medical leadership development program
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Curriculum

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PREFACE

This curriculum is not an answer to difficulties and shortcomings of medical leadership training. Similar to the philosophy of the curriculum, leadership development is a lifelong journey that we have chosen to embark upon.
INTRODUCTION TO LEADERSHIP
WHAT IS LEADERSHIP?

Leadership is a relationship between those who aspire to lead and those who choose to follow (Kouzes/Posner). Leadership is found not only at high organizational levels and societies, but everywhere. It involves a skill and practice set that is available to all of us, not only the few charismatic individuals that epitomize leadership in the more traditional sense.
THE IMPORTANCE OF LEADERSHIP TRAINING AND THE APPLICATION TO MEDICINE

Leadership requires an important set of skills that are applicable to all aspects of life. Multiple disciplines have seen the need for leadership training and its study and importance is most noted by the business world which is among the leaders in the field. Business schools have readily adopted this mantra and leadership development has become an important part of most business schools and management programs. What is most inspiring about the modern view of leadership is that it can be both learned and developed. Leadership training can lead to significant improvement even when participants already view themselves as competent (McDade 2004).

With increased regulations and expansion in the medical field, team relationships, the passage of information, and trust are becoming increasingly important, and leadership skills have become an important part of developing the health care system at all levels (Souba 2000). Today’s medical environment involves highly complex team organization that is slowly morphing away from the traditional command-style. It has been proposed that tomorrow’s future medical leader will need to command administrative acumen, communication skills, clarity of vision, and emotional competence as but a few of the tools required to lead (Souba 2003).
Health care providers, whether at the student, practitioner, or policy-maker level are constantly exposed to new challenges that require effective leadership at multiple levels and in varied environments. Doctors require vast knowledge of interpersonal communication, inner-workings of teams, and emotional needs. From leading family discussions about medical decisions, to administrative duties on the wards, to active participation in global health, physicians have and will continue to take on leadership positions whether they are cognizant of the fact or not. These skills loosely fit under the title of leadership, but leadership is rarely taught throughout the process of medical education. Some individuals go as far as arguing that these skills are as important as medical knowledge and analytical abilities. By the time physicians reach residency, these skills should be adequately developed in order to help them handle and cope with the difficulties of surviving residency in the process of becoming dedicated, compassionate, and knowledgeable care providers.
ABSENCE OF LEADERSHIP TRAINING IN MEDICINE

Although the need for these skills has been suggested by many, leadership development has been noticeably absent in the training of physicians. While it is studied frequently in businesses and organizations (Bryman 2004), it is notably absent among physicians. We find it even more surprising to find numerous literature references in nursing documenting their needs for leadership training as well as their subsequent actions to develop nursing leaders. Still, physicians have failed to rise to the challenge.

Traditionally, leadership training in medicine has occurred at random (Itani 2004). Although many residents find these skills important to their careers, they rate themselves as non-competent or only minimally competent. Despite faculty member benefits through upper level medical management programs, few programs exist throughout medical training. Leadership curricula have been developed at the attending level and have been beneficial in developing educational leaders. Studies suggest that leadership training actually can provide additional tools that will allow future care providers to deliver quality medical care in a more collaborative environment (Awad 2004). However, most of these programs come at an older age, or a later point in physicians’ careers. One of the few early examples is Training Tomorrow’s Teachers Today national medical student retreat which is a week-long course tailored to enhancing teaching and leadership among medical student. Influential programs such as these have raised our hopes of making a more conscious effort toward teaching leadership as a part of medical training in the future.
FAILURE OF MEDICAL PERSONNEL TO ADDRESS ISSUE

Despite incorporation of leadership training into the curricula of other disciplines, medical schools have failed to adopt such practice at conspicuous levels. Leadership tools are required of health care providers as early as medical school, and medical students serve as important and often principal teachers and leaders to patients as well as fellow residents and medical students. For these reasons, we propose the implementation of a leadership curriculum early in the process of medical training: at the level of the first year medical student.

Due to a number of restraints and limitations, we have decided to create a condensed leadership curriculum for medical students that touches on many of the important concepts and practices of leadership development. While not adequate in creating strong leaders by itself, we hope that it can start the progression when doctors need it the most: during medical training. This curriculum, although abbreviated, attempts to fill the void in medical education of leadership promotion. It is our hope that such a curriculum can provide an impetus to students the medical community to realize the importance while potentially offering evidence for the benefits of leadership training.
CURRICULUM RATIONALE AND PROCESS

The curriculum of the Medical Leadership Development Program was designed to introduce the fundamental elements necessary for effective leadership in the exciting and dynamic environment of health care. The primary objective of this curriculum is to provide the student with a theoretical and functional knowledge of leadership that will enable him or her to demonstrate leadership skills in numerous and varied life situations. While these skills will allow for adaptation to a myriad of environments throughout the provision of health care, they will also be found applicable to numerous other aspects of life.

The goals of this curriculum place self-discovery and immersion in leadership positions at the core of developing strong leaders. The curriculum is committed to creating leaders in the healthcare profession through the development and practice of essential leadership skills. The underlying objective is for students to be able to recognize, imbibe, and practice good leadership through rich experiences and performances that allow for self and community exploration in a supportive environment.
LEADERSHIP THEORY

The curriculum aims to create the next generation of leaders through a set of exercises that target the following three zones of effective leadership:

This theory of leadership is broadly categorized into 3 interwoven domains (see figure page 17)

Zone 1: Intrapersonal

Zone 2: Interpersonal

Zone 3: Community
Through a series of cooperative and integrated exercises, the curriculum aims to guide each individual by self-discovery through the three zones to find and develop the skills that are crucial for leadership. These zones include (but are not limited to) the following descriptions:

The **Intrapersonal Zone** targets the student in isolation from his or her environment. It enables them to develop insight into his or her own leadership potential, helping the student to build an awareness of the self. The student learns to analyze and implement leadership from within.

The **Interpersonal Zone** targets the student in relation to his or her environment. It centers on creating and sustaining relationships with coworkers. The student learns to examine the world through the eyes of others while developing teamwork skills and the ability to give and receive appropriate and constructive feedback.

The **Community Zone** focuses on the student’s surrounding environment and his or her ability to work within the constraints of a system. The student discovers a holistic approach to real-world community-related problems and understands how to assess the consequences of his or her responsibilities and actions.

The paramedic leadership curriculum aims to provide the learners with all of the essential leadership tools to succeed in their formal advanced life support curriculum and in their careers as paramedics. Leadership development promotes cooperation, communication, effectiveness, and humility in an individual. Through this curriculum, we hope to stimulate our learners to become better and more compassionate people and humanitarians. Through a collection of readings, activities, and small-group projects, we aim to provide these learners the opportunity to witness, analyze, and practice leadership skills. Readings will cover relevant theories of leadership. Activities will allow them to witness and critique others in leadership roles. Finally, small-group projects will allow them to create their own ideas of strong leadership and practice in a low-stakes setting. In combination, we hope to provide them with the stimulus to frequently and critically analyze themselves and their environments to become the paramedic leaders that they strive to be.
OBJECTIVES
LEADERSHIP ZONES, SKILLS, AND ENDURING UNDERSTANDINGS

Leadership Zones

- Intrapersonal
- Interpersonal
- Community

Leadership Skills

- **Intrapersonal**
  - Ethical Decision-Making
  - Objectivity
  - Time Management
  - Confidence
  - Taking Initiative
  - Reflection and Introspection
  - Articulation of Speech and Action
  - Responsibility

- **Interpersonal**
  - Effective Communication
  - Teamwork
  - Goal-Setting
  - Knowledge-Sharing

- **Community**
  - Maintenance of Discipline
  - Knowledge of Rules
  - Respect for Ideologies

Enduring Understandings

Leadership is a relationship and involves compromise from all involved parties including oneself.

Leadership is a lifelong process that requires willingness to improve, continued self-reflection, and focus on development of numerous skills.
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Leadership is a lifelong process that requires willingness to improve, continued self-reflection, and focus on development of numerous skills.

*The term *enduring* refers to the big ideas, the important *understandings*, that we want students to “get inside of” and remain after they’ve forgotten many of the details. (Wiggins & McTighe 1998)
 GOALS
1. Generate an understand the importance of leadership and influence in medicine
2. Start the learner on the career long journey of leadership development through reflection and analysis of behaviors
3. Provide a lab type environment for learners to reflect upon themselves, form their own vision of leadership, and test some of these skills in a controlled environment before using them in the real world

 OUTCOMES
Students will be able to critically assess their own leadership abilities and those of others

Students will practice leadership skills and abilities learned and developed over this short course
What is a T group?
The T group (or Training group) is a non-structured group of 10-15 persons with a shared goal of acquiring the means to achieve authentic communication which can be made possible by a deep understanding of one’s self and others. In an attempt to create a learning environment specific to the needs of group members, minimal agenda planning and little direction exists. According to Paul Buchanan, it utilizes “face-to-face, largely unstructured group as a primary vehicle for learning, (2) planned activities involving interaction between individuals and/or between groups, (3) systematic and frequent feedback and analysis of information regarding what happened in the here-and-now and what effect it had, (4) dilemmas or problems for which “old ways” of behaving for most of the participants do not provide effective courses of action (and thus for which innovative or “search” behavior is required), and (5) generalization, or reformulation of concepts and values based upon the analysis of direct experiences (Buchanan 1964). Through the learning process, T group members each go through 3 phases of development en route to improved communication and understandings: 1) the problem of truly belonging to a group, 2) the problem of leadership and influence, and 3) the problem of spontaneity and expression (Solomon 1968).

