

# Sharpening Your Leadership Skills to Lead Effectively

Michael Grossman, DM, MSN, RN, NEA-BC

## Objectives:

- Summarize the dimensions of leadership that are successful in varying contexts.
- Identify a personal vision of what you want to be as a leader and how to achieve better results in terms of motivation of others, communication, and work performance outcomes.
- Identify successful strategies for developing a plan and holding others accountable

## Outline:

Leadership is not an exact science, although significant research has been done on what the attributes of successful leaders are. This full-day workshop will explore a variety of leadership topics taking you from developing a visionary plan for your area of responsibility to your own leadership development plan, as well as tools for motivating staff, promoting teamwork, and achieving your department's goals. This workshop will be useful for beginning leaders as well as more advanced leaders.

1. Summarize the dimensions of leadership that are successful in varying contexts.
  - a. Review the literature regarding evidence based leadership practices.
  - b. Demonstrate how the literature, research, evidence based practice can be incorporated by participants into their work.
2. Identify a personal vision of what you want to be as a leader and how to achieve better results in terms of motivation of others, communication, and work performance outcomes.
  - a. Review the literature regarding evidence based leadership practices.
  - b. Demonstrate how the literature, research, evidence based practice can be incorporated by participants into their work.
3. Identify successful strategies for developing a plan and holding others accountable
  - a. Incorporate skills for hold others accountable in the workplace.
  - b. Role play various tools for developing accountability in clinical, work-related interactions, and personal-life situations.
  - c. Incorporate skills into workplace scenarios.

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## Objectives

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## Building a Personal Vision

*Unless you know where you are going,  
how will you know if you get there?*



## VISION

Mission  
Principles  
Values  
Roles  
Responsibilities

CURRENT  
REALITY

## The Path of Least Resistance

Robert Fritz, Peter Senge



What are some of the current realities that get in the way?

What is your units vision???

## My Personal Vision

Current Reality

### What Do You Hope to Accomplish Today?

- 1.
- 2.
- 3.
- 4.
- 5.



### Are You in the Right Role?

1. *They say being passionate about your work is important to being successful. How can you tell if you're in the right role? What would the right role feel like?*
2. *Describe a great day in your work. What did you do? What made it so rewarding?*

### Where Are You Right Now?

1. What are the strengths of your organization and business unit?
2. What changes are occurring?
3. What challenges impact on you as a result of change?



### Why Are YOU Here Today???

- Are you here because you were told to come?
- Are you here because you want to be here?
- Because it's the right thing to do?
- Out of obligation?
- For recognition?
- Would you have come if you were given the choice?

Peter Block

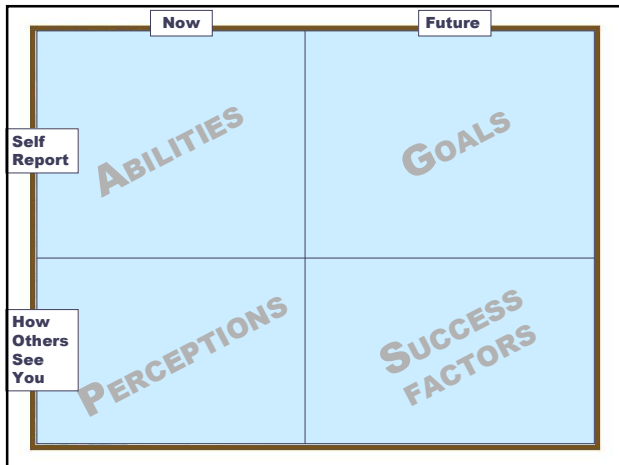
### Today's First Set of Questions

- *How do we engage people who work in health care, one of the most regulated and complex environments?*
- *How do you hold people accountable in this environment?*
- *What would accountability look like if it was by consent not mandated by management?*
- *Women value relationships, which in theory should make it easier for women in leadership, but only if they don't get too hung up on the male culture.*
- *So, why can't we just have thought days instead of always being action and outcome oriented? That alone would be an action step, wouldn't it? Can we try that today?*

### Questions Designed to Encourage Participant's to Take Responsibility for the Workshop

Rate the following questions on a scale from Low(1) High (7)

- How valuable do you plan for this day to be?
- How participative do you plan to be?
- How much risk do you plan to take?
- To what extent are you invested in the well being of the whole workshop (that everyone has a valuable learning experience, for instance)?




## Strengths Finder



My top strengths are:

- 1.
- 2.
- 3.
- 4.
- 5.

## Emotional Intelligence (EI)

What themes did you discover in your EI?

- 1.
- 2.
- 3.
- 4.
- 5.

## Mentoring & Vital Friends

What are you looking for in a vital friend?

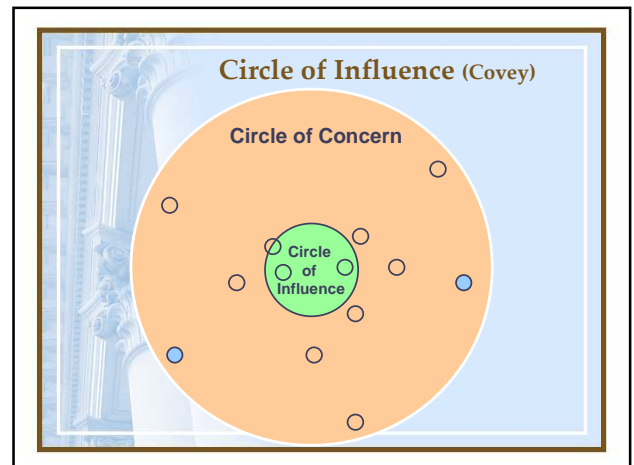


- 1.
- 2.
- 3.
- 4.
- 5.

## The Power of Feedback

What themes did you discover in your 360 ?

- 1.
- 2.
- 3.
- 4.
- 5.



### My Comfort Zone

What types of activities, skills, and competencies are in your comfort zone? What brings you energy?

