

# Influence and Implementation: Leadership in the Global Arena

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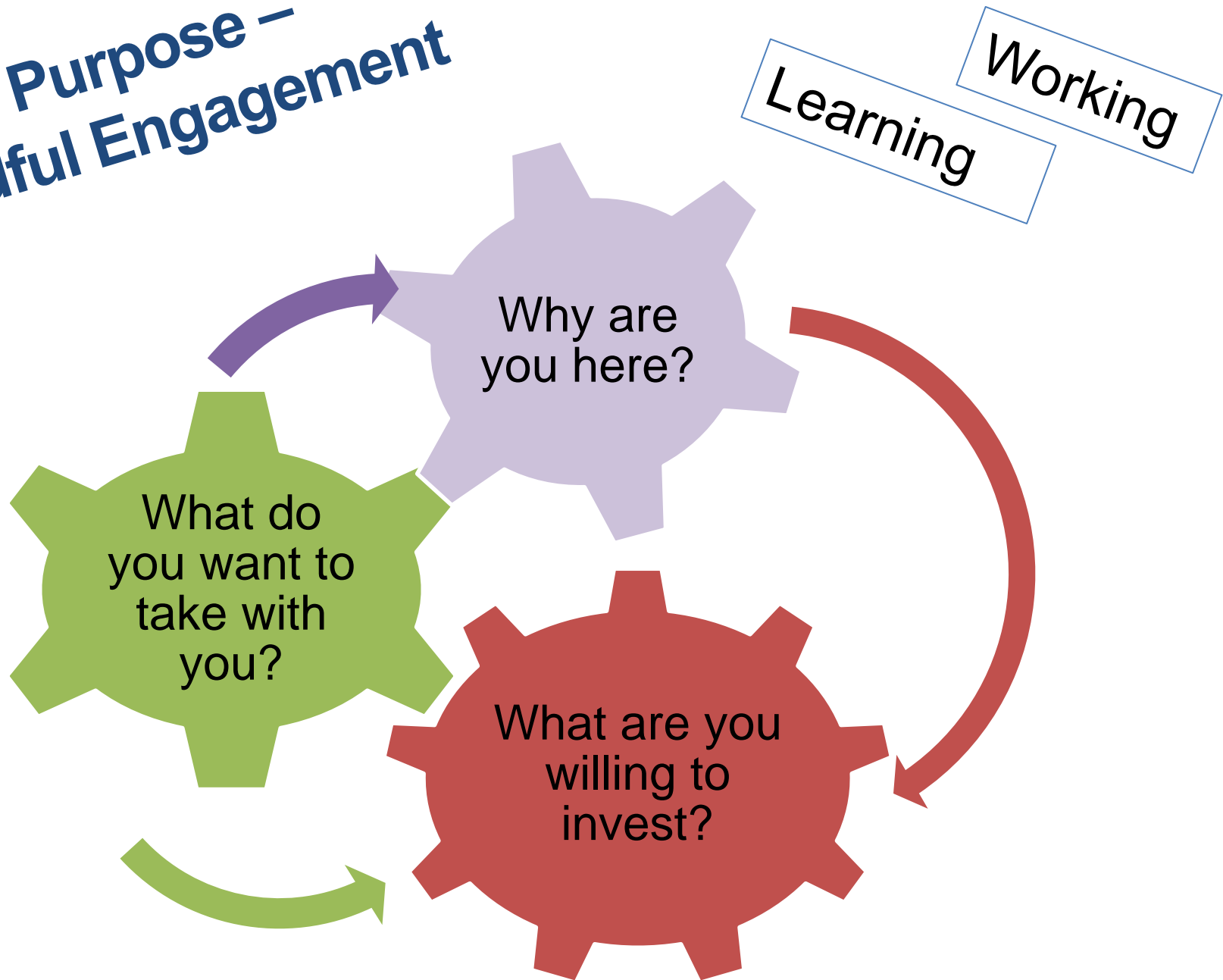
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Sigma Theta Tau International

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# Clear Purpose – Mindful Engagement



Learning

Working

What do you want to take with you?

Why are you here?

What are you willing to invest?

# Influence and Implementation

- How are these words used in current media and social constructs?
- What images or mental models do you have about influence in modern society?



# The Charge: Turn the Towel Project

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You are representing an NGO in a low resourced area.

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

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

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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.

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

# The Process

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Each self-organizing team is limited to 10. Roles may include leader, observer, coach, and 5 towel-team members.

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

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

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Each team will be monitored for compliance.

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

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Time will be called at 10 minutes.

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Life Lines: Experts are available upon request by the team.

# Reflective Debriefing

What was the experience like?

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What stood out?

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Was your team effective?

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Who influenced what you did?

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What was your implementation plan?

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Were you an influencer or an implementer?

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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

- the capacity or power of persons or things to be a compelling force on or produce effects on the actions, behavior, opinions, etc., of others ...
- *the effect of one thing (or person) on another*

*What are considerations in thinking about influence in a global context?*

*What is the role of power dynamics?  
Culture?*



# Influence

How do we use influence to create change?