T Group Effectiveness
T group efficacy is based in sociological and psychological theory. Nancy Adler and Daniel Goleman’s 1975 study concluded that "students who had participated in a T Group showed significantly more change toward their selected goal than those who had not." (Adler) Similarly, it has been seen that “T Group training can result in better, listening, more supportive behavior, more considerate managers, more sensitive people, and less need for dependence. Research indicates that these values are associated with effective managerial performance for certain kinds of organizations and certain kinds of subordinates.” (House 1967)
T group in the leadership curriculum

T group will be used extensively in the *Medical Leadership Development Program*. It forms a major portion of curriculum time as a means of providing the greatest student development in the shortest amount of time. T group is limited only by the amount of risk taking that participants choose to undergo. Involvement and openness are significant factors in determining development of the group throughout the course. Students are not only encouraged but expected to take maximal risk and disclosure. Facilitators are present in each group but are not present to force individuals to participate. It is the students’ responsibility to do so.
GENERAL ASSESSMENT INFORMATION

An early noted difficulty with leadership assessment is that of behavioral measurement. In addition, short term-assessments do not accurately reflect what we hope to be lifelong changes and progress in leadership development. Of note, there are no universally accepted measures or scoring systems for leadership and those that exist show significant subjectivity. Current measures include 360-degree feedback and multiple scales that have been developed but do not offer clear validity or cross applicability to different disciplines such as medicine.

With the previous in mind, we understand that our program goals are practice, development, and learning to self-assess individuals as leaders. We therefore have decided to build assessment into the curriculum at multiple levels that occur throughout the process. We also find it necessary to include different types of assessment throughout to develop well-rounded leaders that can critique themselves and others, and can utilize feedback in a constructive manner.

Leadership development in this experiential laboratory relies heavily on students’ individual contributions to the learning environment of the classroom. Emphasis is placed on activity participation. Additionally, individual leadership reflection, development, and continuous assessment comprise major portions of the goals of this curriculum. Hence, they make up the majority of the final class assessment.

We have thus included the following assessment methodologies in order of importance:

- Final vision project with reflection paper allowing the learner to continue development as the course ends
- Course-long reflection journal
- 360-degree feedback of peers and facilitators along predetermined scales
- Self-video assessment and analysis
- Self-assessment through the leadership inventory
ASSESSMENT CRITERIA

Individual assessments will be based on the following:
30% In-class contribution and participation
The teaching team will review individual contributions at the completion of each class. Class contribution is emphasized because we believe that interactions with varied individuals and environments are essential for leadership development. We view each class as a laboratory in which students practice applying the concepts and skills introduced through the course.
30% Completion of ongoing log and self-reflection
At the end of each day, the teaching team will review student log entries to assess self-reflection and individual growth. We hope that this log will be used by students for reference as they pursue their profession as paramedics.
30% Completion of final leadership video and reflection
After class completion, individuals will present their final vision product along with a reflection paper about their own leadership development over the course. Projects will be evaluated on depth of thought and reflection, clarity of ideas, and the quality of the final video.
10% Completion of 360° feedback peer reviews
Finally, participation and completion of 360° feedback reviews at a specified time during the course will count towards 10% of the final assessment. We stress the importance of being able to provide honest assessments and constructive criticisms to individuals with whom you work will. We hold this to be a skill that will be used throughout the remainder of one’s life, whether formally or informally instituted.

Attendance Policy
Given the nature of the course and the importance of full participation in the leadership development process, attendance is mandatory for all sessions. No late drops are permitted. Please talk to your instructor if questions or problems develop prior to course commencement.
360° FEEDBACK

360° feedback is increasingly being used as an assessment tool for peer and group evaluations. Also recognized as “multi-rater feedback” or “multisource assessment,” it is a method of feedback that “encircles” the individual who is being assessed. More specifically, all of the individuals working with the evaluated person provide feedback: managers, peers, and subordinates. This is in contrast to downward feedback or traditional performance appraisal where a manager provides feedback only to his or her subordinate. It similarly differs from upward feedback where managers are reviewed by those who lie below them in the hierarchy.

For the purposes of this program, assessments will be completed on paper and manually collected. Please see appendix for 360° feedback forms.
THE COURSE
COURSE CONTENT

Each workshop will include readings, group activities, and assessments that place the learner in direct position to experience leadership and offer feedback towards the development of themselves and others. Content will not be isolated to medical scenarios to provide the understanding that these concepts and skills are applicable in aspects of life outside of healthcare.

CURRICULA STRUCTURE

The general structure of the curricula follow the 3 domains of the leadership development theory. This can be further divided into 6 “workshops,” 2 dedicated to each domain. Each workshop is dedicated to one of the 6 major themes that have been determined as essential to leadership training. These ideas can be found below.
ZNES OF LEADERSHIP DEVELOPMENT AND WORKSHOP SCHEDULE

Intrapersonal

• Workshop 1A (intrapersonal) What is leadership?
• Workshop 1B (intrapersonal) Knowing oneself
• Workshop 2 (intrapersonal) Influence: Modeling the way

Interpersonal

• Workshop 3 (interpersonal) The Value of teams
• Workshop 4 (interpersonal) Communication and emotional intelligence

Community

• Workshop 5 (community) Diversity
• Workshop 6 (community) Conflict Management
GENERAL DAILY SCHEDULE

- Pre-class readings/homework
- Lightning Lecture, review of major concepts
- Activity that brings up major concepts and issues that can be addressed in T-group
- Assessment
- T-group
- Reflection (post-class homework)

Note: This curriculum is not rigid. Instructor and facilitator personalization of the curriculum allows the largest benefit for students of different learning needs.)
DAILY SCHEDULE NOTES

• Pre-class readings/homework
Pre-class readings have been assigned to the workshop topic. The curriculum creators understand the time limitations of medical students and therefore perceive these readings as supplemental rather than required. Homework has been appropriately limited to pre-readings and a few quick worksheets which are considered supplemental.

• Lightning Lecture
Short lectures have been scheduled to reinforce the workshop topic of the day. Lectures themselves should remain flexible, however. While resources are provided, we leave both the content and format up to those leading the respective sessions. Examples of lectures can include formal lectures, case study presentations, or group discussions to name a few.

• Activity
Numerous short activities fill the curriculum with opportunities to reiterate major concepts while viewing them from a different perspective. They can be rearranged or substituted as deemed appropriate by instructors.
• **T-group**
  T group is an essential component of the course and fills a major portion of the curriculum (see T group background section)

• **Reflection (post-class homework)**
  Reflection provides the largest opportunity for growth and should be done continuously throughout the course. Time at the end of the day is left for log entry time, but the process can be continued outside of class.

• **Assessment**
  Assessment takes place at multiple times and in numerous forms throughout the course (see Assessment section)
COURSE OUTLINE BY TOPIC

Day 1
Workshop 1A (intrapersonal) What is leadership?
Workshop 1B (intrapersonal) Knowing oneself

Day 2
Workshop 2 (interpersonal) Influence: Modeling the way

Day 3
Workshop 3 (interpersonal) The Value of teams

Weekend Retreat (optional)
No additional topic

Day 4
Workshop 4 (interpersonal) Communication and emotional intelligence

Day 5
Workshop 5 (community) Diversity

Day 6
Workshop 6 (community) Conflict Management
DAILY ACTIVITIES OVERVIEW
Day 1

Workshop 1A (intrapersonal) What is leadership?
- Pre-class readings and homework (what is leadership?)
- Introduction to class (welcome, requirements, etc.)
- Leadership ladder activity
- Lightning lecture: What is leadership?

Workshop 1B (intrapersonal) Knowing oneself
- Personal assessment and goal construction activity
- Introduction to T-group
- T-group #1
- Post-Class reflection Journal
- Homework: personal growth inventory (not graded)
Day 2
Workshop 2 (interpersonal) Influence: Modeling the way
  - Pre-class readings (influence)
  - Lead, follow, influence activity
  - Lightning Lecture: Influence
  - T-group
  - Post-Class reflection journal
Day 3

Workshop 3 (interpersonal) The Value of teams
- Pre-class readings (teams)
- Leadership definition activity: think, pair, share
- Lightning Lecture: Team productivity
- T-group
- Post-Class reflection journal
WEEKEND RETREAT
Extended T-group sessions
○ Homework: review and revise personal leadership assessment and goal construction responses
Day 4

Workshop 4 (interpersonal) Communication and emotional intelligence

- Pre-class readings
- Influence circles activity
- Lightning Lecture: Emotional intelligence
- T-group
- Post-Class reflection journal
Day 5
Workshop 5 (community) Diversity
- Pre-class readings
- 360-degree feedback activity
- Lightning Lecture: Diversity
- T-group
- Post-Class reflection journal
Day 6

Workshop 6 (community) Conflict Management

- Pre-class readings
- Lead, follow, influence activity
- Lightning Lecture: Conflict management
- T-group
- Post-Class reflection journal
- Homework: personal growth inventory (not graded)
- Homework: final project
FINAL PROJECT
Record individual video vision statement: “What it means to be a leader in medicine?”

