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# Children's Hospital of Chicago™

# Essentials of Successful Leadership

### Pediatric Hospital Medicine Conference
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# Disclosure

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- We do not intend to discuss an unapproved/investigative use of a commercial product/device in our presentation

# Today

- Physician as "leader"
- What makes a great leader
- Building trust
- Emotional intelligence
- Essential leadership communicating skills:
  - Providing clear direction
  - Listening
  - Email
  - Rewarding the right behaviors
  - Coaching
  - Giving and receiving feedback
  - Handling conflict

**Learning Objectives**
1. *Understand your strengths and weaknesses as a leader*
2. *Apply skills essential to being an effective leader*
3. *Understand what is necessary to develop a career in leadership*
4. *Understand and be able to be a more effective communicator*

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# We Will Save You Hours of Reading



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## Am I a Leader?

Even if you are not yet in an "official" or formal leadership:

# If you want people to follow you, you <u>are</u> a leader

And most physicians do this every week, if not every day

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# Think of the best leaders you ever experienced, what made them great?

# Think of the worst leaders you ever experienced, what made them poor?

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You are not a leader unless people <u>want</u> to follow you
...and to do this they need to **trust** you

High Trust is Essential to Being a Successful Leader

Think of someone you really trust...
Why do you trust them?
What do they do? ...don't' do?

# Building a High Trust Environment

- Credibility
- Respect
- Communication
- Fairness

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# Leading Former Peers

- Beyond being fair, you must be *perceived* as being fair
- Need to accept that your relationship has changed and you need to avoid anything that would convey the appearance of a special relationship

*Let's work through some scenarios*

# The Magic of Rapport

- Rapport happens when we value each other as a whole person, with an outside life, and connect

**Rapport = Forgiveness**

**Enjoying working together enables excellence**

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# Great Leaders are High in Emotional Intelligence

- Emotional Intelligence (EI):
  - Ability to recognize, understand and manage our own emotions; *AND*
  - Understand other people's emotions and our impact on them
- High EI allows you to be more effective in:
  - Managing relationships
  - Managing pressure and stress
  - Leading and engaging others
  - Communicating with others
  - Developing trust

*…most of the important stuff!!*

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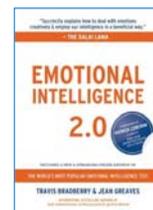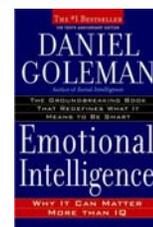
# Strengthening Your EI

- Honestly assess your weaknesses when it comes to EI
  - *Use feedback from others*
- Observe and assess how you interact with people
  - *Do you focus more on you shining or helping others to shine?*
- Always think about how your actions will affect others
  - ***Before** you take those actions*
- Take responsibility for your actions
  - *Apologize when needed*
- Examine how you react to stressful situations and develop skills to navigate these situations
  - *This is the true test and shapes how others see you*

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# Our Brain

- Complex Thinking Brain: Neocortex
  - IQ and working memory
  - Thinking, reflecting, considering
  - Decision making
  - Strategizing/prioritizing
  - Future consequences
  - Big picture/context

- Emotional Feeling Brain: the Amygdala
  - Survival Center, Flight/Fight/Freeze
  - Responding through emotional learning/memories
  - Has negative bias, scans for threats
  - 100x faster than the neocortex
  - Doesn't differentiate between real or perceived threats

# Impact of an Amygdala Hijack

- "Reptilian brain" and emotions take over in "survival mode", we respond to threats bypassing rational thought:

  <u>Fight</u>, <u>Flight</u> or <u>Freeze</u>

- Body on high alert: faster/shallower breathing, increased heart rate
- Blood goes to larger muscles away from brain, adrenaline released
- Cortisol floods the brain, focus on negativity, danger, paranoia, overly cautious
- Decrease in complex thought and ability to see nuances
- Rationality is overwhelmed by basic emotions
  - "I can't think straight"
  - We <u>say</u> and <u>do</u> things <u>we</u> <u>regret</u>

