

UCSF Educational Skills Workshop

Achieving Results by Empowering & Engaging Others

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Teach for UCSF Education Leadership Certificate Series

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Zoom Etiquette

- Mute yourself
- Camera on if possible
- Questions in chat box
 - Direct logistics questions to Maria Pappas

A Few More Tips!

- We will be doing **breakout rooms** during this session.
 - We'll keep same group for 1& 2, then change to new group for breakout sessions 3-5.
 - Elect a reporter for each breakout session.
- Feel free to open up the skills assessment and consider if you want to fill it out as you go through the workshop: <http://tiny.ucsf.edu/EmpowerEngage>
- This course is part of the Educational Leadership Certificate! Check out the link on the dashboard website for more information



What do we mean by “leadership”?

Leadership is accepting the responsibility to create conditions that enable others to achieve a shared purpose in the face of uncertainty

Marshall Ganz

Consider this question:

Think of an effective leader that you've worked with – what were the qualities that made this leader effective?

Put your thoughts in the Chat

INTRODUCTIONS

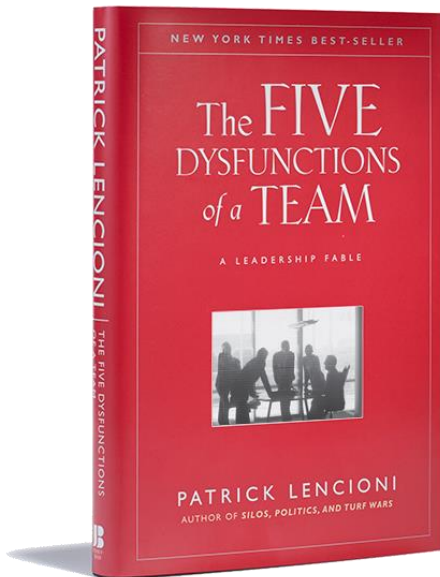
- In the breakout room, introduce yourselves:
 1. Name, Specialty, Primary Site
 2. What is your role in supporting learners at UCSF?
 3. Why are you taking this course?

Objectives

- Describe the five dysfunctions of a team and how these dysfunctions build on each other to reduce the efficacy of a group
- Discuss the importance of positive conflict
- Walk away with concrete skills and tools that will enable avoidance of the five dysfunctions

The Five Dysfunctions of Team

By Patrick Lencioni



The Five Behaviors of a Functional Team

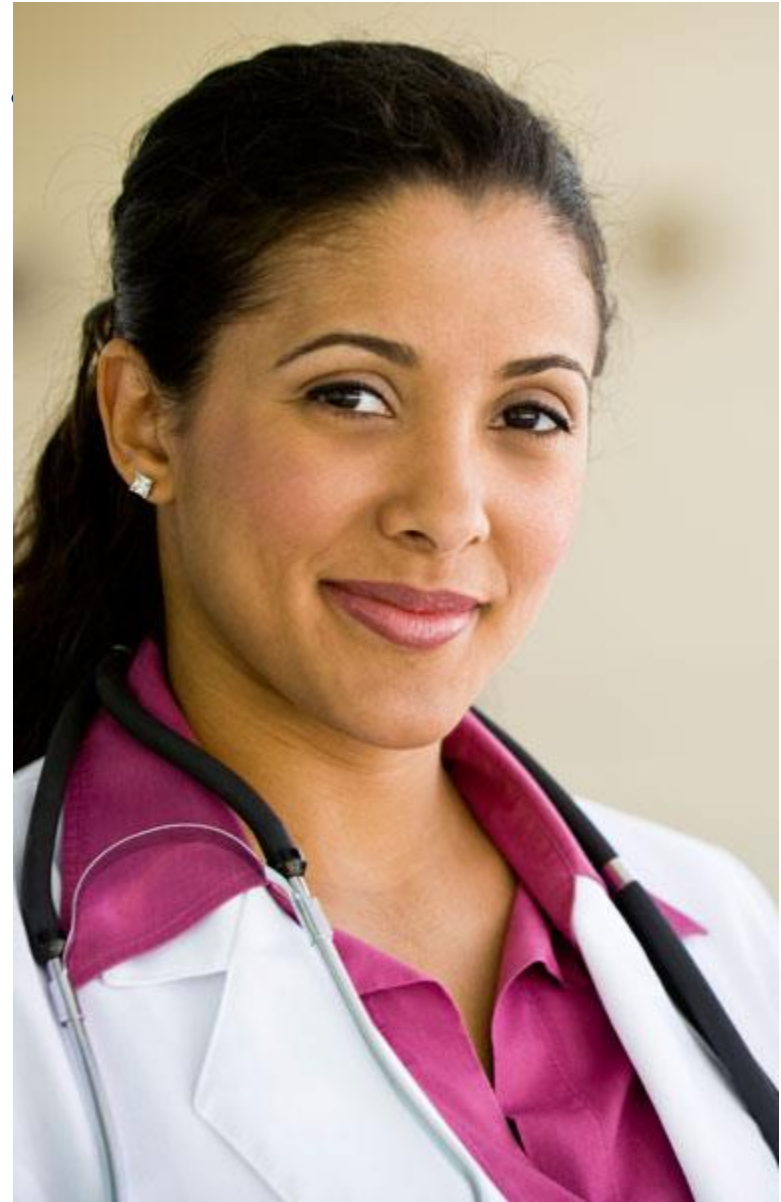
- They trust one another
- They engage in unfiltered conflict around ideas
- They commit to decisions and plans of action
- They hold one another accountable for delivering against those plans
- They focus on the achievement of collective results