Vision statement reflection writeup
*(see notes under final project activity entry)*
DETAILED DAILY DESCRIPTIONS by ACTIVITY
DAY 1
Day 1
Workshop 1A (intrapersonal) What is leadership?
- Pre-class readings and homework (what is leadership?)
- Introduction to class (welcome, requirements, etc.)
- Leadership ladder activity
- Lightning lecture: What is leadership?
Workshop 1B (intrapersonal) Knowing oneself
- Personal assessment and goal construction activity
- Introduction to T-group
- T-group #1
- Post-Class reflection Journal
- Homework: personal growth inventory (not graded)
DAY 1 (Pre-Class): PRE-CLASS READINGS (What is Leadership?)


DAY 1 (Pre-Class): ADDITIONAL READINGS


DAY 1: INTRODUCTION TO CLASS

Objective:
To provide students with an overview of class. Students should be familiar with the schedule and assessment policies by the end of this brief session.

Description:
The instructor will give a general welcome statement to the class before briefly discussing the course syllabus.

Purpose of the course
The purpose of this course is to provide medical trainees the opportunity to cultivate essential leadership skills as they embark on their medical careers. The program works in an experiential lab-type format to develop an understanding of leadership and influence in multiple social environments. The goals and outcomes are mentioned below.

GOALS
1. Generate an understand the importance of leadership and influence in all aspects of life
2. Start the learner on the career long journey of leadership development through reflection and analysis of behaviors
3. Provide a lab type environment for learners to reflect upon themselves, form their own vision of leadership, and test some of these skills in a controlled environment before using them in the real world

OUTCOMES
* Students are able to critically assess their own leadership abilities and those of others
* Students practice leadership skills and abilities developed in this short course
DAY 1: LEADERSHIP LADDER ACTIVITY

Objective:
Students gain an understanding of what leadership means to them and to others through the reflective process. They will subsequently learn to incorporate and respect the views of others as they relate to leadership.

Description:
After a brief description of the activity, students spend the first 2 minutes of the session reflecting on past experiences, knowledge, and opinions about leadership and what it means to them. Each person (without discussion) is to come up with a definition of leadership on their own. After forming individual definitions, students will quickly form pairs. In the remaining session, they will first each share their definition with their partner in turn without discussion. A discussion will then commence in pairs and each duo will form and agree upon a leadership definition.

Duration of Activity:
Introduction of activity - 2 minutes
Individual time - 2 minutes
Partner time - 6 minutes (1 minute sharing definitions, 5 minutes to form a collaborative definition)

Assessment:
Students are assessed on their participation.

Materials Needed:
Writing instrument and paper. No additional materials needed for this activity.
DAY 1: LECTURE #1 WHAT IS LEADERSHIP?

Objective:
To gain brief exposure to themes and theories of leadership in lecture format prior to the day’s activities.

Description:
This lecture serves to expose students to themes of theories of leadership prior to their usage throughout the day’s scheduled activities. Lectures are meant to be brief in duration and to function mainly as an introduction to topics. The implementers or lecturers should use provided materials to create a lecture that is personal but is also specific to the learning environment. Adjustments can be made to give freedom in what specifically is addressed, but a major outline and resources are provided below.

Topic
What is Leadership?: Leadership as a Relationship

Key Ideas to convey:

- General definitions of Leadership are often nondescript, insufficient, and difficult to apply to real life applications. These definitions also focus on established hierarchies that support individuals who already possess the characteristics required for good leadership. Adverse times challenge these few individuals and they are able to adapt, cope and maneuver through creating a path for their followers.
- In the ideal world, leadership constitutes a set of skills attainable by all individuals. It is found not only among the few who lead nations, industries, and institutions but at all levels. Leadership should be thought of as a relationship which is dependent upon how well people interact.
- While there are a myriad of occasions that demand leadership, some fundamental skills exist that allow leaders to become and remain effective. Researchers on leadership have found Five Key Practices that many
influential leaders seem to share: Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart.

- The remaining question is “what skills are necessary to develop these five practices on a regular basis?” Each practice requires particular kinds of behavior to be successfully utilized. When a developing leader commits to these ten behaviors, they are able to effectively develop their own leadership skills and succeed in the projects that they undertake.

- Positioning the practices side-by-side, one can see that indeed, the best way to develop good leadership is to progress from knowing yourself, to knowing your peers, to creating a valuable community.

**Duration of Activity:**

5 minutes

**Assessment:**

This lecture has no built in assessment. It will serve as the springboard for later activities and assessments.

**Materials Needed:**

References for reading materials are provided below and in additional readings. The lecturer is given the freedom to use any relevant materials deemed necessary, to choose content, and to plan and run the session as they choose.

**Adapted/Reading Texts for Lecturer:**

Kouzes & Posner, *The Leadership Challenge* (Chapter 1)
DAY 1: PERSONAL ASSESSMENT AND GOAL CONSTRUCTION

Objective:

Students think about their own leadership potential and potential areas for personal growth.

Description:

On one side of a 3”x5” card, students are to write two qualities of leadership that they already possess. On the other side of the 3x5 card, each student is to write 2 goals that they have for personal leadership development during this course.

Upon completion of these initial two writing tasks, individuals are to pair up to discuss their findings. Each person is to share their responses with their partner. After sharing, pairs will brainstorm about specific ways to develop these leadership qualities and achieve their goals. Each partner should get equal time discussing goal achievement.

Duration of Activity:

15 min (3 minutes writing initial responses, 4 minutes sharing responses, 4 minutes to brainstorm for each partner)

Note: If time is not adequate, the response sharing and brainstorming can be omitted. Also, the assessment and goal construction portions may be done outside of class at the students’ leisure.

Assessment:

Students are assessed on their class participation.

Materials Needed:

3”x5” notecards or another paper type and a writing utensil.
DAY 1: INTRODUCTION TO T-GROUP

Objective:
To expose students to the nature and purpose of T-group.

Description:
Instructors will go over the basics of T-Group with students during this introductory activity. Some of the topics to be covered are listed below.

What is a T-group? Why T-group?

Elements of T-Grouping

Declaration of learning goals

Giving reactions as statements of feeling, rather than accusations

Making “I” statements, and avoid using “We” or “You”

Focus on the here and now

Giving and receiving feedback should be done as a dialogue rather than single judgments

Active participation and risk taking will bring the most benefits

Living in the here and now

Duration of Activity:

5 min

Assessment:

There is no assessment of this activity
DAY 1: GROUP INTRODUCTIONS AND NORM ESTABLISHMENT

Objective:
To introduce members of the individual T-Groups and set norms expectations.

Description:
Vulnerable space for individuals
Norms of confidentiality

Duration of Activity:
5 min

Assessment:
There is no assessment of this activity
DAY 1: T-GROUP #1

Objective:
To explore and practice the techniques of leadership and influence in a risk-promoting but supportive environment.

Description:
T-Group is a non-structured interactive group communication and disclosure session that depends upon active participation (see T-Group theory notes)

Duration of Activity:
1.5 hours

Assessment:
Students will be assessed by participation and risk taking
DAY 1 (Post-class): REFLECTION/LOG TIME

**Objective:**

Students get the opportunity to analyze and reflect upon what they learned during the day.

**Description:**

Upon completion of the day's events, students should reflect upon new concepts and learnings that took place over the course of the day. They are encouraged to ponder new ideas as close to the day they occurred to maximize learning. Reflection entries should be compiled in a running journal that will be turned in at the completion of the course.

**Duration of Activity:**

N/A

**Assessment:**

Reflective journals will be compiled by students for later review by instructors. They will be assessed for thoroughness of thought and individual growth throughout the course.

**Materials Needed:**

Individual journals or writing materials
DAY 2
Day 2
Workshop 2 (interpersonal) Influence: Modeling the way
  ○ Pre-class readings (influence)
  ○ Lead, follow, influence activity
  ○ Lightning Lecture: Influence
  ○ T-group
  ○ Post-Class reflection journal
DAY 2 (Pre-Class): PRE-CLASS READINGS (Influence)


DAY 2 (Pre-Class): ADDITIONAL READINGS

DAY 2: LEAD, FOLLOW, INFLUENCE ACTIVITY

Objective:

To explore and practice the techniques of leading, following, and influencing with a partner.

