Developing Leadership Skills in Residents and Program Personnel

Nancy A. Alvarez, PharmD, BCPS, FAPhA
Learning Objectives

• Summarize the benefits of a “whole person approach” to leader development.
• Utilize two Pharmacy Leadership and Education Institute themes to enhance resident/program staff development
• Analyze and apply coaching techniques to ‘lead from behind’
• Discuss elements of conversation strategies for performance and beyond
“Leadership is one of the most observed and least understood phenomena on earth”
~ James MacGregor Burns

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...So what are the risks of managing and (controlling) residents and program staff?
Risks of Not Leading Residents/Program Staff

• Insulting
• Disconnecting
• Depersonalized work
• Create low-trust
• Disempowering/fearful of making mistakes
• Dissatisfied with experience
• Untapped creativity, talent, resourcefulness
Whole People – Residents & Program Staff

VALUES

SPIRIT

NEEDS BODY

MIND HEART

INTERESTS

STRENGTHS

PLEI Operating System, 2017
Help Leadership Work - Ways of BEing

• Who are we being
• Not what are we doing
Orientation
Orientation Cont’d
Orientation Cont’d
Orientation Cont’d
Orientation Cont’d

Integrity
Honoring One’s Word
Whole & Complete
Accountability
Trust
Orientation Complete
Thematic Focus

PLEI Operating System, 2017
Leading from...

Within → Behind → In Front

PLEI Operating System, 2017
The Hard Work of Residency Directors is...

Within → Behind → In Front
Results Through Others

Empower vs. Do-it
Whole Person Approach
Communication Team
Make space/time for VISN

• Speed meeting sessions
  • Design a question and capture responses
  • Use for group assimilation

• Encourage others to develop VISN charts
  • Dive deep to help others
  • Look to create alignment
  • Use as guide for coaching
  • Inspire use for discovery sessions

PLEI Operating System, 2017
VISN Example #1 - Strengths

• Gallup StrengthsFinders 2.0 + other self-ID
• To what degree do you leverage each strength in your life (home, organizations, etc.)
• In what activities do you engage where your strengths are absent?
• What aren’t you doing now and could to engage your strengths?
• How well do your strengths align with what you know of this residency?
• Where do you spend time thinking and impact?
  • Strengths or weaknesses
VISN Example #2 - Interests

- Identify top joy/fun themes and list
- Dive deeper to enhance understanding
  - What is enjoyable and fun and why?
  - Focus on activities you actually like doing
- Example: I love to travel (what)
  - Learn about new cultures (Why #1)
  - Learn about history (Why #2)
  - Adventure/exciting (Why #3)
- Example: I love to watch *Dancing With the Stars*
  - Exposed to individuals unknown to me
  - Learn about growth path taken by others
Coaching...EIE (IO)

Education  Inspiration  Empowerment
What are the challenges associated with using coaching techniques?
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Challenges with Coaching

• Easier to give advice and difficult to refrain
• Desire to fix the problem – take over
• Lack of control over the situation
• Discomfort with feeling vulnerable
• Discomfort with feeling less useful/helpful
The Coaching Habit: Seven Essential Questions

- Kickstart: “What is on your mind (right now)?”
- AWE: “And what else?”
- Focus: “What is the real challenge for you here?”
- Foundation: “What do you want?”
- Lazy: “How can I help?”
- Strategic: “If you are saying YES to this; to what are you saying NO?”
- Learning: “What was most useful for you?”

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“Broken Escalator” Illustration

https://youtu.be/47rQkTPWW2I
Responsibility

Victims: External circumstance beyond their control

Players: "Owns" the problem (or at least an aspect they can control)

Why?
Response - Ability

Victims
- External circumstance beyond their control
- Free of fault
- Free of judgment
- Avoid vulnerability

Players
- “Owns” the problem (or at least an aspect they can control)
Victims
External circumstance beyond their control
Free of fault
Free of judgment
Avoid vulnerability

Players
“Owns” the problem (or at least an aspect they can control)
See role
Power to fix
Response - Ability