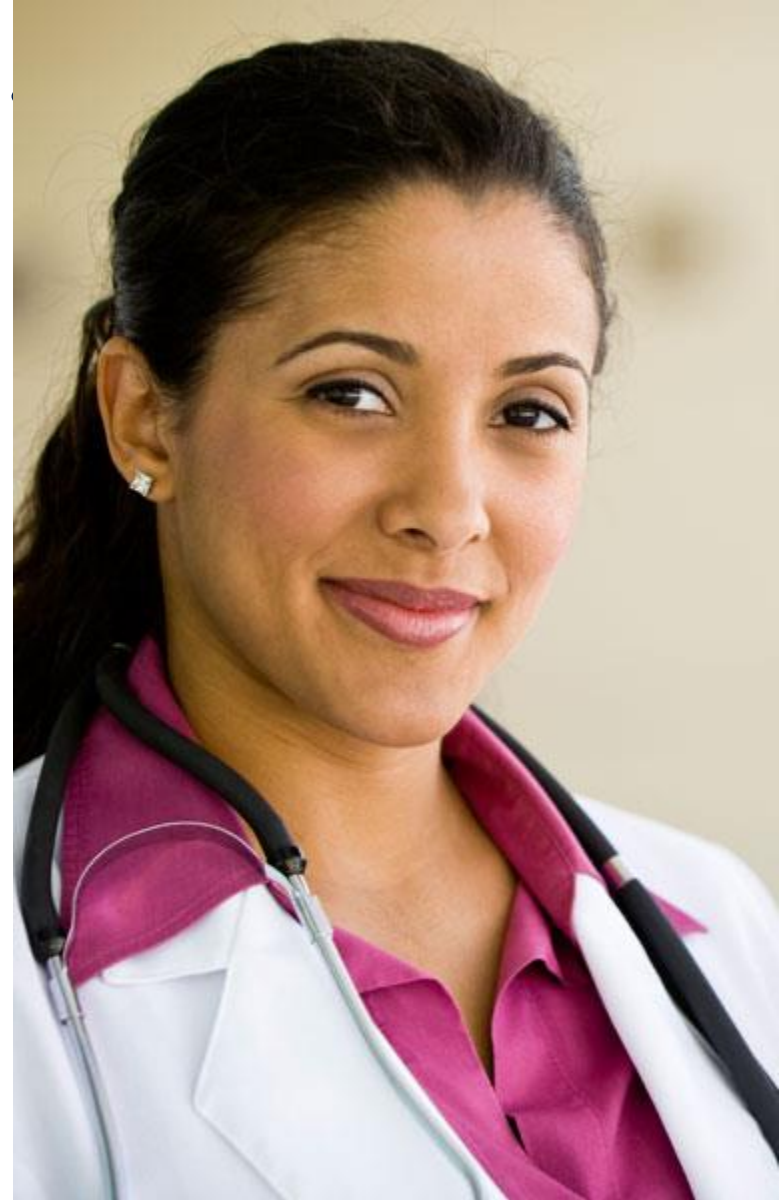
Meet Professor Carson..

- Dr. Katherine Carson is the newly appointed head of intern selection
- She is coming in to take the place of a seasoned leader who had been in this role for many years
- She is taking over management of a team of 4 people, 2 admins, and 2 junior faculty, who all work together on intern selection.
- She has worked with the team members a little bit previously



Meet Professor Carson..

- She reports to the Program Director and has been given the authority to “do things differently”
- The team is reeling from the sudden departure of their former leader





Absence of Trust

Dysfunction 1

- Trust lies at the heart of a functioning, cohesive team
- Trust begins with confidence that peers' intentions are good
- Willingness to be vulnerable within the group

The Absence of Trust



<http://www.shelleyashingtonlinson.com/wp-content/uploads/2011/08/lucychariefotball.gif>



Small Group Discussion

- Decide on a reporter; introduce yourselves
- What can Dr. Carson do to build trust with her new team?
- What are some things you have done or seen done to promote comfort with vulnerability on a team?
- How do you build trust with a diverse team?

Report Backs



Building Trust



- Starts with a vulnerable leader
- Trust must be established before the team can move forward
- Suggestions to building trust:
 - Personal history
 - Create personal connections through activities that connect people



The Role of the Leader...

- Demonstrate genuine vulnerability
- Create an environment that encourages personal trust

Mastering Vulnerability



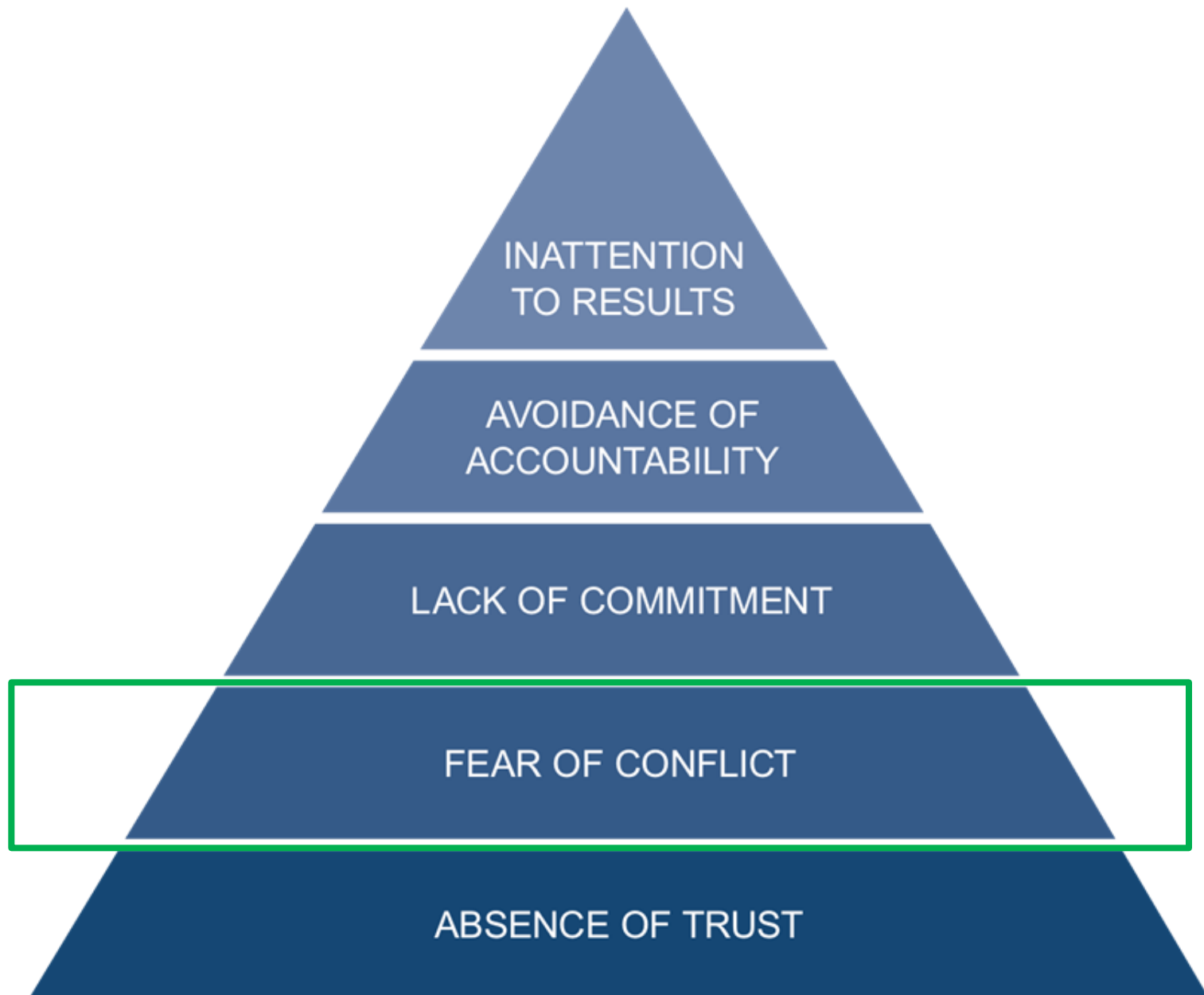
Teams must get comfortable with being exposed to one another and be able to say things like:

