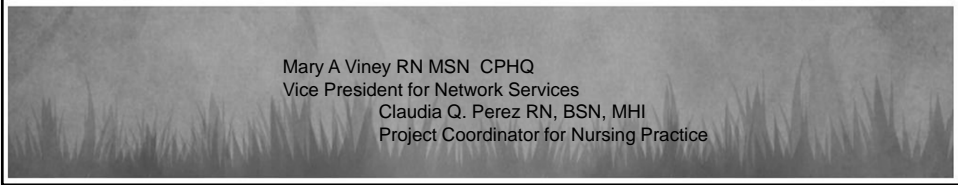


New Mexico-Aligning Forces for Quality

Transformational Leadership at all Levels



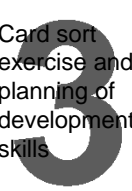
Mary A Viney RN MSN CPHQ
 Vice President for Network Services
 Claudia Q. Perez RN, BSN, MHI
 Project Coordinator for Nursing Practice

Objectives


Summarize leadership competencies that support transformational change

Integrate emotional intelligence, appreciative inquiry, positive deviance to TCAB strategies

Card sort exercise and planning of development of skills



Transformational Leadership at all Levels



**Summarize leadership
competencies that
support transformational
change**



Strategic Objectives for Transforming Care at
the Bedside

To develop one or more models of care at the bedside
on medical and surgical units that will result in:

- **Improved quality of patient care**
- **Improved quality of patient service**
- **More effective care teams**
- **Improved staff satisfaction and retention**
- **Greater efficiency**

TCAB Themes: The “What” of TCAB

- Safe and Reliable Care
- Vitality and Teamwork
- Patient-Centered Care
- Value-added Care Processes
- ***Transformational Leadership***



TCAB Leadership

IHI Model for Organizational Leadership

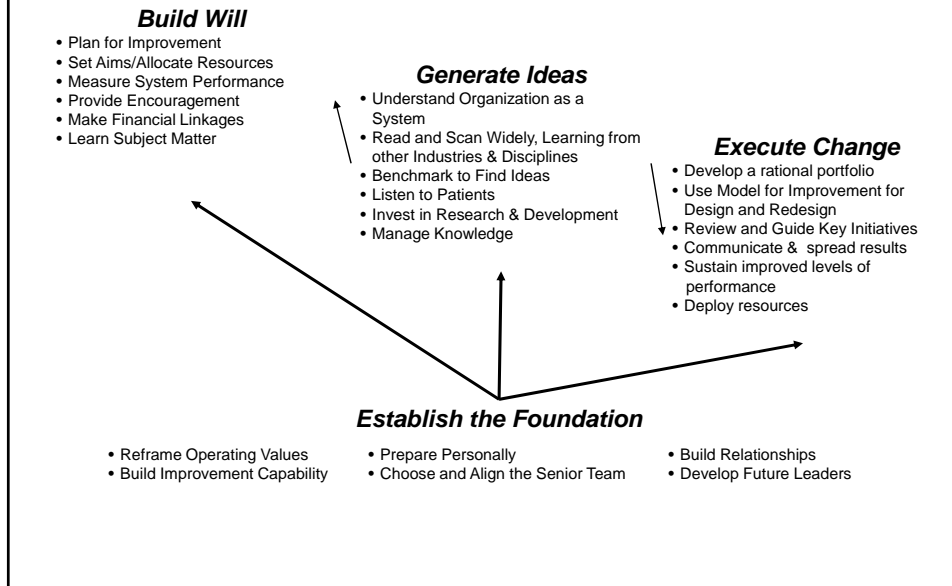
AONE competencies for Nurse Executives and Nurse Managers

Create models of leadership competence and capacity to drive and sustain transformational change

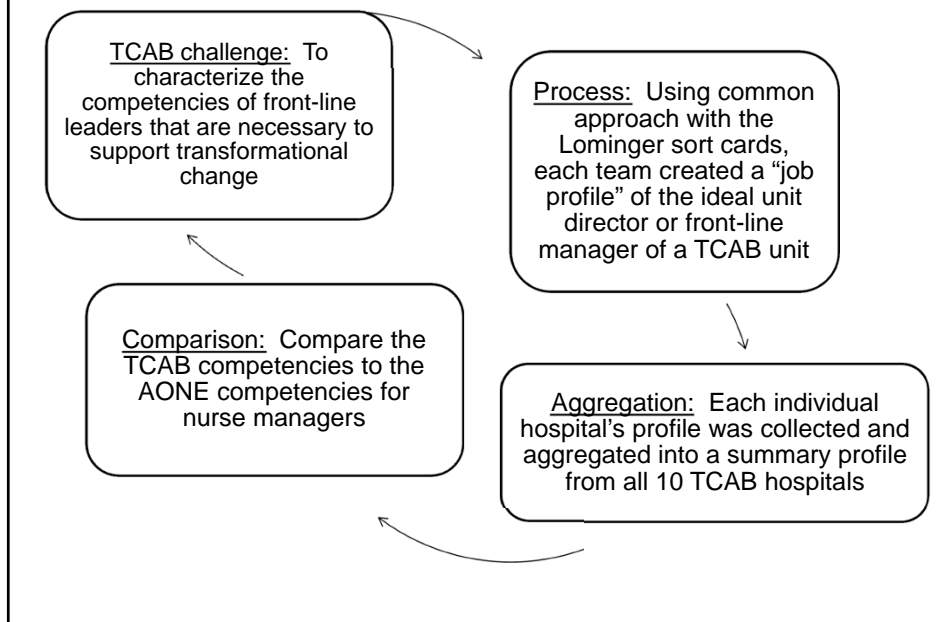
Challenge: How do we define the core leadership competencies of the Nurse Manager on the transforming unit?
It's the *WHAT* of the *HOW*.

