

LEAD LIKE A NURSE

Nurse Manager Cohort

Learning Journal

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Welcome!

We know you have a tremendous amount of experience and leadership to offer as a nurse – and we're glad you're here to further develop your skills!

Lead Like a Nurse is an exploration into your own sense of mastery as a Leader. The goals of this program are three-fold:

- To support you in enhancing your confidence and competence in the areas where you feel you can most benefit from development,
- To offer concepts, tools, information and skills we know excellent Nurse Leaders use to guide their work, and
- To help you become more connected to other Nurse Leaders so you can support each other as you continue to grow, long after the program is over.

My Learning Journal is a tool to help you track your growth and evolution throughout **Lead Like a Nurse**.

You will receive **three parts** of this document, prior to the three main live virtual learning events with your cohort.

Print out the three parts of your Learning Journal and put them in your **Lead Like a Nurse** notebook for your use and reference.

- you will not turn most of it in, so you can be candid as you complete it.
- you may wish to share portions of it with your mentor and manager.
- At the completion of the program we will ask you to email us a couple of pages that will be in your Learning Journal at the end of Part Three.

We are excited to be on this journey with you!

*The **Lead Like a Nurse** Program Team*



How to Use 'My Learning Journal'

Using Your LLAN Learning Journal is easy. It involves three steps:

1. At the Launch of the Program

Before our first meeting, we will ask you to complete two surveys:

- Personal Learning Goals for Lead Like a Nurse
- "Before" Knowledge for Lead Like a Nurse

2. Throughout the Program

Each month,

- Meet with your mentor and your manager.
- Focus on the three key learning goals you identified when you completed Personal Learning Goals for Lead Like a Nurse
- Discuss any next priorities to cover on the Possible Topics to Address with Your Manager or Mentor, pages 7 – 8.
- Complete any curated self-learning events for that month.
- Complete that month's **Check-in**, on the correct pages of My Learning Journal.

3. At the End of the Program

- Complete any outstanding notes in your Check-in entries, for each month.
- Retake the survey Personal Learning Goals for Lead Like a Nurse to assess how you feel your skills and experience levels have changed.
- Take the survey "After" Knowledge for Lead Like a Nurse.
- Complete Wrapping Up Your Learning Journal at the end of Part Three.
- Complete the program attestation link you will receive from the Learning Management System, noting that you have completed My Learning Journal and have sent closing pages to NHoward@phs.org.

We hope you will be in touch with your colleagues throughout the program!

My Learning Goals

You probably have a few top personal goals for the **Lead Like a Nurse** Program. For example, you may wish to increase your confidence – or become better at dealing with conflict – or feel more skilled at presenting – or any one of a million other goals that are specific to you!

At the Launch of the Program

- Prior to the first session, you will complete the survey called Personal Learning Goals for Lead Like a Nurse. At the end of the survey, please select the option to receive an email receipt. Then use the link in the email receipt to print out your copy of the survey for use during the program.

- Use your copy of the survey and write your top three goals for the Lead Like a Nurse program.

  My personal leadership learning goals are:

1. _____

   _____

   _____

2. _____

   _____

   _____

3. _____

   _____

   _____

Maximizing My Learning Experience

To complement your learning goals:

- Use this space to record any additional wishes you have for attending this program.
- Identify what you might need to adjust so that you can fully participate in the program.
- You also might want to reflect on all that you have learned and accomplished this year to acknowledge and celebrate your efforts!

Possible Topics to Address with My Manager or Mentor

This is a list of topics which may be relevant to you in your role as a Nurse Leader. Please fill in your current level of skill in each area and identify who you may wish to consult for more information on each topic.

