (D1) Needs:

- Low support and High direction:
 - Clear goals
 - Standards
 - “Hands-on” training
 - Frequent feedback
 - Recognition of enthusiasm



S2 – Coaching

We'll Talk: I'll Decide

Disillusioned learner (D2) Needs:

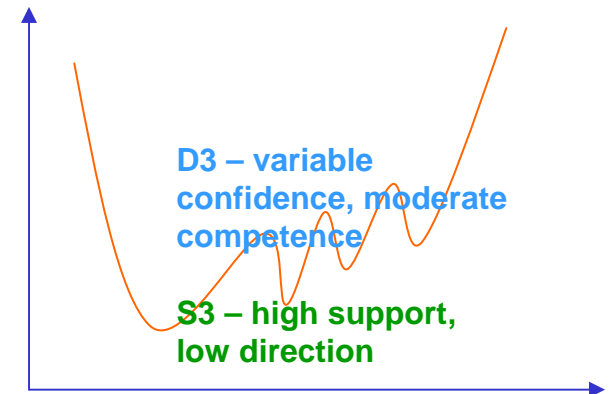
- High support and High direction:
 - Perspective and explanations of why
 - Frequent feedback on results
 - Assurance: it is OK to make mistakes
 - Involvement in decision making
 - Encouragement and praise for making progress



S3 – Supporting We'll Talk: You Decide

Capable but cautious performer (D3) Needs:

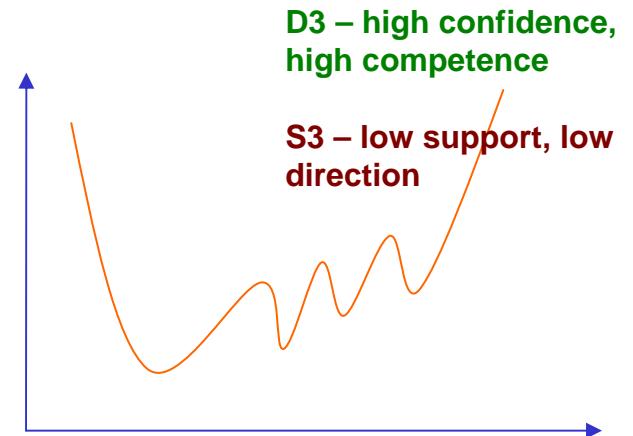
- High support, Low direction:
 - An approachable mentor
 - Opportunities to express concerns
 - Support to develop problem solving skills
 - Help in looking at skills objectively so confidence is built
 - Praise and recognition for good performance



S4 – Delegating You Decide

Self reliant achiever (D4) Needs:

- High support, Low direction
 - Variety and challenge
 - Trust
 - A mentor and colleague rather than a “boss”
 - Acknowledgment of contributions
 - Autonomy and authority



Matching Leadership and Development