Goal is to create TCAB leadership legacy for nursing leadership around the world!

IHI Leadership for Improvement



Identifying Competencies for Transformational Change



Lominger Card Sort Exercise

- Nine teams responded – UPMC, Haley, Children’s, NSLIJ (Univ and LIJ), Seton NW, Prairie Lakes, Cedars-Sinai, MD Anderson and Kaiser Roseville
- 69 individuals conducted the card sort to answer the question:
 - What are the competencies of a unit manager of a TCAB unit that promote and facilitate transformation?

Card Sort Results

- 69 individual responses from the tally sheets were evaluated, with each individual competency scored as:
 - 3 points for “D” - Essential
 - 2 points for “F” – Nice to Have
 - 1 point for “G” – Less Important
- The mean and median responses were tabulated for each of the 67 Lominger competencies

Competencies with a Mean Score of 2.1 or higher (in order)

- Integrity and trust *
- Motivating others
- Building effective teams
- Approachability
- Listening
- Customer focus
- Conflict management *
- Fairness to direct reports
- **Delegation**
- Informing
- Peer relationships
- **Problem solving**
- Managing vision and purpose
- Composure
- Ethics and values *
- **Directing others**
- Confronting direct reports
- Decision quality
- Developing direct reports and others *
- **Priority setting**
- Innovation management
- Organizational agility
- **Time management**
- Creativity
- **Hiring and staffing ***
- Negotiating *
- Compassion
- **Organizing ***
- Caring about direct reports
- **Process management**

*Maps with AONE competencies

The poster is titled "LEADERSHIP ARCHITECT'S COMPETENCIES, CLUSTERS AND FACTORS POSTER". It is divided into two main columns, each containing a list of competencies and their associated mean scores and ratings. The competencies are grouped into clusters, and each cluster is associated with specific factors. The poster provides a comprehensive overview of the Leadership Architect's framework, detailing the relationship between individual competencies, broader clusters, and the underlying factors that influence performance.

Competency	Mean Score	Rating
1. Integrity and trust	2.1	2.1
2. Motivating others	2.1	2.1
3. Building effective teams	2.1	2.1
4. Approachability	2.1	2.1
5. Listening	2.1	2.1
6. Customer focus	2.1	2.1
7. Conflict management	2.1	2.1
8. Fairness to direct reports	2.1	2.1
9. Delegation	2.1	2.1
10. Informing	2.1	2.1
11. Peer relationships	2.1	2.1
12. Problem solving	2.1	2.1
13. Managing vision and purpose	2.1	2.1
14. Composure	2.1	2.1
15. Ethics and values	2.1	2.1
16. Directing others	2.1	2.1
17. Confronting direct reports	2.1	2.1
18. Decision quality	2.1	2.1
19. Developing direct reports and others	2.1	2.1
20. Priority setting	2.1	2.1
21. Innovation management	2.1	2.1
22. Organizational agility	2.1	2.1
23. Time management	2.1	2.1
24. Creativity	2.1	2.1
25. Hiring and staffing	2.1	2.1
26. Negotiating	2.1	2.1
27. Compassion	2.1	2.1
28. Organizing	2.1	2.1
29. Caring about direct reports	2.1	2.1
30. Process management	2.1	2.1

Lominger Card Sort - New Mexico Teams

- Innovation Management
- Political savvy
- Managerial Courage
- Strategic Agility
- Conflict Management
- Confronting Coworkers
- Delegation
- Developing people
- Managing & Measuring Work



Lominger Card Sort for TCAB Competencies: Skill Level Sorting Exercise

- Place the 3 green divider cards (A,B, and C) in front of you, side by side.
- Shuffle the deck of 30 maroon competency cards listed below three times.
- Using the burgundy banner (front) side of the cards, sort them into 3 equal piles by placing each below one of the divider cards. Ask yourself the following question as you consider the skill described on each card—"How would you rank yourself on this competency—highly, moderately or least skilled?" You must place 10 cards in each pile.
- Once you have all cards sorted, transfer your results onto the tally sheet below by placing an X in the column matching the cards' category.
- Place a star next to the competencies where you would like development opportunities.