Description:

Students will take turns leading, following, and mutually influencing their partner in this activity. Students will each select a partner without speaking. They will then briefly discuss why they chose their partner. Partners will then stand facing each other and decide who will lead first. They are to then place their hands together, palm to palm, finger tips to fingertips.

Both people will then close their eyes. When told to do so, the first leader will non-verbally lead the other in hand movement for 2 minutes.

Partners are to then switch and repeat the activity for 2 minutes. The person who lead the first time will now follow.

Finally, partners will share leadership and repeat the activity with mutual influence. This will last 2 minutes.

After completion of the exercise, partners will discuss what it felt like to lead, follow, and to share leadership. This should last 10-15 minutes.

Duration of Activity:

10 minutes

Assessment:

There is no formal assessment of this activity.
DAY 2 (03:15 - 03:30): LECTURE #2 INFLUENCE

Objective:
To introduce members of the class to the concept of influence with respect to leadership.

Description:
See reading materials.

Duration of Activity:
5 min

Assessment:
There is no assessment of this activity

Materials Needed:
References for reading materials are provided below. The lecturer is placed in charge of gathering whatever is needed to give the lecture.
DAY 2: T-GROUP #2

Objective:
To explore and practice the techniques of leadership and influence in a risk-promoting but supportive environment.

Description:
T-Group is a non-structured interactive group communication and disclosure session that depends upon active participation (see T-Group theory notes)

Duration of Activity:
1.5 hours

Assessment:
Students will be assessed by participation and risk taking
DAY 2 (Post-class): REFLECTION/LOG TIME

Objective:
Students get the opportunity to analyze and reflect upon what they learned during the day.

Description:
Upon completion of the days events, students should reflect upon new concepts and learnings that took place over the course of the day. They are encouraged to ponder new ideas as close to the day they occurred to maximize learning. Reflection entries should be compiled in a running journal that will be turned in at the completion of the course.

Duration of Activity:
N/A

Assessment:
Reflective journals will be compiled by students for later review by instructors. They will be assessed for thoroughness of thought and individual growth throughout the course.

Materials Needed:
Individual journals or writing materials
DAY 3
Day 3

Workshop 3 (interpersonal) The Value of teams
  ○ Pre-class readings (teams)
  ○ Leadership definition activity: think, pair, share
  ○ Lightning Lecture: Team productivity
  ○ T-group
  ○ Post-Class reflection journal
DAY 3 (Pre-Class): PRE-CLASS READINGS (Teams)


Yukl, G. “Leading Change in Organizations (Chapter 10).” Leadership in Organizations, Upper Saddle River, Pearson, 295-300.
DAY 3 (Pre-Class): ADDITIONAL READINGS


DAY 3: LEADERSHIP DEFINITIONS ACTIVITY

Objective:
Students gain an understanding of what leadership means to them and to others. They also learn to incorporate and respect the views of others.

Description:
Students spend the first part of the session writing down their thoughts about leadership and what it means to them. After completing their own definition, they will pair up, share their definitions with another student, and then work together to form a combined leadership definition.

Duration of Activity:
10 minutes

Assessment:
Students are assessed on their participation.

Materials Needed:
Paper and pen or pencil to write individual definitions; poster sheets for group work.
DAY 3: LECTURE #3 TEAM PRODUCTIVITY

Objective:
To introduce members of the class to the concept of team productivity with respect to leadership.

Description:
See reading materials.

Duration of Activity:
5 min

Assessment:
There is no assessment of this activity

Materials Needed:
References for reading materials are provided below. The lecturer is placed in charge of gathering whatever is needed to give the lecture.
DAY 3: T-GROUP #3

Objective:
To explore and practice the techniques of leadership and influence in a risk-promoting but supportive environment.

Description:
T-Group is a non-structured interactive group communication and disclosure session that depends upon active participation (see T-Group theory notes)

Duration of Activity:
1.5 hours

Assessment:
Students will be assessed by participation and risk taking
DAY 3 (Post-class): REFLECTION/LOG TIME

Objective:
Students get the opportunity to analyze and reflect upon what they learned during the day.

Description:
Upon completion of the day’s events, students should reflect upon new concepts and learnings that took place over the course of the day. They are encouraged to ponder new ideas as close to the day they occurred to maximize learning. Reflection entries should be compiled in a running journal that will be turned in at the completion of the course.

Duration of Activity:
N/A

Assessment:
Reflective journals will be compiled by students for later review by instructors. They will be assessed for thoroughness of thought and individual growth throughout the course.

Materials Needed:
Individual journals or writing materials
WEEKEND RETREAT

medical leadership development program
WEEKEND RETREAT
Extended T-group sessions
○ Homework: review and revise personal leadership assessment and goal construction responses
WEEKEND RETREAT (Pre-Class): PERSONAL ASSESSMENT AND GOAL CONSTRUCTION REVIEW

Objective:

To review progress up to this point in the course and to reestablish and revise goals for the course in terms of leadership development.

Description:

Students are to review their responses to the Personal Assessment and Goal Construction activity which were written on Day 1 (see Personal Assessment and Goal Construction page 52). This should include a review of what it means to be a medical leader and self-reflection upon one’s own leadership development. Strengths and goals can be rewritten as needed. It is of particular importance to establish specific goals prior to weekend attendance to maximize learning.

Duration of Activity:

N/A

Assessment:

Students are assessed on their participation.

Materials Needed:

Previous responses to Personal Assessment and Goal Construction activity (Day 1). Additional 3”x5” notecards or paper as needed.
**WEEKEND RETREAT: EXTENDED T-GROUP**

**Objective:**
To explore and practice the techniques of leadership and influence in a risk-promoting but supportive environment.

**Description:**
T-Group is a non-structured interactive group communication and disclosure session that depends upon active participation (see T-Group theory notes). The extended weekend T-group sessions are the most intense and are designed to facilitate the greatest amount of personal growth within this course.

**Duration of Activity:**
To be decided by instructors or facilitators.

(Options include 6 to 24 hours in segments that do not exceed 4 hours at a time)

**Assessment:**
Students will be assessed by participation and risk taking
DAY 4
Day 4

Workshop 4 (interpersonal) Communication and emotional intelligence

- Pre-class readings
- Influence/connectivity circles activity
- Lightning Lecture: Emotional intelligence
- T-group
- Post-Class reflection journal
DAY 4 (Pre-Class): PRE-CLASS READINGS (Emotional intelligence)

DAY 4 (Pre-Class): ADDITIONAL READINGS


DAY 4: INFLUENCE/CONNECTIVITY CIRCLES ACTIVITY

Objective:
To explore the concept of influence and connection as it relates to leadership.

Description:
Students are to take turns being in the center of the influence/connection circle and displaying influence and connectivity with each group member. In short, each person will non-verbally create his or her influence group-sculpture.

This activity will force individuals to determine and publicly display the amount of influence that others have on them. We refer to influence and connectivity as the ability to constructively influence you as a leader, to constructively influence the group as a leader, and to connect with you positively on an emotional level.

In turns, one person will stand in the middle and the others will form a circle around him or her, facing the center. The central person will then go around to each person of the group and place them in either an inner circle (high influence/connection), a middle circle (medium influence/connection), or an outer circle (low influence/connection) based on the distance from the center. The high influence circle should include students who the central person feels most connected to because of willingness and ability to influence them. Low influence people are the opposite and are felt less connected to, willing to be influenced, or influential.

One by one, a circle sculpture should be created for each person in the class. Upon completion of all circles, a debrief of thoughts and feelings should commence.
Duration of Activity:
20 minutes

Assessment:
Students will be assessed by participation in the activity.
DAY 4: LECTURE #4 EMOTIONAL INTELLIGENCE

Objective:
To introduce members of the class to the concept of emotional intelligence with respect to leadership.

Description:
See reading materials.

Duration of Activity:
5 min

Assessment:
There is no assessment of this activity

Materials Needed:
References for reading materials are provided below. The lecturer is placed in charge of gathering whatever is needed to give the lecture.
DAY 4: T-GROUP #4

Objective:
To explore and practice the techniques of leadership and influence in a risk-promoting but supportive environment.

Description:
T-Group is a non-structured interactive group communication and disclosure session that depends upon active participation (see T-Group theory notes)

Duration of Activity:
1.5 hours

Assessment:
Students will be assessed by participation and risk taking
DAY 4 (Post-class): REFLECTION/LOG TIME

Objective:
Students get the opportunity to analyze and reflect upon what they learned during the day.

Description:
Upon completion of the days events, students should reflect upon new concepts and learnings that took place over the course of the day. They are encouraged to ponder new ideas as close to the day they occurred to maximize learning. Reflection entries should be compiled in a running journal that will be turned in at the completion of the course.

Duration of Activity:
N/A

Assessment:
Reflective journals will be compiled by students for later review by instructors. They will be assessed for thoroughness of thought and individual growth throughout the course.

