

Leadership vs. Management

What do you think the key differences are between managing and leading?

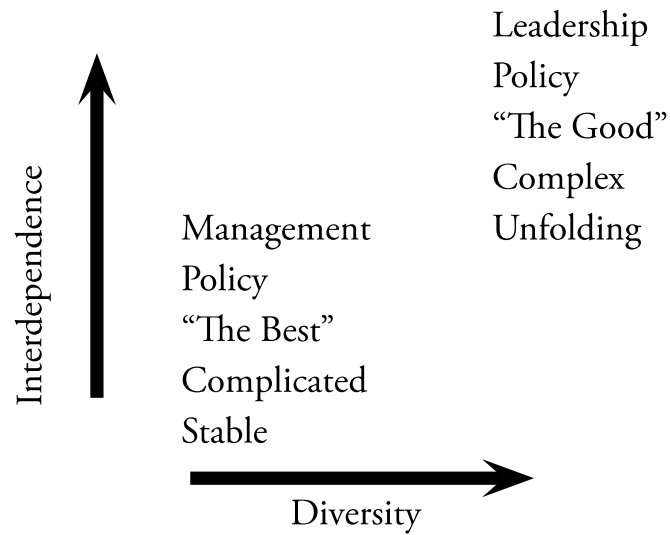
Share these with a classmate. What do you agree on? Are there differences?

Much is made by some about this distinction, but they seem to be more a matter of degree or emphasis more than two different undertakings. John Kotter in a useful article made these distinctions:

Leadership	Management
Sets directions	Creates plans and budgets
Aligns people	Organizes and staffs
Motivates people	Controls and problem solves

Leading When the World Turns Complex

One way of seeing the difference between management and leadership is reflected below:



When things are not moving much, management probably is enough, but when things are changing, more leadership will be demanded.

Models of Leadership

We all have a model of leadership that operates inside our head. Often that model fits with the challenges before us, but sometimes the model and the situation don't align and that is when mischief starts. To start this exploration of leadership let's look at some models of leadership. Let's start with yours.

Think about the best leader you have ever worked with directly. What were the key characteristics that distinguished him or her from other good leaders to make them the best? List those traits here:

<u>Most Effective Leader</u>	
•	_____
•	_____
•	_____
•	_____
•	_____
•	_____
•	_____

What do you notice about your group's leadership model?

Any surprises?

A General Leadership Model

For this leadership program we are going to use a simple leadership model:

$$\text{Leadership} = \text{V}_{\text{ision}} + \text{T}_{\text{ask}} + \text{R}_{\text{elationship}}$$

In this formulation vision leadership is synonymous with purpose, knowledge of the changing environment, strategy and communication of a general nature. Task addresses the process considerations that vary from sector to sector and even organization, but there are some general task concerns such as running a meeting, providing project leadership, ensuring adequate oversight and technical communication. Relationship speaks to connections to other people, the personal insight needed to fully value these relationships and how to work effectively through and with the people that you lead. We sometimes call this emotional intelligence. Interpersonal communication is key to the dimension of leadership.

All of these elements are necessary and none are sufficient. Knowing your strengths and weaknesses in each area will help make you a more effective leader. A leadership challenge rarely comes across as “vision” problem or a “relationship” issue in an uncomplicated manner. They usually involve a host of elements from each of the big three categories. Your job as leader is to master them all and respond in the moment when the leadership issue presents itself. Synthesizing the particular skills into the demands of the moment is what leadership is truly about.

