Short Course 6

Statistical Leadership: From Concepts to Practice

Biopharmaceutical Section's Leadership in Practice Committee (LiPCom)

Who we are

➢ Formed in September 2019

➢ 5 current members

- **Abie Ekangaki (chair)**
  Premier Research

- **Lisa Lupinacci (chair-elect)**
  Merck and Co., Inc.

- **Veronica Bubb**
  Abond CRO, Inc.

- **Emily Butler**
  GlaxoSmithKline

- **Rakhi Kilaru**
  PPD

Our Vision

➢ A world where statisticians are adept at balancing the core skills of *Interpersonal engagement, Critical thinking and Ability to lead,* in order to influence decisions in their work environment.

3 Core Goals

➢ To promote and support activities centered on developing leadership among statisticians.

➢ To collaborate with other groups & committees within BIOP to raise awareness of opportunities for engaging in leadership activities.

➢ To bridge with the broader ASA community on matters pertaining to statistician leadership.
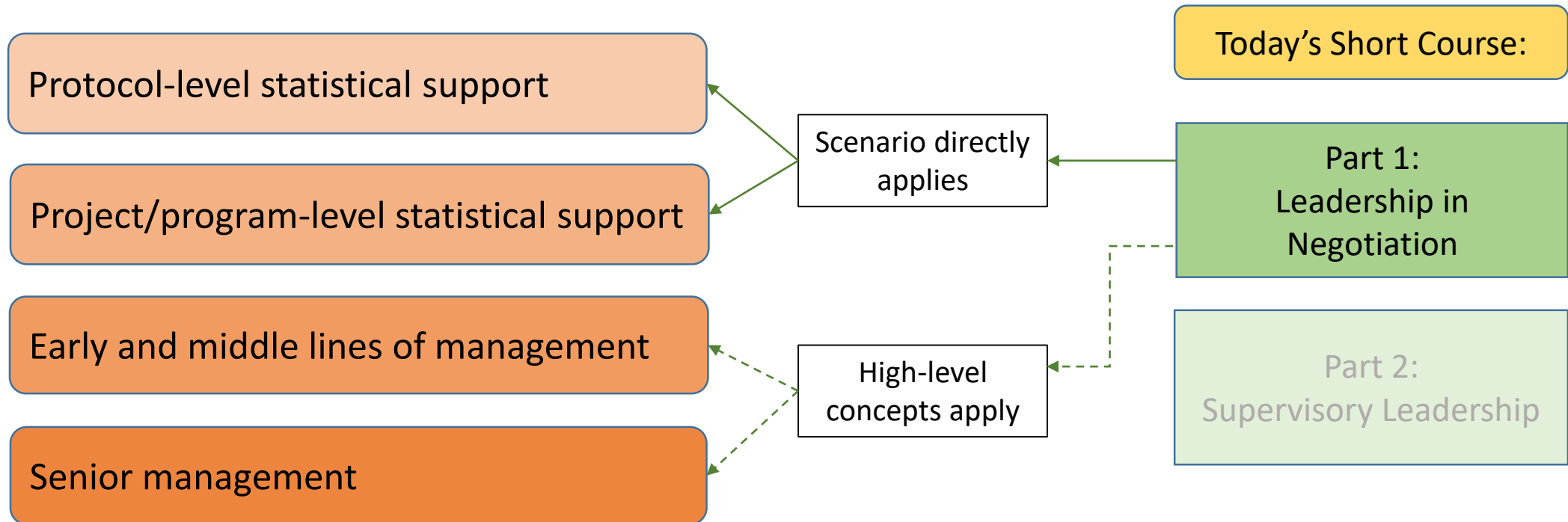
2020 Achievements

➤ Develop & present a 2020 RISW Short Course: *Statistical Leadership: Concepts to Practice*

➤ Sponsor a 2020 RISW Leadership Panel: What Is Statistical Leadership in the Pharmaceutical/Regulatory Space?

➤ Produce series of volunteer podcast interviews on the value of BIOP mentoring program in collaboration with Mentor-Mentee sub-committee

➤ Establish LiPCom webpage on BIOP website

LiPCom Future

➤ Promote new leadership initiatives through BIOP members & groups,
  ➤ e.g. expand podcast series on variety of topics; brown-bag advisory sessions; support Student Chapter activities, etc.

➤ Enhance LiPCom website to better serve BIOP
  ➤ e.g. with links to student chapters; community leadership programs; mentoring opportunities etc.

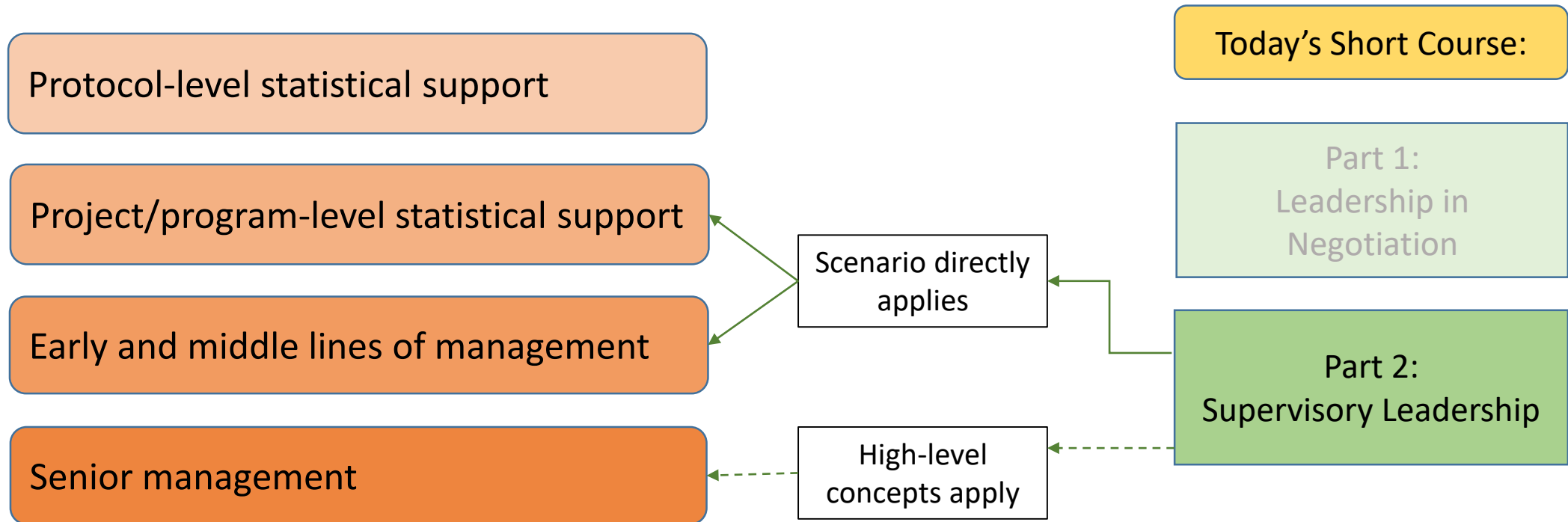➤ Look for opportunities to engage in the future

