Influence and Implementation: Leadership in the Global Arena

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Clear Purpose – Mindful Engagement

- What are you willing to invest?
- What do you want to take with you?
- Why are you here?
### The Charge: Turn the Towel Project

You are representing an NGO in a low resourced area.

A new CEO wants a clean water supply in the OR to be able to institute universal precautions.

The project is sub-divided into phases, each with its own team.

Completion of each phase is determined when each team has turned the towel over while all members of the team remained on the towel and is not contaminated by any team member touching anything off the towel.

Each team will have life lines that can be used according to policy.
The Process

Each self-organizing team is limited to 11. Roles may include leader, observer, coach, and 5 towel-team members.

All Towel Team Members must remain on the towel at all times.

No team member can touch the floor, anyone not on the towel, furniture, or other device not on the towel.

Each team will be monitored for compliance.

The CEO will come to inspect the project for completion when all teams have completed their turnover.

Time will be called at 10 minutes.

Life Lines: Experts are available upon request by the team.
<table>
<thead>
<tr>
<th>Reflective Debriefing</th>
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<tbody>
<tr>
<td>What was the experience like?</td>
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<td>What stood out?</td>
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<tr>
<td>Was your team effective?</td>
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<tr>
<td>Who influenced what you did?</td>
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<tr>
<td>Did anyone jump in and just start implementing?</td>
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<tr>
<td>Were you an influencer or an implementer?</td>
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<tr>
<td>What lessons are evident in the exercise to help us consider our response to global opportunities?</td>
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Leadership in a global world

What values and beliefs shape your world view and guide your responses?

What skills and strategies should be in your tool kit?

What is the balance of influence and implementation?
Influence

How do we use influence to create change?

Building a strong self,

Influencing others
What is influence?

What drives one’s influence or the influence of a group?

What are challenges to exerting influence?

How do you determine your sphere of influence?
Three things that drive influence

**Strength**: The importance of the influencing group to the individual.

**Immediacy**: Physical (and temporal) proximity of the influencing group to the individual at the time of the influence attempt.

**Number**: The number of people in the group.
### Six Weapons of Influence (Cialdini)

<table>
<thead>
<tr>
<th>Weapon</th>
<th>Description</th>
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<tbody>
<tr>
<td>Reciprocity</td>
<td>People tend to return a favor.</td>
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<tr>
<td>Commitment &amp; Consistency</td>
<td>People seldom abandon an idea or behavior without good reason.</td>
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<tr>
<td>Social Proof</td>
<td>People do what they see others doing</td>
</tr>
<tr>
<td>Authority</td>
<td>People tend to obey authority figures.</td>
</tr>
<tr>
<td>Liking</td>
<td>People are more easily swayed by people they like.</td>
</tr>
<tr>
<td>Scarcity</td>
<td>A perceived limitation of resources will generate demand.</td>
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</table>
What is the role of power?
Is power real or perceived?
What is the role of experts?

• Those perceived as experts may exert social influence as a result of their perceived expertise.
• This involves credibility, a tool of social influence from which one draws upon the notion of trust. with the group,
Mental models and leadership

Our view of the world, our reality

Shaped by our assumptions about the world, values, beliefs

Our actions and our communication are influenced by our prevailing mental model
What do you see?

How can I approach situations without preconceived assumptions?
Reflection: challenge assumptions

A window to view and focus self within the context of lived experience

Confronting, understanding, and working towards resolution of desired and actual practice.
Reflective Lens

- increasing self awareness, of others, and overall context
- a way of seeing and responding to the world to develop sensitivity to self and others in the context of one’s work
- demands confrontation with self and your mental models that apply to the situation
Consciousness of self

Consciousness of others

Consciousness of context

Reflective Practice: Building Emotional Intelligence (EQ)

Emotionally Intelligent Leadership: A Guide for College Students
<table>
<thead>
<tr>
<th><strong>Emotional intelligence...Goleman</strong></th>
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<tbody>
<tr>
<td><strong>Self awareness</strong>: recognize own emotional makeup and effect on others.</td>
</tr>
<tr>
<td><strong>Self-regulation</strong>: think before acting, redirect disruptive impulses.</td>
</tr>
<tr>
<td><strong>Motivation</strong>: passion for work goes beyond money/status.</td>
</tr>
<tr>
<td><strong>Empathy</strong>: treat people according to their emotional reactions.</td>
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<tr>
<td><strong>Social skill</strong>: managing relationships.</td>
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</table>
It is how we build the skills to go out into the world, locally and globally.