### Leadership Competencies

What do you think are the key leadership competencies to be successful in your organization?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

### Typical Leadership Competencies

1. Communicating Effectively
2. Demonstrating Teamwork
3. Accountability
4. Valuing Diversity
5. Commitment to Service
6. Delivering Excellence
7. Building Capability
8. Thinking Strategically
9. Championing Change
10. Leading with Inspiration

### Expanding Your Comfort Zone

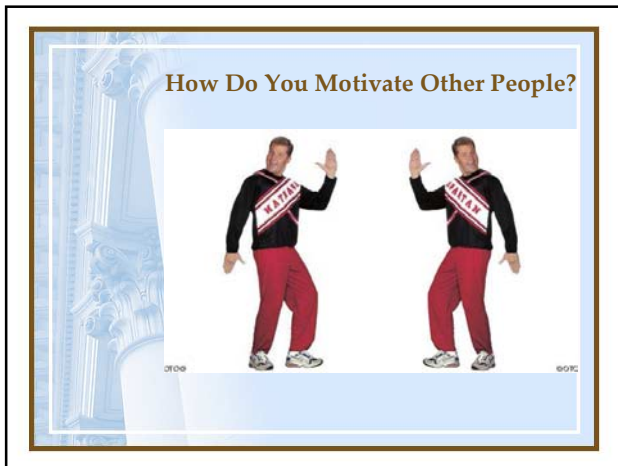
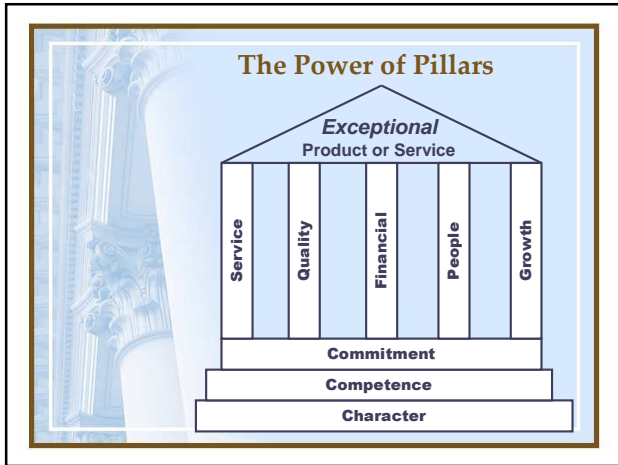
### Expanding Your Comfort Zone

● Self  
● Others

Plot your self assessment compared to your 360


### Exceptional Service or Product

Can you think of a time when a product or service exceeded your expectations?



- ### How Do You Motivate People?
1. *Motivation begins with yourself. Are you motivated and excited about your job?*
  2. *What do you think motivates employees' about their jobs?*



- ### Some Myth's About Leadership
- People respond to TNAKA 
  - Great Man Theory
  - "I take full responsibility..."
  - Short term improvement is a reflection of what's coming next.
  - We need to hire more people that will "fit in."
  - WE already discussed that.... (who's the "we"?)

## Why Telling Doesn't Inspire Others

(Fisher & Sharp, 1998)

- Their immediate reaction is you are criticizing everything they've done.
- It implies they have a lower status
  - They hear it as an accusation
  - They hear you assigning them a lesser role
- Telling them what to do Fails to Persuade Them
  - They Don't understand why they need to change
  - They have not participated in the new thinking
  - They don't see you as a role model for the change

## Let's Try Telling...

YOU People??? What do you mean by that?

Since when are YOU barking out the orders?

How Dare SHE criticize our work!!!

Nobody asked what I think!

I don't see YOU working the holidays!

What's wrong with what we've been doing???

You know what you people need to do is...

## Let's Try it a Different Way...

You mean what's our goal?

I think we're trying to get people to work

I think we want to be fair

I think we don't want to lose good people!

What's wrong with what we've been doing???

What are we trying to accomplish?

## Crucial Conversations 101

### HEART

• Make it safe

• Listen

• Add to the Shared Pool of Meaning

• Stop telling yourself stories & truly understand other people's stories.



## Seek First to Understand, Then to be Understood (Covey, 1990)...

So, I think we need to do something different.

I think we're trying to get people to work

I think we want to be fair

I think we don't want to lose good people!

No, I thought YOU were saying there was something wrong???

You feel like there's something wrong with what we're doing?

## The Structure of Scientific Revolution

*People resist change the more closely they are tied to the history...*

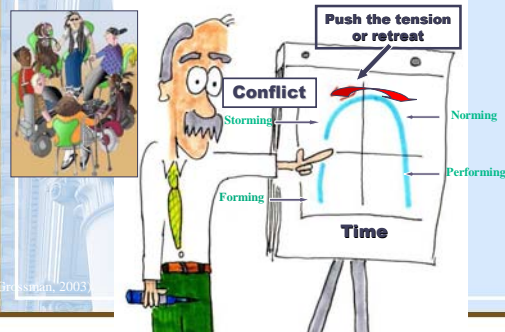
(Thomas Kuhn, 1976)

### Obstacles to Getting Things Done From a Formal Position of Authority

1. People are inherently skeptical of anything that comes from ADMINISTRATION.
2. We are a democratic society where everyone has an opportunity for input, except in the workplace (Hoopes, 2003).
3. People don't like being told what to do (Buckingham, 1999).

### Mastering Conflict: Stages of Change & Team Development

(Thompson, 2000, p. 54)



### Do You REALLY Need to Be in Charge to Get Things Done?

"Leaders with authority can do many things, but producing better collaboration...is not one of them" (Fisher & Sharp, 1999).

"The more successful people in...support roles are invested professionals who *love* working in support roles...many of them have a more realistic perspective on life as a result of not being 'in charge' (and) rather than wasting their breath complaining about their lack of power, they build their (informal) power and get things done" (Bellman, 1992).

### How the Best Leaders Do It

- Treating every employee as an individual
- Focusing on strengths rather than weaknesses
- Building a positive work environment.
- The company mission is compatible with the employee's values
- There are clear expectations
- The employee's opinions count
- Opportunity to do their best
- Proper equipment
- Receiving recognition for good work
- Someone (not necessarily the boss) cares about them as a person
- Friendly co-workers
- Someone works with the employee to review their progress and develop plans to learn and grow.
- Co-workers are committed to quality work.