Leadership at All Levels

Statisticians need to show leadership at all levels of responsibility

Protocol-level statistical support

Project/program-level statistical support

Early and middle lines of management

Senior management

Scenario directly applies

High-level concepts apply

Today's Short Course:

Part 1: Leadership in Negotiation

Part 2: Supervisory Leadership

Leadership at All Levels

Statisticians need to show leadership at all levels of responsibility

Protocol-level statistical support

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Scenario directly applies

High-level concepts apply

Today's Short Course:

Part 1: Leadership in Negotiation

Part 2: Supervisory Leadership

Leadership in Negotiation

Practical Scenario

Leadership on a Cross-Functional Team
Scenario Details

- A product development team at a company is preparing for submission of an NDA for a new drug.

- The biostatistics and programming team supporting this product is producing the final deliverables for the CSR for the pivotal Phase 3 study and is operating on fairly aggressive timelines.

- The statistical analysis plan, along with the definition of the tables, listings and figures required for the CSR, were finalized many months before, and corresponding timelines were agreed upon.

- Now, as the database lock for the study approaches, *additional* deliverables are requested by the study physician.

- Naturally, the product development team does not want to extend the CSR timelines.

Leadership on a Cross-Functional Team
Scenario Notes

- "Additional" deliverables include items such as:

  – Changes to the format of the previously agreed-upon tables, listings or figures
  – New analyses due to members of the team changing their minds or changing the storyboard
  – New analyses to support an external expert meeting
  – New analyses due to a changing competitive landscape

- This scenario covers an expanding project scope while timelines stay the same; however, the following discussion can also apply to a scenario where the scope of the project stays the same while the timelines suddenly shorten.

Leadership Challenge

- The protocol statistician must ensure the delivery of high-quality deliverables.

- This was achievable under the previously-defined conditions (previous scope and previous timelines).

- The addition of new tables, listings or figures could compromise quality (if timelines stay the same) or timelines (if timelines extend to ensure quality).

The Statistician's Response

Statistician's Options

Just say "yes"

Consequences:
- **Study physician:** happy
- **Development team:** happy
- **Statistical team:** unhappy, stressed, overworked.
- **Project quality:** May suffer.
- **Team dynamic:** Precedent is set for unreasonable expectations.

Just say "no"

Consequences:
- **Study physician:** unhappy
- **Development team:** happy or unhappy
- **Statistical team:** happy not to be stressed
- **Project quality:** maintained
- **Team dynamic:** Precedent is set for unreasonable people.

Negotiate

Consequences:
- **Study physician:** partly/mostly happy
- **Development team:** partly/mostly happy
- **Statistical team:** partly/mostly happy
- **Project quality:** maintained
- **Team dynamic:** Precedent is set for reasonable expectations and people.

Statistician's Mindset

Why just say "yes"

- Fast, easy path to resolution.
- They will just keep nagging.
- We'd rather the larger team be happy and the statistical team be unhappy.
- *Negotiation is hard.*

Why just say "no"

- Fast, easy path to resolution.
- We don't care if they're unhappy; they didn't plan well; they need to learn to make better early decisions and live with them.
- *Negotiation is hard.*

Why negotiate

- Addresses needs of project, not people.
- Likely to make more people satisfied (if not happy)
- The other options undermine your leadership, both with the statistical team and cross-functional team.

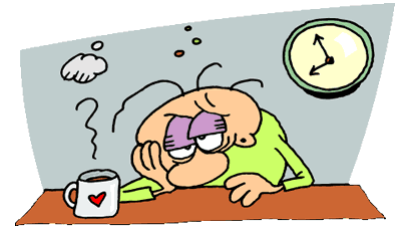# Negotiation Concepts

By the way…negotiation is hard.

All of the players "lose" a little bit.

Difficult choices usually need to be made.

Strong opinions and emotions can surface.

It can require a lot of energy and patience.

By the way…negotiation is worth it!

All of the players "win" on some points, and the team wins.

Statisticians position themselves as:
- Valuable team members (critical to team)
- Valued team members (respected by team)
- Cross-functional leaders

Negotiation can get easier:
- Practice makes progress - you will learn tools that work well in various situations
- Negotiation with the same team at a later time will benefit from earlier success.