***"I don't know why I did that?"***

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# Developing a "Pause"
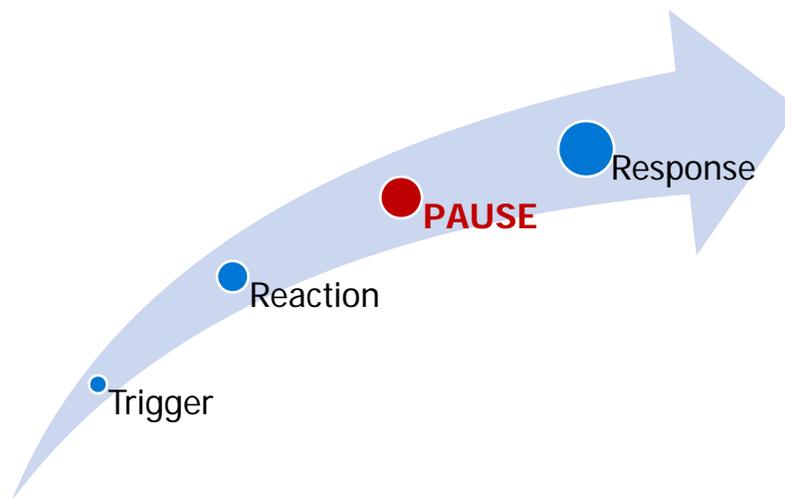
## Regaining Control

- **Stop!**: Bring awareness to our automatic reactions
- **Breathe**: Consciously slow and deepen breathing to get oxygen to the brain, to let the neocortex "catch up"
- **Start thinking again**: Questions reengage the neocortex

| You | What am I feeling? What impact do I want? What information am I missing? What assumptions do I need to check? |
|---|---|
| Others | What is this person's perspective? What do they need? How are they feeling? What were their intentions? |
| Perspective | Will this really matter 6 months from now? |

*How would my "best leader" respond?*

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## Essential Communication Skills

- Listening
- Providing clear direction
- Appropriate use of email
- Encouraging the right behaviors
- Coaching
- Feedback
- Handling conflict

**Think of the last time someone really listened to you, what did they do?**

# The Critical Skill of Listening

- Active listening means we are focused on the person we are interacting with:
  - The words they are saying and their nonverbal cues
  - The <u>feeling</u> behind the message
- Confirming our understanding with someone before we speak

***Seek First to Understand, Then to Be Understood***

**Stephen Covey, "7 Habits of Highly Effective People"**

# "Active Listening" Simple, Powerful...and Hard

- Ensure proper setting
- Focus full attention on understanding the other person…*no multitasking*
- Check for understanding before responding

**The greatest barrier to effective listening for
smart, high performing, successful people is
the urge to "rush in and fix things"**

## Providing Clear Direction

- Clarify Organizational Strategy and Vision
  - Where is the organization going?
  - What role does the team play in achieving this?

- What is the team's mission?
  - Why is it here?

- What is the team's vision?
  - Where is it going in 3-5 years?
  - Is it achievable?
  - Is it compelling?

Simple
Compelling
Clear

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## Email...or *Evil Mail?*

- Email is an important business tool
  - It is *great* for setting up meetings
  - It is *wonderful* to share documents
  - It is *useful* in summarizing decisions
  - It is *effective* for sharing factual information with large groups of people
  - Sometimes it is good for making a request or saying "thanks" in a public way

**It also has great potential to disrupt interpersonal interactions
and negatively affect a team or organization**

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# Email...or *Evil Mail?*

**Important Basic Facts**

- It is <u>forever</u>...it can not be permanently deleted
- It is <u>not private</u> communication and it can get out to a broad audience in a variety of ways:
  - It can be legally subpoenaed
  - It can be forwarded to anyone...and edited
  - It can be "hacked"

**If you are not comfortable about having it on the front page of the *Chicago Tribune* or *NY Times*, think twice about putting it in email**
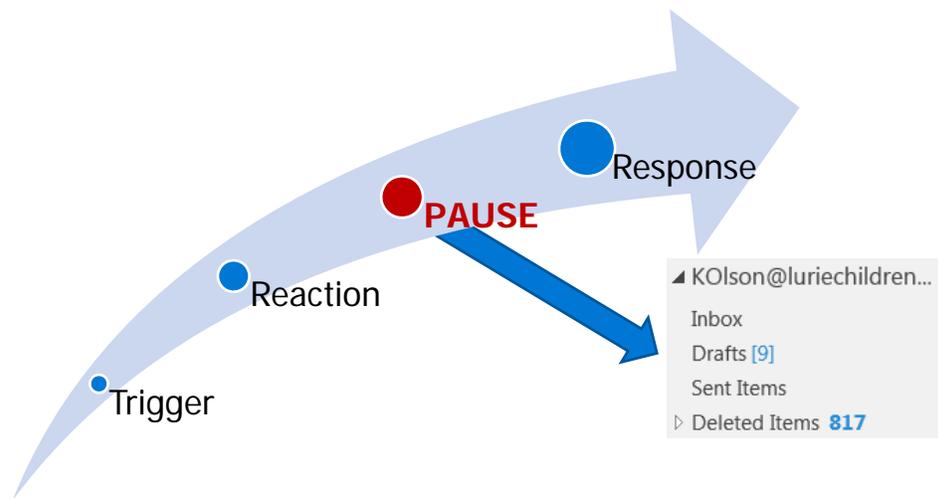
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# Email...or *Evil Mail?*