I was wrong

I'm sorry

I made a mistake

I'm not sure





Fear of Conflict

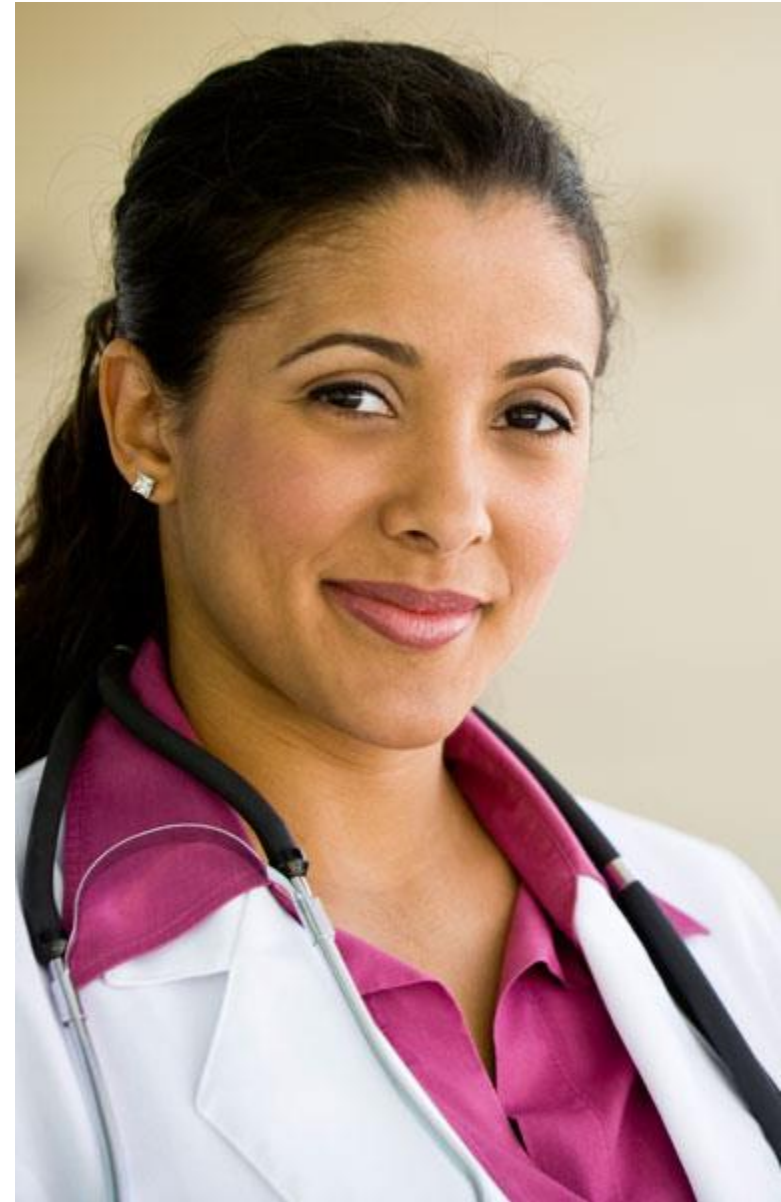
Dysfunction 2

- Relationships require productive conflict in order to grow
- Teams that lack trust are incapable of positive conflict



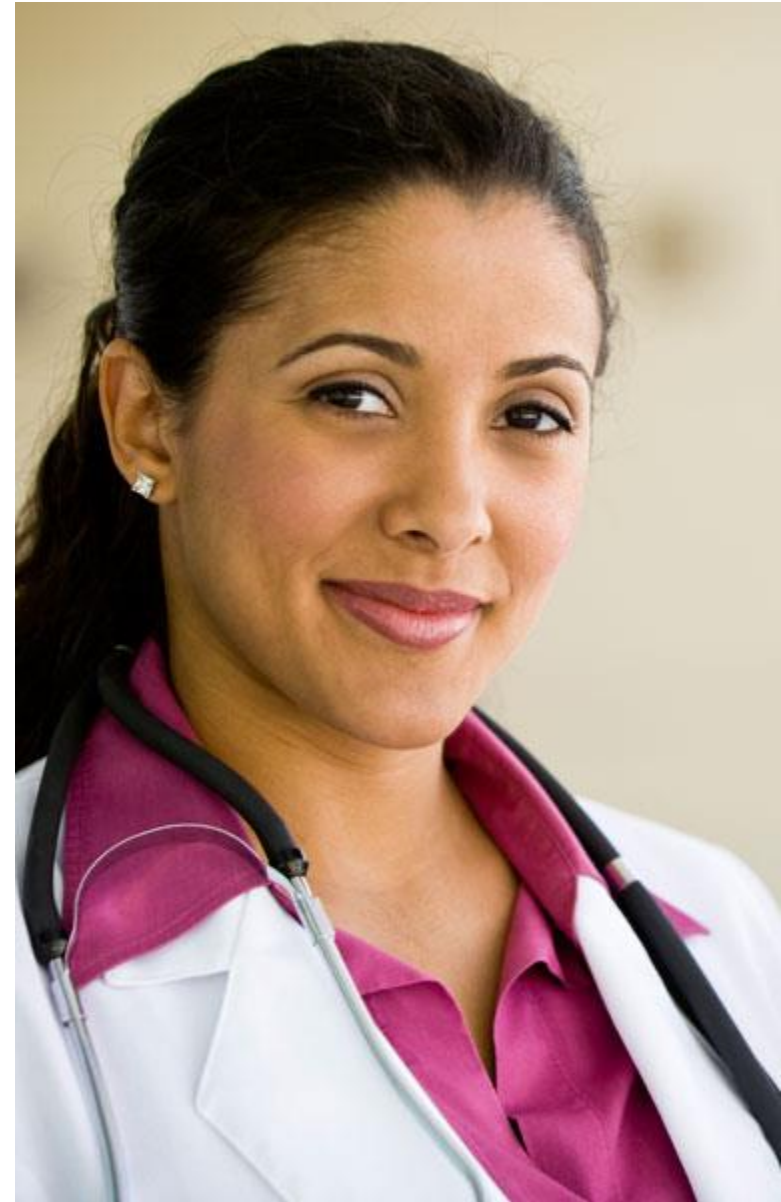
The First Challenge...