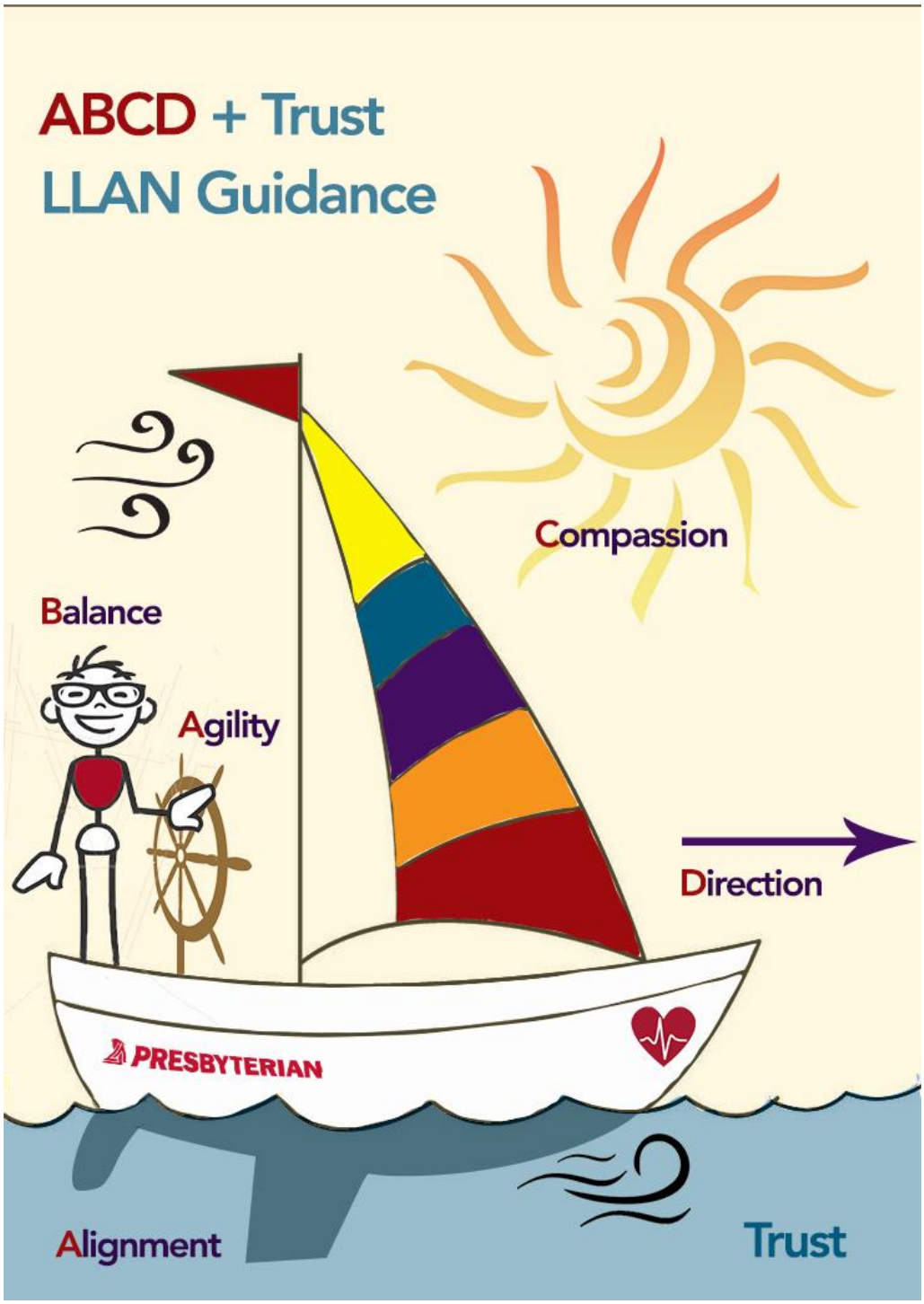
Topic Areas	**Your Skill Level?** Beginning, Intermediate, Advanced, or Expert?	**Discuss With?** Manager, Mentor, No-one?
Establishing Good Relationships with your Team		
Daily Management System		
Regular Meeting Types		
- Huddles		
- Area meetings		
- Rounding with staff and patients		
- Staff meetings		
Regular Communications to Staff		
- Weekly messaging		
- Daily Management System		
- Days since last_____		
Procedures		
With Employees		
- Hire Right and other Hiring Procedures		
- Employee Files		
- Maintaining Licenses and Certifications		
- Performance Reviews		
- Corrective Action		
- Resignations – voluntary and involuntary		
Scheduling and Resourcing – use of API and My Time		
HCAHPS		
Financial		
Narcotic Division		
Required EPIC documentation		