Building a strong self,

Influencing others



# What is influence?

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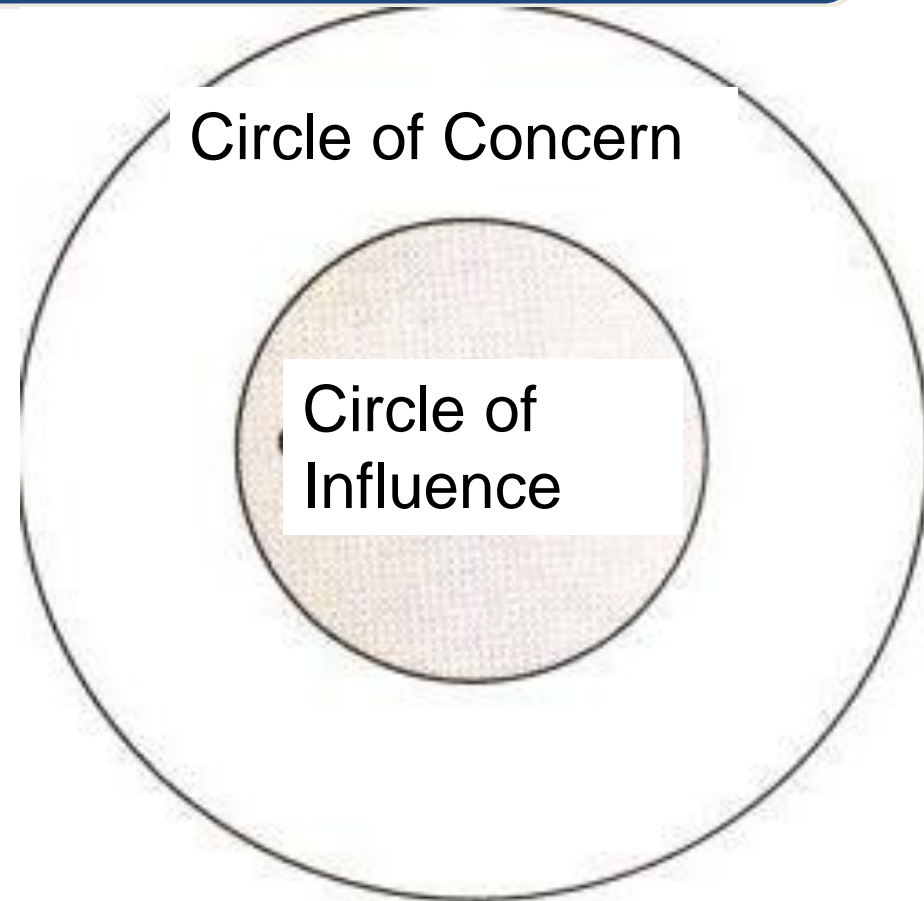
What drives one's influence or the influence of a group?

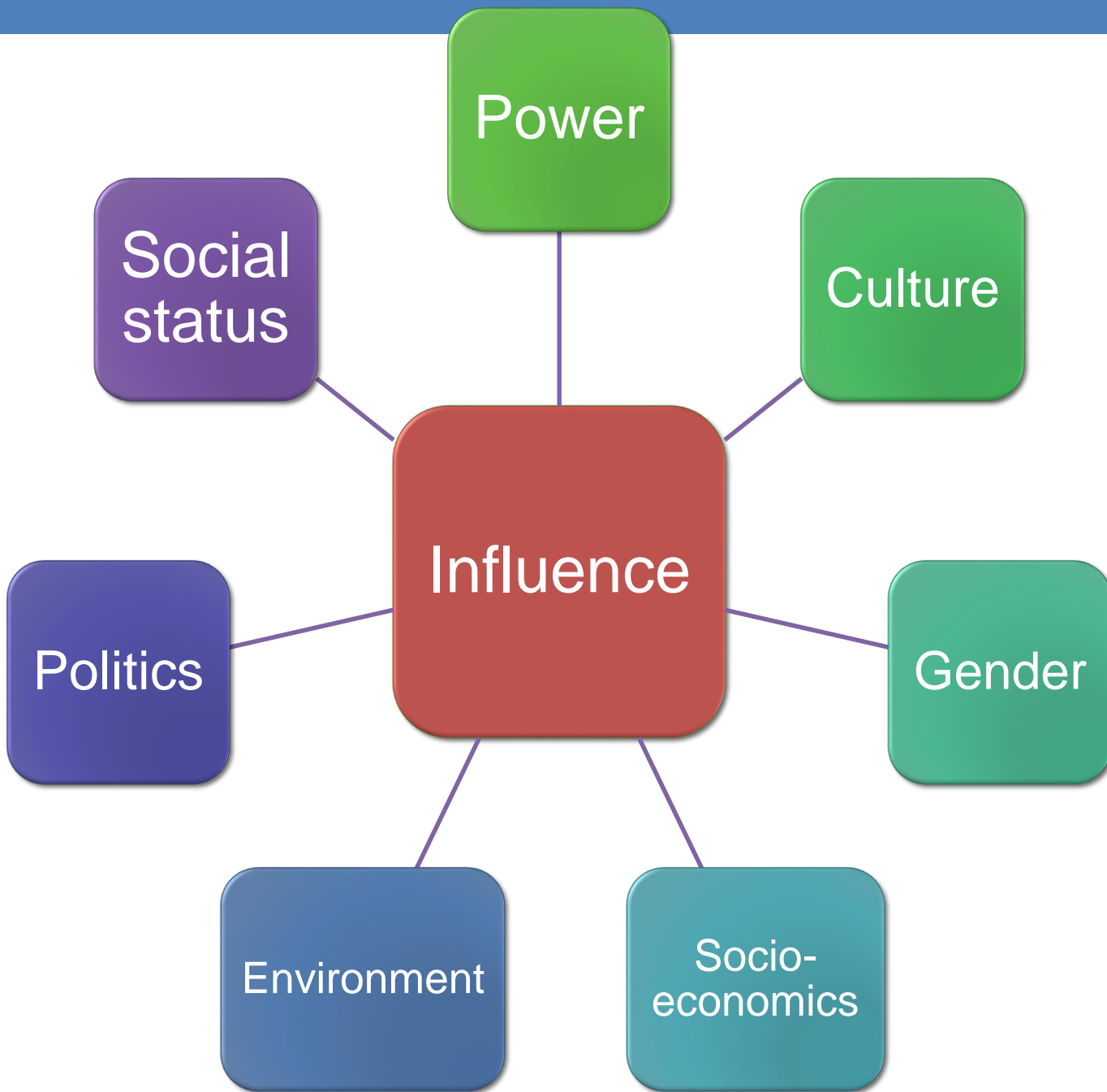
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What are challenges to exerting influence?