Materials Needed:
Individual journals or writing materials
DAY 5
Day 5
Workshop 5 (community) Diversity
○ Pre-class readings
○ 360-degree feedback activity
○ Lightning Lecture: Diversity
○ T-group
○ Post-Class reflection journal
DAY 5 (Pre-Class): PRE-CLASS READINGS (Diversity)

DAY 5 (Pre-Class): ADDITIONAL READINGS


DAY 5: 360° FEEDBACK

Objective:
To learn the importance of self and non-self feedback as a lifelong assessment tool while providing a safe venue to both provide and receive constructive criticism.

Description:
This activity is the major non-self forms of assessment while leading to self-assessment. It provides the opportunity for individuals to learn about the critique and feedback process of others while giving them the opportunity to both give and receive criticism.

Students and implementers should first discuss whether they will use provided feedback forms or use their own feedback methods (such as face to face feedback). Upon understanding of the activity, group members including implementers will provide feedback for each other group member.

If the forms are used, each individual should fill out a form for each individual in the group. For example if the group includes 5 10 members and an implementer, then each group member and the implementer should each fill out 10 sheets that correspond to each member. Instructions for completing the forms are provided on the forms themselves. Completed forms should be given back to each team member.

If face to face contact is used, group members should pair up for 1-2 minutes of feedback, then switch partners. All individuals should give and receive feedback from each group member.
Duration of Activity:
25 minutes.

Assessment:
This activity is one of the major assessments in the curriculum.

Materials Needed:
Several copies of the 360° evaluation form (see appendix). Each participant should assess all of the other members of his or her team. Enough copies of the form should be available.
DAY 5: LECTURE #5 DIVERSITY

Objective:
To introduce members of the class to the concept of influence with respect to leadership.

Description:
See reading materials.

Duration of Activity:
5 min

Assessment:
There is no assessment of this activity

Materials Needed:
References for reading materials are provided below. The lecturer is placed in charge of gathering whatever is needed to give the lecture.
DAY 5 (Post-class): REFLECTION/LOG TIME

Objective:
Students get the opportunity to analyze and reflect upon what they learned during the day.

Description:
Upon completion of the day’s events, students should reflect upon new concepts and learnings that took place over the course of the day. They are encouraged to ponder new ideas as close to the day they occurred to maximize learning. Reflection entries should be compiled in a running journal that will be turned in at the completion of the course.

Duration of Activity:
N/A

Assessment:
Reflective journals will be compiled by students for later review by instructors. They will be assessed for thoroughness of thought and individual growth throughout the course.

Materials Needed:
Individual journals or writing materials
Day 6

Workshop 6 (community) Conflict Management

- Pre-class readings
- Lead, follow, influence activity
- Lightning Lecture: Conflict management
- T-group
- Post-Class reflection journal
- Homework: personal growth inventory (not graded)
- Homework: final project
DAY 6 (Pre-Class): PRE-CLASS READINGS (Conflict Management)

DAY 6 (Pre-Class): ADDITIONAL READINGS


DAY 6: LECTURE #6 CONFLICT MANAGEMENT

Objective:
To introduce members of the class to the concept of influence with respect to leadership.

Description:
See reading materials.

Duration of Activity:
5 min

Assessment:
There is no assessment of this activity

Materials Needed:
References for reading materials are provided below. The lecturer is placed in charge of gathering whatever is needed to give the lecture.
DAY 6: LEAD, FOLLOW, INFLUENCE ACTIVITY

Objective:
To explore and practice the techniques of leading, following, and influencing with a partner.

Description:
Students will take turns leading, following, and mutually influencing their partner in this activity. Students will each select a partner without speaking. They will then briefly discuss why they chose their partner. Partners will then stand facing each other and decide who will lead first. They are to then place their hands together, palm to palm, finger tips to fingertips.

Both people will then close their eyes. When told to do so, the first leader will non-verbally lead the other in hand movement for 2 minutes.

Partners are to then switch and repeat the activity for 2 minutes. The person who lead the first time will now follow.

Finally, partners will share leadership and repeat the activity with mutual influence. This will last 2 minutes.

After completion of the exercise, partners will discuss what it felt like to lead, follow, and to share leadership. This should last 10-15 minutes.

Duration of Activity:
10 minutes

Assessment:
There is no formal assessment of this activity.
DAY 6: T-GROUP #6

Objective:
To explore and practice the techniques of leadership and influence in a risk-promoting but supportive environment.

Description:
T-Group is a non-structured interactive group communication and disclosure session that depends upon active participation (see T-Group theory notes)

Duration of Activity:
2 hours

Assessment:
Students will be assessed by participation and risk taking
DAY 6 (Post-class): REFLECTION/FINAL PROJECT

Objective:
Students get the opportunity to analyze and reflect upon what they learned during the day.

Description:
The teaching team will end T-Group sessions and the general class will reconvene. In this instance, students will be given 15 minutes of quiet time to reflect upon learnings and growth that occurred during the entire course and feedback session. This time can be used to go over individual visions or plan their final projects.

There is no reflective journal for this final class session. Thoughts from this workshop are to be included and incorporated into the final vision statement and reflection memo. This activity is the culmination of all of the growth that occurred during the course.

Duration of Activity:
N/A

Assessment:
The final vision statement reflective memos will be evaluated for thoroughness and clarity. See final project description for details.

Reflective journals will be compiled by students for later review by instructors. They will be assessed for thoroughness of thought and individual growth throughout the course.

Materials Needed:
Individual journals or writing materials as needed.
FINAL PROJECT

FINAL LEADERSHIP VIDEO PROJECT WITH REFLECTION PAPER

The Medical Leadership Development Program culminates in a final activity that requires the creation of a medical leadership vision, video recording and analysis of a personal vision statement, and reflection and analysis of leadership practices. The end result is a reflection memo that addresses major topics covered throughout the course: goal and vision establishment, the practice and analysis of leadership, and reflection. Together they allow for maximal leadership growth.

Objective:

To think about leadership and personal development while having the opportunity to analyze practice and reflect upon growth and new goals.

Description:

Students are to reflect upon the learnings throughout the class and create their personal vision of what it means to be a medical leader. After vision creation, they should record themselves giving a 5-10 minute video on the topic.

Upon video completion, students are to watch and review the video and critically analyze themselves with respect to 1. clarity of vision, 2. communication, 3. leadership progress throughout the quarter. This analysis is to culminate in a 2 page reflection memo about their personal leadership skills, development, and future goals.
Duration of Activity:
N/A

Assessment:
Reflective memos will be assessed for critical self-assessment of practice, development throughout the course, and future goal establishment. This will count for 30% of the course assessment.

Materials Needed:
Video recording device
APPENDIX: medical leadership development program

ACTIVITY MATERIALS  page 107
10 Guidelines to Being a Better Speaker
360-degree feedback form
Personal growth inventory

ADDITIONAL ACTIVITIES  page 123
Self-awareness activity
One-way communication
Two-way communication
One-way v. Two-way communication
Leadership questionnaire
We see things differently
Role-play activity

READING LIST  page 151
REFERENCES  page 158
10 Guidelines to Being a Better Speaker

1. *Be sure you understand what you want to say.*
   
   What is the real purpose of the message?
   
   What do you expect the listener to do?
   
   2. *Clarify your ideas before you attempt to communicate them.*
   
   Can you accurately say what you want to say?
   
   Are you being interesting and/or meaningful?
   
   How many ideas should you try to include (how many do you have to include)?
   
   3. *State your message as simply as possible.*
   
   Do you really need technical language, or will ordinary English get the job done better?
   
   Will the words you use mean the same thing to the listener that they do to you?
   
   Are you being as brief as possible or desirable?
   
   4. *Consider the entire environment affecting your communication.*
   
   What impression does the form of your message convey?
   
   How will “when” and “where” the message is received affect the listener’s interpretation of it?
   
   5. *Be aware of your receiver.*
   
   Can you make the most of the person’s or group’s known needs or interests to ensure your message is heard and understood?
   
   Are you telling the person or group all the necessary information?
6. Consider the overtones of your message as well as your intended meaning.

Does the “tone” of your message say more than the basic content?

Can other interpretations of your meaning cause your message to be misunderstood?

7. Provide for and encourage feedback.

Can the receiver tell you what he or she understood easily?

Can the listener ask for more information?

How can the person or group report feelings or actions that result from your message?

8. Follow up your communication.

When you finished your message was it complete?

How will you know when it is complete or what further steps you’ll need to take?

9. Be sure your actions support your message.

Do you expect people to do as you say, not as you do?

10. Try not only to be understood, but also to understand!

Do you listen and look for feedback?