Topic Areas	**Your Skill Level?** Beginning, Intermediate, Advanced, or Expert?	**Discuss With?** Manager, Mentor, No-one?
Procedures, continued		
Joint Commission Readiness		
Audits		
CPL		
Preceptor/Mentor Stipends		
BSN Stipends		
Quality Complaints		
Midas Risk Events		
Turnover – Total and first year		
Software Systems		
Tableau		
I-Round		
EPIC		
PresNet		
PresSource		
How2OnDemand		
Other		
Patient Experience		
HCAHPS – 3 Reports		
- Bedside shift		
- Purposeful hourly rounding		
- Overall		
Presbyterian Strategy, Commitments, and Culture		
Elevate Strategy		
- Promise		
- Thrive		
- Grow		
CARES Commitments		
Just Culture		

Notes:

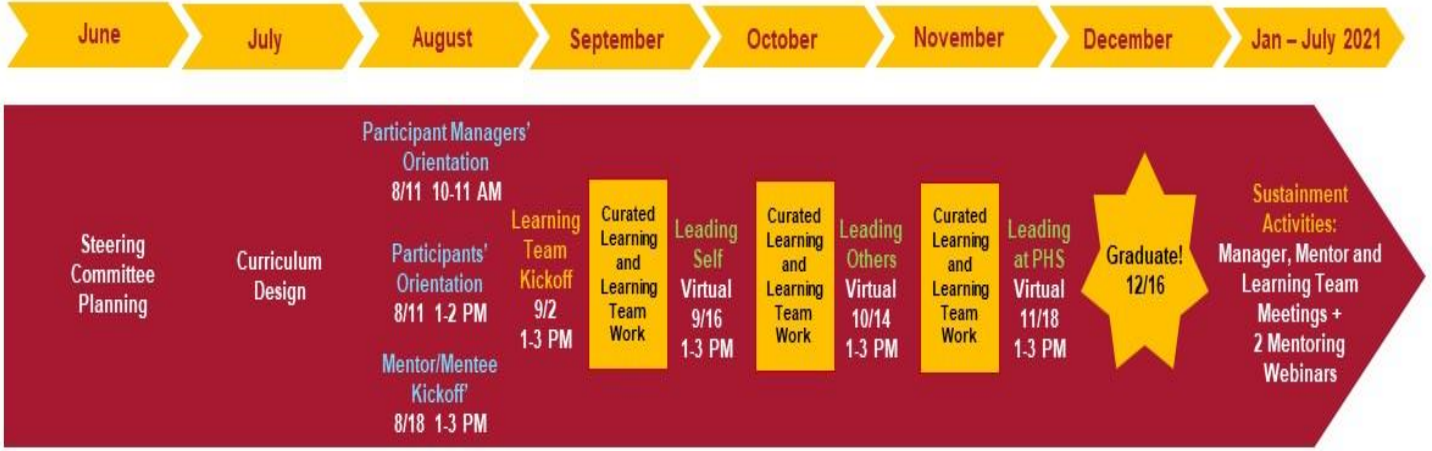
Participants' Orientation

Program Overview



Program Journey

Nurse Leaders: Lead Like a Nurse Curriculum



Program Highlights

Mentor and Manager Support

Why:
Provide expert support for participants to address individual leadership learning needs.

How:
- Monthly meetings with a mentor and manager in-person or virtually, working on needs identified by the participant and their mentor and manager.
- Sustainment continues into 2021.

Learning Teams

Why:
Offers ongoing peer support and an opportunity to share experiences and learn from each other.

How:
- Monthly meetings with a learning group of 3 – 4 people.
- Optional sustainment of these meetings continues into 2021.

Curated Learning Activities + Learning Team Work

Why:
Delivers self-paced key program content and helps learners process and integrate their learning in between live sessions.