- Dr. Carson is given the goal of increasing the number of UIM (underrepresented in medicine) residents recruited by her program
- She sits down with her team to talk about how they might do this
- The team seems timid and seems to be disengaged from the conversation, agreeing to the ideas Dr. Carson presents, but coming up with none of their own



The First Challenge...

- Eventually, **Phil**, one of the admins, offers that he's heard that some programs review all UIM applications separately, and that might be an idea they can try this year. He suggests this might increase the number of UIM applicants who are interviewed, which then may affect the number of people who match.
- **Joanie**, one of the junior faculty members, dismisses Phil's idea by saying, "there's no way we'd have time to do that."
- **Phil** nods and stops talking





Small Group Discussion

- Same group as last time, decide on a reporter
- How can Dr. Carson create a meeting environment that encourages discussion of new ideas?
- How can Dr. Carson encourage Phil not to give up on his idea?
- What are some ways you have participated in or witnessed that help to encourage productive conflict on a team?



Report Backs



Positive Conflict

- Passionate, unfiltered debate around issues of importance to the team



Fear of Conflict

- A team must have established trust before they can handle conflict
 - Conflict – Trust = Argument (win/lose)
 - Conflict + Trust = Debate (truth)
- Even on the best teams, conflict may be uncomfortable



Suggestions

- Encourage honest discussion
- Real-Time Permission... Being uncomfortable is OK!
- Conflict assessment tools



The Role of the Leader...

- Create an expectation of positive conflict and encourage people to share their feelings
- Demonstrate restraint when people engage in conflict
- Share insights around conflict management
- Model conflict behavior

