

Influence and Implementation: Leadership in the Global Arena

Gwen Sherwood, PhD, RN, FAAN, ANEF

— Associate Dean for Practice and Global Initiatives —

The University of North Carolina at Chapel Hill

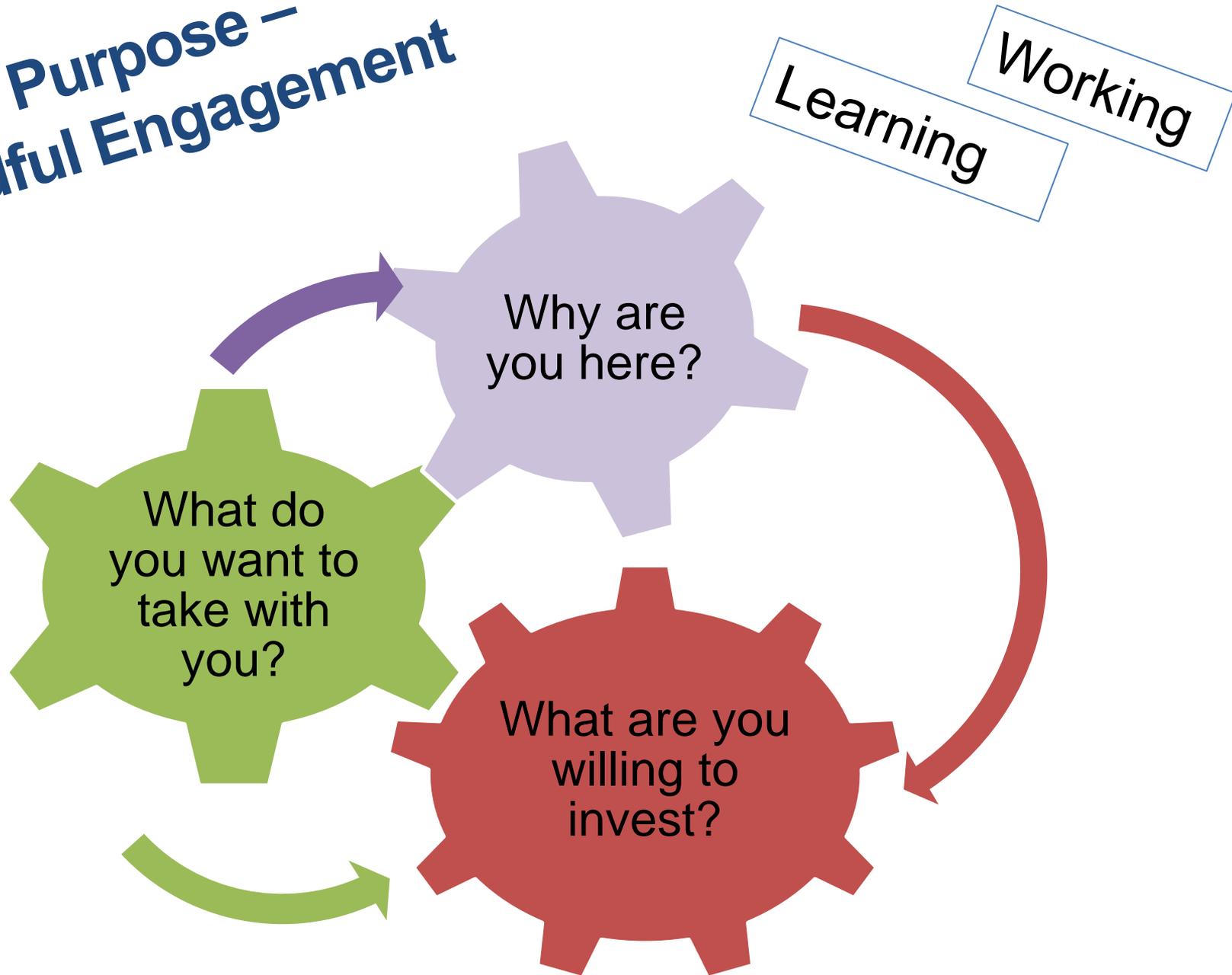
Gwen.Sherwood@unc.edu

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Clear Purpose – Mindful Engagement



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.

Reflective Debriefing

What was the experience like?