**Frequent "Team Destroyer"**

- Voice in your head when you compose email is not the voice in the head of the reader
  - CAPITALS = Excitement, shouting , angry, emphatic??
  - Sarcasm and humor frequently blow-up
  - "Fine" "Sure" "Way to go"...tone of voice is missing
- Something said in email will <u>frequently sound "harsher"</u> than if it was said in person

**Don't use email for content that is emotional or where reading emotions is important**

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# Your "Drafts" Folder is Your Pause

Response

PAUSE

Reaction

Trigger

KOlson@luriechildren...

Inbox
Drafts [9]
Sent Items
▷ Deleted Items **817**

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# Email...or *Evil Mail?*

- Email can cause issues, or disasters, if we are not careful and make one of these common email errors:
  - Hit "Reply All" by mistake
  - Depend on auto fill to complete addresses without checking them before sending
  - Don't think about who should be reviewing the "email trail" when we forward an email
  - Careless about casual phrases:
    - "Could be malpractice"
    - "What were we thinking?"
    - "Here's a lawsuit!"

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## Email...or *Evil Mail?*

**Time Waster**

- Is email the most effective method?
  - Debating something in email is <u>very inefficient</u>,

    *Subject x 3 = Meeting invite*
  - A phone call or trip down the hall may be far more effective, particularly if your message is sensitive

  **The more sensitive your message is, the more you benefit from face-to-face conversation and the more important it is *not* to use email**

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## Encouraging the Right Behaviors

- Say **"Thanks"!!!!** ...and be specific about why

  *"Thank you for X it had Y impact."*

  - "Thank you for handling that mom melting down in the waiting room, it relieved a really difficult situation."

  - "Thank you for pitching in to help Mary, it really helped the clinic run smoother today."

  **Target ratio: Praise at least 3 times for every corrective/challenging comment**

# Coaching "Map"

*Create a **Safe Environment**: In private, confidential, focused on improvement, forward looking*

1. **Observations:** State observations, reports, patterns
2. **Invite Participation:** Listen to their response
3. **Implications:** Remind them of expected performance and clearly outlining the "Why".
4. **Solve:** Help them address any barriers to performance
5. **Confirm:** Get their *commitment* to change

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# Coaching for Improvement

Step 1: **Observations:** State observations, reports, patterns of behavior
  – How would you *behaviorally* describe their lack of commitment to great service?
  – Have you observed changes over time?
  – Is there a <u>pattern</u> you can describe?
  – Frequently you will only have "reported" information that, if you believe is credible, needs to be acted on

# Coaching for Improvement

- Step 2: **Invite Participation:** Listen to their response
  - Wait for them to share their feelings and thoughts
  - Engagement in the conversation increases the chances for behavioral change
  - You may hear something that changes your initial assumptions and planned approach

> **Beware of "Sidetracking"**
> •Stalling "Sure—I'll work on that later."
> •Guilt-trips "I'm doing the best I can."
> •Blaming others "You think I'm the problem?  Joe is the real problem."
> •Personal attacks "You don't do that yourself, why should I?"
>
> *Stick to the steps of the conversation and the facts of the situation*

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# Coaching for Improvement

- Step 3: **REMIND** them of expected performance and reason...<u>the *WHY* is critical, make it big!</u>

Because I'm the boss and if you do it again, you will be in trouble  ←———————→  Because our team works hard to deliver an exceptional patient care experience

# Coaching for Improvement

- Step 4: **Solve:** Help them address any barriers

  – What training/resources are needed?
    *Before using training: Make sure it is a "not knowing" instead of a "not doing" issue*
  – Ask them for the actions they will take to ensure they provide excellent service

# Coaching for Improvement

- Step 5: **Confirm:** Get their *commitment* to change
  – Finish the conversation clearly re-stating those things you agreed on and performance expectations

    *"So can I get your commitment that you will demonstrate service excellence in all interactions and that you will exhibit the high level of service excellence we expect from everyone on our team."*