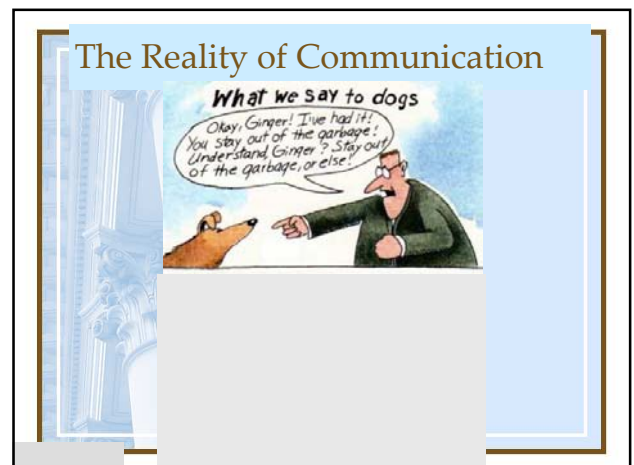
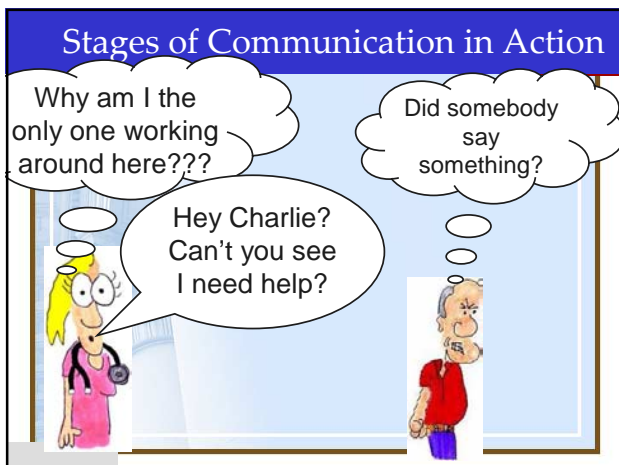
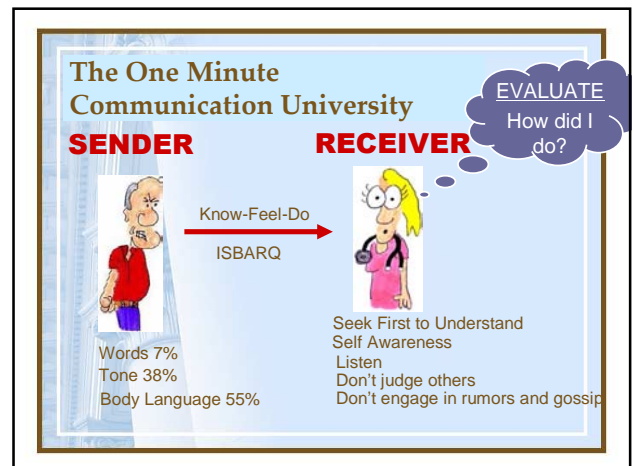
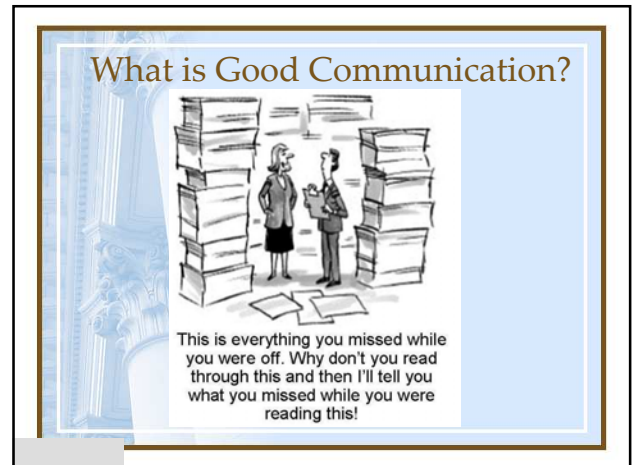
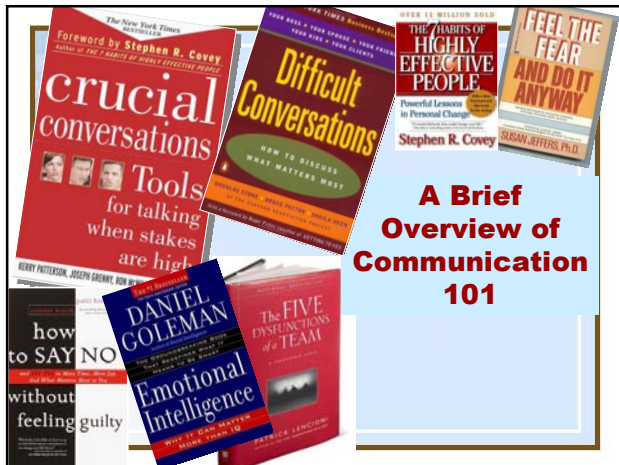
Based on a Gallup survey of 80,000 managers (Buckingham & Coffman, 1990)

### We're All in it Together



### Lunch Time





### The Reality of Communication

**What we say to dogs**

Okey, Ginger! I've had it! You stay out of the garbage! Understand, Ginger? Stay out of the garbage, or else!

**What they hear**

Blah Blah GINGER Blah Blah Blah GINGER Blah Blah Blah GINGER Blah Blah Blah GINGER Blah Blah

Note: There were 20 words and Ginger heard two=10%

### Getting Unstuck

Body Language 55%

Words 7%

Tone 38%

- **C**ontent.
- **P**attern/**P**rocess
- **R**elationship

### False Perceptions of Communication

Why am I the only one working around here???

Hey Charlie? Can't you see I need help?

Yes Maam...so sorry...what can I do to help you?

### The Reality of Communication

I'm a GREAT communicator. Everyone else is the problem.

Alone, isolated, unappreciated

How dare she talk to me like that!