Do you understand what others say to you?
360° FEEDBACK EVALUATION FORM

Name of person being evaluated: _________________________  Date: _____________

What is your relationship to the individual you are rating (please check one from the appropriate boxes below):

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Student</td>
<td>I am evaluating a fellow student</td>
</tr>
<tr>
<td>B</td>
<td>Student</td>
<td>I am evaluating a facilitator</td>
</tr>
<tr>
<td>C</td>
<td>Student</td>
<td>I am evaluating (please write in whom here: _________)</td>
</tr>
<tr>
<td>D</td>
<td>Facilitator</td>
<td>I am evaluating a student</td>
</tr>
<tr>
<td>E</td>
<td>Facilitator</td>
<td>I am evaluating a fellow facilitator</td>
</tr>
<tr>
<td>F</td>
<td>Facilitator</td>
<td>I am evaluating other (please write in whom here: _________)</td>
</tr>
<tr>
<td>E</td>
<td>Other</td>
<td>(please list relationship here)</td>
</tr>
</tbody>
</table>
You have been identified as one of a number of individuals who can provide valuable information regarding the leadership performance of other individuals in this course. Your individual responses will remain anonymous. Please answer all questions to the best of your abilities.

**Rating scale (1-5)**

How well does this person perform this competency? Please use the following scale for your evaluation:

<table>
<thead>
<tr>
<th></th>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>An EXCEPTIONAL skill: This individual consistently exceeds behavior and skills expectations in this area.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>A STRENGTH: This individual meets most and exceeds some of the behavior and skills expectations in this area.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>APPROPRIATE skill level: This individual meets a majority of the behavior and skills expectations in this area for this course. There is generally a positive perspective towards responsibilities.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>NOT a strength: This individual meets some behavior and skills expectations in this area but sometimes falls short.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>LEAST skilled: This individual consistently fails to reach behavior and skills expectations in this area</td>
<td></td>
</tr>
</tbody>
</table>

Please use the above scale in rating individuals
### COMMUNICATION

<table>
<thead>
<tr>
<th></th>
<th>Ability to convey one’s thoughts both written and verbally.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Effectively communicates with other students and facilitators.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Persuasive and articulate when communicating.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>Knowledge of communication tactics and techniques.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>Listens and responds appropriately during activities.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>Verbally communicates suggestions on tactics during activities.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>Communicates during critique meetings.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
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</tr>
<tr>
<td>1</td>
<td>Supports team goals by facilitating a cooperative spirit among individuals.</td>
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<tr>
<td>2</td>
<td>Puts interest of team ahead of self.</td>
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<tr>
<td>3</td>
<td>Builds consensus and shares relevant information.</td>
<td></td>
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<tr>
<td>4</td>
<td>Recognizes and respects the contributions and needs of each individual.</td>
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<tr>
<td>5</td>
<td>Actively seeks involvement/uses input from people with different perspectives</td>
<td></td>
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<tr>
<td>6</td>
<td>Builds and maintains productive group and working relationships.</td>
<td></td>
<td></td>
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<tr>
<td>7</td>
<td>Facilitates trust, honesty, openness, and integrity.</td>
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</tbody>
</table>
### ETHICAL BEHAVIOR

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Practices ethical behaviors, for example with dealing with other student and facilitators.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>Promotes paramedic ethical values.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Supports equality.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>Supports and complies with team and intragroup rules and regulations</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>Enforces team and intragroup rules and policies.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>Reports unethical behavior through appropriate pathway.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>Ethical in decision making.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>PERSONAL DEVELOPMENT</td>
<td></td>
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<td>--------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>1</td>
<td>Maintains knowledge of leadership theories covered in the course</td>
<td>1 2 3 4 5</td>
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</tr>
<tr>
<td>2</td>
<td>Maintains knowledge of the group individuals with which they are working</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Continues to actively promote self-learning</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4</td>
<td>Maintains knowledge of leadership practices covered in the course</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5</td>
<td>Continues to actively participate in developing personal leadership skills.</td>
<td>1 2 3 4 5</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
## SELF-CONFIDENCE

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Confident in making quick decisions in group conditions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Confident in managing members of a group.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3</td>
<td>Confident and emotionally mature in handling leadership responsibilities.</td>
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<td>4</td>
<td>Confident in their ability to take risks and think differently.</td>
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<td>5</td>
<td>Confident in assuming additional responsibilities</td>
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PERSONAL GROWTH INVENTORY

Objective:
To look reflectively at personal self-portraits of leadership.

Description:
Students are given a form that they must fill out to complete their self-portraits. They must read every area and place a “P” (for Present) at the scale position that they feel describes them best. They may cover a range along the scale and not just one point, in which case they circle the area in which they see themselves performing normally. They then think about how they would like to be in the future and mark that with an “F.” After finishing the inventory they share their thoughts and discuss with their partner.

Examples:
Self-esteem - Am I a worthwhile person to me?
Clarity in expressing my thoughts - How well do I communicate?

Duration of Activity:
15 min (5 minutes to complete survey, 5 minutes to read and answer additional questions, 5 minutes to share with partner)

Assessment:
Students are assessed on their class participation and their completion of this exercise.

Materials Needed:
Several copies of the personal growth inventory forms (see appendix).
# Personal Growth Inventory Assessment Sheet

*Example:*

**Clarity in expressing my thoughts—How well do I communicate?**

| P- | F | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| I’m pretty vague | I’m exactly clear |

Please try the experiment of filling out this inventory.

**Self-Understanding**

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<td>I don’t know myself at all</td>
<td>I know myself completely</td>
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**Self-esteem—Am I a worthwhile person to me?**

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<td>I don’t know myself as being a worthwhile person</td>
<td>I value myself highly</td>
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**Self-confidence—How sure of myself am I?**

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<td>Not at all sure of myself</td>
<td>Generally very sure of myself</td>
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Giving Love—How warm a person am I?

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I’m a cold fish  I’m exceptionally warm and affectionate

Accepting Love—How do I react when someone extends warmth to me?

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I get uneasy  I value affection highly

Openness—How honest am I with others about my own feelings and thoughts?

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I reveal very little  I reveal everything about myself

Tendency To Trust Others—How much do I believe in other people?

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Not at all  Completely

Peace of Mind

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I’m restless and dissatisfied  I’m at peace with myself and the world

Level of Aspiration—How much do I want to achieve?

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0 1 2 3 4 5 6 7 8 9
Not a lot A tremendous amount

Physical Energy
|____ |____ |____ |____ |____ |____ |____ |____ |____ |
0 1 2 3 4 5 6 7 8 9
I tire easily I always have pep and energy

Versatility—How flexible am I?
|____ |____ |____ |____ |____ |____ |____ |____ |____ |
0 1 2 3 4 5 6 7 8 9
I can do only a few things well I can do many things well

Inventiveness—How many new ideas do I get and support?
|____ |____ |____ |____ |____ |____ |____ |____ |____ |
0 1 2 3 4 5 6 7 8 9
I like to keep things as they are I want to change everything

Expressing Anger—What do I do when I get mad?
|____ |____ |____ |____ |____ |____ |____ |____ |____ |
0 1 2 3 4 5 6 7 8 9
I express it I bottle it up inside

Receiving Hostility
|____ |____ |____ |____ |____ |____ |____ |____ |____ |
0 1 2 3 4 5 6 7 8 9
It paralyzes me

Ability To Listen in an Alert and Understanding Way.

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<td>Very little</td>
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<td>Ability to listen</td>
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Clarity in Expressing My Thoughts

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<td>I’m pretty vague</td>
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Reaction to Comments or Evaluations of What I do

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<td>I ignore them</td>
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Tolerance of Differences in Others

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<td>Very low tolerance</td>
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Interest in Learning

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<td>Not much</td>
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It stimulates me

Great ability to listen

I’m exceptionally clear

I take them very seriously

Great ability to accept differences

Very actively interested
Independence

|_____ |_____ |_____ |_____ |_____ |_____ |_____ |_____ |_____ |
|0 1 2 3 4 5 6 7 8 9 |

Very little  Very independent

Vision of the Future

|_____ |_____ |_____ |_____ |_____ |_____ |_____ |_____ |_____ |
|0 1 2 3 4 5 6 7 8 9 |

I think mainly  I look to and plan
of the present  for the future

Other important parts of the picture include:

Now look at the items you didn’t make entries for. Think about the items. Perhaps the scaled responses are meaningless to you, but how do you see that part of yourself?

Many of us have great difficulty in seeing ourselves. We don’t want to admit that we are not what we want to be. For example, it takes courage to say that we are not very creative when everyone tells us a good leader is creative.

Have any of your answers to the present self-picture portion of the inventory been influenced more by what other people tell you you should be than by what you really think you are? You might want to revise some items after thinking about this.
Another way to deal with the problem of clearly seeing yourself is to discuss your responses with someone you trust and feel can help you. Perhaps someone else can help you see yourself more clearly.

Now select the three or four areas you would most like to develop. Think about the ways you can grow in these areas. Then decide what you will do.

As a result of the thinking I have done while working on this inventory, I am going to:

People who might help me include:

Date:
Reviewed on the following dates:
SELF-AWARENESS ACTIVITY

Objective:
To explore the 3 levels of self-awareness: self, observer-self, and actor-self.

Description:
Students are instructed to create space between them and spread about the room. They will then stand with their eyes shut and focus on what they are paying attention to in the moment. These include sensations, thoughts, feelings, emotions, and sounds. After 2 minutes, individuals are to discuss what went on and how they felt about the activity.