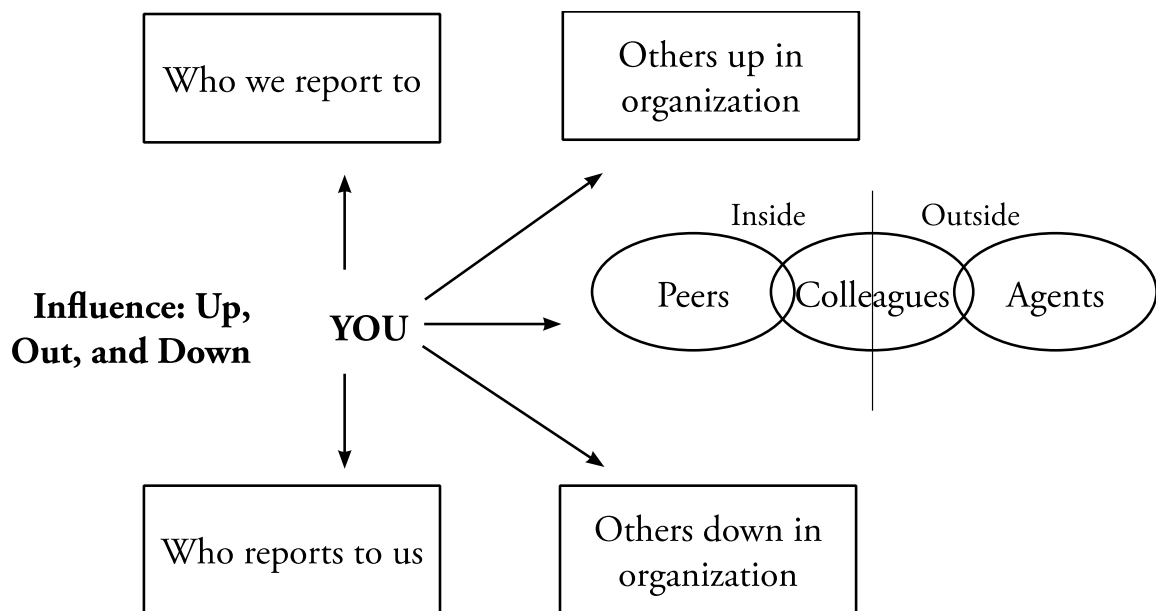
Leadership in All Directions

It is easy to think of leadership of those people that report to you. But true leadership in an organization goes in three directions: **down, out and up**. **Down** to those that report to us or are levels below our position in the organization and need to be actively engaged in the work we are leading. **Out** to peers or near peers within our organizations or part of the organization most of whom we do not have direct authority over and must enlist them in our leadership work when they have a host of other interests and demands competing for their time. Out also reaches even more distantly out to colleagues and collaborators that may be outside of our part of the organization or even in another organization. Here the leader must align interests, develop relationships and push a leadership agenda where little conventional authority exists. Finally, all true leaders must lead **up**. This may seem like it

should not be our job, but the reality is that the demands of leadership often mean effectively influencing the person we report to or pushing a leadership agenda up in the organization in decision making channels that exist outside the standard lines of authority.

The chart below captures the three basic directions of influence that any leader will need to manifest in order to be effective. Take a moment to think about which individuals and groups go into each domain for your leadership work.

A Model for Influence



Influence is a complex undertaking, and each of the three basic directions has its own characteristics and qualities that we will explore over the course of this program. In general, however, influencing others involves the development of trust, but it is developed in different ways as we influence in different directions. While not exclusive to any one direction, trust is enhanced **upward by demonstrating performance, support, and loyalty**. Outwardly trust is increased as **transparency, accountability, and collaboration** grow. And when working to improve the relationship and trust downward, leaders commit to **motivating, developing, and delegating** to those that they need to

influence. Again, all actions work in all directions, but they are particularly effective in the directions indicated.

Why Change is Hard

Over the past decade many authors writing on change and how to manage it effectively have assured us that the postmodern world in which we live will be marked by constant whitewater and their sage advice, “Get use to it.” This may sound reasonable while reading in the comfort of a warm bed late at night. It does not, however, offer much consolation when faced with a bunch of hostile and recalcitrant coworkers in health care or education who are not really ready to “embrace the challenge” of a constantly changing world.

The ideal crew to handle constant change would embrace the task ahead, be ready to support one another through any weather, willingly reframe their work to address the mission and be capable of restraining individual desire for collective effort. Instead it is likely that your experience managing change more closely resembles this:

A challenge you must meet for the patients, students or customers you serve that will require a significant change among faculty, researchers, practitioners and staff. Though these changes are necessary adjustments, not merely made up by the “leadership suits,” you have been met with reluctance, confusion, heckling, anger and finally rejection, either active or passive, to the proposed course of action.

You want to be the leader; they just do not seem to want to follow.

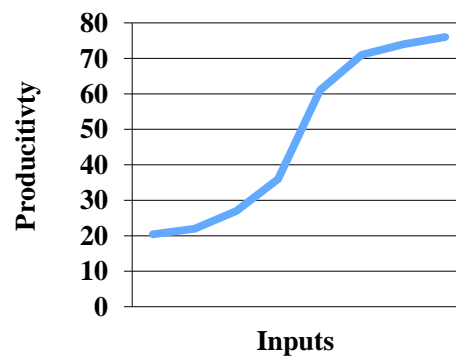
Or as David Nadler has put it, “Change is persuading massive numbers of people to stop what they have been doing and start doing something that they probably don’t want to do.” This leadership module is about how to manage and lead the change process.