Leadership Attributes Used in Negotiation

Setting vision/strategy

Shaping culture

Fostering connections/collaboration
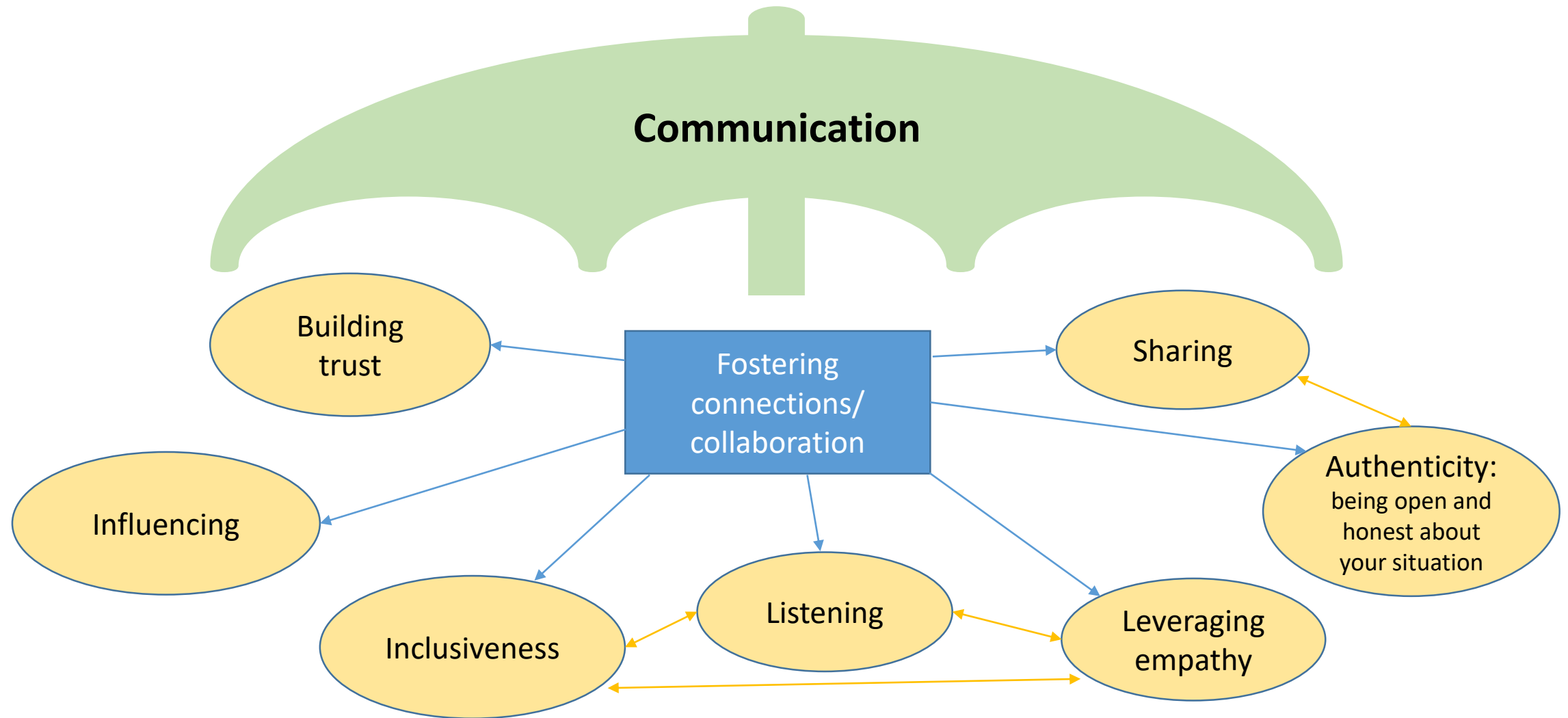
Openness to new ideas

Demonstrate ethics and courage

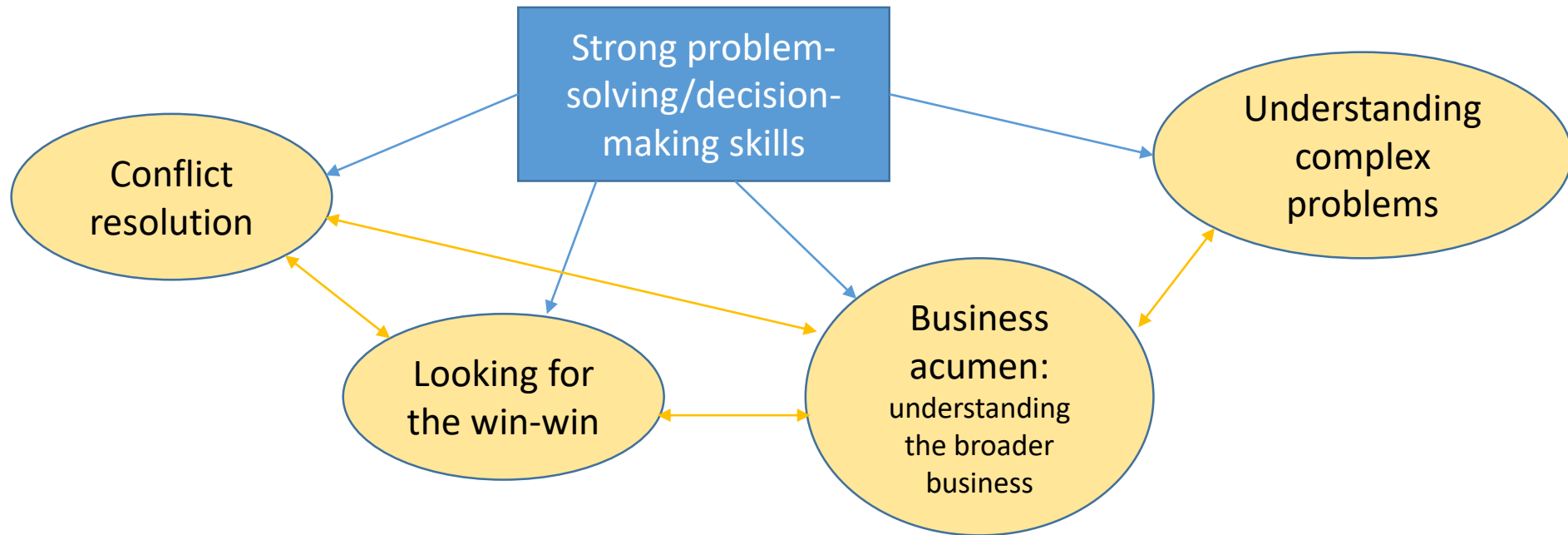Strong problem-solving/decision-making skills