What stood out?

Was your team effective?

Who influenced what you did?

Did anyone jump in and just start implementing?

Were you an influencer or an implementer?

What lessons are evident in the exercise to help us consider our response to global opportunities?

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?



Follow the Leader, 1975

Influence

How do we use influence to create change?

Building a strong self,

Influencing others

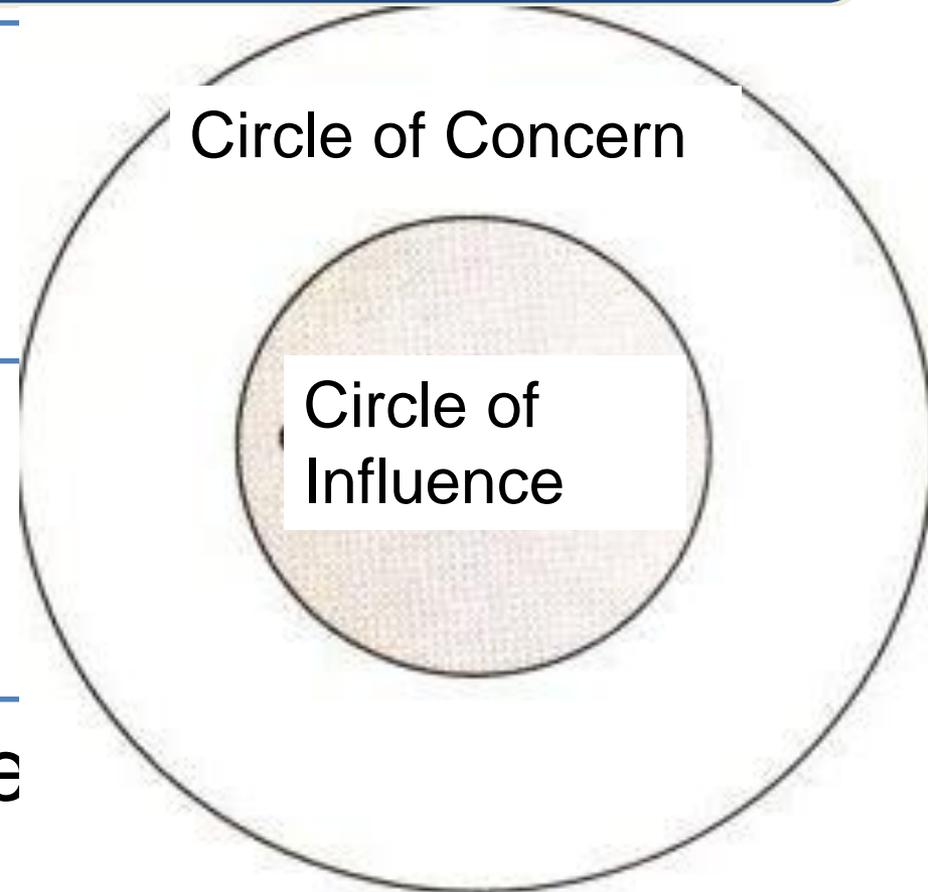


What is influence?

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)

Reciprocity: People tend to return a favor.

Commitment & Consistency: People seldom abandon an idea or behavior without good reason.

Social Proof: People do what they see others doing

Authority: People tend to obey authority figures.

Liking: People are more easily swayed by people they like.

Scarcity: A perceived limitation of resources will generate demand.