5 MIN BREAK



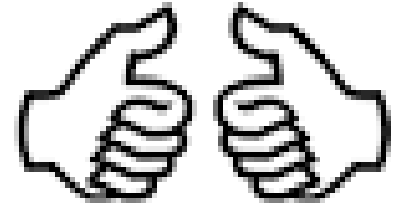
DO PUSH UPS



MEDITATE



TELL A JOKE



THUMBS FIGHT

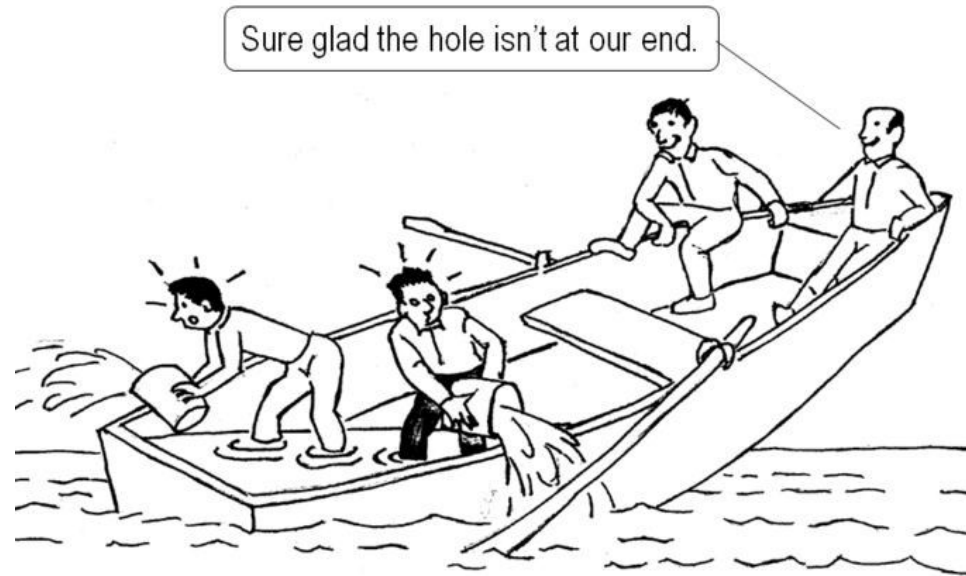




Lack of Commitment

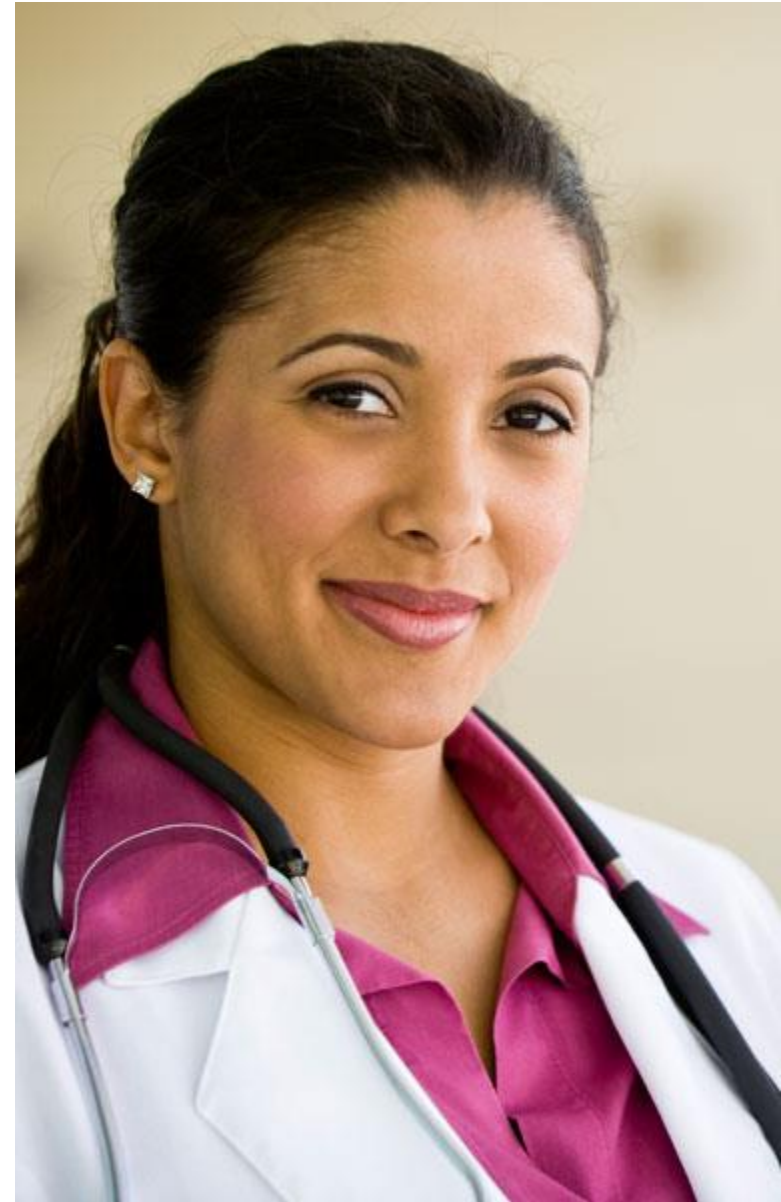
Dysfunction 3

- Great teams
 - Make clear, timely decisions and move forward
 - Have complete buy-in from every member, even those who voted against the decision
- Accomplished through the airing of opinions in the course of passionate and open debate



Goals are Set...

- **Dr. Carson** is unable to get **Phil** to elaborate on his point more; he seems totally shut down by **Joanie**
- **Dr. Carson** likes Phil's idea. She proceeds to set a goal that the group is able to review 100% of the UIM applications in the next 2 weeks.
- The team divides up the files evenly
- **Joanie** rolls her eyes but doesn't say anything
- The meeting ends with the team agreeing to reconvene in 2 weeks for a status update





Small Group Discussion

- New group: Introduce yourselves, decide on a reporter
- Do you think the team will be able to meet the 100% UIM applicant review goal?
- How could Dr. Carson have gotten more buy in to this goal?
- What are some techniques you have used or witnessed to get buy in and commitment from a team to meet a goal?



Report Backs



Lack of Commitment

- Commitment does not require full consensus or absolute certainty
- **Buy-in:** Achievement of honest emotional support
- **Clarity:** Removal of assumptions and ambiguity from a situation; end the meeting with a clear understanding of what's been decided

Characteristics of consensus decision-making include:

- [Collaboration](#): Participants contribute to a shared proposal and shape it into a decision that meets the concerns of all group members **as much as is possible**.
- [Cooperation](#): Participants in an effective consensus process should strive to reach the best possible decision for the group and all its members, rather than competing for personal preferences.
- [Egalitarianism](#): All members of a consensus decision-making body should be afforded, as much as possible, equal input into the process. All members should have the opportunity to present and amend proposals.
- [Inclusion](#): As many [stakeholders](#) as possible should be involved in a consensus decision-making process.
- [Participation](#): The consensus process should actively solicit the input and [participation](#) of all decision-makers.

Hartnett, Tim (26 April 2011). [Consensus-Oriented Decision-Making: The CODM Model for Facilitating Groups to Widespread Agreement](#). New Society Publishers. [ISBN 978-0-86571-689-6](#)

Rob Sandelin. ["Consensus Basics, Ingredients of successful consensus process"](#). *Northwest Intentional Communities Association guide to consensus*. Northwest Intentional Communities Association.

The Price of Consensus

- The achievement of consensus ... is far from simple.... It meant discussing a matter and reformulating it until no objections remained. **Our meetings were protracted and never efficient.**
- "The short and the long of creating democracy" King, Mary, Professor of Peace and Conflict Studies at the [United Nations](#) [reflecting on her time during the Civil Rights Movement as a leader of the Student Nonviolent Coordinating Committee].

Suggestions



- Expectation that everyone brings their true feedback to meetings
- Strive for maximum input during meetings and maximum unity after meetings
- Leave meetings with clarity around key decisions
- Communicate key messages consistently throughout the organization



The Role of the Leader...

- Be willing to be wrong
- Be willing to ask hard questions
- Push the group for closure around issues or to identify what they need to achieve closure
- Refrain from placing a premium on absolute certainty or complete consensus





Avoidance of Accountability

Dysfunction 4

Without committing to a clear plan of action, even the most driven team members hesitate to call their peers on actions counterproductive to the good of the team



"MISS WILCOX, SEND IN SOMEONE TO BLAME."