Charlie you NEVER think about MY needs! Why can't you open your eyes and see I need help?

WHAT ABOUT HOW BUSY I AM? DID YOU SEE WHAT I'VE BEEN DOING FOR THE LAST HOUR?

### The Reality of Communication

Why can't Charlie understand that I didn't really mean it to come out like that...I just was upset.

Charlie why do YOU take everything so literally...I didn't mean anything by what I said. You're too sensitive.

### The Reality of Communication

Why can't Charlie understand that I didn't really mean it to come out like that...I just was upset.

Alone, isolated, unappreciated

Can I be judged by the same rules? Can you give ME the benefit of the doubt once in a while?

Charlie why do YOU take everything so literally...I didn't mean anything by what I said. You're too sensitive.

## Communication 101

**LISTEN**

Just like me Charlie is struggling to get by with his challenges in life

You know what Charlie if I were you, I would probably do exactly what you did.

Alone, isolated, unappreciated

And if I were YOU, I would probably feel exactly the way you do...

## What's Wrong With What We Just Saw?

1. What are your greatest frustrations in communication?
2. What do you wish was better in this world regarding communication?
3. What could YOU do to be a better communicator?

## We Also Have a Lot of Bad Role Models

**COMPLAINT DEPARTMENT**  
PLEASE TAKE A NUMBER

Do As  
You're Told  
Unless Told  
Otherwise

Beatings will continue until moral improves

**To All Employees:**  
**NEW INCENTIVE PLAN-**  
**WORK-OR GET FIRED**

**TRUMP**  
THINK BIG AND KICK  
@#\$%&

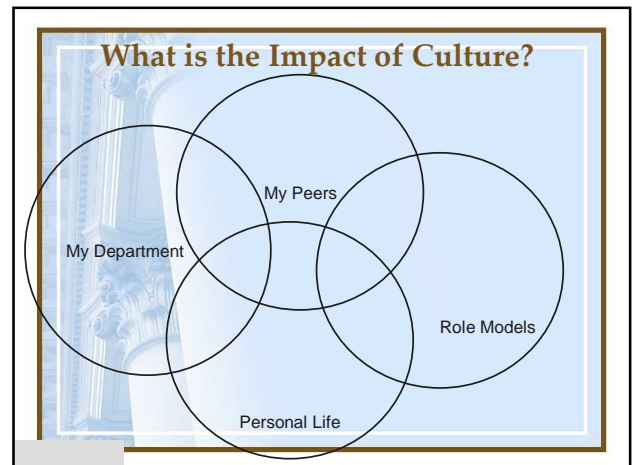
Be bright, be brief, be gone!

## The Battle Between Emotion and Intellect

## The Impact of Other Forces

Are you going to listen to HER? I'll tell you what I'd do! Did I tell you what she did to me?

**What social forces impact on YOUR communications?**



### Appreciative Inquire

Give an example of something from the last month that exemplifies what it means for you to be a nurse and why you're so proud to be a nurse.

### What's Wrong With the Golden Rule?

*"Do unto others as you would have done unto you."*



### Valuing Diversity of Thought

1. Make a list of the ten things you value the most in life.
2. Talk to the other people at your table about what you value in common.
3. What things do you value differently.
4. Have each person explain one thing they value the most differently than the other participants. Listen and see if you can understand why this value is so important to them.

### Why We Need to Work Together

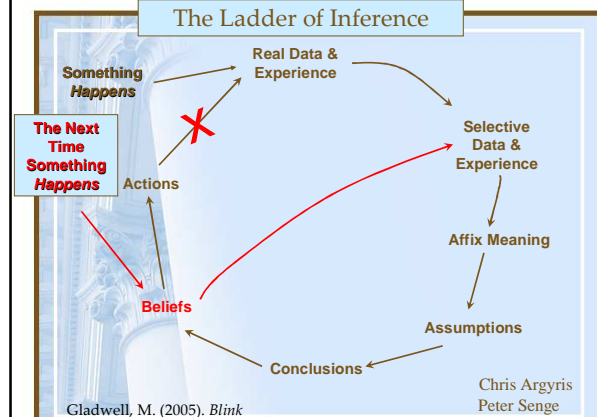


### Let's Re-look at Charlene & Charlie

Assess	Plan	Implement	Evaluate
Who	Know	Introduction	
What	Feel	Situation	
Where	Do	Background	
When		Assessment	
How		Recommendation	
		Questions	



### The Ladder of Inference



## You Only Get One Chance to Make a Good First Impression

1. What are some of the image factors when it comes to success where you work?
2. Is there something you could be doing as a unit to project a different image?
3. What could you do personally to project a different image about yourself?

## I.S.B.A.R.Q.

**I**ntrouction: Who you are and context.

**S**ituation: Who else is involved? What's going on?

**B**ackground: Briefly explain everything leading up to the situation.

**A**ssessment: What do you think is going on?

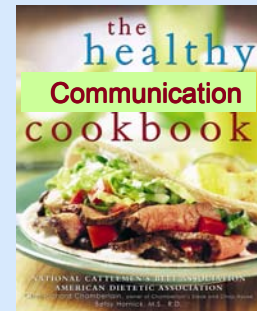
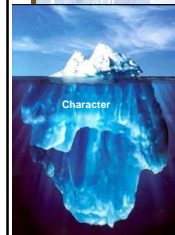
**R**ecommendation: What do you think should be done and by when?

**Q**uestions: Ask questions and answer them.

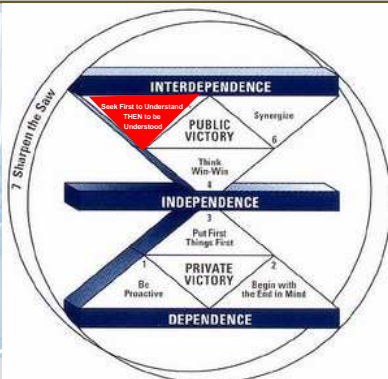
## I.S.B.A.R.Q.