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

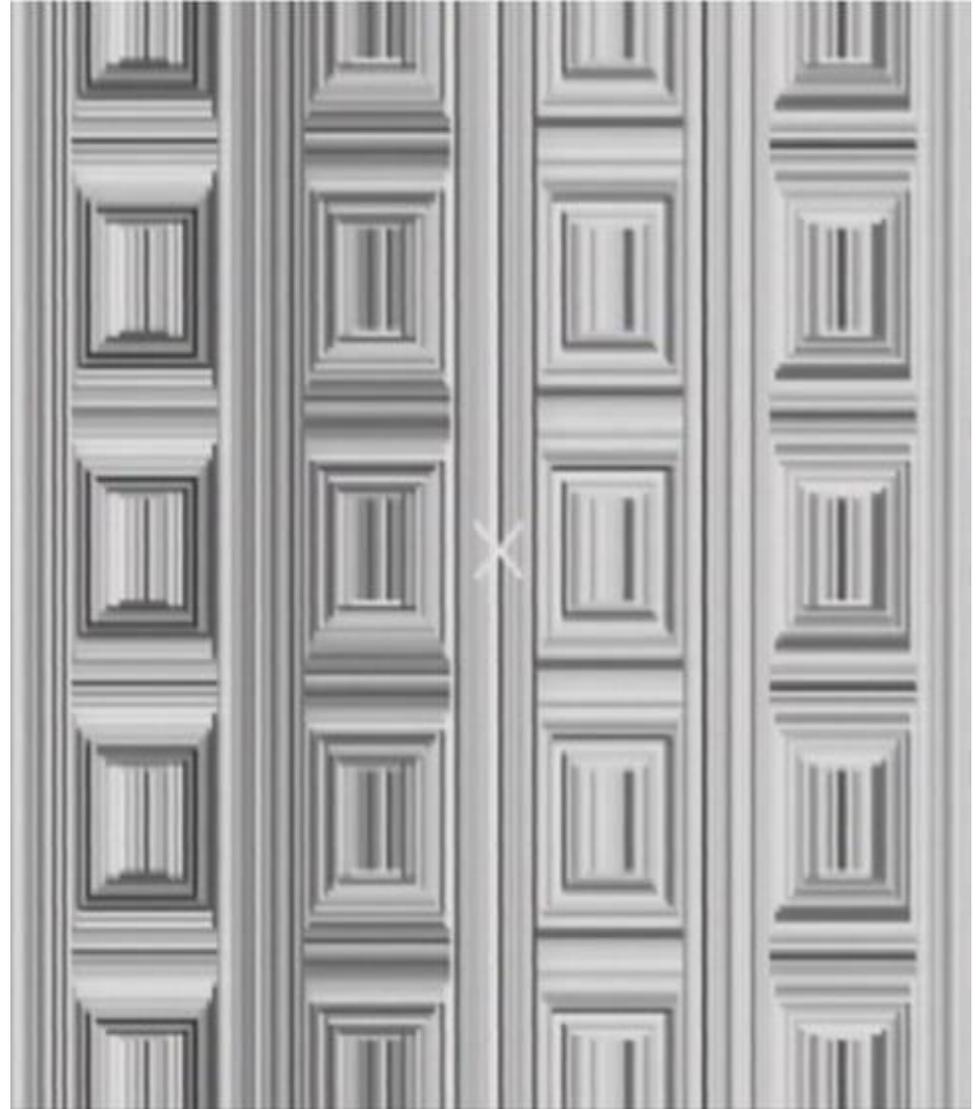
Our actions and our
communication are
influenced by our
prevailing mental model



A Riding Mower

How can I
approach
situations
without
preconceived
assumptions?

What do you see?

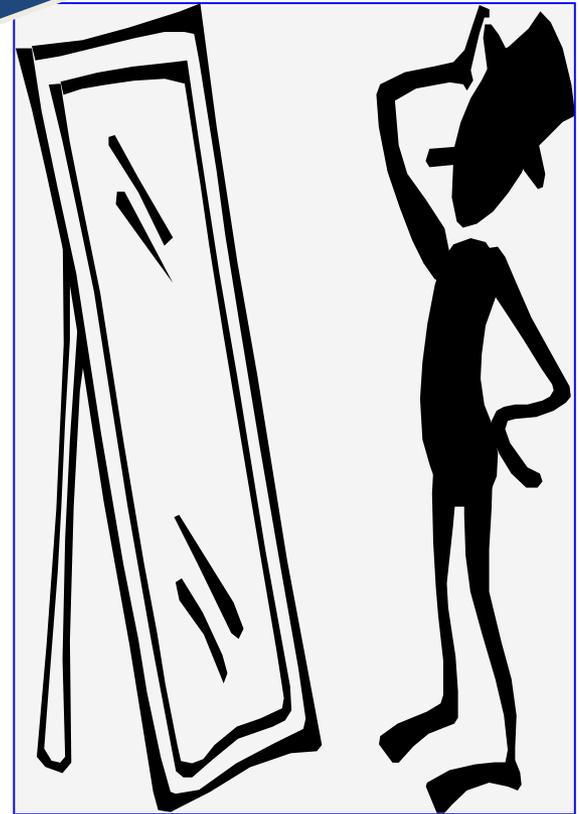


Reflection: challenge assumptions

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

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

A positive focused change model



Reflective Lens

increasing self awareness, of others, and overall context

a way of seeing and responding to the world to develop sensitiviey to self and others in the context of one's work