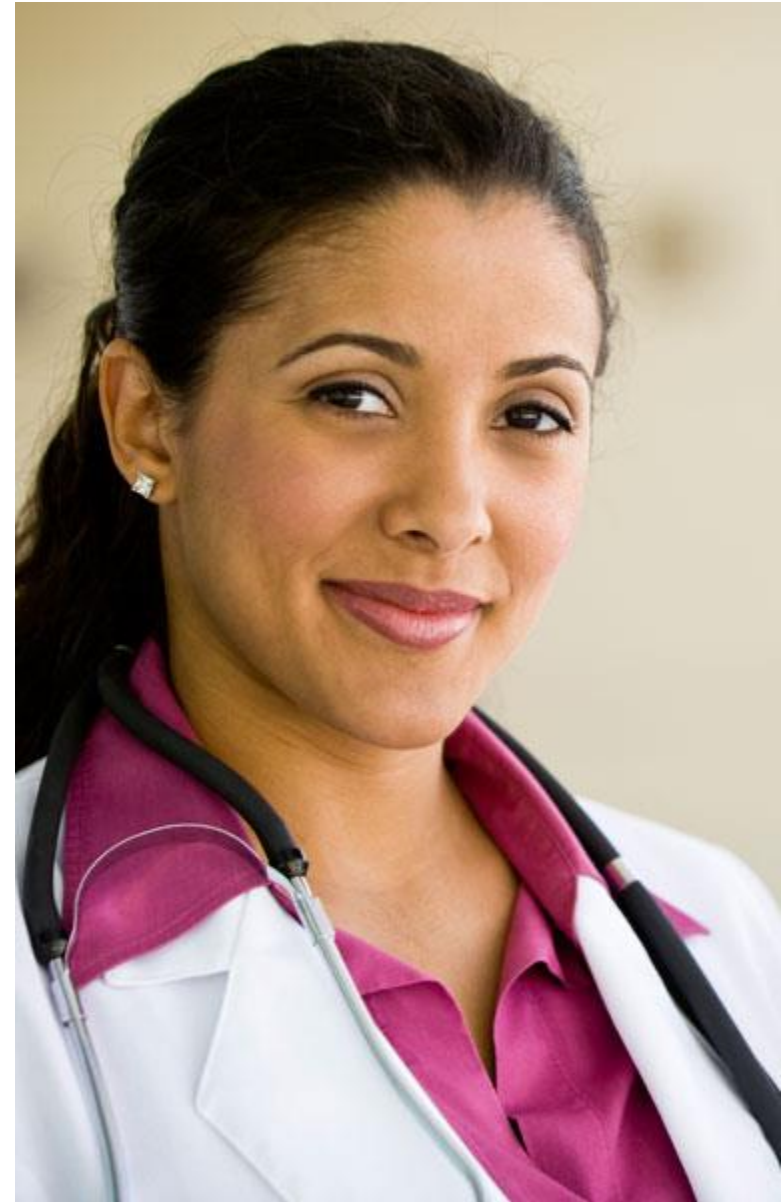


Accountability

The willingness of team members to remind one another when they are not living up to the performance standards of the group

2 weeks later

- The group meets again
- **Dr. Carson** asks how the file review is going
- **Joanie** responds quickly, saying she was unable to review her files because of competing clinical priorities
- The rest of the team has been able to score and review their files





Small Group Discussion

- Same group as last breakout group. Decide on a reporter.
- How would you respond to Joanie if you were Dr. Carson?
- What might Dr. Carson have done prior to the meeting to help Joanie meet her file review goal?
- What are some ways that you have tried or witnessed that have been helpful in holding people accountable on a team?



Report Backs



Accountability Building

- Leaders model holding people accountable, beginning with themselves!
- Meetings are the best place to practice accountability



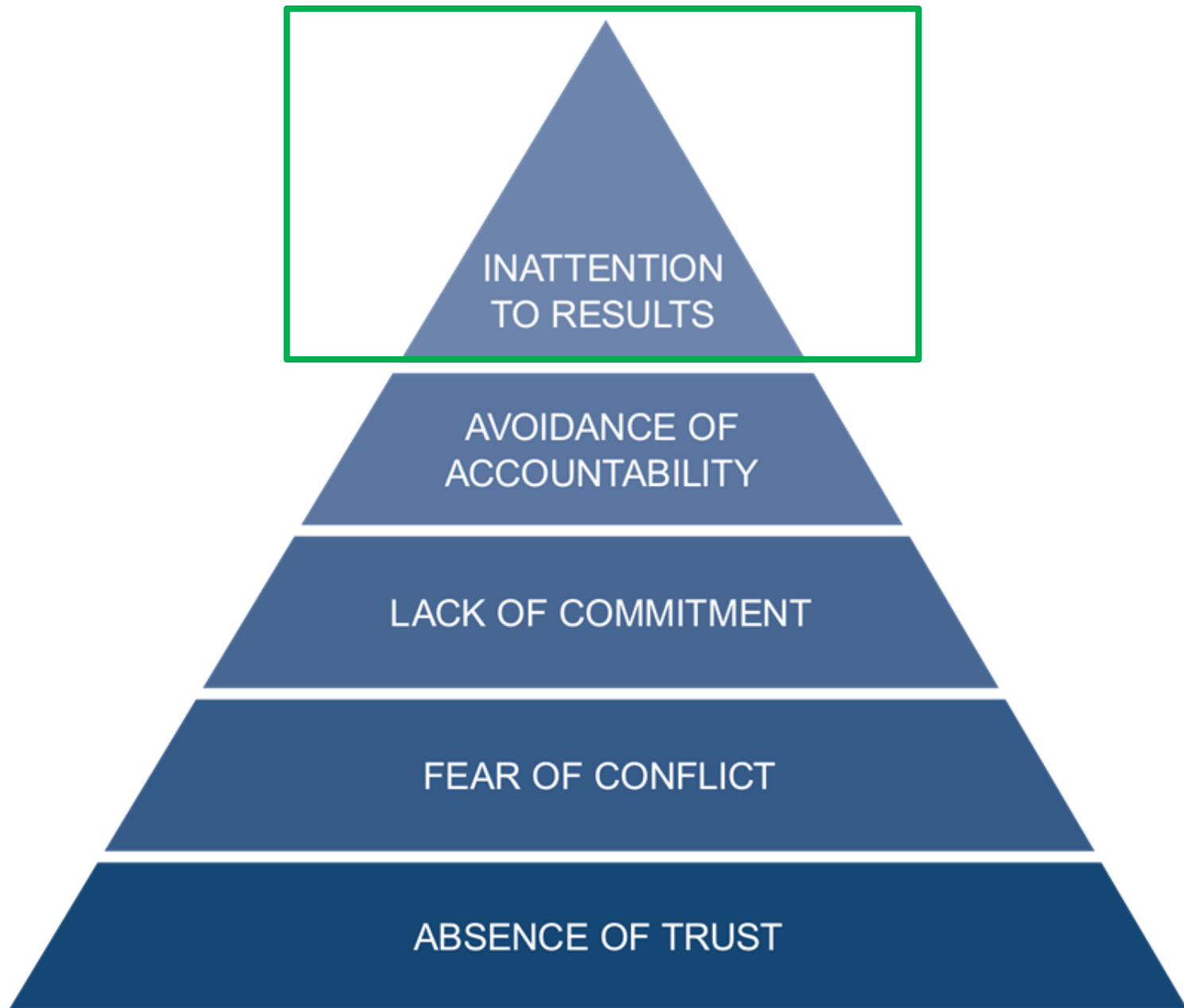
Suggestions

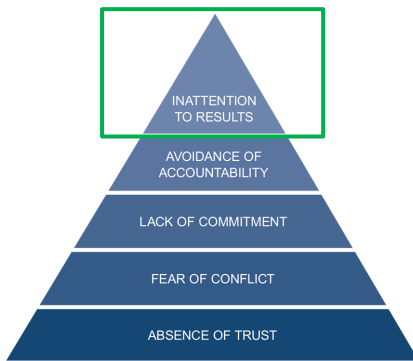
- Make goals public
- Simple and regular progress reviews
- Team rewards



The Role of the Leader...