How:
- Offers a variety of resources as core content to prepare for live sessions.
- Provides a Learning Journal for tracking and integrating learning.

Interactive Live Virtual Sessions

Why:
Supports processing of self-paced learning and fosters networking relationships across the organization for ongoing support.

How:
- Three 2-hour interactive, live, virtual meetings with breakout sessions and opportunities for sharing and personal reflection.

Supporting Programs - to be taken in 2020-2021

Development Programs Include: LEO | Relations | LEAD 5 | Crucial Accountability

Program Guide

Learning Activity	Description	Learning Outcomes	Who it's For	Dates and Times
Participant Managers' Orientation	A 1-hour introduction to the LLAN program	• Understand the goals, foundational concepts, and parts of the program • Understand the manager's role	Managers of Participants	8/11/2020 10 – 11 AM
Participants' Orientation	A 1-hour introduction to the LLAN program	• Understand the goals and parts of the LLAN program • Understand the participant's role	Participants	8/11/2020 1 – 2 PM
Mentor/ Mentee Kickoff	A 2-hour overview of the LLAN mentoring program	• Understand the goals and structure of the LLAN mentoring program • Understand DiSC styles to help build strong mentor/mentee relationships	Participants and Mentors	8/18/2020 1 – 3 PM
Curated Self-Guided Learning Activities, Part One	Assigned activities for participants to complete before the Learning Team Kickoff	• Complete the self-guided activities for the Learning Team Kickoff	Participants	Between 8/11/2020 and 9/2/2020
Learning Team Kickoff	A 2-hour launch of the Learning Team each participant will work with during LLAN	• Get set up as a Learning Team for the program • Work together to review assigned self-guided learning activities	Participants, in small groups	9/2/2020 1 – 3 PM

Learning Activity	Description	Learning Outcomes	Who it's For	Dates and Times
Curated Self-Guided Learning Activities, Part Two + Mentor and Manager Meetings	Assigned activities for participants to complete before *Leading Self*	• Complete the self-guided learning activities for the *Leading Self* live virtual event • Meet with the Manager and Mentor	Participants	Between 8/11/2020 and 9/16/2020
Leading Self	A 2-hour live, virtual event focusing on the importance of leading self for increased authenticity and confidence	• Understand how self-awareness, self-compassion and personal balance are essential to great leadership • Develop self-insight through the Emotional Intelligence Appraisal and revisiting values	Participants	9/16/2020 1 – 3 PM
Curated Self-Guided Learning, Part Three + Mentor and Manager Meetings	Assigned activities for participants to complete before *Leading Others*	• Complete the self-guided learning activities for the *Leading Others* live virtual event • Meet with the manager and mentor	Participants	Between 9/16/2020 and 10/14/2020
Leading Others	A 2-hour live, virtual event focusing on building inclusive, high performing teams	• Learn the elements of becoming a trusted leader • Recognize your conflict approaches and develop strategies for addressing challenging situations	Participants	10/14/2020 1 – 3 PM

Learning Activity	Description	Learning Outcomes	Who it's For	Dates and Times
Curated Self-Guided Learning Activities, Part Four+ Mentor and Manager Meetings	Assigned activities for participants to complete before *Leading at Presbyterian*	• Complete the self-guided learning activities for the *Leading at Presbyterian* live virtual event	Participants	Between 10/14/2020 and 11/18/2020
Leading at Presbyterian	A 2-hour live, virtual event focusing on operating with a One Presbyterian mindset	• Create a motivated team that aligns with our Purpose and CARES behaviors • Understand how to cultivate supportive relationships within the organization that will help the Leader and team thrive	Participants	11/18/2020 1 – 3 PM
Wrap-up Learning Activities	Assigned and self-determined activities for participants to wrap up their participation in the core program activities of LLAN	• Prepare for graduation • Support assessment of learning	Participants	Between 11/18/2020 and 12/16/2020
Graduation	Bring closure to the core portion of the LLAN program and celebrate	• Celebrate and reflect on learning	Participants Managers Mentors	12/16/2020 1 – 3 PM