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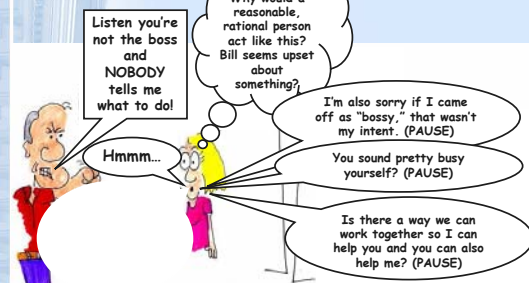
## So What Have We Learned So Far?



## Communications & Covey's 7 Habits of Highly Effective People



## Good Answers to Tough Situations The Professional Pause



Describe a Tough Situation

**Best Practices With Difficult People**  
Grossman (2008)

1. Make Psychosocial a Priority
2. Resist the temptation to label people.
3. Create a positive culture by role modeling positive communication, teamwork, and avoiding rumors and gossip.
4. Be aware of your roles and responsibility as a middle to do the right thing.
5. Teach the skills to others

Grossman, M. B. (2008). *The Role of Charge Nurses as Leaders in the Care of Emotionally Difficult Patients and Families*. Doctoral Dissertation, University of Phoenix, Phoenix, AZ.

**Behavior & Character**

**KNOW FEEL DO**  
A Simpler Way by Bill Jensen

- **Know**-tell them what you want them to know
- **Feel**-Think how you want them to feel
- **Do**-What do you want them to do?

“What” skills

- **Seek** understanding
- **Be Uncertain**
- **Question**

“How” skills

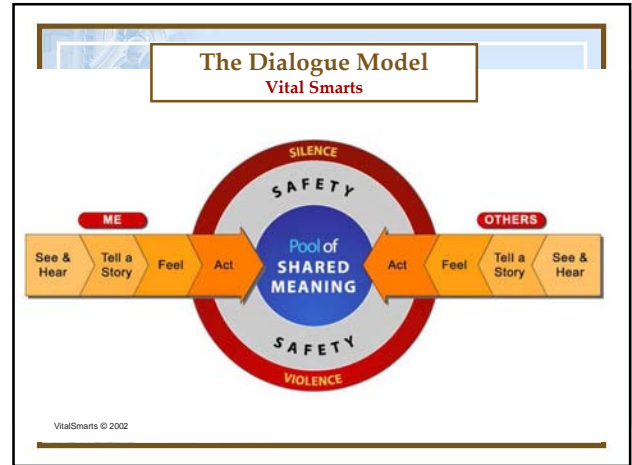
Communication **KNOW** Skills  
A Simpler Way by Bill Jensen

- **KNOW** What’s the one thing I want people to know, understand, learn or question?
- **FEEL** How do I want people to feel when I’m done?
- **DO** What do I want people to do as a direct result of my communication?

Communication **HOW** Skills  
A Simpler Way by Bill Jensen

- **SEEK UNDERSTANDING**-What do I want to understand about this person’s perspective? What am I missing? (Covey)
- **Be Uncertain**-I don’t want people to feel like my mind is already made up.
- **Question**-Ask questions to help your understanding AND to help the person feel they are being listened to.

### Describe a Tough Situation



### Let's Look at a "Demanding" Mom

**KNOW** WHO ARE YOU? WHAT DO YOU WANT?

Why are you doing that? It's not the way WE do it!

I just realized I forgot something. I'll be back in 5 minutes. Sorry

Alone Isolated Unappreciated

**5 Minutes Later**

You sound like you've had a rough morning?

Does anybody here know what they're doing?

**FEEL**

Maybe you can show me how you prefer it done?

**DO**

### Let's Look at YOUR "Demanding" Person

**KNOW**

**FEEL**

**DO**

### Scripting Difficult Conversations

HOW to Anticipate (The Talker)

Remember what you came in here to do

**KNOW**

I need to give Suzie her medication now. I can come back later and we

**FEEL**

I can hear how concerned you are about Suzie.

What do YOU feel Suzie needs right now?

**DO**

And then she woke up but her eyes were still shut and the doctor said he didn't know what was going on. I think what was a Doctor? but somebody else said they saw this once before and then the nurse gave her a pill and they said she's not going to live and I'll just kill myself if she dies and myself if she dies and myself if she dies... You're so nice. I love you... please don't leave me alone in here... please stay and talk to me nobody tells me anything I'm so scared...

### Difficult Conversations (Douglas Stone, et al)

#### Creating a Learning Conversation

- Share, understand, learn vs. get them to admit they were wrong!
- Begin with the third story...

I've noticed a recurring argument we seem to have where I see things this way and you see things that way. I'd like to talk about why that happens.

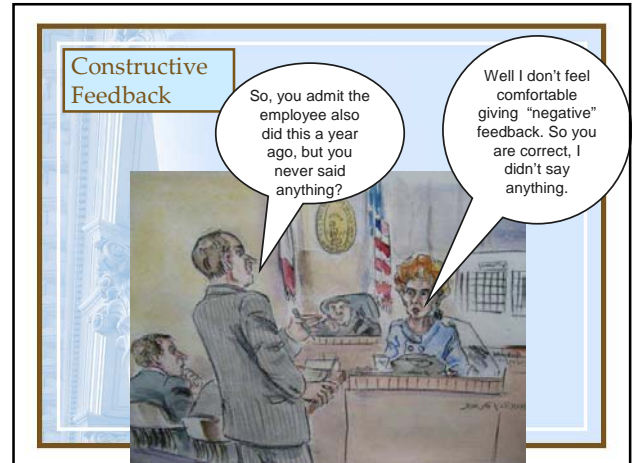
Don't accuse. Invite them to talk. I'm an expert on ME, focus on how I feel not what I "think" they feel.

