Global Health Leadership

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Leadership

- Leadership
  - Is the capacity to **influence** others
- Effective leaders
  - Instill others with a sense of purpose
  - Motivate others to go beyond the status quo
Leadership Theories

- Transactional
- Transformational
- Authentic
- Transcendent
- Quantum
Transactional Leaders

• Contingent reward
  • Positive performance is rewarded
  • Negative performance is addressed
• Management by exception-active
• Management by exception-passive
Management

• Productivity, efficiencies
  • LEAN
  • “Right person with the Right skills at the Right time”
• Tools, Resources
  • Using data, benchmarking

Effective managers=effective transactional leaders
Transformational Leaders

- Idealized influence
- Inspirational motivation
- Individualized consideration
- Intellectual stimulation

Charismatic
Best Possible Outcomes

Transformational + Transactional
(Contingent Reward)= Satisfied Nurses!
Authentic Leadership

- **Root** construct

- **Authentic Leaders:**
  - Have a **moral compass** that guides them
  - Are **positive** versus negative
Theory & Research Connections

• Authentic Leadership is connected to:
  • Positive Psychology
  • Empowerment Theory
  • Emotional Intelligence
Positive Psychology

• **Reflected best self (RBS)**
• **Before you do or say something:**
• Ask yourself-
  • “Are my words and actions a true reflection of my best self?”
  • Best self=your strongest values and ethical convictions
• **What is NOT RBS?**
  • When we passively conform to stereotypes and demands-when we don’t take time and reflect about our true and best self.
Reflected Best Self

• When we strive for our RBS, we are more positive and more genuine, and others feel this way about us, too.

“Authentic leaders are those who are deeply aware of how they think and behave and are perceived by others as being aware of their own and others’ values/moral perspectives, knowledge and strengths; aware of the context in which they operate; and who are confident, hopeful, optimistic, resilient and of high moral character” (Avolio et al., 2003, p. 243)
Humans ARE SOCIAL ANIMALS

• We are social. We are not by ourselves in a vacuum.
• We learn socially-by picking up cues about ourselves from others and from our environment.
• Our peers, our staff, our environment= a mirror for self-awareness.
  • Verbal feedback
  • Non-verbal feedback
An RBS Development Strategy

Journaling

• During an interaction (e.g., staff meeting):
  • Watch people’s expressions.
  • Listen to people’s words.

• Reflect immediately afterwards:
  • What expressions did you see? Positive, negative?
  • What words did you hear? Positive, negative?

• If people were positive, what did you do or say that made them respond positively?

• If people were negative, what did you do or say that made them respond negatively?
Becoming Authentic

• Whenever possible:
  • Set up regular meetings (each week, month) to:
    • Share with a peer or colleague
    • Share with a mentor/senior
  • Pick an event to share
    • Tell your story
    • Share your self-perceptions of what you did positively and negatively
    • Ask for their thoughts, suggestions for how to build your RBS
Authentic Leader Strategies

• Appreciative Inquiry
  • Positive Psychology

• Leader Empowering Behaviors
  • Empowerment Theory
Appreciative inquiry (AI)

- AI is based in positive psychology.
- AI is the opposite of “awfulizing.”
- AI= “best case” scenario.

1. Think of a time when you had great outcomes-the best possible outcomes.
2. What were the contributing factors?
3. How can you highlight and enhance these contributing factors?
Authentic Leader Empowerment

• Authentic leaders are empowered.
• They use empowering behaviors or strategies to empower their staff—not disempower them.
• Leaders who use these behaviors are perceived by their staff as:
  • More innovative, creative
  • More inspirational
  • More upwardly influential
Leader Empowering Behaviors

Leaders:

• Enhance work meaningfulness
• Foster participation in decision-making
• Express confidence: “You can do it!”
• Facilitate goals
• Foster autonomy or independence
Empowering Examples

- **Enhancing work meaningfulness**
  - The leader tells the staff how important their work is. “Your work matters.”
  - The leader connects nursing work to the organizational vision and mission

- **Foster participation in decision-making**
  - The leader urges staff to share their ideas
    - Staff meetings
    - Idea box, journal, bulletin board
Empowering examples

• Express confidence
  • The leader shows genuine appreciation towards the staff with positive statements, feelings
    • (Authentic leadership style)

• Facilitate goals
  • 5 minute staff huddles (appreciative inquiry)
    • “Thank you for your hard work today!”
    • “How is it going?”
    • “Does anyone need help? How can we help each other?”
Empowering examples

- Foster autonomy or independence
  - Senior nurses mentoring junior nurses
    - 80/20 model for mature nurses
  - Continuing education opportunities
  - Competency frameworks
  - Professional development ladders
    - Level 1=Novice nurse
    - Level 2=Competent, experienced nurse
    - Level 3=Master degree (advanced practice nurse)
    - Level 4=Doctoral degree
Empowering Work Environments

When leaders empower nurses to accomplish their work in important ways, nurses are more likely to experience an empowering workplace.