# Feedback Model

- **Positive Intent**: Ensure a proper setting and privacy, check-in to see if this is a good time for feedback
- **Observations:** State your observations objectively based on what you know, withhold value judgments
- **Implications:** Outline implications of behavior
- **Invite participation**: Talk together about how to improve
- **Confirm:** Confirm clarity, understanding, help needed

# Feedback Model

**Receiving Feedback…*even more important!***

- Be aware of your emotions, avoiding anger and defensiveness: If needed, take a breath to remain calm
- Show respect and listen without interrupting and then confirm understanding (active listening)
- Don't argue if you disagree…you "own" the feedback and can decide what to do with it
- Ask for clarifications of specific behaviors
- Ask for any help you need to improve
- Acknowledge and thank the person for taking the risk and coming to you with this feedback

# Four Responses to Conflict

- **Fight**: React in a challenging way *...common!*
- **Flight**: Try to ignore or avoid the situation *...common!*
- **Freeze**: Become very passive, or begin to deal with the issue but things drift and nothing is resolved *...very common*
- **Face it:** Approach the conflict in a calm and rational way *...very effective*

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# Face It!

**Proactively Resolving Conflict**

1. Pause and plan
2. Create a safe environment
3. Observations
4. Implications
5. Invite participation
6. Confirm

Sound familiar?

# Face It!

**Pause and plan**

- Have a clear picture of the outcomes <u>needed</u> (not only wanted)
- Include understanding your own motives and assumptions
- Consider the other persons motives and why they are approaching things so differently
- Give careful consideration about the best timing for the conversation avoiding high stress periods

# Face It!

**Create a "safe" environment**

- Make sure the setting is private
- Set a tone mutually respectful and focused on the improvement in the future
- Tentatively state a mutually agreed higher level outcome that is being impacted by the conflict, for example:

*"I believe we both want this to be a great team"*

*"I think we both agree that we want to provide a great patient care experience"*

# Face It!

**Observations**

•State your observations objectively and nonjudgmentally

**Implications**

•Outline what occurred as a result of the conflict and point out the implications to the mutually agreed outcome

**Invite participation**

•*LISTEN!* and understand the other persons perspective

•Don't discuss solutions or different opinions until they have confirmed that you understand their perspective

**Confirm**

•Confirm understanding regarding next steps and commitment

•If you still can't agree on next steps, try framing an action as a "pilot"

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# Leadership

To lead others means you are creating an environment where people will *want* to tap into their discretionary effort to follow you in achieving excellence



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# Discussion "Maps" for Difficult Conversations

Below are "maps" for navigating three different difficult conversations. These should all take place in a safe private environment, assuring confidentiality, and focusing on improvement.

## Coaching *(Use where there is a reporting relationship)*

1. **Observations:** State your observations, what has been reported to you, outline patterns.
2. **Invite Participation:** Wait and listen to their response. Listen but don't get sidetracked.
3. **Implications:** Remind them of expected performance and clearly outlining the "Why." Make the "why" as important as possible, tie it to your mission and vision.
4. **Solve:** Help them address any barriers to performance and take ownership. However, don't use training to address a "not doing" issue, only use it for a "not knowing" issue.
5. **Confirm:** Get their *commitment* to change and meet expected performance.

## Feedback Model *(Use where there is NOT a reporting relationship)*
1. **Positive Intent:** State the purpose for having this conversation ("Can I share something that I think might be helpful?") Check-in to see if this is a good time to receive feedback.
2. **Observations:** State your observations objectively based on what you actually know. Withhold value judgments.
3. **Implications:** Outline what occurred as a result of the behavior and point out the implications to the team, others, or themselves.
4. **Invite participation**: Keep a balanced conversation and use questions and silence to invite mutual participation. Talk together about what can be done to improve the behavior.
5. **Confirm:** Confirm any assistance to be provided and commitment to change.

## Conflict *(Use in situations where there is a conflict)*
1. **Pause and plan:** Know your needed outcomes. Consider each person's motives and possible underlying causes of the conflict. Give careful consideration to the best timing.
2. **Create a safe environment:** Make sure the setting is private, set a mutually respectful tone focused on the improvement in the future, and tentatively state a higher level mutually agreed outcome that is being impacted by the conflict, for example:
   - "I believe we both want this to be a great team."
   - "I think we both agree that we want to provide a great patient care experience."
3. **Observations:** State your observations objectively based on what you actually know. Withhold value judgments.
4. **Implications:** Outline the implications to the mutually agreed outcome.
5. **Invite participation:** Focus on listening at first. Don't discuss solutions until they have confirmed that you understand their perspective, and then discuss possible solutions.
6. **Confirm:** Confirm understanding regarding next steps and commitment to changes. If you still can't agree on next steps, try framing an action as a "pilot." Discuss how you will check in with each other & monitor progress.