Duration of Activity:
10 minutes

Assessment:
Individuals will assess their own level of awareness during and after this activity.
ONE-WAY COMMUNICATION

Objective:

Students will practice one-way communication and discover its benefits and limitations.

Description:

This exercise will use a drawing activity to elicit the advantages and disadvantages of one-way communication. Students will groups of 3 or 4 with one “communicator” chosen from each group to serve as the director for a drawing activity. He or she will first study a figure to be drawn and then describe via one-way communication only how the others are to draw it. In other words, no questions or comments may be given other than by the communicator. All other members of the group will then attempt to draw what is communicated. Upon completion, figures will be compared, and a discussion will ensue about the one-way communication process.

Communicator’s Directions:

For two minutes study the figures drawn on this sheet. Instruct the members of your group how to draw them. Begin with the top rectangle and describe each in succession. Be sure to give each figure’s relationship to the preceding one. NO QUESTIONS ARE ALLOWED. Give directions with your back to the group.

Discussion:

Members of the group will compare drawings and then start a discussion about why differences occurred. Flaws in the one-way communication system should be brought up as well as times when it can be more effective.
Duration of Activity:

10 minutes (2 minutes of communicator study, 2 minutes of instruction, 6 minutes of comparison/discussion)

Assessment:

No formal assessment will take place during this exercise, but the post-activity discussion will center on the risks of benefits of this type of communication. This should promote self-assessment of how individuals can optimize this strategy and more successfully choose times in which to use it.

Materials Needed:

One printout of the instruction sheet with the figure to be drawn will be given to the communicator. A sheet of paper and a drawing utensil will be required for each group member.
ONE-WAY COMMUNICATION FIGURE

medical leadership development program
TWO-WAY COMMUNICATION

Objective:

Students will practice two-way communication and discover its benefits and limitations.

Description:

This exercise will use a drawing activity to elicit the advantages and disadvantages of two-way communication. Students will form groups of 3 or 4 with one “communicator” chosen to serve as the director for a drawing activity. He or she will first study a figure to be drawn and then describe via two-way communication how the others are to draw it. All other members of the group will then attempt to draw what is communicated. Questions and comments ARE ALLOWED in this exercise, but hand signals are not. All questions should be answered by the communicator to the best of his or her abilities. Upon completion, figures will be compared, and a discussion will ensue about the two-way communication process.

Communicator’s Directions:

For 2 minutes, study the figure on this sheet. Facing the group, instruct the members how to make the figure. Begin with the uppermost rectangle and describe each taking particular note of the relation to the preceding one. DO NOT MAKE HAND SIGNALS. ANSWER ALL OF THE QUESTIONS ASKED.

Discussion:

Members of the group will compare drawings and then begin a discussion about why differences occurred. Benefits of the two-way communication system should be discussed particularly with respect to the one-way communication system. Flaws in the two-way communication system should similarly be brought up as well as times when it is more and less useful.
Duration of Activity:

10 minutes (2 minutes of communicator study, 2 minutes of instruction, 6 minutes of comparison/discussion)

Assessment:

No formal assessment will take place during this exercise, but the post-activity discussion will center on the risks of benefits of this type of communication. This should promote self-assessment of how individuals can optimize this strategy and more successfully choose times in which to use it.

Materials Needed:

One printout of the instruction sheet with the figure to be drawn will be given to the communicator. A sheet of paper and a drawing utensil will be required for each group member.
ONE-WAY and TWO-WAY COMMUNICATION

DEFINITIONS:

One-way communication: A form of transmission in which information is always transferred in only one preassigned direction. Note 1: One-way communication is not necessarily constrained to one transmission path. Note 2: Examples of one-way communication systems include broadcast stations, one-way intercom systems, and wireline news services.

Two-way communication: A form of transmission in which both parties involved transmit information. Two-way communication is in contrast to broadcasting. Note 1: Information transmission is bi-directional. Note 2: Examples of two-way communication systems include in-person communication, telephone conversations, amateur, CB or FRS radio contacts, computer networks, chat rooms and instant messaging.
ONE-WAY AND TWO-WAY COMMUNICATION STATEMENTS

“It has generally been found that…”

1. One-way communication:
   a. Is faster and more orderly
   b. Is less accurate
   c. is more enjoyable for the sender
   d. Is more frustrating to the receiver
   e. Places responsibility for understanding on the listener
   f. Treats all listeners as having the same physical and mental abilities
   g. Causes the communicator, receiving no feedback, to interpret this as if it were positive feedback
   h. Forces listener to greater concentration

2. Two-way communication:
   a. Is slower and less orderly
   b. Is more accurate
   c. Is more enjoyable to the receiver
   d. Is less enjoyable to the sender due to the realization of his oversights and mistakes
   e. Places responsibility on the receiver to seek clarification and on the communicator to clarity
   f. Forces the communicator to pace himself to the slowest listener
   g. Allows one listener to receive additional cues from the questions of other listeners
Some reasons for using one versus the other:

One-Way communication:
- a. To maintain orderliness and control
- b. To communicate messages that are simple and concise
- c. To speed up communication process
- d. To hide mistakes or to maintain ambiguity
- e. To be able to scapegoat others to hide mistakes, etc.
- f. To divide members of a group

Two-way communication:
- a. To increase accuracy of communication and to ensure that the intention (nuance) is understood
- b. To increase participation, satisfaction, and thus to make a more homogeneous group
LEADERSHIP QUESTIONNAIRE

Objective:

To examine and explore different aspects of leadership behaviors while classifying one’s preferences for leadership style.

Description:

Students are provided with a form that they are to complete to generate their own balance between concerns for tasks and people. A series of statements are presented which should be read. Based on how they would act when placed as the leader of a group, students should then circle the applicable response. Circled responses mean that they would likely act in the described way (A) always, (F) frequently, (O) often, (S) seldom, or (N) never. Responses are then to be scored and based on results, students are to discuss their findings in pairs.

(See additional instructions on questionnaire form)

Duration of Activity:

15 min (5 minutes to complete responses, 5 minutes score, 5 minutes to discuss with partner)

Assessment:

Students are assessed on their class participation and their completion of this exercise.

Materials Needed:

Several copies of the personal growth inventory forms (see appendix).
LEADERSHIP QUESTIONNAIRE

The following items describe aspects of leadership behavior. Respond to each item according to the way you would be most likely to act if you were the leader of a work group. Circle whether you would be likely to behave in the described way always (A), frequently (F), occasionally (O), seldom (S), or never (N). See following page for scoring instructions.

If I were the leader of a work group…

1. I would most likely act as the spokesperson of the group. A F O S N
2. I would encourage overtime work. A F O S N
3. I would allow members complete freedom in their work. A F O S N
4. I would encourage the use of uniform procedures. A F O S N
5. I would permit the members to use their own judgment in solving problems. A F O S N
6. I would stress being ahead of competing groups. A F O S N
7. I would speak as a representative of the group. A F O S N
8. I would needle members for greater effort. A F O S N
9. I would try out my ideas in the group. A F O S N
10. I would let the members do their work the way they think best. A F O S N
11. I would be working hard for a promotion. A F O S N
12. I would be able to tolerate postponement and uncertainty. A F O S N
13. I would speak for the group when visitors were present. A F O S N
14. I would keep the work moving at a rapid pace. A F O S N
15. I would turn the members loose on a job, and let them go to it. A F O S N
16. I would settle conflicts when they occur in the group. A F O S N
17. I would get swamped by details. A F O S N
18. I would represent the group at outside meetings. A F O S N
19. I would be reluctant to allow the members any freedom of action. A F O S N
20. I would decide what should be done and how it should be done. A F O S N
21. I would push for increased production. A F O S N
22. I would let some members have authority which I should keep. A F O S N
23. Things would usually turn out as I predict. A F O S N
24. I would allow the group a high degree of initiative. A F O S N
25. I would assign group members to particular tasks. A F O S N
26. I would be willing to make changes. A F O S N
27. I would trust the group members to exercise good judgment. A F O S N
28. I would ask the members to work harder. A F O S N
29. I would schedule the work to be done. A F O S N
30. I would refuse to explain my actions. A F O S N
31. I would persuade others that my ideas are to their advantage. A F O S N
32. I would permit the group to set its own pace. A F O S N
33. I would urge the group to beat its previous record. A F O S N
34. I would act without consulting the group. A F O S N
35. I would ask that group members follow standard rules and regulations. A F O S N

P Score________ T Score________
Leadership Questionnaire Scoring Sheet

Instructions for Scoring the T-P Leadership Questionnaire

1. Circle the item number for items 8, 12, 17, 18, 19, 30, 34, and 35.
2. Write the number 1 in front of a circled item number if you responded S (seldom) or N (never) to that item.
3. Also write a number 1 in front of item numbers not circled if you responded A (always) or F (frequently).
4. Circle the number 1’s which you have written in front of the following questions: 3, 4, 8, 10, 15, 18, 19, 22, 24, 26, 28, 30, 32, 34, and 35.
5. Count the circled number 1’s. This is your score for concern for people. Record the score in the blank following the letter P at the end of the questionnaire.
6. Count the uncircled number 1’s. This is your score for concern for task. Record this number in the blank following the letter T.