Learning Activity	Description	Learning Outcomes	Who it's For	Dates and Times

Sustainment Activities	Sustain and deepen learning	• Continue to meet with the manager
		• Continue to meet with the mentor
		• Participate in optional, recommended learning events, such as:
		  ○ RELATIONS
		  ○ Crucial Conversations
		  ○ Crucial Accountability
			Participants	12/16/2020 – July 2021

Mentoring Support Webinar 1	Review mentoring conversations and reflect on how to deepen the relationship	• Reflect on mentoring experience • Identify options for ongoing use of mentoring in support of development	Mentors and Mentees	10/28/2020 1 – 2 PM
Mentoring Support Webinar 2	6 Elements of a Leadership Mindset	• Reflect on personal strengths and learning edges • Identify priorities for ongoing personal development	Mentors and Mentees	1/20/2021 1 – 2:30 PM

Notes:

Mentor/Mentee Kickoff

DiSC Style Reflections

1. What struck you the most when you read your DiSC style report?

2. What was most helpful or enlightening for you?

3. What didn't seem quite like you?

4. What would you like to explore further with your Learning Team or Mentor about DiSC?

For Get-to-Know-You Breakout Sessions

This activity will be shared with your mentor at the Mentor/Mentee Kickoff session. Please have your Learning Journal with you at the Kickoff.

1. Where did you grow up?

2. How many siblings do you have, and where do you fall in the sibling order?

3. What was an important or unique circumstance you experienced during your childhood?

4. What else would you like to learn about your Mentor?

Working with Your Manager vs. Your Mentor

The **Lead Like a Nurse** Mentoring portion of the program is an essential part of helping you grow as a nurse leader.

Mentoring and coaching from your manager are two ways of working with you to achieve a specific set of goals. Both are essential to your success within PHS. However, mentoring plays a major role in a larger professional perspective, towards your overall growth as a leader.

In this program, you will work with both a mentor and your manager who have overlapping opportunities to guide and help you achieve success. However, the goals and approach of these two advisors are somewhat different.

Below are a few points to help you think about how you are likely to work with your manager vs. your mentor during this program.

Mentors Guide, Managers Set Targets

Manager	Mentor
• Focus is on achieving organizational and departmental goals. • Advice aligns with organizational vision.	• Focus shifts to personal and career growth. • Emphasis is on sharing knowledge and experience.
• Might delay or restrict a learning opportunity if it conflicts with the organization's expectations.	• Never restricts the exploration of new avenues for learning if this helps with career growth and stretching towards aspirations.

"A mentor is someone who allows you to see the hope inside yourself."
-Oprah Winfrey

Mentoring is Personal, Management is Work

Manager	Mentor
• Manager/employee relationship is a guided by company policies. • Scope of a manager's role is limited by the organization's business targets.	• Mentoring is an informal agreement between a mentor and mentee. • Scope extends beyond organizational structure, not limited by current role.
• A manager trying to fit themselves into the role of a mentor may face a conflict of responsibilities for self and employee. • A manager must keep focus on the team's potential to achieve targets.	• A mentor does not have conflict of responsibilities towards their mentees. • The mentor can address personal issues that are restricting a mentee from achieving their goals.

Communication is the key

Manager	Mentor
• Authoritative figure for job guidance, feedback and performance review.	• Guidance targeted to help a mentee stay focused on their long-term goals.
• Formal arrangement leads to employees potentially wanting to hide their weaknesses from the manager.	• Open and candid communication is a key element in a mentor-mentee relationship. • Entire purpose of the relationship is to openly talk about your shortcomings and learn how to overcome them.

In the LLAN program, your focus is on growth, whether it is supported by your manager or guided by your mentor. Mentors can be of great help in achieving broad professional goals, while managers can help you focus on the immediate tasks that are elemental contributors to the bigger picture. Both are essential to your success.

