Becoming a Successful Leader
Module Overview

Purpose
- To explore the roles, characteristics and competencies that the institution expects of leaders and the unique challenges of working in a health system environment
- To raise awareness of one’s personal values and style and how to effectively lead others

Learning Objectives
Through lecture, discussion and activities, participants will be able to:
- Recognize the unique opportunities and challenges of working in the research setting
- Describe characteristics that define effective management/leadership
- Describe core competencies needed to be an effective leader in the Health System
- Recognize and appreciate different personality/work styles
- Identify action items needed to support personal leadership development

Agenda
I. Welcome
II. Panel Discussion
III. Participant Introductions
III. Defining Leadership
IV. Self-Awareness and Assessment
V. Action Planning
Panel Discussion

**Purpose:** To allow participants in this program to hear how experienced leaders have developed their own leadership style

**Agenda:** After a round of self-introductions, the panelists will have the opportunity to answer these four questions in turn:

- How would you describe the elements you see as key to good management/leadership?

- What guiding principles have you used in developing your own leadership style?

- What are some of the challenges you have had to overcome as you have developed leadership skills and made the “leadership turn”?

- What are some of the lessons you’ve learned along the way?

**Limit:** 1 Hour
Who and Where You Are...

**Purpose:** To officially meet and better acquaint yourself with your fellow class participants

**Agenda:**
1. Introduce yourself to the other members of your table.
2. Take about ten minutes to tell each other:
   - Who you are
   - How long you have been a supervisor at UMHS
   - What you do for your department
   - Where you are located on campus
   - What you do when you’re not working
3. Choose a spokesperson who will introduce your whole table. Spokesperson will report out the following: name, department, location. The person being introduced will then place a red dot on the map at their location.

**Limit:** 10 minutes discussion at tables
10 minutes debrief
Activity

Best Leader

Purpose: To brainstorm the characteristics of a leader you most admire

Agenda:

1. Think of the best leader you have ever known — someone you admire and have had personal experience with (e.g., by being a constituent of that leader or observing him or her in action).

2. Reflect on this question: “What does this person do and what qualities does this person have that make you admire him or her as a leader?”

3. Share your responses and look for common themes in your table groups.

4. Record a summary on flip chart paper.

5. Report your findings to the rest of the groups.

Limit: 15 minutes
Characteristics of Effective Leaders

Effective Leaders:

• Are optimistic; have a positive attitude

• **Believe in the potential of employees**, trust their abilities and guide their development (are empowering)

• Have **integrity** and build **trust**

• Are **respectful**

• Practice **open, honest communication** (good interpersonal skills)

• **Mentor** and **coach** others

• Practice **continuous learning** and improvement

• Are **collaborative** and build productive **teams**

• Are **adaptable** and flexible (tolerate ambiguity)

• Encourage **innovation** and creativity

• Have **focused drive**; prioritize what’s most important; set clear expectations

• **Value diversity** and are culturally competent

• Are **accountable** and hold others accountable

• Are **insightful** of self and others (emotionally intelligent)

• Are **strategic**

• Are **decisive** (make logical, well-informed decisions)
The Results of Effective Leadership

We Believe That...

...Developing exceptional leaders will positively impact:

— Employee satisfaction
— Employee retention
— Service quality and effectiveness
— Customer satisfaction and loyalty
— Financial success

Source: UHC Workplace of Choice Benchmarking Project, 2003

Leaders Make a Difference

Employees with effective leaders are more satisfied, engaged and loyal. Employees with effective leaders outperformed employees with weaker leaders.

Personal Core Values

Purpose: To identify the Values that shape your Leadership Style

Agenda: We will be using the decks of cards provided as a device to identify those values that are most important to you.

FOLLOW INSTRUCTIONS FROM THE FACILITATOR

Debrief

Limit: 10 minutes
Key Leadership Attributes

*Competencies* alone are not indicators of a leader’s success. These human or “emotional” attributes have been shown to be prime indicators of good leaders.

*Note:* your 360 feedback survey is based on the following competencies.

**Adaptability and Flexibility**

*In a time when change is occurring more rapidly, it is essential that our leaders can adapt and be responsive to the organization and their staff.*

- Handles day-to-day work challenges confidently
- Adjusts to multiple demands, shifting priorities, ambiguity, and rapid change
- Shows resilience in the face of constraints, frustrations, or adversity

**Integrity**

- Demonstrates principled leadership and sound business ethics
- Shows consistency among principles, values and behaviors
- Builds trust with others through own authenticity and follow-through on commitments
- Demonstrates honesty

**Intellectual Versatility**

- Recognizes, explores, and uses a broad range of ideas and practices
- Thinks logically and creatively without undue influence from personal biases

**Objectivity**

- Upholds a bias-free approach to situations and people

**Organizational Savvy**

- Develops effective give-and-take relationships with others
- Understands the agendas and perspectives of others
- Recognizes and effectively balances the interests and needs of one’s own group with those of the broader organization
- Knows which battles to fight
Becoming a Successful Leader

Self-Awareness
- Learns from personal experience
- Actively pursues learning and self-development
- Seeks feedback and welcomes unsolicited feedback
- Modifies behavior in light of feedback
- Knows one’s personal values, needs, interests, style, and competencies and their effect on others

Self-Confidence
- Manages own performance in an effective, assertive manner when placed in a new and/or challenging situation

Self-Motivated/Positive Attitude toward Others and Work
- Sets high standards of performance
- Pursues aggressive goals and works hard to achieve them

Tolerance of Ambiguity
- Demonstrates comfort in situations where the goals and/or processes to achieve goals is unclear and difficult to determine
Mentoring Vs. Coaching

<table>
<thead>
<tr>
<th></th>
<th>Mentor</th>
<th>Coach</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus</strong></td>
<td>Individual</td>
<td>Performance</td>
</tr>
<tr>
<td><strong>Role</strong></td>
<td>Facilitator</td>
<td>Specific Agenda</td>
</tr>
<tr>
<td><strong>Relationship</strong></td>
<td>Self-Selecting</td>
<td>Comes with the job</td>
</tr>
<tr>
<td><strong>Source of Influence</strong></td>
<td>Perceived value</td>
<td>Position</td>
</tr>
<tr>
<td><strong>Personal Return</strong></td>
<td>Affirmation/learning</td>
<td>Teamwork/performance</td>
</tr>
<tr>
<td><strong>Arena</strong></td>
<td>Life</td>
<td>Task-related</td>
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**Thoughts about Mentoring**

- Mentoring is more about commitment than about chemistry
- Personal growth and development
- Different personality and working styles
- Diversified portfolio of mentors
- Mentor is someone you can learn from
- Visit the Leadership Development website for a mentoring contract
  
  [http://www.med.umich.edu/leadership/](http://www.med.umich.edu/leadership/)
Action Planning

Purpose:

- To transfer classroom learning to the workplace
- To help learners retain what they have learned

Agenda:

Time will be allotted at the end of every session to complete an action plan for each of the modules. The planning forms are found in the back of this binder under the Action Planner tab. Completed action plans contain:

- Specific steps and/or actions for applying new knowledge and skills on the job
- Potential roadblocks, if any, that might affect your progress
- Strategies for overcoming those roadblocks
- Specific deadlines for applying new skills

At the end of this program, we recommend you share your action plans with your supervisor, for use in discussing your professional development and performance plans.

Limit: 10 minutes (approximate) at the end of every class day