Now, to determine your style of leadership, mark your score on the Concern for Task dimension (T) on the left arrow below. Next, move to the right arrow and mark your score on the Concern for People dimension (P). Draw a straight line that intersects P and T scores. The point at which the line crosses the Shared Leadership arrow indicates your score on that dimension.
Leadership Results from Balancing Concern for Task and Concern for People
WE SEE THINGS DIFFERENTLY

Objective:
Students are exposed to and examine the concept that not all individuals share the same perspectives. They learn to apply this idea to future real-world situations.

Description:
Different perspectives is an important issue in dealing with groups of individuals particularly when crossing cultures. The following exercise involves students viewing a series of pictures that can be seen from differing perspectives. Students will describe what they see, share this with others, and discuss different viewpoints and why this might occur.
Students will individually view a series of pictures that have two “viewpoints.” They are to describe what is seen in each of the pictures. Following picture examination, student groups will convene and a discussion regarding the images and multiple perspectives will ensue.

Discussion:
1. Can you see more than one picture?
2. Do you see the same picture as others who look at it?
3. Why or why not?
4. What is the importance of knowing that the same thing can be seen differently by others?

Duration of Activity:
30 minutes

Assessment:
The ensuing group discussion after views are shared leads to evaluation of the importance of the concepts and allows for self-reflection.

**Materials Needed:**
One print-out of the picture series (see appendix) per student.
WE SEE THINGS DIFFERENTLY: IMAGE 1
WE SEE THINGS DIFFERENTLY: IMAGE 2
WE SEE THINGS DIFFERENTLY: IMAGE 3
WEE SEE THINGS DIFFERENTLY: IMAGE 4
WE SEE THINGS DIFFERENTLY: IMAGE 5
ROLE-PLAY ACTIVITY

Objective:

To explore and practice communication and leadership techniques in an ethically difficult role-play environment.

Description:

Instructors are to choose one of the role-play scenarios provided below (note: additional scenarios of instructor preference can also be used). Students will participate in the following role-play activity that will force them to use communication and leadership techniques to work through an ethically difficult situation. Each member or the group will play a predetermined role as they interact in a productive manner. The activity will be non-medical to emphasize the fact that these tools can be applied to many aspects of life and should not be limited to the medical environment. Similarly, no medical background or knowledge is needed to adequately assume the roles.

See attached for activity directions and individual roles.

Duration of Activity:

15 minutes (5 minutes to review roles and set up, 10 minutes of role-play)

Assessment:

Students will be assessed by participation and by group feedback in the following activity.

Materials Needed:

Role play activity information and roles (see appendix)
ROLE-PLAY FEEDBACK

Objective:
To further develop and practice the giving of and receiving of personal and specific feedback in a constructive manner based on the previous activity.

Description:
Students will come together in their groups upon completion of the role play activity to provide feedback to each other based on their participation and activity in the previous role play activity. Feedback should be behavior based, specific, and constructive. Each individual will have a chance to give and receive feedback to and from each member of the group.

Duration of Activity:
10 minutes

Assessment:
Participation in the activity and the feedback provided will serve as individual assessment.
ROLE-PLAY SCENARIOS: non-medical

*Role-play scenario 1A:*
You are 6 months out of undergraduate and have become an associate at an investment banking firm with the fastest promotion to the position in company history. You graduated magna cum laude, phi beta kappa, and have received award after award. However, at your 6-month (360-degree) review you are told that you are a risk to the company for not treating others well. Despite all of the money you have made the company and your excellence at your actual job, you have been told that you treat people poorly and have been termed a “loose cannon.”

Questions:
Do you think treating others well and the “soft” things are important? Do you believe it is sufficient do just do well at your responsibilities? How would you address your boss upon hearing this information? As the boss, how would you approach your employee in an attempt to make him change his ways?

*Role-play scenario 1B:*
You are the CFO and marketing CEO at a large clothing company that focuses on transforming trademarked designs to low cost forms that can be sold to lower socioeconomic markets and developing countries.

After a leak in privileged information, you have found out that a number of difficult issues now plague the company. Of the more controversial, one of the factories that is being outsourced in Pakistan was found to use child labor in the manufacturing of a large number of the companies garments. While it is clearly a labor violation in the U.S.A., it is brought to the company’s attention that no such laws exist in Pakistan. In addition, this factory provides a significant amount of clothing for local families at discounted prices, and a number of families have protested that these children to work as one of the few sources of income that their families have.

What decision would you make about either continuing to work with the factory or not? How would you convince your constituents?
Role play scenario 1C:
You are the head of the research department of a large pharmaceutical company that has struggled financially recently due to the mission statement of “development of pharmaceuticals that best benefit the global world.”

After one of your large investors returned from a life-changing trip to Africa, she mentions to you that she would like to see development of river blindness drugs by your company. River blindness is a disease that affects numerous poor African nations but is virtually nonexistent in developed nations.

The dilemma is whether your company should invest millions of dollars for the clinical development of a drug with little knowledge of whether or not it would work. In addition, whether or not development of the drug was successful, your company would not likely be able to recover the developmental costs given the market in Africa. However, successful drug development could reduce a significant amount of morbidity, mortality, and cost to African society.

One alternative is to spend company money on promising new drugs that have a larger financial market and prospect of making money. A stakeholders meeting has been scheduled to discuss the next steps in the process.

Role play scenario 1D:
Instructors may choose a role play scenario of their own.
ROLE PLAY SCENARIOS 2: medical

Role play scenario 2A:
You are the attending surgeon on the general surgery service and your senior resident and intern just finished a colon resection. As they are wheeling the patient to the recovery room, the operating room nurse tells you that the instrument count was incorrect. Appropriately, you order an x-ray that shows an instrument remaining in the patient’s abdomen.

Just as you hear the news, the family around the corner sees you and asks, “How is grandma doing?” The patient will need to be reopened to remove the instrument. What do you tell the family?

Role play scenario 2B:
You are 3rd year medical students rotating on the medical ICU service and working closely with a preliminary intern who will be leaving to go to business school next year. Throughout the rotation, you have noticed a number of questionable decisions, but today you have witnessed a fatal mistake. The intern has ordered that an obese patient with a difficult, edematous airway be extubated prematurely. Because you are wiser than your years as students, you know that this situation will likely lead to failed extubation with a difficult reintubation and possible emergent airway.

He has already told the nursing staff about his decision. The senior resident is busy with a sick patient in the emergency room and the junior resident is home post call. What do you do?
Role play scenario 2C:
You are 4th year medical students working in the ambulatory care unit with a senior attending who is loved by many at the university. After seeing a few patients after lunch, no one is able to find the attending in the clinic. A number of pages go unanswered and when he finally calls back, he tells you that he will not be able to make it back to clinic for a few hours because of an important meeting that he cannot leave. He tells you that you are in charge and to take care of whatever patients need: treat them appropriately, sign orders, give them medications, and set up follow up.

A number of patients have gotten restless and demand that they be treated and triaged. In addition, the nursing staff and clerk are pleading with you to do something about the situation. What do you say to the patients? What do you say to the staff? Who do you talk to (superior) about the situation.

Role play scenario 2D:
Instructors may choose an ethical role play scenario of their own.
READING LIST
READING LIST

Readings by date
(to be done prior to day’s activities)

Day 1
Workshop 1A (intrapersonal)
  • Pre-class readings (topic: what is leadership?)


  • Additional readings


Day 2

Workshop 2 (interpersonal)

• Pre-class readings (topic: influence)


• Additional readings

Day 3
Workshop 3 (interpersonal)

• Pre-class readings (topic: teams)


Yukl, G. “Leading Change in Organizations (Chapter 10).” Leadership in Organizations, Upper Saddle River, Pearson, 295-300.

• Additional readings


Retreat
No readings
Day 4
Workshop 4 (interpersonal)

- Pre-class readings (topic: emotional intelligence)

- Additional readings
Day 5
Workshop 5 (community)

• Pre-class readings (topic: diversity)


• Additional readings


Day 6
Workshop 6 (community)

- Pre-class readings (topic: conflict management)


- Additional readings


REFERENCES


Gaarder R J. “Empathy: A powerful skill that can be developed.” Pp. 199-203.


McCormick D W. “Listening With Empathy: Taking the other person’s perspective.” Pp. 57-60.


Chapter Two: The Nature of Leadership

Chapter Five: The Five Practices of Exemplary Leadership

Chapter Eight: Becoming a Trustworthy Leader

Chapter Ten: The Authentic Leader


McDade, SA et al. “Effects of participation in the executive leadership in academic medicine (ELAM) program on women faculty’s perceived leadership capabilities.” *Academic Medicine.* Vol. 79, No. 4; April 2004: 302-309.


Perrin, Kate et al. National Leadership Training Center: Leadership curriculum guide.
Publication Sales, 1985.


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