Technical/area expertise

Results orientation

Strong coaching and empowering skills

A Closer Look at: Collaboration

A Closer Look at: Problem-Solving/Decision-Making

The Other Attributes Used Negotiation

	Setting vision/ strategy	Shaping culture	Openness to new ideas	Demonstrate ethics and courage	Results orientation	Technical/ area expertise
What?						
Why?	Enables collaboration and problem -solving	Facilitates future collaboration and problem -solving	Enables collaboration and problem -solving	Facilitates collaboration	Enables collaboration and problem -solving	Enables problem - solving
How?	Strategic-thinking component: Make choices by assessing requests relative to overall project strategy	Setting an expectation that different ideas will be merged for the good of the project	Includes flexibility; Facilitates listening, looking for the win-win, strategic-thinking	Courage component: Focus on doing what is best for the program; Avoid "social" pressure	Allows focus on a common goal and thus drives objectivity in the decision-making	Knowing what is possible allows you to suggest feasible solutions

Negotiation in Practice: Tips

Where Do I Begin?

DO YOUR HOMEWORK

Why?	• One of the statistician's most powerful, influential tools is data…so gather your data. • Prepare for the conversation – how will you respond to pushback?
When?	Prior to the negotiation
What?	• Know the prior agreements regarding the TLF package well (content and timelines). • Understand the new request as much as possible, including the value added, the regulatory impact and the priority. • Evaluate if there are any TLFs in the current package that may not be absolutely critical. • Discuss with the lead programmer (and other statisticians, if applicable) your ability to deliver on the new expectations (the amount of work required, time needed and potential trade-offs [what else would not get done]). • Consult your manager for his/her expertise, if needed. • Think through how the conversation might go; prepare responses to objections (later slide).

Leadership Attribute:
Technical expertise

Leadership Attributes:
Strategic thinking, foster collaboration

Leadership Attributes:
Strategic-thinking, results orientation

The Meeting – Focus

KEEP THE FOCUS ON COMMON GOALS AND THE PROJECT

Why?	You do not want the negotiation to be a power play; everyone's goal should be the project.
When?	Throughout the meeting
What?	Goals: • High-quality deliverables • Clear messages • Timely execution • Analyses that address the objectives of the protocol and align with the intended label/target product profile.

Leadership Attributes: *Strategic-thinking, results orientation, shaping culture, collaboration (building trust)*

The Meeting – Learning

CONTINUE TO GATHER DATA	

Why?	Everyone comes to the meeting with different data; the more details the statistician learns about the other person's position, the easier it is to propose reasonable solutions.
When?	Throughout the meeting

What?	Ask questions, assimilate different pieces of data, and discuss:
	• Where does this request fit into the story for the clinical study report? The label?
	   – What clear message will it convey or help elucidate?
	   – Does it have the potential to unnecessarily confuse the conclusions or generate conflicting information?
	• What is the regulatory impact of the request?
	   – If the impact is not regulatory, can the analysis be done later?
	• Which of these analyses have the greatest impact?
	• What is the key driver for the timeline?
	   – Applies to keeping the timeline the same in light of new data needs or the rationale for shortening the timeline (if that is the issue driving the negotiation)

Leadership Attributes: *Problem-solving (understanding complex problems), collaboration (listening), strategic-thinking, results orientation, openness to new ideas*

The Meeting - Behavior

BEHAVIORAL STRATEGIES	
Why?	A negotiator's behavior is key to the outcome.
When?	Throughout the negotiation

What?	• Be calm, professional and respectful (remove emotion) – "it's not personal, it's business."
	     – If the negotiation gets contentious, suggest a follow-up meeting to finish resolving issues and consider escalating.
	 • LISTEN respectfully, carefully and actively to the answers to your questions.
	 • EDUCATE the group
	     – Share what you know so that others will be able to make decisions based on your information.
	     – Provide details about the complexity of certain deliverables and your department's processes to ensure quality – such as program validation activities and how data issues can cause additional work.
	 • Remain flexible but know your boundaries.
	 • Be supportive and express understanding of the other person's position out loud.
	 • Remind the team that you all have the same goals.
	 • Return the discussion to the facts/data.

Leadership Attributes: *Collaboration (building trust), shaping culture*

Leadership Attribute: *Collaboration (listening, sharing, authenticity, building trust, leverage empathy, inclusiveness)*

Leadership Attribute: *Results orientation*

Leadership Attributes: *Openness to new ideas, technical expertise*

The Meeting - Solutions

Why?	A statistician is a problem-solver (and statistics *appears* to be the group that has the problem).
When?	During the negotiation (after the appropriate amount of information gathering)

What?	• Use "external support" (support from outside of your project) to push back on some of the work.
	  – Timelines for similar deliverables from similar projects in similar situations, or standard timelines within your department (if available) can be very helpful (*this data was part of your homework*).
	    • **Similar** is the key word; other projects may have done the "impossible," but they may have had extenuating circumstances. Each situation is unique; be sure to assess what is appropriate for your project and deliverables.
	  – Re-educate on critical processes in your department as necessary to explain why the requests are unrealistic.

Leadership Attribute: *Technical expertise, strategic-thinking, courage, collaboration (sharing, authenticity)*

The Meeting - Solutions

	SUGGESTING SOLUTIONS (2)
Why?	A statistician is a problem-solver (and statistics *appears* to be the group that has the probl...
When?	During the negotiation (after the appropriate amount of information gathering)
What?	• Suggest compromises:

- Suggest compromises:
  - "No, but…" (or "Yes, but…"): When the timeline requirements are unrealistic, suggest alternatives to the full set of requested tables, such as trading previously agreed upon tables for newly-requested tables (if possible) or offering to do 5 tables instead of 10.
    - Use what you've learned about how the new table support key messages to prioritize which tables get produced or, if that's not clear, let the clinician pick his/her most critical 5 tables.
    - Note: You won't be able to offer trades if all previously-requested tables are already programmed or are still critical to messaging.
  - Suggest roll-outs of TLFs in batches
    - Prioritize the TLFs into groups. Commit to the first group and support others "if possible."
    - Shows flexibility.
    - Providing the most critical data first will give the team data to work with while you complete other deliverables; they will see how long it takes to do TLFs, and it may be easier for them to accept those that aren't done.
- Use caution citing "too few resources" as the reason the analyses can't be done
  - Can result in team requesting more resources for you, which often won't totally solve the problem.