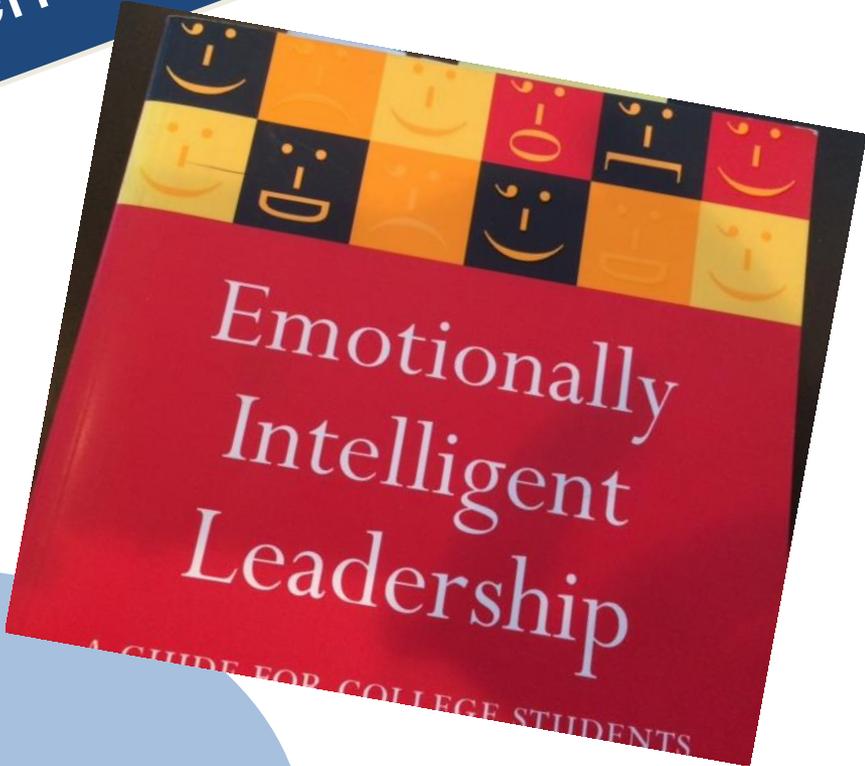
demands confrontation with self and your mental models that apply to the situation

Reflective Practice:
Building Emotional Intelligence (EQ)

Consciousness
of self

Consciousness
of others

Consciousness
of context



Emotional intelligence...Goleman

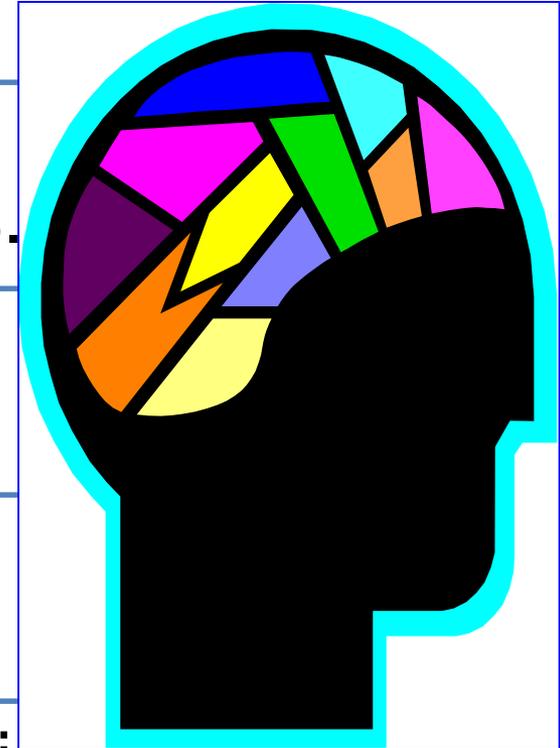
Self awareness: recognize own emotional makeup and effect on others.

Self-regulation: think before acting, redirect disruptive impulses.