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How do you determine your sphere of influence?





# Six Considerations (Cialdini)

Reciprocity:  
Return a favor.

Commitment &  
Consistency:  
Stay with an idea,  
unless good  
reason.

Social Proof:  
Do what they see  
others doing

Authority:  
Obey authority  
figures.

Liking:  
Swayed by people  
they like.

Scarcity:  
Perceived  
limitation of  
resources  
generates  
demand.

What is the role of power?

Is power real or perceived?

How is expertise perceived as power?

- Those perceived as experts may exert social influence as a result of their perceived expertise.
- Credibility: a tool of social influence that influences trust

# Mental models and leadership

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Our view of the world,  
our reality

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Shaped by our  
assumptions about the  
world, values, beliefs

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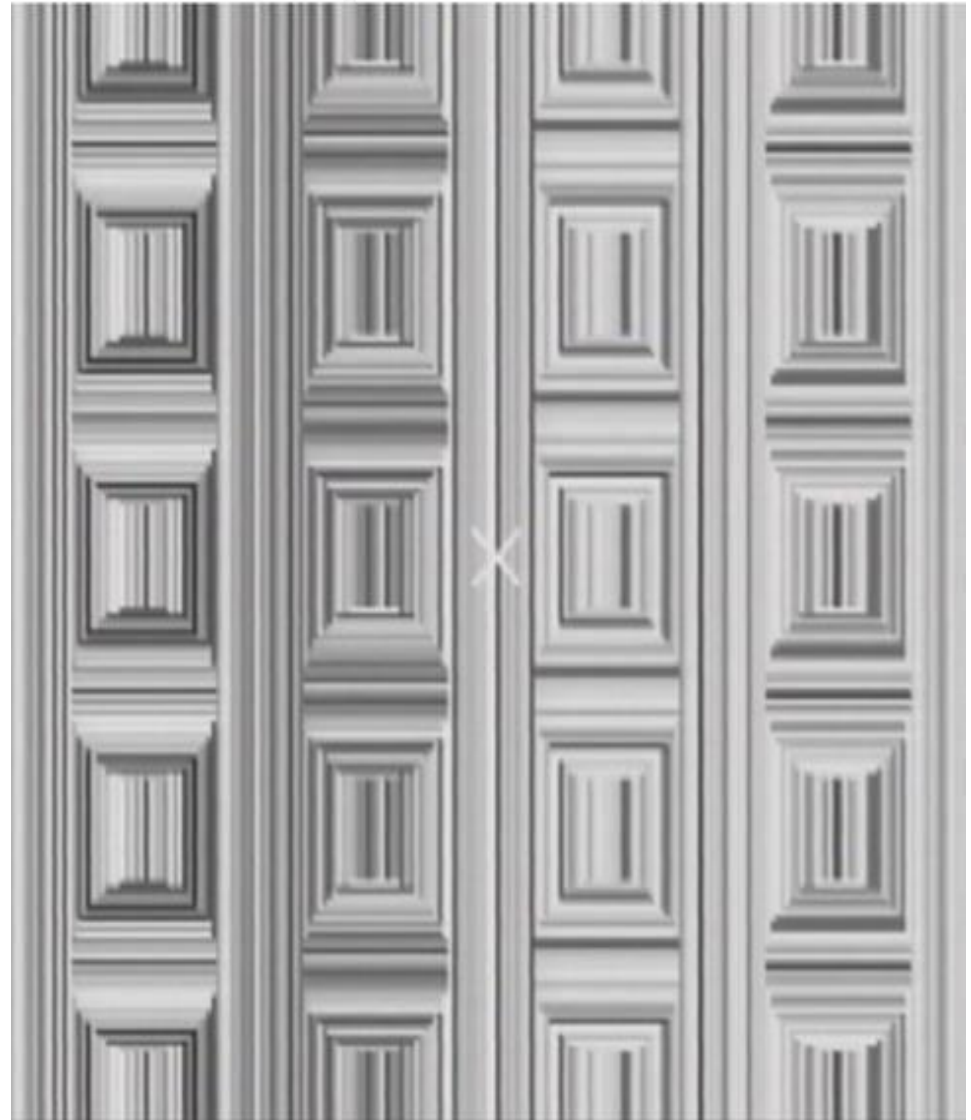
Our actions and our  
communication are  
influenced by our  
prevailing mental model