• ↑Job satisfaction
• ↑Productivity
• ↑Organizational commitment
• ↓Turnover
• ↓Burnout
Emotional Intelligence & AL

- Authentic leaders = emotionally intelligent leaders (also known as *resonant* leaders)
  - Self-aware
  - Self-regulating
  - Other-aware
  - Socially astute
- Authentic leaders = less nurse bullying
- Authentic leaders = less nurse burnout
Transcendent Leadership

- Robert Greenleaf (*Servant* leadership)
- Mohandas Gandhi
- Focus:
  - Service to others (no self interest)
  - Wholeness, community, collective consciousness
Transcendent Strategies

- Dialogue/leadership circle
- Shared governance
Dialogue

• Core interactive process of transcendent leaders
  • The circle, talking sticks

“From time to time, the tribe gathered in a circle. They just talked and talked, apparently to no purpose. They made no decisions. There was no leader. And everyone could participate... The meeting went on, until it finally seemed to stop for no reason at all and the group dispersed. Yet after that, everyone seemed to know what to do, because they understood each other so well. Then they could get together in smaller groups and do something or decide things” (Bohm, cited in Jaworski, 1996, p. 107).
Dialogue: What Works

• The transcendent leader = Broker, Facilitator
• The transcendent leader = “quiet presence” (Gardner)
• Leadership dialogue group → small work groups
• Ground rules (forged by the group)
Shared Governance

“Governance is the art of making decisions”
(Gardiner, 2006, p.66)

• Effective shared governance requires:
  • A climate of trust
  • Critical information sharing
  • Meaningful participation
  • Collective decision-making
  • Valuing, nurturing diverse/alternative perspectives
  • Re-crafting, redefining roles
Quantum Leadership

- Quantum leaders lead in complex systems.
- Quantum leaders lead in “real time.”
- Quantum leaders value different perspectives.

“Ultimately, the only way to know exactly what a complex system will do is to observe it. It is not a question of better understanding of the agents or better models or more analysis”

(Plesk & Greenhalgh, 2001)
Complex Systems
The Complexity Zone

- Tension and paradox
- Innovation and adaptability

Examples:
- Education: Experiential Learning (Kolb)
- Healthcare: The Reflective Practitioner (Schön)
- Quality & Safety: PDSA cycles
Complexity Science Tenets

• Fuzziness
• Unpredictability
• Nonlinearity
  • Sensitive dependence on initial conditions
    • Butterfly effect
• Holism
• Patterns
  • Good enough, typical
  • Strange attractors
  • Self-organization/swarm intelligence
  • Shared mental models
  • Simple Rules (e.g., green/yellow/red traffic control)
Social Systems

Individuals (agents) form complex adaptive systems (CAS) through their interactions and their ability to adapt and learn together.

Quantum leaders enhance CAS formation by:

• Providing opportunities for agents to learn together
Complexity Science Socialization

• Diversity
• Slow socialization
• Moderate turnover
• Weak social ties versus strong ties (GroupThink)
• Real-time learning (e.g., huddles, safety rounds)
• Networking: the quality of relationships versus quality of people
Global Leadership Intelligences

- Global leadership requires three intelligences:
  - Rational, logic-based verbal and quantitative intelligence (IQ)
  - **Emotional Intelligence (EI)**
    - Self-awareness
    - Self-regulation
    - Other-awareness
    - Interpersonal skills
  - Cultural intelligence (CI)
    - Organizational
    - Geographic/ethnic context
Cultural Frameworks

- Peterson (2004)
  - Equality/hierarchy
  - Direct/Indirect
  - Individual/Group
  - Task/Relationship
  - Risk/Certainty

- GLOBE research studies (Brodeck et al. 2002)
Global “Literacy”

“To be globally literate means seeing, thinking, acting and mobilizing in culturally mindful ways” (Rosen & Digh, 2001, p.57)

Global leadership development=
1. Assessment
2. Education (case studies, role play, simulation)
3. Experience
   1. Language proficiency

“Ultimately, there is no substitute for immersion” (Alon & Higgins, 2005, p. 509)
The Brain

Neural mapping

• 19 coordinates of brain activity
  • qEEG assessment with electrodes

• Amplitude (i.e., wave types)
  • Low to high arousal: *delta*, *theta*, *alpha*, *beta*, *gamma*

• Connectivity, coherence, interconnectedness
  • Weak/loose versus tight connections
What We Know So Far

- **Hemisphere dominance**
  - Left brain=logic, rational thinking
  - Right brain=imagination, creativity

- **Adaptive decision-making**: Higher levels of loosely connected alpha waves in the frontal lobes.

- **Inspirational, visionary statements**: right frontal cortex, beta waves with high coherence.

- **Risk Aversion** (“Freeze with fear”): tight linkages between the cortex, thalamus and limbic system.
Neuroscience and Leadership

- Brain connections appear to be plastic or adaptable.
- Leader responses can be enhanced via neurofeedback.

“Through neurofeedback, a leader may have a stronger basis for pursuing the type of behavioral change suggested through 360 feedback and coaching.” (Waldman et al., 2011, p. 70).
Putting It All Together

A. Use Your Alpha Waves, Frontal Lobes
1. Reflect on this presentation.
2. Identify 3 ideas of significance to you as a leader.
3. Identify concrete strategies for employing these 3 ideas.

B. Use your Beta Waves, Right Frontal Lobe
1. Craft a personal vision statement (short, succinct, appealing). Example from Nike: “Just do it!”
2. Post your Vision Statement at your workspace. Orient to your statement for personal inspiration😊