- Self
- Others
- Context
Consciousness of self: emotionally self perceptive

Know your emotions and triggers for your responses

- How do these feelings affect responses and decisions?
- How can you assess your strengths and weaknesses? (See EQ assessment tool)
- Authenticity: words match actions, trustworthy
- Initiative: see the opportunity for change and make it happen
- Flexibility: open and adaptive to changing situations
Consciousness of others: being aware of your relationship with others, the impact on leadership

<table>
<thead>
<tr>
<th>Empathy</th>
<th>Change agent</th>
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</thead>
<tbody>
<tr>
<td>Citizenship</td>
<td>Conflict management</td>
</tr>
<tr>
<td>Inspiration</td>
<td>Developing relationships</td>
</tr>
<tr>
<td>Influence</td>
<td>Teamwork</td>
</tr>
<tr>
<td>Coaching</td>
<td>Capitalizing on differences</td>
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</table>
Consciousness of context

Environmental awareness

What aspects of the environment affects choices and actions?
How are choices influenced by:

- Community traditions
- Political environment
- Other institutions
- Group norms
Goal: to help bridge the juncture between theory and practice by reflecting on didactic and experiential learning.
Mindful engagement in the moment
Reflection to develop EQ for Professional Development (Schon, 1983)

Systematic way to describe, examine, reconsider situations from multiple viewpoints

What we know
Getting in touch with what we think

What we assume

Learning from reflecting on experience
Reflective Prompts

What stands out for you in this situation?

What are you concerned about in this situation?

What assumptions are influencing decisions?

What else can it be?

From Sherwood & Horton Deutsch, 2012: Reflective Practice:
Context...Influence or Implementation: Consider (Organizational) culture:

Shared experience of the collective values, beliefs, and norms held by group members (Bellot, 2011).

Communication drives culture: to change culture, change communication

Interplay of structure, reward systems, information sharing, leadership, and organizational processes

Shapes how work gets done, relationships up and down the organization and problems are resolved
Implementation: When and How

How do you know that you have the knowledge, skills, and means to implement the interventions successfully?

What can we learn from implementation science about applying knowledge?

What are potential barriers to implementation from the perspective of the healthcare delivery system, the individual level, the provider perspective, or population?

How do you measure the impact of implementation at the organizational level or the market/policy level?
Framework for Implementation

• Plan a course of action, establishing the methods of behavior change and tasks for implementing an intervention: Ask, Acquire, and Appraise.

• Engage appropriate stakeholders in the intervention

• Execute the implementation according to plan

• Evaluate implementation efforts
Plan: Ask, Acquire and Appraise

**Ask** important questions how the goals of the intervention will impact individuals, communities, or populations.

**Acquire** the best available evidence on what interventions have worked in similar systems or settings and gather information on how they were implemented.

**Appraise** the evidence for validity and applicability to your setting and needs to be adapted.
Key Points in Implementation strategy

How will you account for the needs and perspectives of all stakeholders, considering the values, preferences, and engagement of involved individuals and organizations?

How are implementation strategies tailored for appropriate subgroups (e.g., delineated by professional, demographic, cultural, and organizational attributes)?

What methods will be developed to educate subgroups on the implementation strategies?