**A Riding Mower**

How can I approach situations without preconceived assumptions?

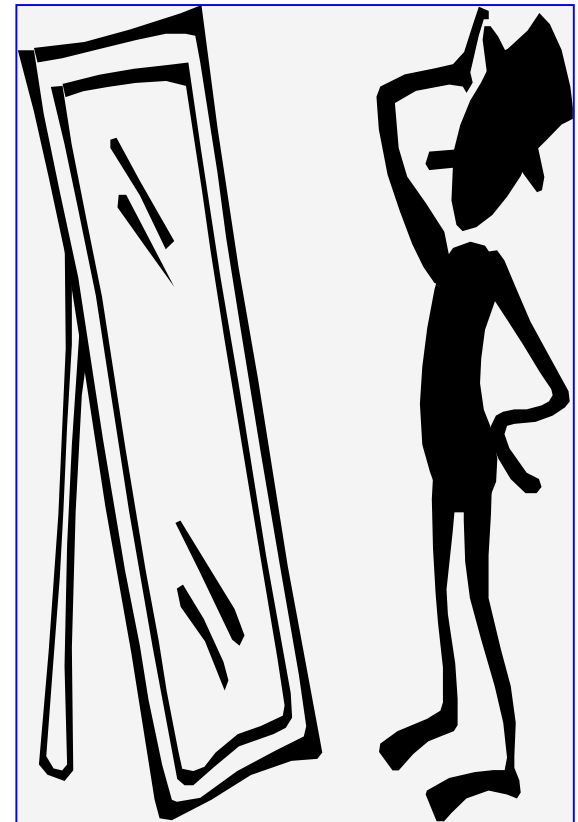
What do you see?



# Reflective Practice: knowing self to 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 sensitiviey to self and others in the context of one's work

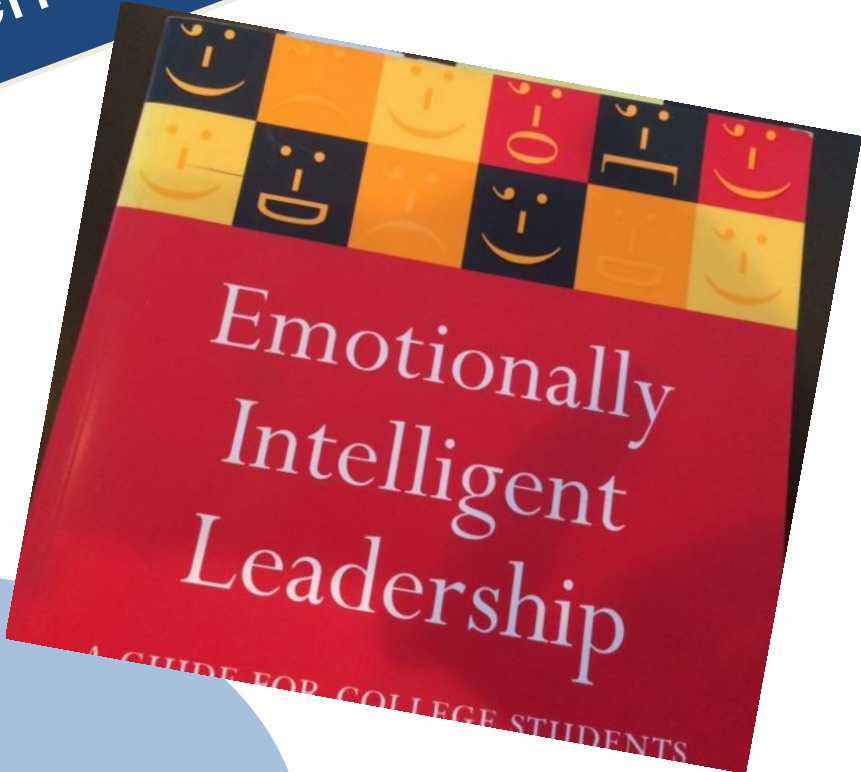
demands confrontation with self and your mental models that apply to the situation