Leadership Attribute: *Collaboration (building trust)*

Leadership Attributes: *Problem-solving (conflict resolution, looking for the win-win, business acumen), strategic-thinking, openness to new ideas, collaboration [building trust, influencing])*

After the Meeting

DOCUMENTING SOLUTIONS	
Why?	To formalize agreements (may use for future negotiations)
When?	After the negotiation

What?	• Document specifics of the agreement
	    – What will be provided on what timeline
	    – Details of each roll-out should be documented if you are using the roll-out solution.

Leadership Attributes:
Collaboration (building trust)

Negotiation in Practice: Handling Common Challenges

Things you may Hear from your Team…

Tone and Word Choice

The tone you set and words you choose are important!
Choose words that communicate a positive and collaborative tone.

Instead of…	Try…
"I don't understand."	"Can you help me understand?"
"That's not possible."	"It may be possible to do some of that, but let me explain why it can't all be completed on that timeline, and maybe we can figure out together the best prioritization, roll-out plan, etc."
"You don't understand."	"I know it seems straight-forward or easy because this is a standard table (*or a repeat of a table we've already created*), but whenever we have new data, we have to retest the programs, and unexpected issues can occur."
"There's no way we can accommodate the new analysis requests."	"I understand these are important questions. In order to be compliant with our quality standards, SOPs and regulatory expectations, we need XX days for the analyses we already defined, and additional time for the new analyses. What analyses might we trade for these that may be slightly less urgent in light of these new needs? *(Can we try to work out a schedule to provide you with this important data for the SIE right after we deliver the submission analyses?)*"
"I can't deliver the analyses 3 weeks earlier so that you have more time to write."	"I understand how critical the writing and messaging is. Let's work out a roll-out schedule to allow you to write the pieces you are most worried about at the earliest possible time point."

Tone and Word Choice

Express gratitude

- "Thanks for taking the time to work through this."
- "Thanks for the clear explanation of the rationale."

Express empathy

- "I understand how important this is."
- "I understand you are worried about this."

Emphasize agreements/paint a win-win picture
(Remind them of what they are getting and of your flexibility and compromises.)

- "We've agreed that you will receive the first roll-out of the most critical efficacy tables within 2 weeks."
- "It's is little crunched, but we will try our hardest to include the 2 new tables in the 2nd roll-out. I'm worried about unexpected hurdles, so I'll keep you posted if we encounter serious issues."
- "So we are stuck on points A and B, but we have agreement on all of the safety tables."

Cultural Challenges

- Negotiation can lapse into a power play.

- Cultural issues can then become additional challenges:
  - Perceptions about gender or ethnicity
  - Status or seniority including perceptions about team roles (clinical [M.D.] vs. statistician [M.S. or Ph.D.])

- Toolkit:
  - Homework – make sure it is complete, comprehensive and includes consultation with your department's senior staff, utilize your technical expertise
  - Practice inclusiveness and openness to new ideas yourself, help shape the culture
  - Invoke the benefits to the company, project, and department in an effort to take the focus off of individuals

It's Not Personal, It's Business*

- True…and false.

- *What* you negotiate is *not* about personal wins and losses.
    - It can feel very personal.
    - It can appear to involve status and seniority.
    - Personal time may be involved.
    - You must strive to focus on the business and let those elements have minimal impact on the decisions.

- *How* you negotiate is *very* personal.
    - The behaviors are KEY to the outcome.

*from *The Godfather*

Key Take-Aways

- There are many situations in which statisticians need to negotiate.
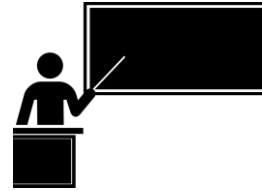- The *principles* discussed here are applicable to other situations as well.

Do homework/ gather data (before and during the meeting)	Ask questions/ listen/ discuss	Educate	Propose solutions: compromise, leverage the data you gathered, assess trade-offs	Behavior is key: remain professional, express understanding, stay focused on the problem

References

1. Yacovelli, Steve. (2019). *The Top 6 Leadership Competencies Everyone Should Know and Grow,* Article Weekly, accessed June 18, 2020 at www.articleweekly.com/steve-yacovelli/top-leadership-competencies

2. Society for Human Resource Management. (2008). *Leadership Competencies,* accessed June 18, 2020 at www.shrm.org/resourcesandtools/hr-topics/behavioral-competencies/leadership-and-navigation/pages/leadershipcompetencies.aspx

3. CABEM Technologies. (2018). *5 Core Competencies for Effective Leadership*, accessed June 18, 2020 at medium.com/@cabem/5-core-competencies-for-effective-leadership-c37847d17ee8

4. Giles, Sunnie. (2016). *The Most Important Leadership Competencies, According to Leaders Around the World*, Harvard Business Review, accessed June 18, 2020 at hbr.org/2016/03/the-most-important-leadership-competencies-according-to-leaders-around-the-world

Supervisory Leadership

Key Leadership Drivers that Apply…

Trust and Credibility

Self Awareness

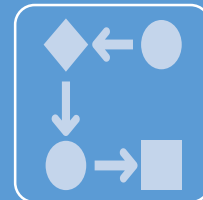Reframing the Problem

Continuous Learning

Reward and Appreciation

Technical skills

People

Process

Let's Meet Janet and Chris…

…Statisticians at a Biopharmaceutical Company

JANET

- Is a program lead overseeing 8 trials
- Provides:
  - statistical review of program deliverables
  - Program-level oversight of statistical deliverables
  - Statistical input on project-level strategy
- Supervises work at the protocol-level
- Has been at the company for >10 years
- Has supervised statisticians for > 5 years