Coherence and Paradigms

In his classic work on the structures and frameworks that shape and mold the realities of scientists, Thomas Kuhn introduced us to the enormously powerful notions of *paradigms* and how they both create understating and limit innovation. ¹Paradigms are frameworks of understanding that organize the world in a way that makes it productive and useful for those who hold the paradigm. This utility is the source of a paradigm's awesome power.

Health care workers organized into professional guilds with special skills, vocabularies, privileges and work has been the dominating paradigm for the organization of health services for centuries. The paradigm produced much of the gains that have come from health care in the past ranging from basic biomedical knowledge to its application in immunizations and surgery. Because it worked so well, it also produced economic gain and social prestige for the incumbents within the system. However, today this health care paradigm may actually be inadequate to addressing the challenges of health care which leaves a large percentage of the population without regular service, uses more and more economic resources every year, is uneven, at best, in its standards of quality, and which causes thousands of avoidable deaths annually.

Yet, because of its effectiveness in the past and because the incumbents derive so much from its maintenance, we continue to offer it resources, like some primitive cult, hoping against hope that it will return to its effectiveness of old. To break such a hold, a powerful vision is needed; one that explains the irrationality of sustaining what we do and challenges us to create a new paradigm.



Press, 111-113.

What are your paradigms?

Take a minute to reflect on the addition exercise. Did your actions reveal anything about your paradigms? Describe them here and see how they might limit your adaptation to a changing environment.

My paradigms?

- _____
- _____
- _____
- _____
- _____
- _____

How do they limit me?

- _____
- _____
- _____
- _____
- _____
- _____

When Paradigms Need to Change

Paradigms exist to help us make sense of the world around us. They exhibit themselves in myths, culture, rules, theories, tools, techniques, and technology. Their ability to explain reality and to make us effective actors in the world around us is what gives them power, because they give us power. This is why we are so attached to paradigms that are still working, or seem to be, and why they are so hard to break.

If the world around us was static and never needed to change, then we would never be aware of our paradigms as they would continue to effectively explain and order reality. However, as circumstances change then our tools and frameworks may no longer work or work as well as they once did. At first we will not see the changes, but will try to make our familiar paradigm work, maybe spending more resources to see if we can get it started again. Ultimately, the group that uses the paradigm will adapt a new more functional framework or they will lose their position or role in the larger society, economy, or organization.

The driver of such changes of course is the environment. There are many ways to categorize the changes in the environment. Four helpful “buckets” for changes are external, internal, global and local. They are not exclusive of each other, there might be a need to be cost effective that is external with significant local implications. Use the boxes below to identify some of the factors that are driving the need for change in your paradigm or reality.

Global Changes

Internal Changes

External Changes

Local Changes

Take a few minutes to compare your sense of how the environment is changing with a colleague. How do you see it in the same way? How do you see it differently?

Changing Environment

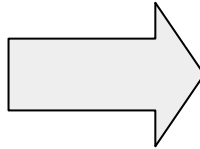
The current way is not sustainable and already a new paradigm is emerging. It is not exactly clear what the paradigm will look like and it will definitely vary in its shape, power, and speed from region to region and profession to profession, but it is changing.

The general shape and direction of the shift seems likely to move from the left to the right in the figure below.

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Today

- Acute treatment
- Pay for transactions
- Cost unaware
- Professional prerogative
- In-patient
- Individual profession
- Traditional practice
- Information as record
- Patient passivity



Tomorrow

- Chronic prevention and management
- Pay for value
- Price competitive
- Consumer responsive
- Ambulatory - Home and Community
- Team
- Evidence based practice
- Information as tool
- Consumer engagement and accountability

The smart question for leaders is how to adjust to this shift in paradigms, not suffer from the pain of the change. To do this will require movement from the highly independent and uniform reality of the old paradigm to the more interdependent and diverse world that is emerging. This will take partnerships and leadership to make them happen.

As a leader your success will be in large part determined by your ability to help others understand and develop in this new paradigm.

One Model for Change

Because change is a complex undertaking there are many ways to frame it for consideration. One basic change formula looks like this:

$$\text{Change} = \text{Benefits of the Status Quo} < A * B * C$$

When:

A = Pain of maintaining the status quo

B = Vision of a different world

C = Small steps to achieve that vision

Leading Change and Influencing Others

Any time we are responsible for leading change there is both a strategic and a tactical game that is played. Most of us are not asked to address broad issues of strategic change, but many of us are responsible for leading and managing the implementation of changes that are essential for the long term health of our organizations from private practices to hospitals to large public agencies. Today in health care there is a considerable quantity of change and if you have a leadership or management role in health care today, it is likely that you are or will soon be involved in a change effort.