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:*

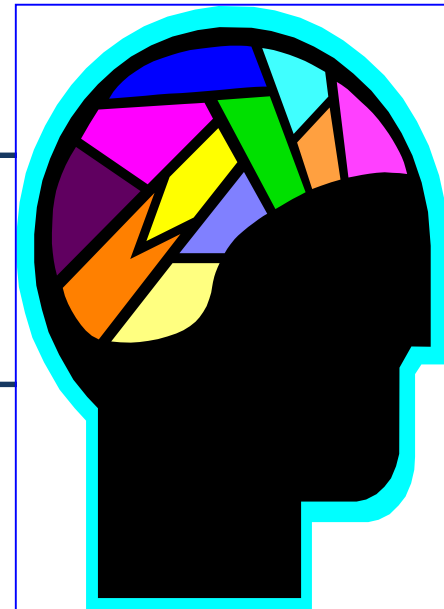
passion for work goes beyond money/status.

*Empathy:*

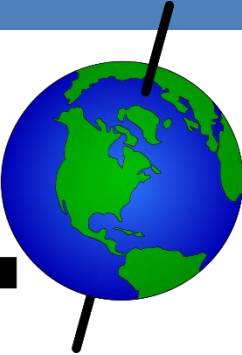
treat people according to their emotional reactions.

*Social skill:*

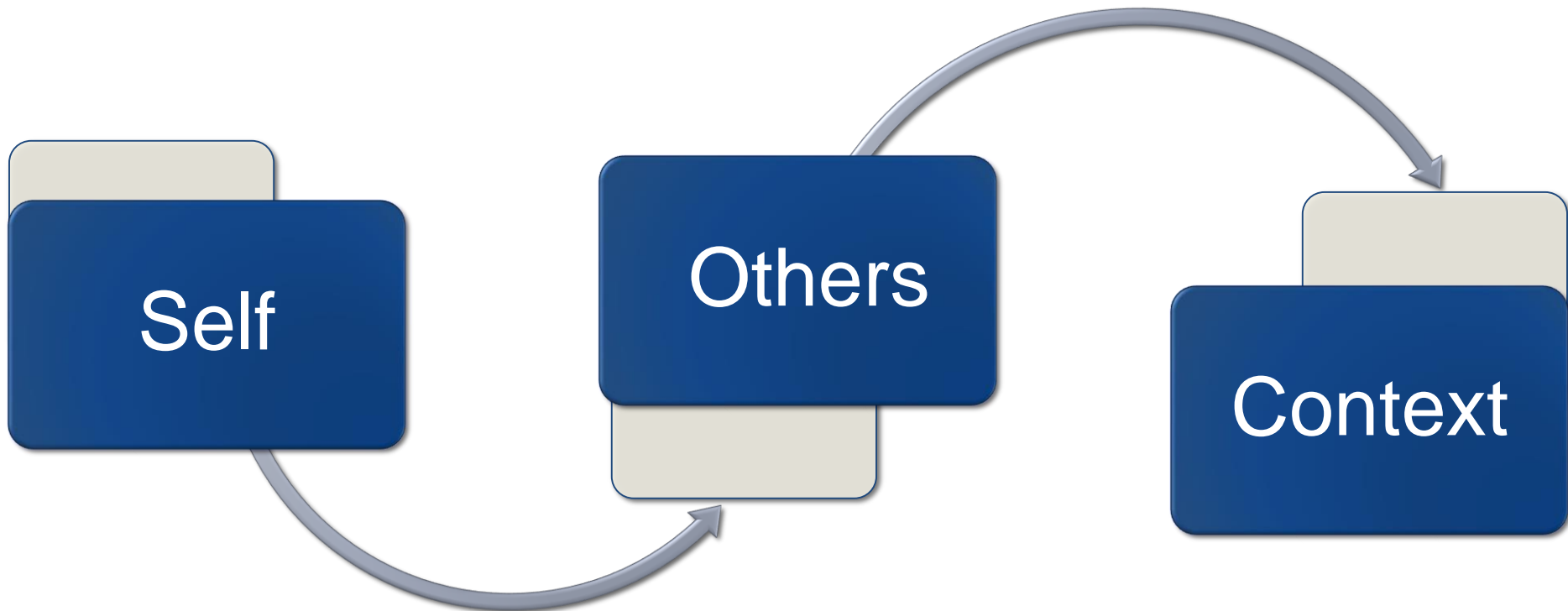
managing relationships.



# GLOBAL



Building the skills to work 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

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Empathy

Change agent

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Citizenship

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Conflict management

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Inspiration

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Developing relationships

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Influence

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Teamwork

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Coaching

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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

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What stands out for you in this situation?

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What are you concerned about in this situation?

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What assumptions are influencing decisions?

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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

*Implementation  
putting a plan or  
activity into  
action*

What is the  
balance between  
influence and  
implementation?



# Plan: Ask, Acquire and Appraise

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## Ask

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

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## Acquire

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

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## Appraise

the evidence for validity and applicability to your setting and needs to be adapted.

# Key Points in Implementation strategy

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Stakeholder needs:

How will you account for the needs, values, and perspectives of all stakeholders?