Approachability
Caring About Direct Reports
Compassion
Composure
Conflict Management
Confronting Direct Reports
Creativity
Customer Focus
Decision Quality
Delegation

Developing Direct Reports and Others
Directing Others
Ethics and Values
Fairness to Direct Reports
Hiring and Staffing
Informing
Innovation Management
Integrity and Trust
Listening
Motivating Others

Negotiating
Organizational Agility
Organizing
Peer Relationships
Priority Setting
Problem Solving
Process Management
Building Effective Teams
Time Management
Managing Vision and Purpose

Coaching Managers and TCAB leaders

1. “How do you think the meeting went?”
2. “What do you think you did well? What do you think you could have done better/differently?”
3. Identify several positive things, followed by 1 or 2 things they might do better. Stick to the important stuff. Don’t bring up the unimportant, and don’t overwhelm them with too much feedback.
4. Often, they have already identified those things they need to work on. Then, spend time discussing how they might improve those skills, by when and how you might help.



Competencies with a Mean Score of 2.1 or higher

- Integrity and trust
- Motivating others
- Building effective teams
- Approachability
- Listening
- Customer focus
- Conflict management
- Fairness to direct reports
- Delegation
- Informing
- Peer relationships
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- Managing vision and purpose
- Composure
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- Confronting direct reports
- Decision quality
- Developing direct reports and others
- Priority setting
- Innovation management
- Organizational agility
- Time management
- Creativity
- Hiring and staffing
- Negotiating *
- Compassion
- Organizing
- Caring about direct reports
- Process management

Management Competencies vs. Leadership Competencies

Management Competencies:

- Directing Others
- Delegation
- Problem Solving
- Priority setting
- Time management
- Hiring and staffing
- Organizing
- Process management

Leadership Competencies:

- Integrity and trust
- Building effective teams
- Motivating others
- Approachability
- Listening
- Customer focus
- Conflict management
- Ethics and values

THERE ARE TWO SIDES OF ORGANIZATIONAL CHANGE



THE HARD SIDE OF CHANGE...



THE HARD SIDE IS ABOUT
MANAGEMENT



THE SOFT SIDE OF CHANGE...

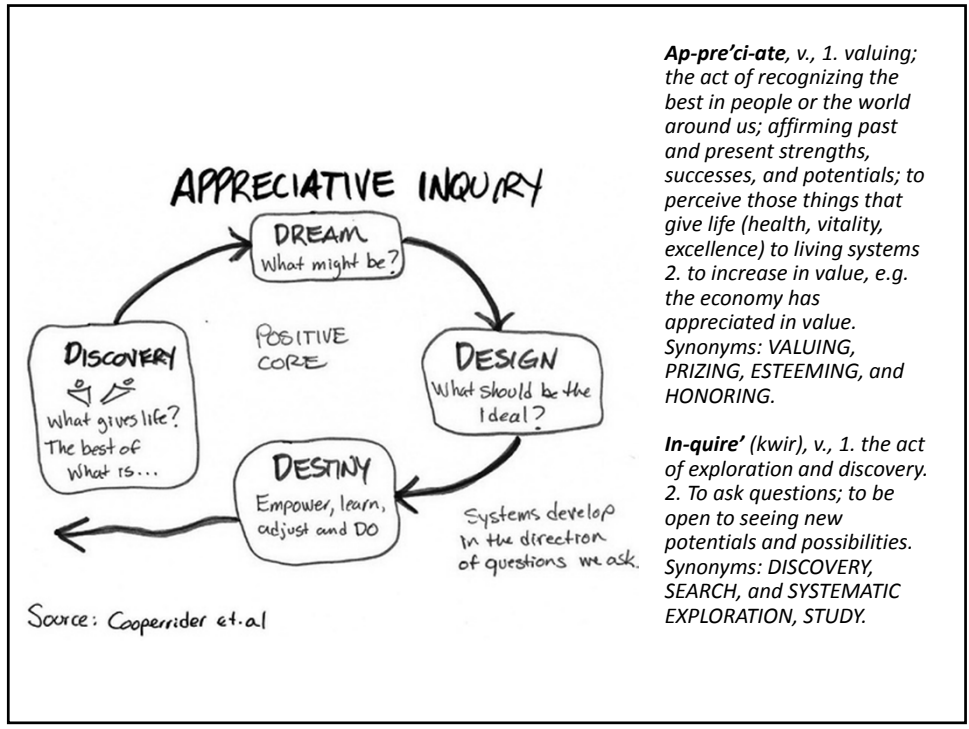


THE SOFT SIDE IS ABOUT
LEADERSHIP

***“They say that time changes things, but you actually have to change them yourself.”
-Andy Warhol***

2

Relate concepts of appreciative inquiry, positive deviance, presence of trust advocacy & inquiry




Ap-pre'ci-ate, v., 1. valuing; the act of recognizing the best in people or the world around us; affirming past and present strengths, successes, and potentials; to perceive those things that give life (health, vitality, excellence) to living systems
2. to increase in value, e.g. the economy has appreciated in value.
Synonyms: VALUING, PRIZING, ESTEEMING, and HONORING.