Motivation: passion for work goes beyond money/status.

Empathy: treat people according to their emotional reactions.

Social skill: managing relationships.



GLOBAL

It is how we build the skills to go out into the world, locally and globally



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

Empathy

Change agent

Citizenship

Conflict management

Inspiration

Developing relationships

Influence

Teamwork

Coaching

Capitalizing on differences

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

Reflection to change behavior

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

Getting in touch with what we think

What we know

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?

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

Where does the group want to be?

What has worked in the past?

Series of questions also exposes assumptions

Understanding context: What do you see?

Learning to be aware.



Visual Thinking Strategy: (VTS)

Meg Moorman (2012) and Klugman (2011)

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

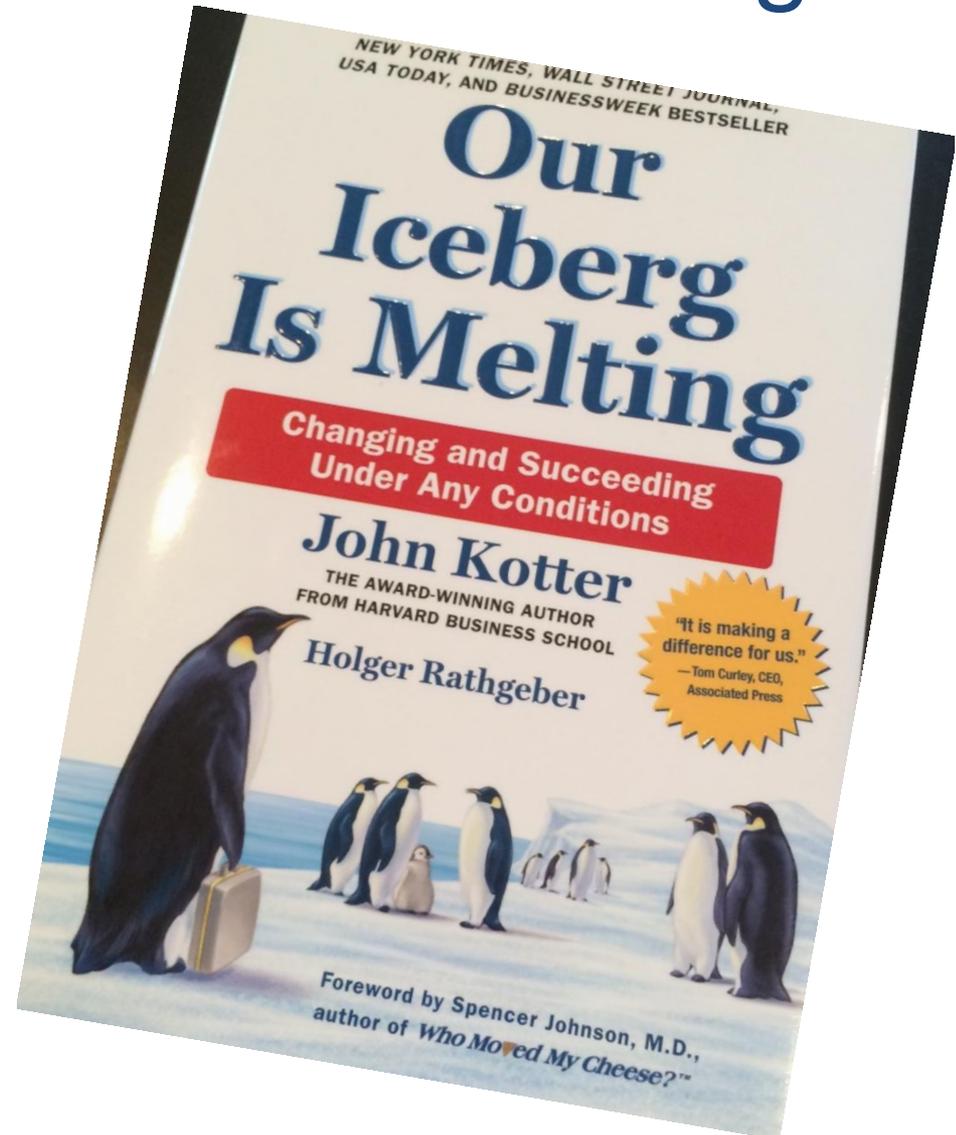
Socratic Questioning to determine actions

1. Clarify thinking	Why do you say that? Could you explain further?
2. Challenging assumptions	Is this always the case? Why do you think that this assumption holds here?
3. Evidence as a basis for argument	Why do you say that? Is there reason to doubt this evidence?
4. Alternative viewpoints and perspectives	What is the counter-argument? Can/did anyone see this another way?
5. Implications and consequences	But if....(this)...happened, what else would result? How does..(this)...affect..(that)...?
6. Question the question	Why do you think I asked that question?