Maria Chang, MD

Maria is a young very promising doctor at the Anzar Medical Center. She has always been drawn to leadership rolls and has held these even before going to medical school. She enjoys putting things in order so that improvements can be made and that people can enjoy their work and be more productive. She had a great role model in the senior physician who directed her training program. Dr. Nancy Sims was the epitome of the organized physician leader, always on time and prepared, she exuded control in every situation. She always knew what to do and was not afraid of saying it directly in an effective business-like manner. Maria was in special awe of the way that Dr. Sims interacted with older male physicians. There was none of the overly deferential behavior she sometimes witnessed young female docs exhibit in the face of a dominating male presence. Dr. Sims always cut to the chase and always got her way.

Dr. Chang has some good ideas on how the in-patient service can better meet its quality performance goals that have been established by the Joint Commission. QI has been an area

of interest of hers since residency and she is excited that the Chief of her service has asked her to be on a project to develop some recommendations for actions that the hospital can take quickly to make some early progress on this important task. She was delighted that the Chief had such confidence in her abilities as he seemed to indicate that he would be depending on her leadership of the group.

She took time off-duty to compile the best evidenced based improvements that she believed would make the biggest and quickest impact an Anzar. She divided these into three areas that built on one another. These neatly fit into a package that clearly showed that they would not only save lives, but money as well. She drafted a proposal for action and even took a chance to send a final draft to her mentor Dr. Sims asking if she had time for a quick reaction. Dr. Sims wrote back within an hour giving her a few really good suggestions and the encouragement to “stick by your guns” with this outstanding proposal; closing with the comment “you make me very proud Dr. Chang.”

Maria presented her recommendations to the task force that her Chief had established to advance the QI work. She expected that they would ask some questions and essentially turn the implementation of the plan over to her. She had already developed her presentation to the Chief on how she would go about the implementation. She was shocked by the reaction of the working group. Her colleagues either did not understand what QI was about or they were threatened by how good her ideas were. There were other suggestions for action that did not fit into her plan and anyone could see simply would not work. Other ideas were just wrong and the literature that she provided proved how wrong they were. She tried to show them this with the same determination that had worked for Dr. Sims, but no one seemed to pay much attention. Finally one of the other members of the group suggested that the best thing they could do would be to plan to attend an IHI meeting where improvement strategies were going to be discussed. Everyone, except Dr. Chang, agreed with this recommendation and they agreed to advance this idea to the Chief and voted to adjourn.

Maria was crestfallen. The next day she scheduled time with the Chief and laid out her plans to him. She also indicated that others in the group did not seem to be up to the task or were not taking it seriously. She also suggested that the Chief plan to attend the next session and use his authority to get the group back on track. She also indicated that she would be happy to accept a formal leadership role for the group if the Chief wanted to go in that direction.

The next day Dr. Chang got an email from the chief thanking her for her work on the Task Force and re-assigning her to an inventory control problem. She sat at the nurse’s station in a stunned state. Nelson Tudor one of the promising young charge nurses on the service who Maria had hoped to enlist in the QI work asked if she was OK. She didn’t hear at first and when he repeated the question she shook her head from side to side and said, “I suppose so for working in a place that is a hundred years out of date.”

What things did Maria do correctly in this change process?

Where did she make missteps?

What might have been done differently by any of the actors to have a different outcome?

What steps could be taken to rekindle the effort?

What would you do differently?

Influencing Lessons from Maria

What lessons from Maria's experience do you want to remember when you do your change work?

<u>When Leading Change, I Will</u>	
•	_____
•	_____
•	_____
•	_____
•	_____
•	_____

Six Essential Influencing Elements

Most efforts to lead or manage change involve the process of how we can influence others, usually without much formal authority. This influence will need to be aimed in three different directions from where we sit as leaders: down, out and up. Each of these involves a different framework and understanding, but effective influence without authority begins with understanding the following six elements.

Self-awareness – Having insight into your skills and weaknesses as an influencer and the ability to move beyond the heroic leader role to being a collaborator. Self-insight also includes what you want from a situation and what you are willing to give to secure it.

For **Change Work** you will need to add in awareness of what you think about the change. Are you supportive of the change? Do you understand the reasons for the change? How will this change impact you and how you work? How will it impact your career? How do you feel

about change in general? Is now a time in your life, professional or personal, that you can tolerate more change?

Needs of others- Understanding the full range of needs, from strategic to interpersonal, of those that you want to influence. Knowing what they need, desire and want is essential to your being an effective influence. Often people talk of “stakeholder analysis” in change work and this is the same thing as the needs of others.