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- External circumstance beyond their control
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- "Owns" the problem (or at least an aspect they can control)
- See role
- Power to fix
Spotting Opportunities to be Response - Able

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<tr>
<th>Clues</th>
<th>“Victim” Statements</th>
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</thead>
<tbody>
<tr>
<td>• Focus on external source</td>
<td>This room is too hot/cold</td>
</tr>
<tr>
<td>• Centered on ‘blaming’ or ‘judging’</td>
<td>I am late because the meeting ran long</td>
</tr>
<tr>
<td>• Cyclic patterns</td>
<td>One person in my group won’t shut up</td>
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<td>This session is boring because I already know the topic</td>
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<td>The facilitator is not giving me enough time to take notes or reflect</td>
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<td>I was late because there was a line at the bathroom</td>
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What can you do when presented with victim behavior?
Transform Player Statements

- Move problem source inward
- Position yourself at the center of the problem
- Refrain from blame
- Snatch back power allocated externally
- Start with “I”
- Empower others
### Transformation to “Player” Statement

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**Victim Statements Revisited...as a Player**

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<td>I can ask to have the thermostat adjusted</td>
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<td>I am late because the meeting ran long</td>
<td>I will excuse myself on time next time so I can get to the next engagement on time.</td>
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<td>One person in my group won’t shut up</td>
<td>I will let the person know respectfully how I am impacted by the constant talking</td>
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<td>This session is boring because I already know the topic</td>
<td>I can focus on deepening my understanding of the topic</td>
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<td>The facilitator is not giving me enough time to take notes or reflect</td>
<td>I can let the facilitator know I need more time to reflect</td>
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<td>I was late because there was a line at the bathroom</td>
<td>I can walk to another floor to use the bathroom</td>
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Transforming Resident/Program Staff Statements

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Performance Conversation – *Delegate Tasks*

**Goal:** achieve a specific request/promise

- **What** will be done
- **When** results are reported/delivered

**Set resident/staff up for success**

- Ensure understanding of
  - **Why** it is important & **How** it will be done
- Facilitate identifying and access to:
  - **Who** agrees to get it done & **Where** needed resources are located

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Performance Conversations – Common Mistakes

• Failing to dialogue with resident (i.e., demand instead)
• Not ending them with a clear “yes” or “no”
• Asking the wrong person
• Overlooking WHY task is important
• Lack of clarity/specificity re: WHEN

• Insufficient coverage of HOW, WHERE, WHO components
  • HOW do you think you might accomplish? HOW did you plan?
  • WHERE can you turn to get all you need to accomplish?
  • WHO else might need to be involved?

• Lack full commitment to use them – takes effort

## Closure Conversation

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<th>When to Use</th>
<th>Mistakes</th>
<th>What covered</th>
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<tr>
<td>Closure to open/unresolved issues</td>
<td>Failure to listen</td>
<td>Acknowledge issues/impact</td>
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<tr>
<td>Unfulfilled promises</td>
<td>Insincerity</td>
<td>Apologize for mistakes misunderstanding</td>
</tr>
<tr>
<td>Restart action that is bogged down</td>
<td>Forgotten purpose WHAT WHY WHEN</td>
<td>Amend broken agreements</td>
</tr>
<tr>
<td>Celebrate &amp; acknowledge accomplishment</td>
<td></td>
<td>Appreciate others</td>
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Program Director Role: Learner and Player

- **CHOOSE**
  - Mindset to enable growth
  - Position in the game

- **INTEGRITY**
  - Not right or wrong
  - Whole & complete

- **ACCOUNTABLE**
  - Life happens
  - Commitment clarity & honor
  - Strengthen all links
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Vision
- Integrity
- Grit
- Response-ability
- Results Through Others

[Diagram with various elements related to integrity, vision, grit, and response-ability]

APhA2019
Moving Pharmacy Forward
• Leading others is hard work especially from behind
• Enhanced self-assessment requirements by including VISN to promote greater satisfaction
• Utilizing coaching skills empowers others and requires less work resulting in greater impact
• Performance conversations lead to mutually agreed upon promises
• Closure conversations repair broken promise(s) or celebrate ones kept