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?

What to do when values clash?

FAIR (Tschudin & Davis, *The Globalization of Nursing*)

Treat people **fairly**

Respect people's **autonomy**

Act with integrity

Seek most beneficial **results**

Global Health Nursing: Narratives from the Field (Harlan)

How do you deal with conflict?

What is your gut reaction to change? If you could have anything, what would it be?

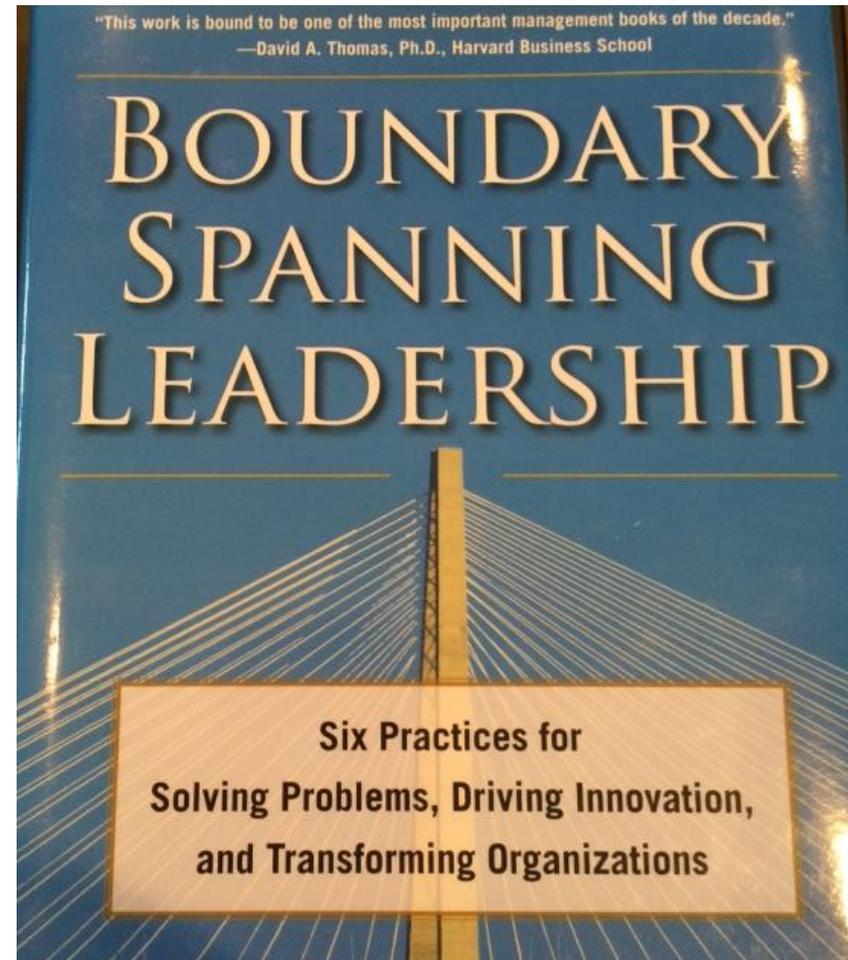
How do individuals gain influence?

What are qualities of an inspirational leader that fosters change?

What does it mean to be a global citizen?

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?”