For **Change Work** you will need to ask many of the same questions of others that you have asked of yourself. One of the big disconnects in leading change is assuming that once we come to a place where we can support change, we believe that others share that commitment. One of the best ways to enhance your ability to lead change is to truly understand how others see and will experience the change. It will also help immensely if you have a deep understanding of what they value and believe they need.

Common ground – Having the ability to develop, share and gain buy-in to a broad vision about your collective work that is shared in all directions. This also includes knowledge about the mutual gain that we will share in, even if the motivation for that mutual gain varies from person to person.

For **Change Work** that is of a more tactical nature you hopefully will be working with an existing framework for carrying out the change from a strategic perspective. Your job will be to translate the change into something that can be understood and valued at the level of the people that you must influence. This does not mean “dumbing it down”. It does mean understanding the strategic change with enough precision that you as a leader can translate the impact of the change to your team, unit, department, office or organization. Not all news about change is welcome news. In fact, even developments that some might see as positive will be perceived by others in a negative light.

Relationship capital – Your stock of good will that has built up over time with the various constituencies and stakeholders, in all three directions. The process of influencing either builds or draws down on our relationship capital.

Change Work will draw on your stock of relationship capital, but it is possible to lead in a way that might minimize these withdrawals and perhaps even allow you to make a deposit or two. In general the way to do this are to be clear, focused on the people changing and be willing to share what you can as openly as possible- both the good and the not so good news. Many of the leadership qualities that can add to your stock of relationship capital when things are changing are reviewed below in the “Rules for Uncertain Times”.

Reciprocity and Exchange – This involves your understanding of the reciprocal nature of relationships that are involved in all influencing situations. It also points to the very real exchange that goes on between parties in order to maintain that relationship and be influential.

In **Change Work** you want to align as many people as possible with the work and the gains to be made. Others you will have to ask to delay gratification and others will have to be compensated for their loss.

Follow through – Your ability to develop and use legitimate power to continuously influence others.

In **Change Work** legitimate power is both the structural power of your leadership position and more importantly the informal power that you derive from using the first five of these qualities. How you use this power to continue to push for change will be a key to success?

Leadership Lab Book

**A Discovery Guide for
Managing Conflict**

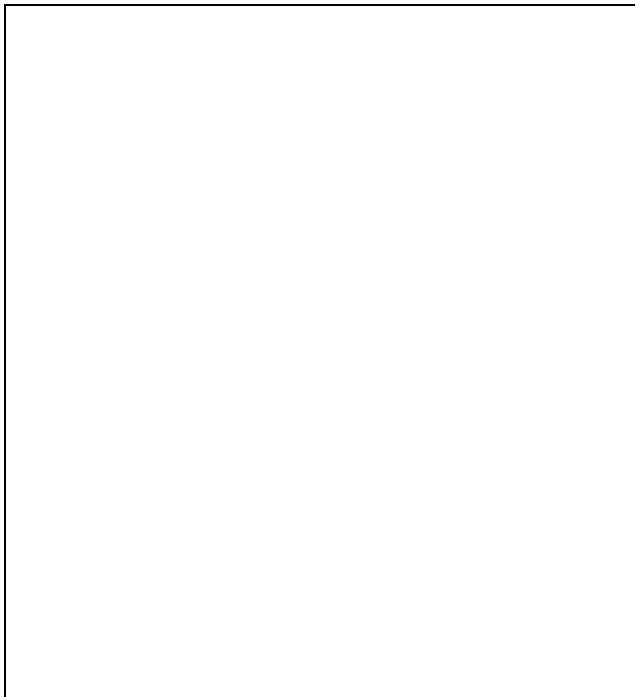
Understanding & Managing Conflict

Conflicts abound in our modern, stress filled world. They almost always represent situations in which two people or groups disagree about what is true or what is important. These different perspectives produce different maps of the world and sense of reality and, out of this confusion, conflict emerges.

These conflicts are likely to be a product of miscommunication, poor negotiation, preconceived bias, or misinformation coupled with faulty extrapolation. Regardless of the faulty basis for the conflict, it is nonetheless real and is likely to feed on itself and make more conflict.

Definition of conflict: Any situation where your concerns or desires differ from another person or group.

What are the sources of conflict in your professional world?

A large, empty rectangular box with a thin black border, intended for a user to write their response to the question above it.

Exercise: Mary and Bill's Very Bad Day

Is conflict always negative? We often have conflict around our individual tolerance for conflict itself. Have you ever found yourself on one side or the other of this little drama?