- Allow the team to serve as the first and primary accountability mechanism
- Willingness to serve as the ultimate arbiter of discipline when the team fails itself

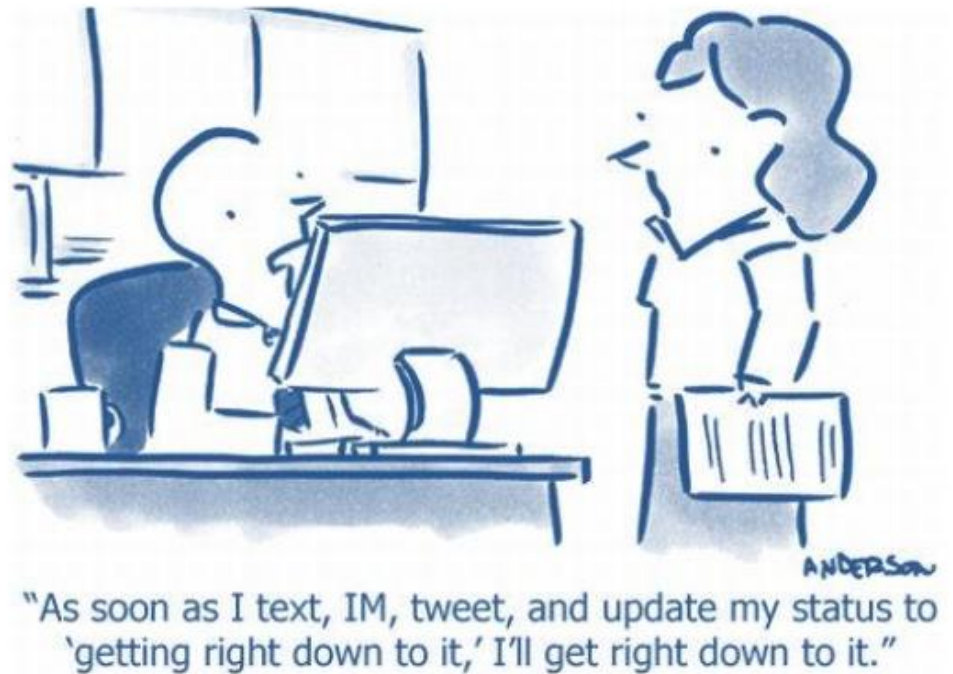




Inattention to Results

Dysfunction 5

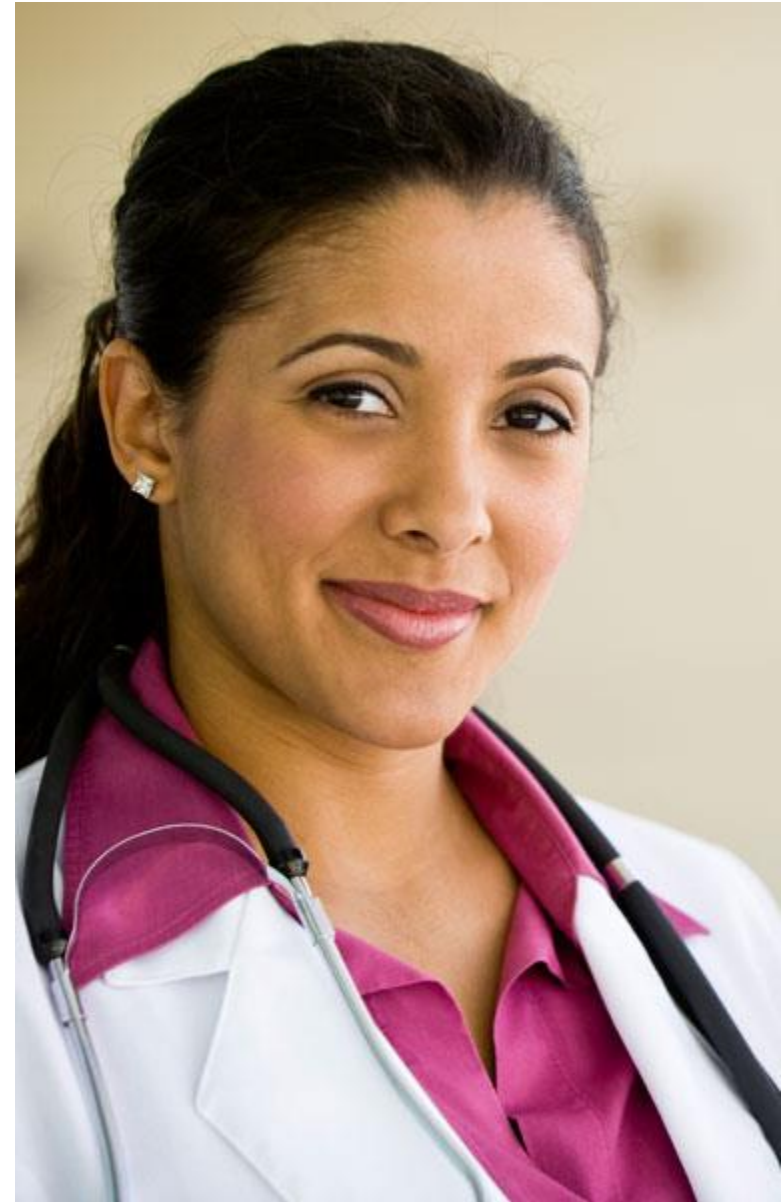
- A great team has an unrelenting focus on specific objectives and defined outcomes
- Inattention to results occurs when team members put their individual needs above the goals of the team

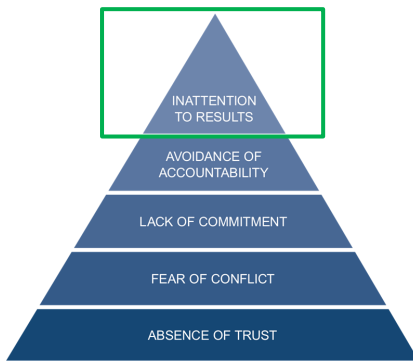


<http://cdn.arkathick.com/wp-content/uploads/2013/04/productivity-at-work-tips-social-media-distractions.jpg>

Fast Forward 3 months

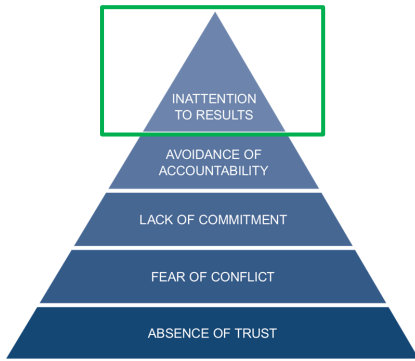
- Interviews have been completed, and it's time to make the rank list
- The program director looks at the overall demographic breakdown of the applicants, and notes that the percentage of UIM interviewees on the list is unchanged from the previous year
- He asks Dr. Carson what she thinks happened, and what she might do differently next year.