**Listen**

**Listen**

**Listen**

YOUR Third MY Version Version



**When Conversations Starts to Fail**

1. **"What am I acting like I want?"**
2. **"What results do I really want for:**
  - Myself?
  - Others?
  - The relationship?
3. **"How would I behave if I really did want results?"**
4. **Then behave as if you really do want the results you say you want.**

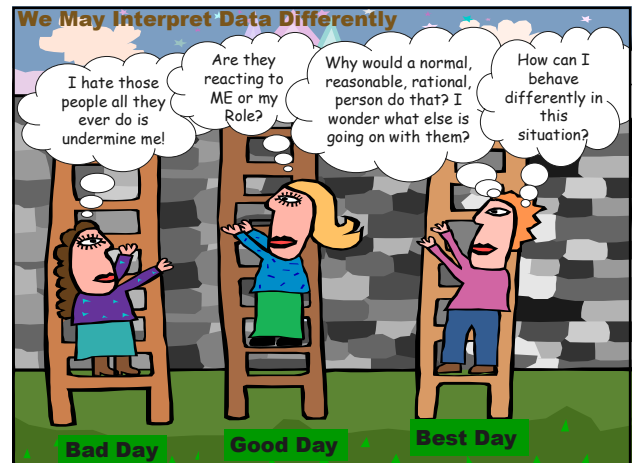
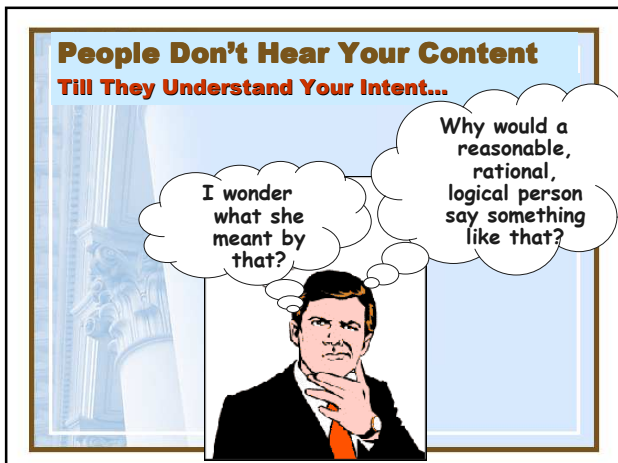
Vital Smarts 2002 40

**How to Get to "And" Thinking (Refuse the Sucker's Choice)**

1. **Clarify what you want to achieve.**
2. **Clarify what you want to avoid.**
3. **Combine the two into an "and" question:**

**"I wonder how I can achieve and avoid \_\_\_\_\_?"**

Vital Smarts 2002 45



## What are YOU Like in Different Situations?

*Pretend you just got feedback from your most difficult person. How would you feel and react:*

- a. On your worst day?
- b. On your good day?
- c. On your best day?

## Contrasting

- **Don't** Explain what you don't intend to do, to avoid others' concluding that you don't respect them or have a malicious purpose.
- **Do** Explain what you do intend to do, to confirm your respect for them and clarify your real purpose.

VisualSmarts © 2002

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## Why Do YOU Have to Take Personal Responsibility for Communication?

1. **The only thing you can control is yourself.**
2. **You're stuck in anger, self-justification, and blame.**
  - You keep telling yourself the same story.
  - You keep telling others the story.
  - You resist others' attempts to question your story.

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## Dialogue: The Free Flow of Meaning



### Motives that Kill Dialogue

- Save Face
- Look Good
- Keep the peace
- Avoid Conflict
- Win
- Be Right
- Punish

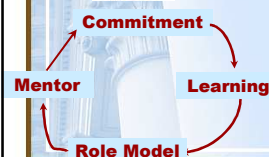
## What is the Crucial Conversation You're not holding or not holding well?



**Where are YOU stuck in your workplace? What aren't you talking about?**

Don't trade the **possibility** of an uncomfortable conversation for the **certainty** of bad relationships and results.

## How Can WE Learn to Communicate Better?

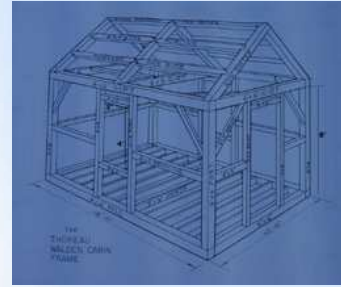


1. Make a commitment to own and improve YOUR communication.
2. Take a class or read about communication.
3. Make it a performance evaluation goal.
4. Be a Role Model
5. Demonstrate results through improved effectiveness!

## Break Time



## Sticking to the Plan



## My Five Favorite Movies

1. What are your three favorite movies?

2. Who was your favorite character?

3. What did you like about that character?

3. What does that character say about you? How would you like to be known?



## My Five Favorite Movies

1. What are your three favorite movies?

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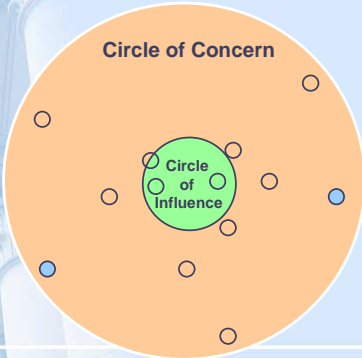
3. What did you like about that character?

3. What does that character say about you? How would you like to be known?

## Circle of Influence (Covey)

Circle of Concern

Circle of Influence



## Tops Middles Bottoms (Barry Oshry)

**Tops**

Responsible for the system or part of the system SHAPERS

**Middles**

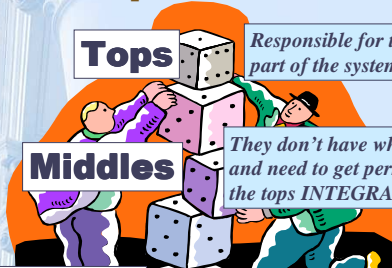
They don't have what people want and need to get permission from the tops INTEGRATORS

**Bottoms**


Live in a world of invisibility and vulnerability PRODUCER

**Customers**

Never get enough attention



### How We Interpret What Happens



1. We make up stories to fill in the blanks
2. We take it personally as if it was aimed to hurt us
3. We react to it-we get mad, get even, then withdraw
4. We distance ourselves or end the partnership

### The "Sellout" Blaming Others to Justify Our Own Behavior



I think...

Well I'll tell you what I'm going to do...or NOT do!