Mentor Meet-Up Suggested Agenda

Agenda	Conversations
Start of Each Meeting (Past Focus)	• What did we discuss at our last meeting? • How do we feel about it, are there things we might have said/done differently now that we have had time to think about it? • Review any action items that you both agreed upon. • Highlight key insights since the previous meeting.
Majority of Each Meeting (Current Focus)	• Share what you would like to focus on for this session. Come to the session with some topic areas and questions. • Provide an update on your leadership goals. • Select a question from the following list to explore if time allows.
Ending Each Meeting (Future Focus)	• Agree on actions to be completed before the next meeting. • Discuss expectations regarding open and honest feedback with one another and ask for that feedback at the end of every meeting. • Identify focus for the next meeting • Schedule your next meeting.

Adapted from: American College of Healthcare Executives Mentee Guide.

Questions to Ask Your Mentor

These are sample questions to further cultivate your relationship with your mentor. For the best flow with your mentor, don't ask all of the questions at one time. Instead, find appropriate times to weave the questions into your normal conversations naturally. You can even send an email to ask one specific question every week or month.

Take time to digest the responses that you receive and to apply the answers to your life and work as appropriate. You will receive feedback related to the changes you are making in your life and your work. Ensure you follow up by sharing your successes and failures with your mentor. Remember, the only dumb question is the question you have in your mind that you don't ask. Take advantage of the experience and insight that your mentor has to offer.

1. **How did you get where you are today?** Chances are you would like someday to be where your mentor currently is in their career. Hearing their story can help you in writing your own.

2. **What qualities do you look for in the people you hire?** Someday at an interview, you will probably find yourself face-to-face with someone very similar to your mentor. While you have the opportunity now, get the scoop on what someone your mentor is really looking for.

3. **What do you see as upcoming trends in our industry?** Your mentor probably has more experience than you do. Their input can help you consider in advance what you may be facing in the future.

4. **How do you manage work/life balance?** With a demanding career, it sometimes seems impossible to separate your job from your personal life. Your mentor probably has some tricks up their sleeve about how they get the most out of their personal time.

5. **How should I approach my manager about _____?** When you want to propose a new idea or tell your manager about an issue, it is often not what you say, but how you say it. You mentor's previous experiences will help you find the most effective approach to arrive at the best outcome.

6. **What do you like most about your career?** This question can yield important insight, especially if you are thinking about switching careers or are not sure about what your next career step should be.

7. **What characteristics or skills set you apart from your peers and enabled you to be so successful so quickly?** Mentorship is all about developing skills that will help advance your career quickly and more effectively - who better to learn this from than your mentor?

8. **How was your weekend?** Getting to know your mentor on a personal level in relationship to their hobbies and interests is an important part of the mentor to mentee relationship. Feel free to share stories as you form both a friendship and professional relationship with your mentor.

Adapted from: AwnyMentoring, 2010.

Notes:

Learning Team Kickoff

Learning Team Quick Guide

What is a Learning Team?

A Learning Team is a collaborative subgroup of a larger cohort whose function is to augment the learning experience through participants' exploration and application of the course material. Learning Teams reinforce learning the competencies of the program while incorporating different perspectives, knowledge, and skill sets.

Purpose of a Learning Team

- Allows participants to broaden and deepen their understanding of concepts explored in the learning environment.
- Supports participants' growth and development towards becoming more effective leaders and members of workplace teams.
- Serves as a vehicle for reflection, helping participants make sense of and apply new knowledge.
- Provides a sense of community and support that is invaluable in helping participants cope with the challenges of balancing the LLAN program with other work-life demands.

Benefits of a Learning Team

- Opportunity to learn from each other
- Places focus on strengths of individual team members
- Creates opportunity to work towards common goals
- Allows for the sharing of new ideas and ways to implement strategies
- Supports transfer of learning from the program into the workplace
- Builds collegial relationships and ongoing support

Microsoft TEAMS

You will be invited to subscribe to a *LLAN Nursing Managers Cohort 1 TEAMS* site which will serve as a conduit to share files, announcements and other important documentation with LLAN participants. Within that site, there will be a "channel" for each Learning Team and only members of that team will have access to that channel. The Learning Team channel should be used to post the Team Charter and to share other working documents, as well as communicate with the team on an ongoing basis.