In-quire' (kwir), v., 1. the act of exploration and discovery.
2. To ask questions; to be open to seeing new potentials and possibilities.
Synonyms: DISCOVERY, SEARCH, and SYSTEMATIC EXPLORATION, STUDY.

Problem Solving	Appreciative Inquiry
! Have Pain	i Valuing "Understand Best of What Exists"
! Identify Problems	i Envisioning "What Might Be"
! Cause Analysis	i Dialoguing "What Could/Should Be"
! Solution Analysis	i Innovating "What Will Be"
! Action Planning "Treatment"	
Metaphor: Organization has PROBLEMS.	Metaphor: Organization has SOLUTIONS/POSSIBILITIES

Domains of EI Competencies

- **Self-awareness** - emotional self-awareness, accurate self-assessment, self-confidence
 - **Self-management** – self-control, transparency, adaptability, achievement, initiative, optimism
 - **Social awareness** – empathy, organizational awareness, service
 - **Relationship management** – inspiration, influence, developing others, change catalyst, conflict management, teamwork and collaboration
- 

Positive Deviance

- **Positive Deviance** is an approach to behavioral and social change based on the observation that in a community, there are people (Positive Deviants) whose uncommon but successful behaviors or strategies enable them to find better solutions to a problem than their peers, despite having no special resources or knowledge.
 - The concept first appeared in nutrition research in the 1970s. Researchers observed that despite the poverty in a community, some poor families had well nourished children. Some suggested using information gathered from these outliers to plan nutrition programs
- 

Positive Deviance

- Communities have the answers
- Easier to change behaviors by practicing a new way than knowing about it.
- It is easier to act your way into a new way of thinking than it is to think your way into a new way of acting.

As an example

- Persons with Diabetes Sternin, 2007

Advocacy & Inquiry

Advocacy: Push Your Ideas
Debate Points
Yes But....

Inquiry: Ask more questions
Seek first to understand
Listen

Look for Common Ground – What do we agree on

Green, 1996

Trust

Trust: Credibility

Competence
Follow through

Lack of Trust

Adds more work
Adds checks, stop points
Slows work

Covey, 2009

Trust Equation

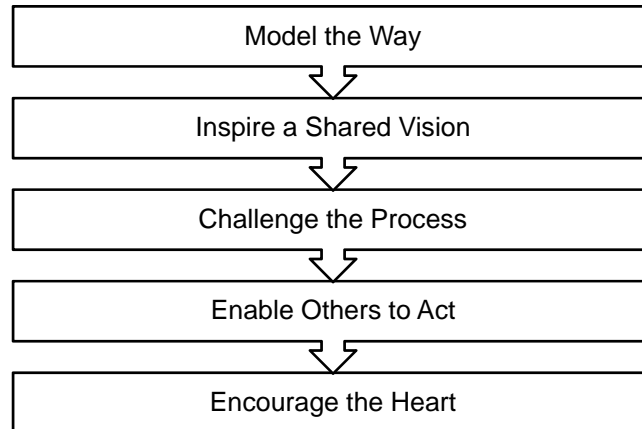


$$T = \frac{C + R + I}{S}$$

T = Trustworthiness
C = Credibility
R = Reliability
I = Intimacy
S = Self-orientation

Eikenberry, 2008

The Leadership Challenge



The Leadership Challenge. Kouzes and Posner, 2002

“How wonderful it is that nobody need wait a single moment before starting to improve the world.”

-Anne Frank



Discussion – Findings Card Sort Exercise

10 Minutes

Using Your FYI Book

- Motivating Others
 - If this is an competency you would like to develop....



3

CARD SORT EXERCISE AND PLANNING OF DEVELOPMENT OF SKILLS

20 Minutes

Discussion



- At your tables, discuss elements of leadership development programs at your hospitals, and answer the following questions:
 - What programs have you found particularly helpful?
 - How are you going to assess the needs of leaders in your working TCAB team – All levels?
 - Draft an AIM and action plan for the next 6 months

Top two competencies

Two strategies you will try

Report out

- Top two competencies

- Two strategies you will try



References

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