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Impact on subgroups:

How will you tailor implementation for appropriate subgroups?

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Education and preparation:

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

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Communication:

How will you identify communication channels, and how are they influenced by culture and language?

# Culture and climate for implementation

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- Tension for change: perception of the need for change

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- Compatibility: does the implementation intervention align with the meaning communicated by decision makers

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- Relative priority: is this a priority within the overall organization or population

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Organizational incentives and rewards: who / what benefits

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Goals and feedback: clearly communicated and acted upon

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Learning climate: include stakeholders in the change process with adequate time to implement and evaluate interventions

# 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?



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**

# 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?

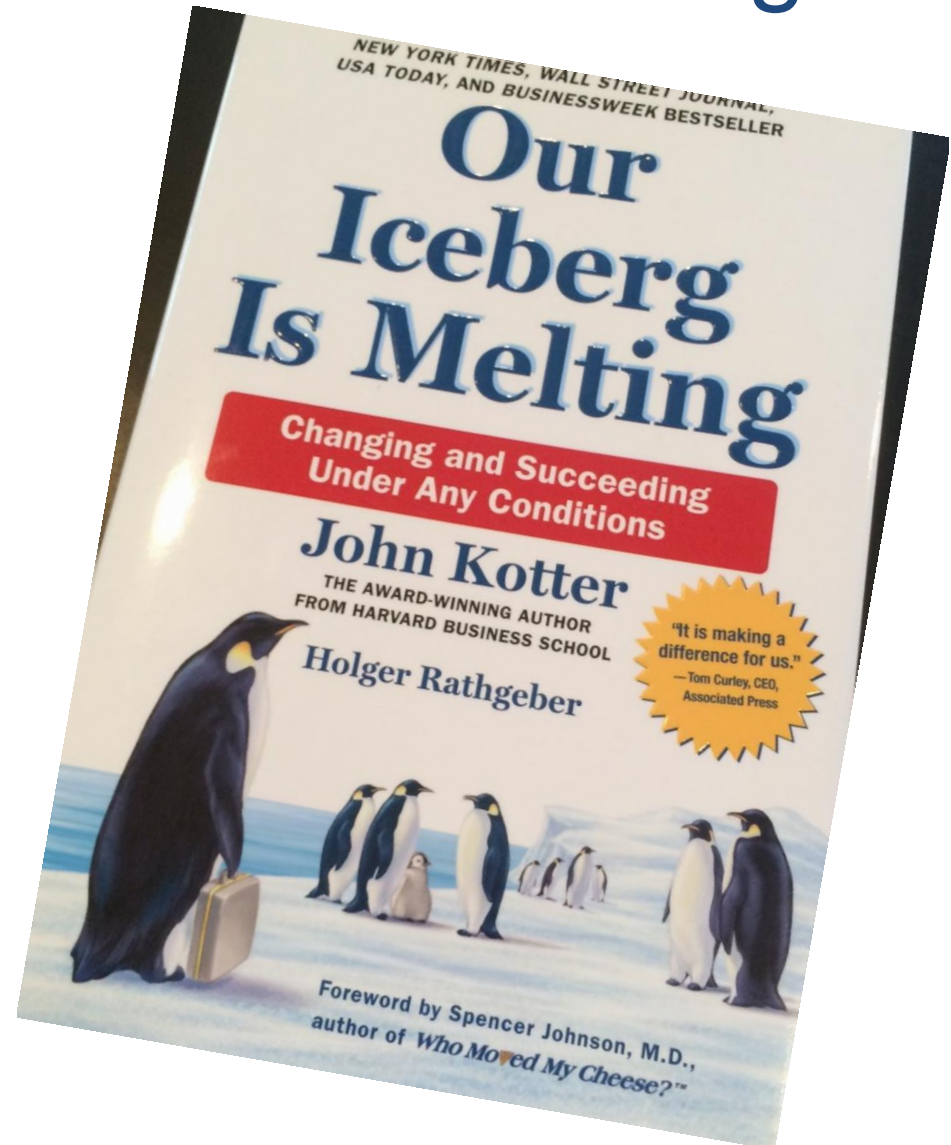
What else do you see?

- 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

# Readings to prepare for the challenge

Story and metaphor are great teachers

Kotter's change model through the lens of penguins



## *Global Health Nursing: Narratives from the Field* (Chris Harlan, MSN, RN, 2015)

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How do you deal with conflict?

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

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How do individuals gain influence?