You know what I bet REALLY happened?

Did you hear what happened yesterday?

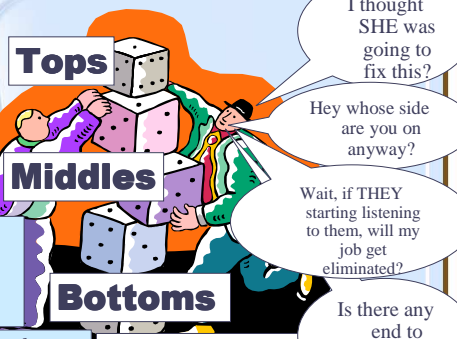
I'm going to call in sick. That'll show THEM!

I'm going to tell everyone I see this story!

Ye' why isn't the boss fixing this? What's SHE doing anyway?

Crucial Conversations Principle

### Why You Can't Win as a Top-Middle-Bottom: What Others Say About You



**Tops**

**Middles**

**Bottoms**

**Customers**

"I listen to my folks...they do the work and know the answers."

"I'm not sure I agree with you. Have you looked at the other perspective?"

"We've been talking and are wondering if we could make some suggestions?"

"What DO I need to do to get some service around here?"


I thought SHE was going to fix this?

Hey whose side are you on anyway?

Wait, if THEY starting listening to them, will my job get eliminated?

Is there any end to their demands?

### But, We Don't See People as They are But Who We are...



**Tops** "All they ever do is complain and I have to fix EVERYTHING!"

**Middles** "Why do they think I have any power to do anything? I feel like EVERYBODY is pulling at me!"

**Bottoms** "THEY have no idea what we do. They never ask what WE think!"

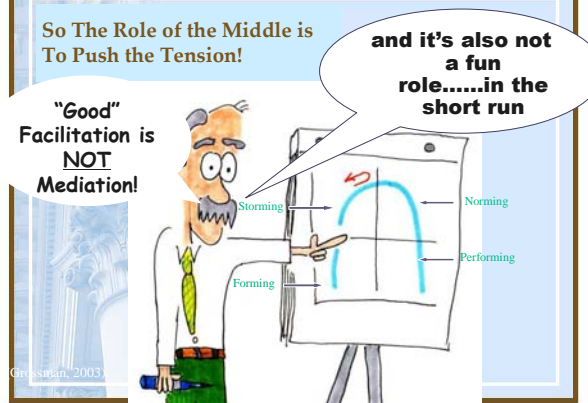
**Customer** "Nobody pays any attention to me. I just want service and quality."

Paradigms

### The Plight of the Middles: To Please One is to Disappoint the Others...How Do Middles React?

- **Burnout**-loss of self esteem & perception of the experience as a personal failure
- **Sliding up**-become mini-tops who become overly invested in the rules, goals, directions, structures and desires of the Top.
- **Sliding down**-super-radical bottom dwellers.
- **Bureaucrats**-obstacles to getting things done

### So The Role of the Middle is To Push the Tension!



"Good" Facilitation is NOT Mediation!

and it's also not a fun role.....in the short run

Storming

Norming

Performing

Forming

Goossain, 2003

## What Can Middles Do Different?

And How Can Other People Help Them?

- Be Clear on the Vision, Goals, and Values
- Integrate the Tops and Bottoms (push the tension).
- Remain Committed to Doing the Right Thing
- Spend a lot of Time With Peers (Routines)
- Reduce Isolation
- Take Frequent Breaks to Re-Energize
- Have a Private Work Space
- Support Each Other in Public Forums!
- Consistent Messages to Tops and Bottoms
- Don't Let Tops or Bottoms Pull You Into Competition
- Define Roles to Avoid Conflicts

## So Lets Do a Quick Review

1. Can you lead if you're not in the top **position**?
2. Do you have to get to the top **destination**, in order to learn to lead?
3. If you were on top, would you have more **influence** and people would follow you?
4. Will you no longer be **limited** in your experience when you get to the top?
5. When you get to the top, will you have more freedom to not be limited?
6. Do you have to be the top leader to reach your full **potential**?
7. Why bother trying to lead, if you can't get to the top?

## Where Do You Go From Here

## What is Your Experience With Change?

- Think of a time when you made a big change in your life...
- What did it feel like leading up to it?
- Was the change painful? Was it as bad as you anticipated?
- How does the experience feel today looking back on it all?

*"Can you really think of any great insightful growth opportunity in your life that didn't come on the heels of some sort of suffering?"* Ram Dass



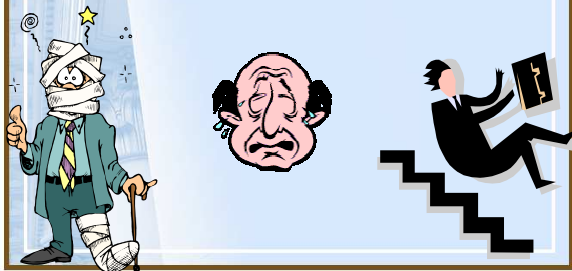
## Learned Optimism: Pessimist

Martin Seligman, PhD

**Action**

**Belief**

**Consequence**



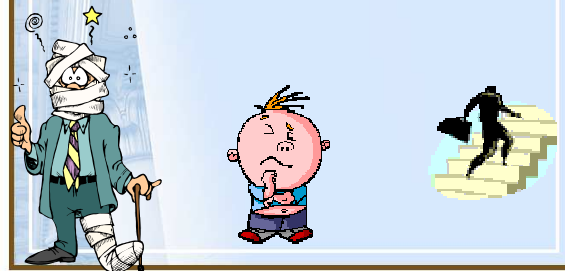
## Learned Optimism: Optimist

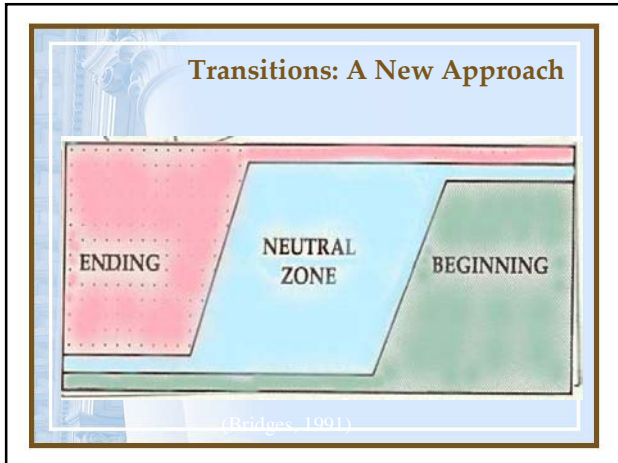
Martin Seligman, PhD

**Action**

**REFRAME**

**Consequence**





### Endings

- Often more significant than the Beginning!
- Who's losing what?
- What is over for people?
- How long does it take to grieve a loss?