CHRIS

- Is the lead statistician for 2 studies within Janet's program
- Is very technically strong
- Has some development needs in process, project management and team-building
- Has been at the company for > 2 years
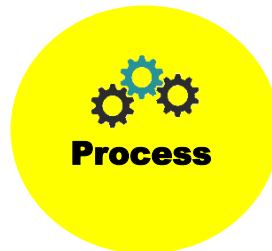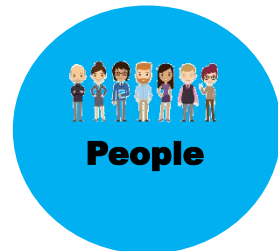- Has had Janet as a supervisor for > 1 year

An Issue Arises with One of Chris' Studies…

- For one of the large, multi-regional Phase III clinical trials, the Biostatistics and Programming team is working towards a dry run before database lock.

- Chris is currently insisting on last minute changes to a very complex efficacy algorithm.

- The rest of the team is not in agreement with Chris, stating the change is not necessary, especially as the timelines are tight

- Chris has missed some of the biostatistics and programming team calls, believing such meetings are a waste of his time.

- Preferring to spend his time on technical work, he relies on other team members at the meeting to make timeline agreements.

- Team calls have become tense and non-productive

→ **The situation has been escalated to Janet**

Self awareness

"*Self awareness is the ability to take an honest look at your life without any attachment to it being right or wrong, good or bad.*"

--- Debbie Ford

The view of one's character, feelings, motives, desires, strengths and weaknesses
→ how one fits within the culture of an organization

Internal
Our view of our own character, feelings, motives, desires, strengths and weaknesses

External
How other people view our character, feelings, motives, desires, strengths and weaknesses

Technical

People

Process

Reframe the Problem

Considering a problem from different angles and choosing a path that gives you the optimal outcome with respect to multiple goals.
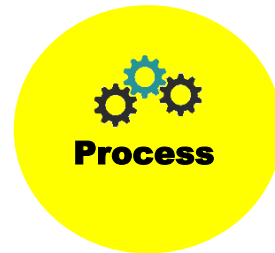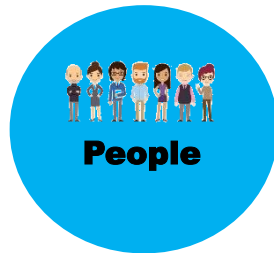
"If I had an hour to solve a problem and my life depended on the solution, I would spend the first fifty-five minutes determining the proper question to ask, for once I know the proper question, I could solve the problem in less than five minutes."

-- Albert Einstein

Technical

People

Process

Continuous Learning

Continually adapt to change
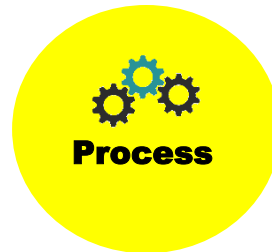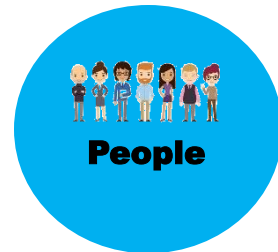
"*Intellectual growth should commence at birth and cease only at death.* "

-- Albert Einstein

Technical

People

Process

Recognition and Appreciation

> *"Appreciate what you have before it turns into what you had. "*
>
> -- Unknown

RECOGNITION

Giving positive feedback based on results or performance

Explicit
Rewards (verbal or physical) directly given to person

Implicit
Signals a leader sends with his or her behaviors

APPRECIATION

Acknowledging a person's inherent value to the organization (instead of his or her accomplishments)

People

Process

Remember Janet and Chris…
…Statisticians at a Biopharmaceutical Company

JANET

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- Team calls have become tense and non-productive

→ **The situation has been escalated to Janet**

Leadership Style – Scenario 1

Janet #1: Leadership Style

Janet's credentials	• Experienced project lead • Very familiar with processes • Very technical and detail-oriented • Opinionated, citing her own experiences and technical expertise as the basis for those opinions
Janet's 1:1 meetings with Chris	• Focus on technical details • Janet does much of the talking (voicing her opinions) • When possible, Chris cancels 1:1 to focus on technical tasks
Janet's view on Chris	• Believes she's built a strong relationship with Chris • Believes Chris's technical leanings are to her credit • Believes technical emphasis fosters Chris's development

The Problem

- A decision must be made regarding the algorithm (to fix or not).

- A decision must be made regarding to the timeline (to adjust or not).

- The resistant and fractured biostatistics and programming team must be managed.

Janet #1: Solution/Actions

Algorithm
- How would she likely view the algorithm fix (necessary or not)?
- What would her role in this likely be?

Timeline
- Based on the algorithm solution, does the timeline need adjusting?
- What would her role in this likely be?

Team Dynamic
- How would Janet likely handle the broken biostatistics and programming team dynamic?

Impact on Chris
- How would this solution likely position Chris?
- How has he developed as a project lead for the future?

How Did Janet #1 Do?

Technical skills

People

Process

Key Leadership Drivers

➢ Trust and Credibility
➢ Self Awareness
➢ Reframing the Problem
➢ Continuous Learning
➢ Reward and Appreciation

Janet #1: Results

- What is the trust like between Janet and Chris? Between Chris and the team? Did either improve with this solution?

- Did Janet leverage her relationship with Chris to coach him to make good choices and solve the problem?

- Did Chris acquire skills from this experience to take forward to other challenging situations?

- Was Janet's solution ultimately short-term or long-term?