Returning from a meeting with her boss Bill, Mary is notably upset. Her friend and co-worker Sally asks hesitantly, "So how did it go?"

"I can't believe him. I have laid out the best plan for action just like he asked me to. Everything has been considered and was in my strategy. But he won't commit to taking action or even discuss the issues. How many times have we been down this path? He is killing the organization with his cowardice."

Sally asks if Mary had sought Bill's feedback.

Responding, Mary's eyes widen and she shakes her head negatively. "Are you KIDDING me? I looked him right in the eye and said, 'Bill if there is something wrong here you owe it me to be honest.' All I got back was that usual no, no this is just fine BS. How is this going to get better without communication?"

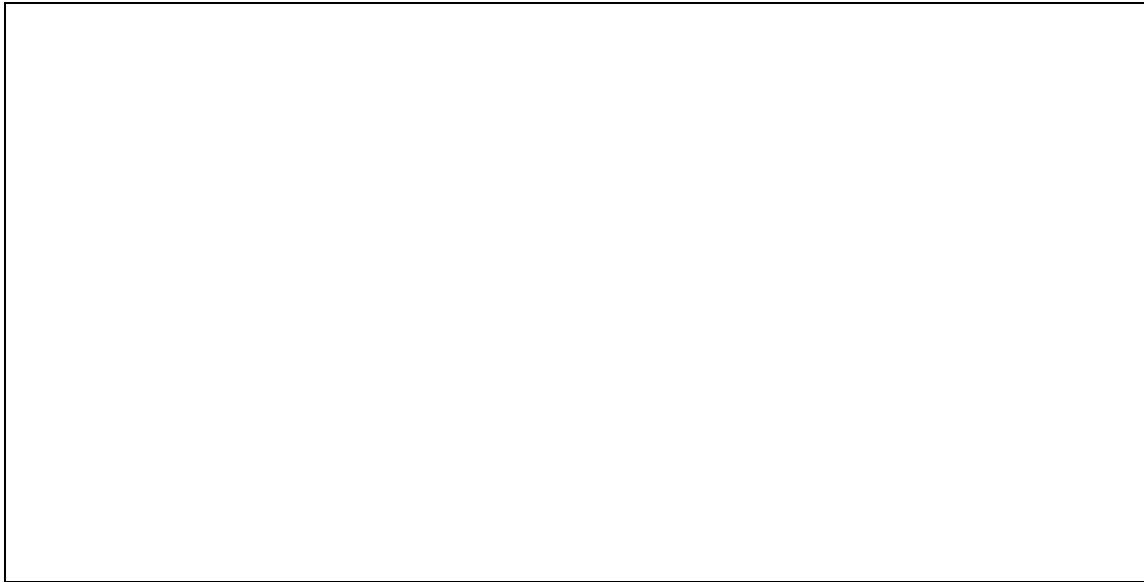
That night over dinner, Bill's wife asks how his day went. He shrugs, but she stays with it. "So what was it this time?" she asks.

He responds by recounting the meeting with Mary earlier in the day. "Oh, it is just my burning star Mary, so smart and right and so hopelessly clueless about what her pushing does to the very people she needs to bring along. She has a great plan, but feels it should have been done yesterday. She just doesn't realize she needs to move slowly to get this done."

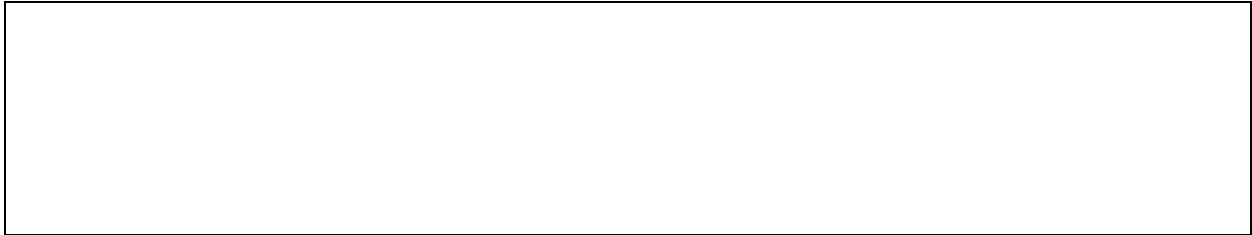
Bill's wife asks if he has given her some idea about this aspect of her work. In a moment of candor Bill allows that he has tried, but finds engaging her on anything that is less than praiseworthy usually creates more emotion than he can stand.

His wife reminds him that not everyone sees the world as he does.

Use the boxes below to think thorough what Bill and Mary each contributed to this situation, both positively and negatively.