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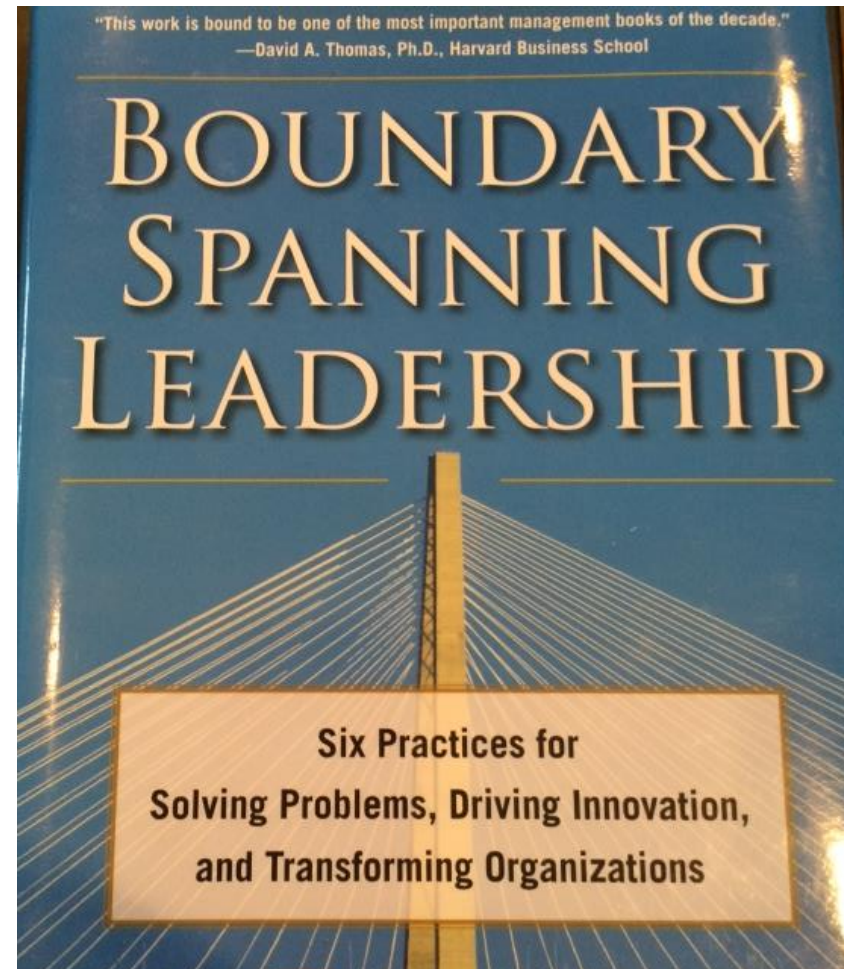
What are qualities of an inspirational leader that fosters change?

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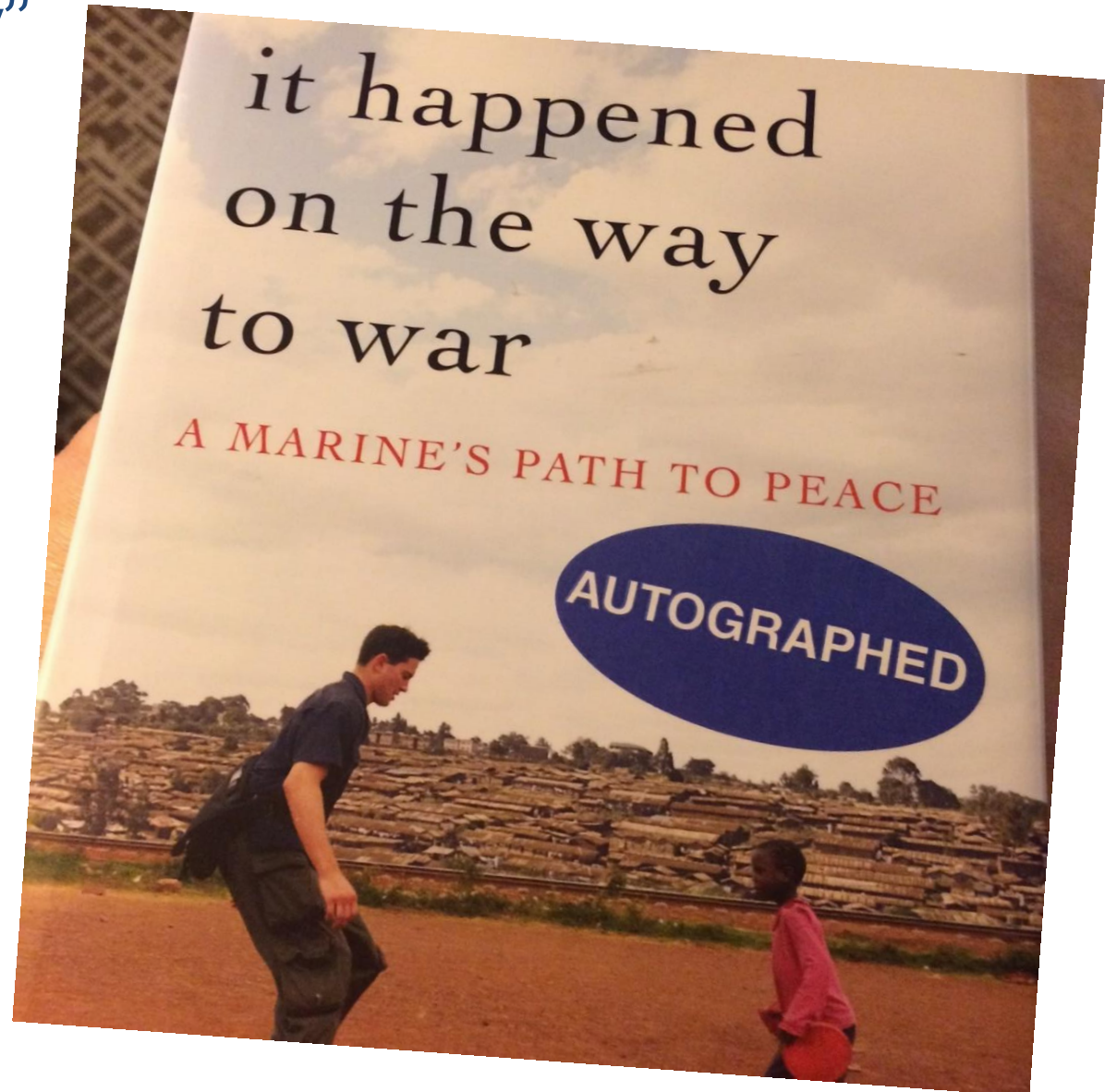
What does it mean to be a global citizen?