Leadership Style – Scenario 2

Janet #2: Leadership Style

Janet's credentials	• Firmly rooted in process • Seen as a very reliable employee • Always focused on high quality and meeting timelines
Janet's 1:1 meetings with Chris	• Focus on process • Rarely canceled, as these are an important component her supervisory role • Contain unexpected process-oriented quizzes • Chris has openly voiced concerns with Janet's constant emphasis on project management and process.
Janet's view on Chris	• Believes she's built a strong relationship with Chris • Believes Chris is weak in process and project planning and management • Believes her effort in training Chris on process is being well received

The Problem

- A decision must be made regarding the algorithm (to fix or not).

- A decision must be made regarding to the timeline (to adjust or not).

- The resistant and fractured biostatistics and programming team must be managed.

Janet #2: Solution/Actions

Algorithm
- How would she likely view the algorithm fix (necessary or not)?
- What would her role in this likely be?

Timeline
- Based on the algorithm solution, does the timeline need adjusting?
- What would her role in this likely be?

Team Dynamic
- How would Janet likely handle the broken biostatistics and programming team dynamic?

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- How would this solution likely position Chris?
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- Did Chris acquire skills from this experience to take forward to other challenging situations?

- Was Janet's solution ultimately short-term or long-term?

Let's Improve Janet's Leadership Style…

….Incorporating our Leadership Drivers

Key Leadership Drivers

➢ Trust and Credibility
➢ Self Awareness
➢ Reframing the Problem
➢ Continuous Learning
➢ Reward and Appreciation

Leadership Style: Janet's Credentials

Janet #1 (Technical)	Janet #2 (Process)	Janet #3

• Experienced project lead
 	
• Very familiar with processes
 	
• Very technical and detail-oriented
 	
• Opinionated, citing her own experiences and technical expertise as the basis for those opinions
	• Firmly rooted in process
	
	• Seen as a very reliable employee
	
	• Always focused on high quality and meeting timelines
		• **Technical:**
		  ➢ Strong (but not directing every detail)
		  ➢ Keeps up with new methods and approaches relevant to her field
		
		• **Process:**
		  ➢ Knowledge of and respect for process but knows when to be flexible
		
		• **Emphasizes:**
		  ➢ High quality
		  ➢ Teamwork and collaboration
		  ➢ Decisiveness - weighing pros and cons of different viewpoints

Leadership Style: 1-1 Meetings with Chris

Janet #1 (Technical)	Janet #2 (Process)	Janet #3

• Focus on technical details
 	
• Janet does much of the talking (voicing her opinions)
 	
• When possible, Chris cancels 1:1 to focus on technical tasks
	• Focus on process
	
	• Rarely canceled, as these are an important component her supervisory role
	
	• Contain unexpected process-oriented quizzes
	
	• Chris has openly voiced concerns with Janet's constant emphasis on project management and process.
		• **Focus:**
		  ➢ Approaches to problem solving
		  ➢ How the team is doing
		• **Importance:**
		  ➢ Rarely canceled, as these are an opportunity to coach and learn (team information)
		• **Behavior:**
		  ➢ Solicits Chris' opinions on various topics
		  ➢ Coaches Chris to arrive at solutions
		  ➢ Disagreements are amicable and honest
		  ➢ Discussion includes hobbies and lighthearted non-work topics
		  ➢ Recognizes Chris' successes

Leadership Style: Janet's View of Chris

Janet #1 (Technical)

- Believes she's built a strong relationship with Chris.
- Believes Chris's technical leanings are to her credit
- Believes technical emphasis fosters Chris's development

Janet #2 (Process)

- Believes she's built a strong relationship with Chris
- Believes Chris is weak in process and project planning and management
- Believes her effort in training Chris on process is being well received

Janet #3

- **Relationship Quality:**
  - ➤ Strong and built on trust (mutual respect for each other's contributions and opinions)
- **Chris' Strengths and Weaknesses:**
  - ➤ Trusts his technical expertise
  - ➤ Appreciates his contributions
  - ➤ Believes his struggles with project management and process can be overcome
- **Chris' Development:**
  - ➤ Believes that Chris's disposition, their interactions and their relationship lend themselves well to building Chris' leadership skills

Let's Improve Janet's Handling of the Situation...
....Incorporating our Leadership Drivers

Key Leadership Drivers

➢ Trust and Credibility
➢ Self Awareness
➢ Reframing the Problem
➢ Continuous Learning
➢ Reward and Appreciation

The Problem

- A decision must be made regarding the algorithm (to fix or not).

- A decision must be made regarding to the timeline (to adjust or not).

- The resistant and fractured biostatistics and programming team must be managed.

Leadership Learnings: Janet's Solution/Actions

	Janet #1 (Technical)	Janet #2 (Process)	Janet #3
Overall Approach	**Short-term solution:** Solves the immediate issues (Controller)	**Short-term solution:** Solves the immediate issues (Dictator: with a one-track mind)	**Long-term solution:** Reframes the "problem" as an opportunity for Chris to learn (Leader)
Algorithm	**Takes over:** Personally involved in implementing the change	**Indecisive:** Disagrees change is necessary, does not say no	**Coaches:** Trusts Chris' technical expertise and judgment on the algorithm fix; makes sure Chris is aware of the impact on the team.
Timeline	**Takes over:** Personally engage with the team to help timeline management.	**Dictates:** If the change is made, insists Chris work with the team to keep the original timeline.	**Coaches:** Ensures Chris negotiates the timeline change by learning the key issues from the team, balancing them, and educating the team on the value of the algorithm change.
Team Dynamic	**Takes over:** Joins team to support Chris with delivering the tasks, advises Chris to pull her in for future situation	**Further damage:** Doesn't say no to the algorithm fix & still insists on the original timeline, so the team works harder. Flags as a performance issue for Chris.	**Coaches:** Supports and assists Chris in listening to the team, caring about their concerns and choosing solutions that balance factors; rewards Chris for success
Impact on Chris	**Follower:** "Assistant" to Janet; he will repeat the same behaviors again	**Co-dictator:** Since he insists on the technical change despite the timeline issue, he will repeat the same behaviors again	**Leader:** Chris is empowered to take charge of the situation with support from Janet. He has learned and developed.