Team Charter

During the Learning Team Kickoff, team members will work collaboratively to develop and complete the *Learning Team Charter*. Use the form that follows in this Learning Journal to create your charter.

Once the Learning Team Charter is complete and agreed upon, each team member should receive an electronic copy of the charter. Please also submit an electronic copy to the LLAN facilitator no later than one week after the Learning Team Kickoff and post it to your Learning Teams channel within the MS TEAMS site.

Learning Team Charter

Our Team Name:	
Contact Information Name/email/phone	**Best Times for Meeting/Connecting:**
1.	
2.	
3.	
4.	
Sample Operating Principles (Ground rules) • *We create the space for everyone to share equally* • *We hold to our commitments* • *We listen and ask questions for clarification instead of judging* • *If one person is absent, they are responsible for catching up*	**Our Operating Principles:**
Contributions • Our strengths and experiences that could aid in the success of the learning team.	**Our Strengths and Experiences:**

Learning Team Charter continued next page.

Collaboration • How will we handle conflict? – *When conflict arises, we will practice with our learning tools and address each other with respect* • How will we provide feedback?	**How We Will Collaborate:**
Meeting Schedule • How often will we meet? • When will we meet? • Create a rotating facilitator schedule.	**Our Meeting Schedule:**
Learning Goals • Share our learning goals for the program and team goals. • How will this team experience be fruitful and different from past team experiences?	**Our Learning Goals:**

Coaching Tips to Support One Another

- Let your team know what you need in terms of coaching or support
- Provide positive feedback and reinforce new learnings
- Be specific and provide examples for constructive feedback
- Acknowledge the feedback and support you receive
- Remind each other that it is okay to not be perfect
- Ask before you tell:
  - What are you trying to accomplish?
  - What might the other person be thinking or feeling?
  - What else might you do?
  - What would happen if you … ?
  - Have you considered….?
  - What might be getting in your way?
- Listen and probe further before discounting
- Check for understanding
- Coach on facts and perceptions
- Acknowledge resistance, name it, then work through it
- Slow down your thinking and reacting
- Check yours and each other's assumptions
- Try new behaviors where it is safe to "fail"

Sample Agenda for the First Learning Team Meeting

First Meeting	Possible Agenda Items	Facilitator
60 minutes	**Setting up our Learning Team** 1. Select a facilitator and timekeeper 2. Get to know one another by sharing *Who Am I?* exercise (Learning Journal page 33) 3. Complete Learning Team Charter for submission (Page 29)	
60 minutes	**Preparing for our first Virtual Session** Activities to review are listed on the following page. 4. My Leadership Journey - follow instructions on the worksheets pages 34 – 36. (30 minutes) 5. Share the types of challenges you face in your role and are hoping to develop competencies around, page 37. (15 minutes) 6. Schedule next Learning Team Meeting- agree on time, date, who will facilitate, and assign someone to set up the meeting. (5 minutes) 7. Discuss any other preparation or exercises you have completed so far. (10 minutes)	
Ongoing Meetings	• Quick check-in with each person to celebrate successes, and identify any challenges they would like to address with the team, as well as support needed • Create the meeting agenda • Review and discuss learning assignments	

"Many ideas grow better when transplanted into another mind than the one where they sprang up."

-Oliver Wendell Holmes

Learning Team Kickoff Activities for "Leading Self" Session

In preparation for each virtual learning event, you will complete several, self-paced activities that will include watching videos, taking assessments and completing short exercises. Some of these you will discuss with your learning team, and others you may go over with your manager and/or your mentor. This curated, self-learning will support you in getting the most out of each live, virtual learning session with your entire cohort. You'll have the opportunity to share your insights and ask questions at each virtual session.

Leadership is an internal journey. It requires emotional intelligence and a strong drive to help move others in a positive direction. Self-awareness is foundational to leading from within. The preparatory exercises for the "Leading Self" session will help you gain valuable insights for leading yourself, in your life, and at work.