Share your list with a neighbor. How was your perception of their interaction the same? How was it different?

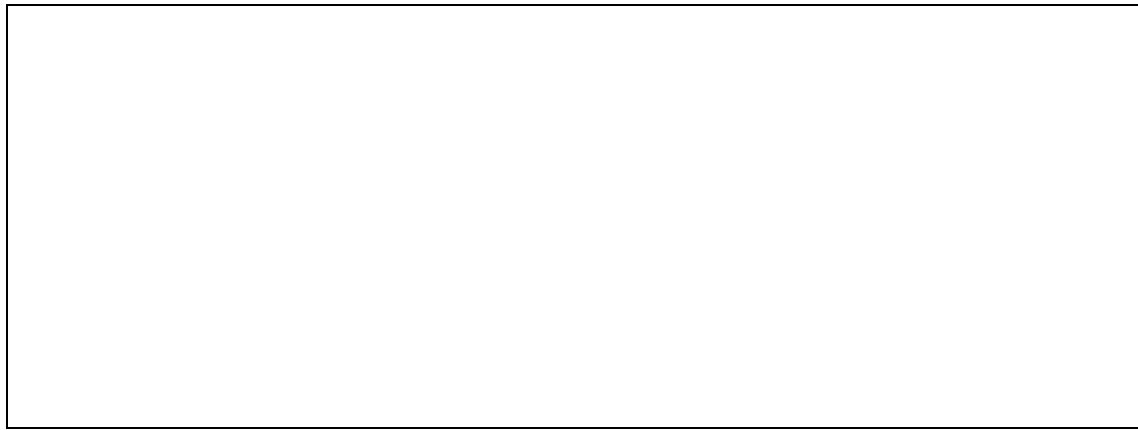


Why would two successful people have such different attitudes about conflict? List a few ideas that might explain these differences.



Conflict can be both positive and negative. Too much of the wrong type of conflict can tear apart an organization, team, or unit. Too little conflict may leave too much unsaid and can lead to underperformance and suppressed differences that inevitably erupt anyway — and often in a more harmful way.

The boxes below offer some insight into these differences.



How do you contribute to constructive and destructive conflict?

Managing Conflict

As a term, “conflict resolution” may be a bit of a misnomer. It is probably best to think about creating, through effective management and leadership, the best environment to manage the inevitable conflicts that will emerge and ensure that conflicts or differences are carried out in the most professional manner possible.

1. Identify common ground

Understanding what is shared between you and the person or group you are in conflict with is one of the first skills to learn in conflict management. This common ground might be the success of a project, workplace harmony, shared values, or individual success — basically any desire that you and the person or group both share or have in common.

Think about Mary and Bill in our story earlier. What did they have in common?

Now think about a particular person you have been or are in conflict with now. What do the two of you share?

2. Acknowledge and address emotions

Conflicts often emerge over basic needs, which inevitably lead us to question basic human motivations. This, in turn, can generate strong emotional reactions which only feed the conflict more. To be resolved, conflict situations need to find a constructive way to release these emotions before going forward.

Let's see how emotions play out in a role play.

What do you think the emotional issues were? Who is to blame?

These five steps will help you get mastery of your feelings:

Step 1 – Recognize your feelings; don't ignore them to keep peace.

Step 2 – Acknowledge your feelings to the other person involved.

Step 3 – When the other person tells you their feelings, acknowledge that you understand or ask them to clarify.

Step 4 – Take responsibility for your feelings; don't shift the blame.

Step 5 – If the emotions are too hot, take time to cool off.

3. Understand the problem and identify solutions

Hopefully the common ground and shared commitment between the two of you has gotten you through the emotional tension and some of the air has been cleared. Now it is time to use this space to mutually define the problem.

Remember that your problem is shared. The problem is not their behavior or what you think of them, but a problem you both share. Most likely there are some needs that both of you have that lie behind the problem.

Let's go back to Bill and Mary. What was is the core problem?