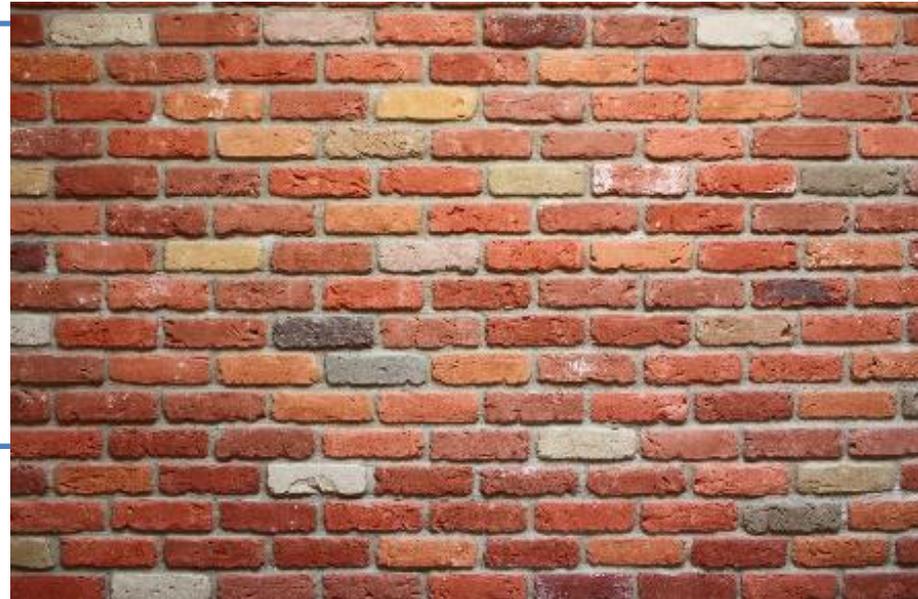
He answered, “Laying bricks.”



He moved on and
asked the second one:
“What are you doing?”

He replied,

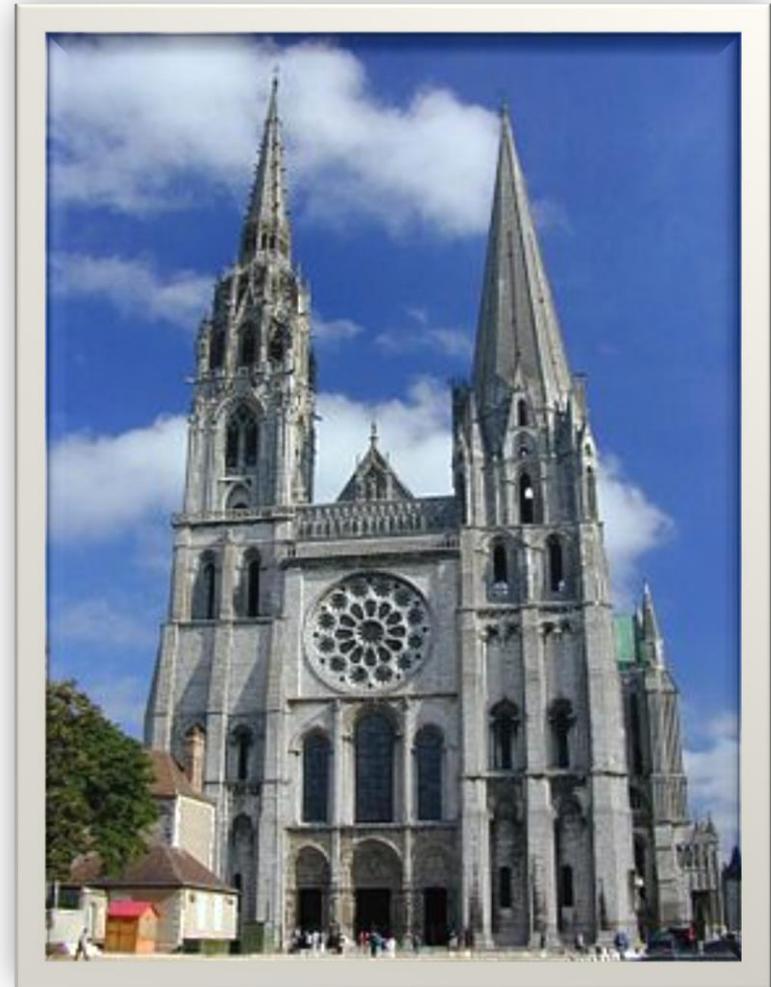
“I am building a wall.”



He asked the third one,
“what are you doing?”

The third one said with
pride,

“I am building a
cathedral.”



ReflectCreating a vision....

Carolina for Kibera: “It’s about the community”