### How to Handle Endings

1. Give plenty of information.
2. Define what's over and what's not.
3. Mark the ending symbolically.
4. Treat the past with respect.
5. Let people take a piece of the past with them.
6. Show how previous endings led to success.
7. Don't drag it out.
8. Repeat #1...information, information, information!

### The "Perfect Team" an Idealized Design

*So, let's say you went out to California to visit the worlds best team. Describe what they were like...*

### VISION

Mission  
Principles  
Values  
Roles  
Responsibilities

**CURRENT REALITY**

### What is Permanent White Water?

- A complex system producing new problems.
- Continual unpredictable newness
- Full of surprises
- Messy, unstructured, ill-timed events (i.e. lawsuits, staffing shortages)
- Costly
- May reoccur

## Why Can't We Prevent Continuous White Water?

- The metaphor of a huge systems running "smoothly" may be a fallacy (Vaill, 1996)
- When system members attempt to get their subpart to run smoothly it causes:
  - CONFLICTS
  - INEFFICIENCY
  - BREAKDOWN OF THE BIGGER SYSTEM (Ackoff, 1974).



*Leadership attempts to create "control" and meaning in the chaos may create white water for others (i.e. committees, reports, task forces, approval processes).*

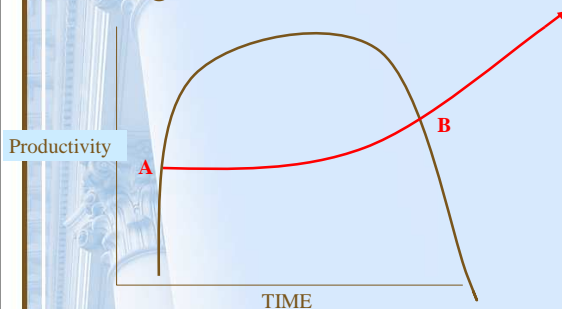
## Change is Not Really Continuous White Water

- There are moments of calm, sometimes brief.
- Use those moments strategically.
- Find opportunities for team members to regroup & reflect.
- Make it clear what is changing and what isn't.
- Share how they're feeling so they're not alone, isolated, and unappreciated.



*People have a natural tendency to gravitate toward complaining when they are stressed. It feels good while you're doing it, to get it off your chest, but upon reflection leaves you feeling pretty hopeless with no direction.*

## Sigmoid Curve (Charles Handy)



**The Greatest Obstacle to Future Success is Current Success!**

## Other Theories on Change

- **Kuhn (1976)**-Changes are often resisted by the current generation due to their emotional ties to the history.
- **Rogers (1976)**-Time & Timing are the most important factors to acceptance of an innovation NOT the product!
- **Prahalad (1993)**-Successful companies blend resources, knowledge of customers, intuition and timing.
- **Disruptive Innovation (Katz)**-a product, process, or service with unprecedented performance features, or significant improvements in performance, quality or cost that transform existing markets or create new ones
- **Dualism (Katz)**-functioning efficiently in the current market while effectively planning for innovation in the future.

## The Neutral Zone



- Anxiety rises & motivation falls.
- Old weaknesses re-emerge.
- Priorities confused
- Missed communication



(Bridges, 1991)

## You Can't Know EVERYTHING That's Coming....

- Try to anticipate what's coming.
- Take a life jacket just in case.



## Dealing With Multiple Changes

- You may not be in only one group.
- Other's changes may impact on you.
- Don't try to go it alone.
- Nurses are prone to trying to do it all themselves.



## How Can We Make Change An Action Learning Experience?

- Design self-directed learning opportunities
- Be creative-what can you lose at this point?
- Build learning's into the context of the situation not offline
- Find opportunities to express feelings
- Continual Learning-don't assume you'll ever fully "get it."



(Vaill, 1996)

## What Can YOU Do As Leader?

- Be honest about what you know and don't know.
- Stay above the process, don't get sucked into the white water yourself.
- Plan, Delegate, Reflect, Inspire.
- Find support for yourself



## Preparing Yourself Better Next Time

- Make sure you have the right equipment.
- Know who's in charge.
- Prepare for new roles.
- Have a transition team.



## Questions to Ask Your Team If You're in the Neutral Zone

1. Have you done your best to normalize the neutral zone? It's an uncomfortable time. What can you do to turn it to everyone's advantage?
2. How are you describing this time? Is there a better way?
3. How can you better use education, policy changes, rewards to keep people doing their job?
4. How can you protect people from further changes?
5. Are there some temporary policies you need?



## Will the Questions Ever End???

6. Do we need certain temporary roles?
7. Do you have short term goals with check points to evaluate?
8. Do you have ways for people to still feel they are part of the organization, especially if they're displaced?
9. Do you have a transition monitoring team?
10. How are we building our creative and innovative skills?
11. Are we using this time to try out new things or endlessly searching for closure and safety?



(Bridges, 1991)



### A Final Thought....(Oshry, 1994, 1996)

If you think all of this makes sense remember people are not just minds or pure rationality. They are emotional beings and have an investment in preserving the past, present, and belief that they are right.

They have an investment in their feelings and have justified them to themselves and others many times. Don't think they'll let go of that just because it makes sense.

Be patient. It will take as long as it takes....



## Wrap-up & Questions



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