4. *Set a course of action*

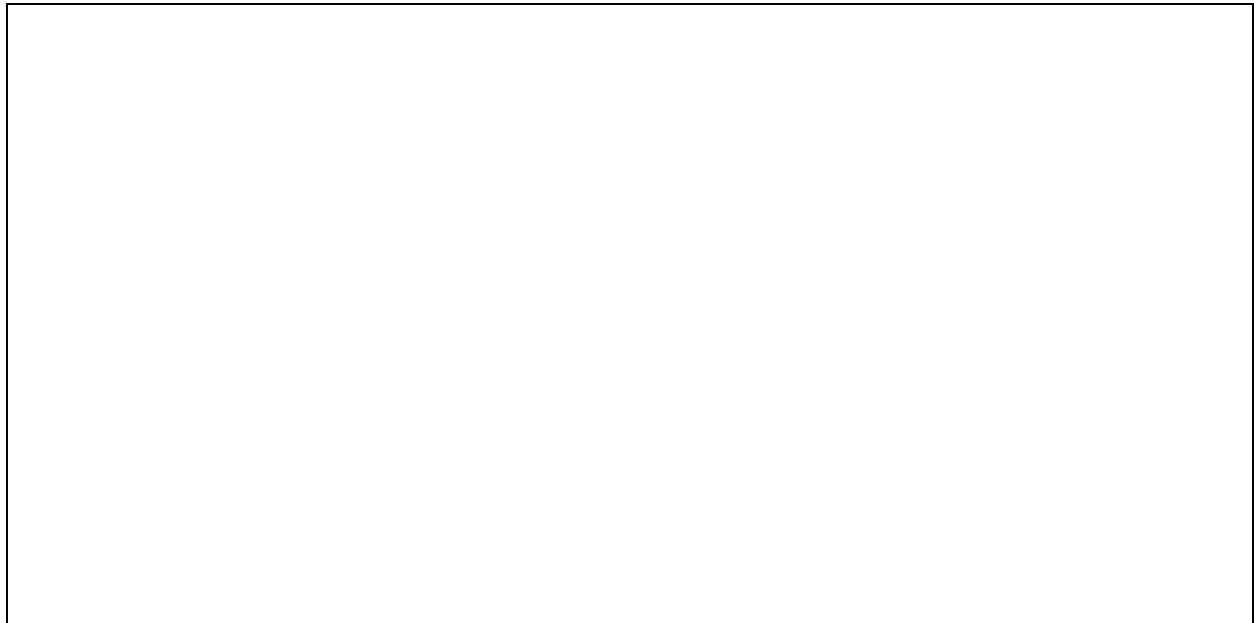
Once you have defined the problem and come up with solutions, it is essential to have everyone agree on a course of action to follow in order to address the problem.

A written summary of what each party is to do is a great first step. This is an excellent opportunity to summarize the expectations of both parties in a follow-up email. Remember that it is essential to send it as a draft and encourage input to the final agreement from all relevant parties. Think of it less as a contract and more as a way to improve understanding. It is always better to focus on actions in the future, than perceived faults in the past.

Factoring Conflict

Factoring the conflict means breaking it down into its core elements, deciding what outcomes you desire, and choosing a strategy based on this analysis. A useful tool for thinking about conflict is the Thomas-Kilmann Conflict Mode Instrument. The Instrument allows for two dimensions or drivers for conflict: assertive and cooperative behavior.

Figure 2.1
Thomas-Kilmann Conflict Mode Instrument



Competing is assertive and uncooperative. You try to satisfy your own concerns at the other person's expense.

Collaborating is assertive and cooperative. You try to find a win-win solution that completely satisfies both people's concerns.

Compromising is an intermediate step between assertiveness and cooperativeness. You try to find an acceptable settlement that only partially satisfies both people's concerns.

Avoiding is unassertive and uncooperative. You sidestep the conflict without trying to satisfy either person's concerns.

Accommodating is unassertive and cooperative. You attempt to satisfy the other person's concerns at the expense of your own.

Effective leaders respond to conflict in a variety of ways and develop their strategy in ways that lead to outcomes that are desirable. All too often leaders rely on one approach to conflict that becomes their default strategy. Such an approach is too narrow for the complex demands that most leaders face. One way to develop an effective approach to conflict is to frame the strategy by asking six key questions.

The questions to consider when dealing with conflict are:

1. How is power distributed and how might it change?
2. How important is my relationship with the other person? Am I willing to give it up over the conflict?
3. Am I certain about how to get to the best quality solution or outcome? Or is it just my idea? Can the best outcome be reached through some form of collaboration?
4. How important is the issue to me? And is my valuation legitimate? How much does the other person value this?
5. Do I need the other person's ongoing buy-in? What if I win, but really lose because I no longer have their engagement?
6. How much time do we have to resolve this?

It is hard to remember even the best suggestions in moment of high emotions, but here are some things to try to remember:

- Balance reason and emotion
- Question, listen, and try to understand
- Separate noise from signal
- Increase two-way communication
- Remain reliable
- Practice persuasion, not coercion
- Strive for mutual acceptance
- Choose the best conflict strategy
- Don't push unless you have to
- Use "firm flexibility" when resistance occurs

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