# 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



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





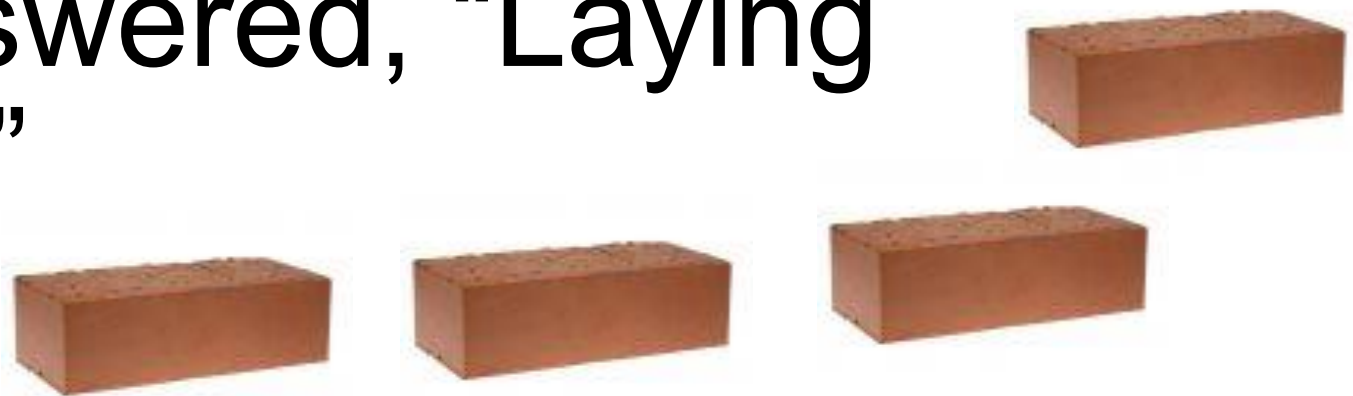
A parable: Getting the vision, the mental model, seeing the whole

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

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He answered, “Laying bricks.”



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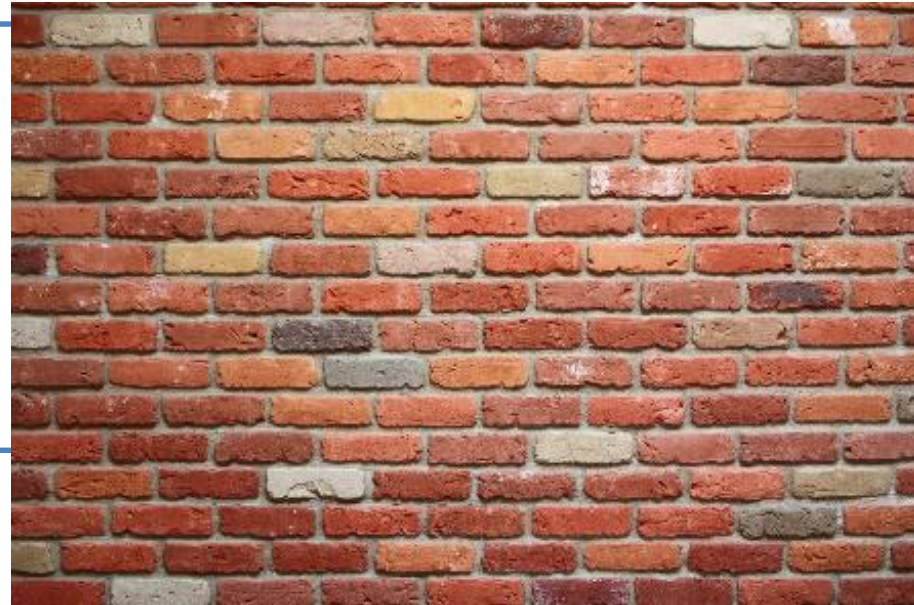
He moved on and  
asked the second one:  
“What are you doing?”

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He replied,

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“I am building a wall.”



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

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The third one said with  
pride,

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“I am building a  
cathedral.”

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Reflect ....Creating a vision....