What are the communication channels, how will they be identified, and how are they influenced by culture and language?
Culture and climate for implementation

- Tension for change: perception of the need for change

- Compatibility: does the implementation intervention aligns with the meaning communicated by upper management

- Relative priority: does the group perceive the change as a priority within the overall organization/population

Organizational incentives and rewards: who and how will benefit

Goals and feedback: how well clearly communicated and acted upon

Learning climate: include stakeholders in the change process with adequate time to implement and evaluate interventions
**Appreciative Inquiry: Build on Success**

| People have more confidence in moving to the future when they carry forward parts of the past that works | Grounded in real world experience |
| What has worked in the past? | Where does the group want to be? |
| Series of questions also exposes assumptions |
Understanding context: What do you see?

Learning to be aware.
What do you see?
Why do you say that?
What else do you see?

- Increase in willingness to communicate, tolerate ambiguity, time observing, visual observational skills, and critical thinking
- Challenge assumptions
- Practice thinking out loud and comparing insights with others for a shared mental model
- Gives all a chance to share their point of view
<table>
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<th>Socratic Questioning to determine actions</th>
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<tbody>
<tr>
<td><strong>1. Clarify thinking</strong></td>
</tr>
<tr>
<td>Why do you say that?</td>
</tr>
<tr>
<td>Could you explain further?</td>
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<tr>
<td><strong>2. Challenging assumptions</strong></td>
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<tr>
<td>Is this always the case?</td>
</tr>
<tr>
<td>Why do you think that this assumption</td>
</tr>
<tr>
<td>holds here?</td>
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<tr>
<td><strong>3. Evidence as a basis for argument</strong></td>
</tr>
<tr>
<td>Why do you say that?</td>
</tr>
<tr>
<td>Is there reason to doubt this evidence?</td>
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<tr>
<td><strong>4. Alternative viewpoints and perspectives</strong></td>
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<td>What is the counter-argument?</td>
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<td>Can/did anyone see this another way?</td>
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<tr>
<td><strong>5. Implications and consequences</strong></td>
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<tr>
<td>But if...(this)...happened, what else</td>
</tr>
<tr>
<td>would result?</td>
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<tr>
<td>How does...(this)...affect...(that)...?</td>
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<tr>
<td><strong>6. Question the question</strong></td>
</tr>
<tr>
<td>Why do you think I asked that question?</td>
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Readings to prepare for the challenge

Story and metaphor are great teachers

Kotter’s change model through the lens of penguins
Ethics: Are you supportive with how stakeholders influence implementation by using their authority, status, and credibility?

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<thead>
<tr>
<th>What to do when values clash?</th>
<th>Treat people fairly</th>
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<tbody>
<tr>
<td>FAIR (Tschudin &amp; Davis, <em>The Globalization of Nursing</em>)</td>
<td>Respect people’s autonomy</td>
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<tr>
<td></td>
<td>Act with integrity</td>
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<tr>
<td></td>
<td>Seek most beneficial results</td>
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<tr>
<td>Question</td>
<td></td>
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<td>------------------------------------------------------------------------</td>
<td></td>
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<tr>
<td>How do you deal with conflict?</td>
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<td>What is your gut reaction to change? If you could have anything, what would it be?</td>
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<tr>
<td>How do individuals gain influence?</td>
<td></td>
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<tr>
<td>What are qualities of an inspirational leader that fosters change?</td>
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<tr>
<td>What does it mean to be a global citizen?</td>
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Today’s world spans boundaries

• Boundaries create barriers

• Collaborative potential: Nexus effect results from: achieving something above and beyond what can be achieve on their own
  • Buffering
  • Reflecting
  • Connecting
  • Mobilizing
  • Weaving
  • Transforming
A parable: Getting the vision, the mental model, seeing the whole

A man passed by three men working. He asked the first one, “What are you doing?”

He answered, “Laying bricks.”
He moved on and asked the second one: “What are you doing?”

He replied, “I am building a wall.”
He asked the third one, “what are you doing?”

The third one said with pride,

“I am building a cathedral.”
Carolina for Kibera: “It’s about the community”