**Module 6 Leadership: Event Structure**

[Date]

[Location]

**Goal:** After participating in the Module 6 training, the learner will better understand how to work within an interprofessional team to describe and recognize opportunities to utilize leadership to enhance the patient and care team experience.

* Objective 1: The learner will recognize how leadership is a responsibility of all healthcare professionals, regardless of specific positions on an interprofessional team or in an organization.
* Objective 2: The learner will describe how character and performance skills are vital attributes of transformative leadership.
* Objective 3: The learner will be able to identify how transformative leadership can impact health outcomes, healthcare costs, patient satisfaction, and provider wellbeing.

**Required Items:**

* Tables will be set up for interprofessional teams with copies of the event chart, pencils, blank card stock, and microphones at each.
* Tablets will be placed at the tables.
* The faculty members will be assigned to each table to prompt the team conversation and make observations.

**Schedule**

|  |  |  |
| --- | --- | --- |
| **Time** | **Activity** | **Person Responsible** |
| 10 min | Welcome and Module Introduction |  |
| 10 min | Large Group Didactic |  |
| 5 min | Introduction of Activity |  |
| 20 min | Small Group Activity |  |
| 10 min | Large Group Activity |  |
| 10 min | Large Group Directed Discussion |  |
| 15 min | Large Group Reflection |  |
| 5 min | Post Survey – 10 Questions in Qualtrics |  |

**Checklist of resources at each of the tables:**

* Participant event handouts
* Blank cardstock sheets
* Markers and pens

**Event Details/Script and Power Point Talking Points**

[Date/Time]

**Welcome and Module Introduction (10 minutes)**

* *“How have you been a leader today?” (3 separate words), enter into audience response system on tabs*
* *PACER PPT Slides – PACER Module Introduction, List of Modules, Objectives*
* Direct participants to enter 3 separate words that describe how she/he/they have been a leader today. (Word cloud will be displayed later in the session.)
* Brief review of session objectives. (slide 4)
* Word map/cloud program options: mentimeter.com

**Large Group Didactic (10 minutes)**

* *Brief intro on the topic of leadership*
  + *Leadership is expected*
  + *Leadership is action/attitude/stance rather than role*
  + *Performance skills and character skills (rather than traits)*
  + *Leadership is transformation / Quadruple Aim*
* Useful reading: Daniel Coyle, The Culture Code
* Slide 5: Define leadership
* Slide 6: Leadership is necessary when a group of people strive to achieve a common goal. Is an expectation in healthcare.
* Slide 7-8: Pattern of leadership in different groups can vary widely, including the position the leader assumes in the group.
* Slide 9-11: Quality of leadership can vary widely --- affect by group goals/aims/tasks/etc.
* Slide 12: Leadership in healthcare typically has been top down, and many leaders have not been formally trained on how to lead.
* Slide 13: Have participants briefly share qualities of someone they’ve experienced as a good leader.
  + Consider question of whether leadership is more something one has or does.
  + Leadership is action/attitude/stance rather than role.
  + Performance skills – management of tasks/responsibilities
  + Character skills – management of self/relationships
* Slide 14: Several leadership needs in healthcare.
* Slide 15: Quadruple Aim in healthcare – broad map for healthcare leadership.
* Slide 16: Simply being in a leadership position does not make one a good leader.

**Introduction of Activity (5 minutes)**

* PPT *Slide Labeled – “Activity” list instructions*
  + *Blank Cards at each table*
  + *Each Participant prepares responses for each of the questions using 1 word. (Will be a total of 4 words.)*
  + *Teams ID review all participant cards and identify 5 that they believe to be most important for transformational leadership*
  + *Assign a group recorder/reporter*
* Directions:
  + Participants are in small groups…
  + Using blank cards at each table, each participant individually writes two responses (one each on separate cards) for each of two questions. (will be total of four cards with a word on each card)
  + Teams will then review all the cards from all small group members and together identify the 5 that they believe to be the most important for transformational leadership.
  + Each group will need a recorder/reporter