# Essentials of Successful Leadership

Where should you focus on developing? What one or two behaviors could you *start* and *stop* doing that would have the biggest impact on making you a leader that others trust and want to follow? Rate each of the concepts below using this scale:

3= Consistently excels, role model for others

2= Doing but inconsistently

1= Need to focus on improvement

| Concept | Rating: |
|---|---|
| **Trust:** High degree of trust built on credibility, respect, communication and fairness | |
| **Emotional Intelligence (EI):** Ability to recognize, understand and manage our own emotions; AND understand other people's emotions and our impact on them | |
| **Listening:** focused on the person we are interacting with, understanding content and emotions and confirming our understanding with someone before we speak | |
| **Providing Clear Direction:** Focusing the team on a clear, concise, compelling mission, vision, and strategy to get there | |
| **Appropriate Use of Email:** Never include inappropriate information in email or try to address emotional issues or resolve issues through email | |
| **Encouraging the Right Behaviors:** Saying "thank you" often and being specific about the action performed and its impact. | |
| **Coaching:** Keeping it private and focused on future improvement, clear expectations and "why" it is important. | |
| **Feedback:** Providing feedback in a forthright, positive, supportive manner and soliciting and graciously receiving feedback. | |
| **Handling Conflict:** Facing conflict in a carefully planned, constructive, and collaboratively problem solving approach. | |

Focus on improving on the one or two lowest scoring. Ask others for their feedback if needed, asking for specific behaviors to *start* or *stop*. Using a survey tool, or paper form, it can also be very helpful to ask a wide group of people who work with you these three simple open ended questions:

1. What are this individual's top two or three strengths?
2. In the future, what are two or three things this individual should START or STOP doing to significantly improve their effectiveness? (Please outline SPECIFIC BEHAVIORS.)
3. What additional comments do you have about working with this individual?

From the input gathered, discern the one or two highest impact changes to make and start building new behaviors.

# Ok or Not?

Which of the below is OK for a leader to do and which could lead to perceptions of favoritism?

- Going out with the team for a beer after work

- Sharing season tickets with a team member

- Recreational travel with team members

- Heart to heart talks with a team member about his or her performance

- Heart to heart talks with team members about personal relationships

- Carpooling with one team member

- Discussing one team member's performance with another team member

- Flirting or dating team members

- Betting on sports with a team member

- Inviting one team member to dinner

- Hiring a team member to baby-sit your child

- Helping team members attain their goals

- Going to lunch with some but not all team members

- Attending a team member's wedding

- Soliciting input on a project from a team member

- Spending obviously more time with one team member than others

# Model for Providing Team Feedback

The model outlines expectations for team members in both giving and receiving feedback. It applies predominantly to situations where constructive feedback is indicated but assumes that equally prevalent positive feedback is given to each team member.

## Giving Feedback

**Positive Intent:** Ensure a proper setting and privacy. State the purpose for having this conversation, specifying that it is to provide feedback. Check-in to see if this is a good time to receive feedback. "Can I share something that might be helpful to you?"

**Observations:** State your observations objectively based on what you actually know. Withhold value judgments, focus on helping them be successful.

**Implications:** Outline what occurred as a result of the behavior and point out the implications for them and the team. Refer to any team commitments if appropriate.

**Invite participation**: Keep a balanced conversation and use questions and silence to invite mutual participation. Talk together about what can be done to improve the behavior.

**Confirm:** Confirm clarity, understanding, assistance to be provided, and commitment to change.

## Receiving Feedback

As receivers of feedback, it is critical to accept feedback from others in a manner that ensures you will continue to receive future feedback from others. How we receive feedback greatly influences our ability to learn, grow, and keep our commitments to each other:

- Be aware of your emotions, avoiding anger and defensiveness: If needed, take a breath to remain calm.
- Show respect and listen without interrupting and then confirm understanding (active listening).
- Don't argue if you disagree. Keep in mind, you "own" what you do with the feedback and can decide what to do with it.
- Ask for clarifications of specific behaviors.
- Ask for any help you need to improve.
- Acknowledge and *thank* the person for taking the risk and coming to you with this feedback.