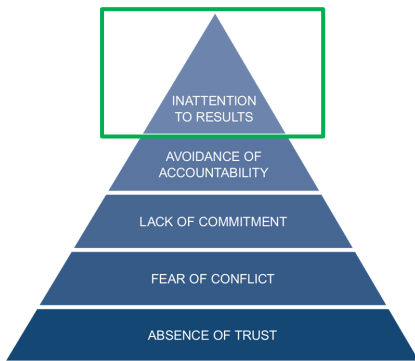


Small Group Discussion

- Same group as last breakout group. Decide on a reporter
- What are some key pitfalls Dr. Carson might identify that would explain these results?
- What are some strategies Dr. Carson can use with her team next year to help them focus on meeting their goals?



Report Backs



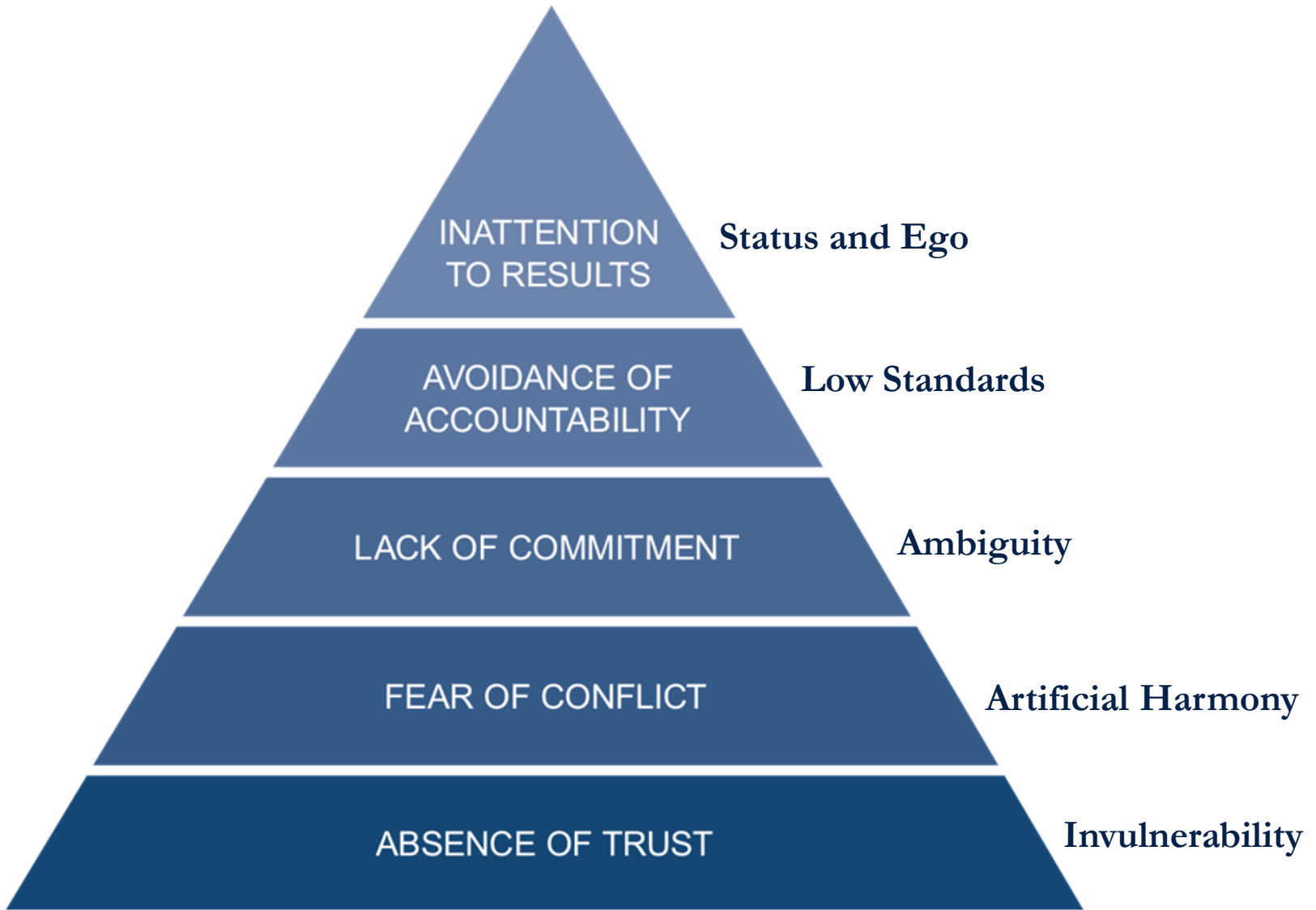
Focusing on Results

- Define success
- Teams establish their own measurement of success
- Go public with the expected results



The Role of the Leader...

- Set the tone for a focus on results (remembering that development of team members is an important part of the desired result)
- Rewards and recognition for those who make real contributions to the achievement of group goals
- Selfless and objective



The Five Behaviors of a Functional Team

- They trust one another
- They engage in unfiltered conflict around ideas
- They commit to decisions and plans of action
- They hold one another accountable for delivering against those plans
- They focus on the achievement of collective results

Final Discussion: In Academic Health Care...



- What facilitates practice of team leadership?
- What are barriers to team leadership?
- What are specific strategies we can use to overcome the barriers?
- What pearls can we come up with to help us as we think about leading teams and managing conflict?

Closing Commitment

- In light of what we've discussed, what can you do differently in order to be a more effective team leader?
- We invite you to enter your thoughts into the chat box!

Workshop Dashboard

<http://tiny.ucsf.edu/EmpowerEngage>

Please do the

-**Skills Assessment** (needs to be done for credit)

-**Evaluation**