**Small Group Activity (20 minutes)**

* *PPT Slide Labeled – “Activity”, depicting 2 questions*

**Small Group Activity***-*

* *PT Slide Labeled – “Activity”, depicting 2 questions*
  + *Write Responses on Card Stock*
  + *“What are the 2 most important performance skills for a leader to have/develop?” Place responses on cards respectively*
  + *“What are the 2 most important character skills for a leader to have/develop?” Place 1 word responses on cards respectively.*

**Small Group Discussion**

* *Screen Timer*
* *All participants put their fours cards in the middle of the table and mix them together (performance and character skills)*
* *Each group choose the 5 of the 20 cards they believe to be most important for being a “transformational health professional”*
* *The selected 5 skills are entered into the audience response system*
* *“Reflect upon how your group selected the 5 skills? How were these skills evident in your group’s interaction/discussion?”*
* *Display of Data on Screens*
* After giving directions for the activity, then show the slide with the two questions
* Slide 18: Facilitator may need to again briefly mention distinction between performance and character skills.
  + Performance skills – management of tasks/responsibilities
  + Character skills – management of self/relationships
* For group sorting task, goal is to identify the 5 skills the group believes to be most important for being a “transformational health professional”
* Slide 19: Give small groups approximately 10 minutes to produce and sort the cards. At this point either have reporters enter their 5 skills into an audience response system, or be prepared to share with large group (if sharing done verbally, write each groups’ responses on a white board).
* Slide 20: Next, ask for comments on the following question:
  + “Reflect upon how your group selected the 5 skills? How were these skills evident in your group’s interaction/discussion?”

**Write Responses on Card Stock (5 minutes)**

* *“What are the 2 most important performance skills for a leader to have/develop?” Place responses on cards respectively*
* *“What are the two (2) most important character skills for a leader to develop?” Place responses on cards respectively.*

**Small Group Discussion (10 minutes)**

* *All participants put their fours cards in the middle of the table and mix them together (performance and character skills, card stock labeled)*
* *Each group choose the five (5) cards they believe to be most important for being a “transformational health professional”*
* *The selected 5 skills are entered into the audience response system*

**Small Group Discussion (5 minutes)**

* *“Reflect upon how your group selected the 5 skills? How were these skills evident in your group’s interaction/discussion?”*
* *Display of Data on Screens*

**Large Group (10 minutes)**

* *Each table describes their rationale for their 5 cards*
* *PACER Leadership Team records qualitative notes*
* Slide 21: Briefly review each group’s list, asking each group to describe their rationale for their 5 skills.
  + Identify commonalities/differences, and discuss as relevant.
* *PACER Team records qualitative notes*

**Large Group Directed Discussion (10 minutes)**

* Task / Character of Leadership, PACER leadership team records qualitative notes
* PPT slides display model picture and questions for discussion
* *How can you be a leader tomorrow (3 separate words)? enter into audience response system on tabs*
* *Spirit of Compassion*
* *Accountability in context of safe psychological space*
* *How can you be a leader by talking? By listening?*
* *PACER Leadership Team records qualitative notes*
* Slide 22: Direct participants to now enter 3 separate words that describe how she/he/they can be a leader tomorrow.
* Slide 23: While word cloud is being assembled, lead discussion of the following questions:
  + How can a leader create a safe psychological space for a team?
  + How can one lead by listening? By talking?
* *PACER Leadership Team records qualitative notes*

**Large Group Reflection (15 minutes)**

* Audience Response System Word Map Displayed
* *Share pre- and post- survey responses*
  + *Slide 24 – Pre-survey*
    - Show initial word cloud (How participants were leaders today.)
  + *Slide 25 – Post survey*
    - *Discuss differences, and what prompted changed for those whose response to “how they were a leader?” is different than “how they propose to be a leader tomorrow?”.*
  + *Slide 26 – Pre-and post-survey side-by-side*
    - Compare the word clouds and discuss similarities/differences, and what motivated any changes.
  + *Slide 27 – Post survey with leader guided discussion*
    - *“How can these leadership skills impact the quadruple aim?”*
* *How did you arrive at the 5 responses (review team process) – if time?*
* If time, discuss how the leadership skills prominent on the “tomorrow” word cloud can impact each component of the Quadruple Aim. (s27)

**Post Survey** **(5 minutes)**