How Did Janet #3 Do?

Technical skills

People

Process

Key Leadership Drivers

➢ Trust and Credibility
➢ Self Awareness
➢ Reframing the Problem
➢ Continuous Learning
➢ Reward and Appreciation

Leadership Learnings: Janet's Results

	Janet #1	Janet #2	Janet #3
What is the trust like between Janet and Chris? Between Chris and the team? Did either improve with this solution?	For the most part, Janet doesn't trust Chris to handle the situation. Chris' team doesn't trust him as a leader. Neither improved.	Janet doesn't trust Chris to handle the process. Chris' team doesn't trust him as a leader. Neither improved.	Janet trusts Chris. The team doesn't trust Chris, but the team's trust in Chris improves.
Did Janet leverage her relationship with Chris to coach him to make good choices and solve the problem?	No. Janet's own priorities and values enabled Chris's behaviors. She handled the parts where he is weak.	No. Janet imposed her own priorities and values on top of Chris,' enabling his behavior and allowing him to create a difficult situation for his team.	Yes. Janet focuses on sustainable long-term project leadership (and the short-term) and utilizes her trust with Chris to coach effectively.
Did Chris acquire skills from this experience to take forward to other challenging situations?	No. Chris' approach was "validated" by Janet, so he will likely continue to escalate situations like this to Janet, who will continue to solve them by doing it herself. The team dynamic may improve, but only at a cost to Janet.	No. Chris will likely continue to create issues like this in the future that need escalating to Janet, who will continue to her pattern of nagging Chris on process. The team dynamic will deteriorate which may result in attrition.	Yes. Chris will be better equipped to address similar situations in the future and can likely apply these skills and learnings to different situations efficiently and effectively.

Leadership Drivers: Reframing

Janet #3: Solution

Overall Approach → **Long-term solution:** Reframes the "problem" as an opportunity for Chris to learn (Leader)

"Shift your lens: the power of reframing problems"

- EMPATHIZE

- ASK WHY

Chris is weak in process and project planning and management

↓

Chris has an opportunity to learn new skills to complement his strengths

Leadership Drivers: Trust

Janet #3: Solution

Overall Approach → **Long-term solution:** Reframes the "problem" as an opportunity for Chris to learn (Leader)

Algorithm → **Coaches:** Trusts Chris' technical expertise and judgment on the algorithm fix; makes sure Chris is aware of the impact on the team.

Authenticity is a nuanced trait

Be a colleague that others can confide in

THE PARADOX

Sometimes just being yourself is the **wrong** thing to do.

PJB/Getty Images

Leadership Drivers: Self Awareness

Janet #3: Solution

Overall Approach →

Long-term solution: Reframes the "problem" as an opportunity for Chris to learn (Leader)

Algorithm →

Coaches: Trusts Chris' technical expertise and judgment on the algorithm fix; makes sure Chris is aware of the impact on the team.

SELF-AWARENESS

External Self Awareness

	LOW	HIGH
HIGH	**INTROSPECTORS**	**AWARE**
LOW	**SEEKERS**	**PLEASERS**

Internal Self Awareness

Leadership Drivers: Continuous Learning

Janet #3: Solution

Overall Approach →
Long-term solution: Reframes the "problem" as an opportunity for Chris to learn
(Leader)

Algorithm →
Coaches: Trusts Chris' technical expertise and judgment on the algorithm fix; makes sure Chris is aware of the impact on the team.

Timeline →
Coaches: Ensures Chris negotiates the timeline change by learning the key issues from the team, balancing them, and educating the team on the value of the algorithm change.

The best leaders are constant learners

SEEK

SENSE

SHARE

Leadership Drivers: Reward and Appreciation

Janet #3: Solution

Overall Approach

→ **Long-term solution:** Reframes the "problem" as an opportunity for Chris to learn
(Leader)

Algorithm

→ **Coaches:** Trusts Chris' technical expertise and judgment on the algorithm fix; makes sure Chris is aware of the impact on the team.

Timeline

→ **Coaches:** Ensures Chris negotiates the timeline change by learning the key issues from the team, balancing them, and educating the team on the value of the algorithm change.
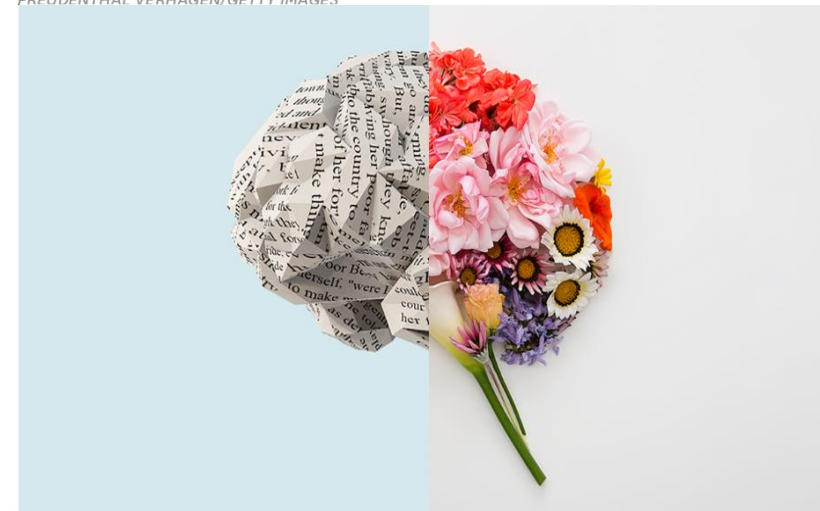
Team Dynamic

→ **Coaches:** Supports and assists Chris in listening to the team, caring about their concerns and choosing solutions that balance factors; rewards Chris for success

Impact on Chris

→ **Leader:** Chris is empowered to take charge of the situation with support from Janet. He has learned and developed.

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