Activities to complete prior to your Learning Team Kickoff meeting

See worksheets on the following pages. You will be sharing your responses during the Learning Team Kickoff meeting.

1. Complete the *Who Am I?* worksheet, page 33.

   You will discuss this activity with your Learning Team and share your headline statement at the Leading Self session.

2. Create Your *Leadership Journey*, pages 34 – 36.

   The purpose of this exercise is for you to reflect on how your past experiences have prepared you for your current leadership role.

3. Identify *Challenges of Being a Nurse*, page 37.

   Share your challenges, what you've learned about your resiliency and questions you are bringing into the program.

"I am still learning."

-Michelangelo at age 87

Who Am I?

Describe your personality in 5-7 words:	How would people close to you describe you?
List three strengths you bring to your work:	What side of you do you seldom show to others until they get to know you?
What gives you a sense of satisfaction or joy? (accomplishing a challenging project, helping out, creating something brand new, developing others, etc.)	What are your top hot buttons? (I get angry when...It's rude when...I feel offended when...it makes me crazy when...I don't like it when people...)
"If I could change one attribute about me it would be..."	"My leadership motto is...."

From what you've written above, pull out a one or two-sentence "headline" statement of who you are which you can share at the Leading Self session.

_____

_____

Exercise: My Leadership Journey



This exercise helps you explore the various ways you have stepped into leadership roles throughout your life. Use symbols, images, and words to capture your leadership path.

- Think about early experiences: In what types of situations did you find yourself serving as the leader?
- Think of trying times: What key lessons have you learned from failures and successes?
- Think about how you have overcome obstacles.
- Think about how you have influenced others.

Jot down notes here. Use the following page to map out your journey.

Sketch of My Leadership Journey

Sketch out your leadership journey here. You may wish to create a timeline, or a curving river flow, or some other representation of "milestones" that works best for you.

My Leadership Journey: Learning Team Discussion

Total time for each person, including sharing and listening to feedback, is about 8 minutes. The whole exercise should take about 30 minutes for four Learning Team members, including transition time.

Instructions

1. Take turns showing your visual of your leadership journey and sharing highlights.
2. Each person shares for 4 minutes.
3. While listening to each teammate:
   - try to identify the principles and values that drove that person's leadership behavior and the personal characteristics they relied on to support their efforts.
   - note how they turned challenges into lessons.
   - keep an open heart and mind.
4. After each person shares, each other team member takes 1 minute to reflect upon what they heard.
5. Use this page to capture what your team members say about your journey.

Principles & Characteristics	Values
Challenges	**Lessons Learned**

Challenges of Being a Nurse Leader

During "normal" times, leading can be challenging. We have been living in unprecedented times. What has been particularly challenging that you are hoping this program can help with?
For example, dealing with uncertainty of supplies, staffing issues; motivating tired staff, etc.

1. Challenges I face:

2. What I've learned about my resilience at this time?

3. Questions I'm coming into this program with …

Notes:

Session One: Leading Self

Self-Guided Work to Complete Before the "Leading Self" Session

See worksheets on the following pages.

1. Take the Emotional Intelligence Appraisal. You will find access information in the book ***Emotional Intelligence 2.0*** which we have provided.

2. Read Chapters 1 through 4 in ***Emotional Intelligence 2.0*** (pages 1 through 59)

3. Optional: Watch the video: Emotional Intelligence: How Good Leaders Become Great, 33 minutes. https://www.youtube.com/watch?v=HA15YZlF_kM

On the following pages of your Learning Journal:

4. Complete the *Emotional Intelligence* reading and exercises, pages 41 – 46.

5. Complete the *My Values* exercises, pages 47 – 48.

6. Complete *Reflections on My Leading Self Exercises*, page 49.

7. Complete the *Check-in for September*, on pages 60 – 61.

8. As your time allows, review the additional Learning Resources on pages, 50 – 58.

"Leadership Development is Self-Development."

-John G. Agno

Emotional Intelligence Definitions

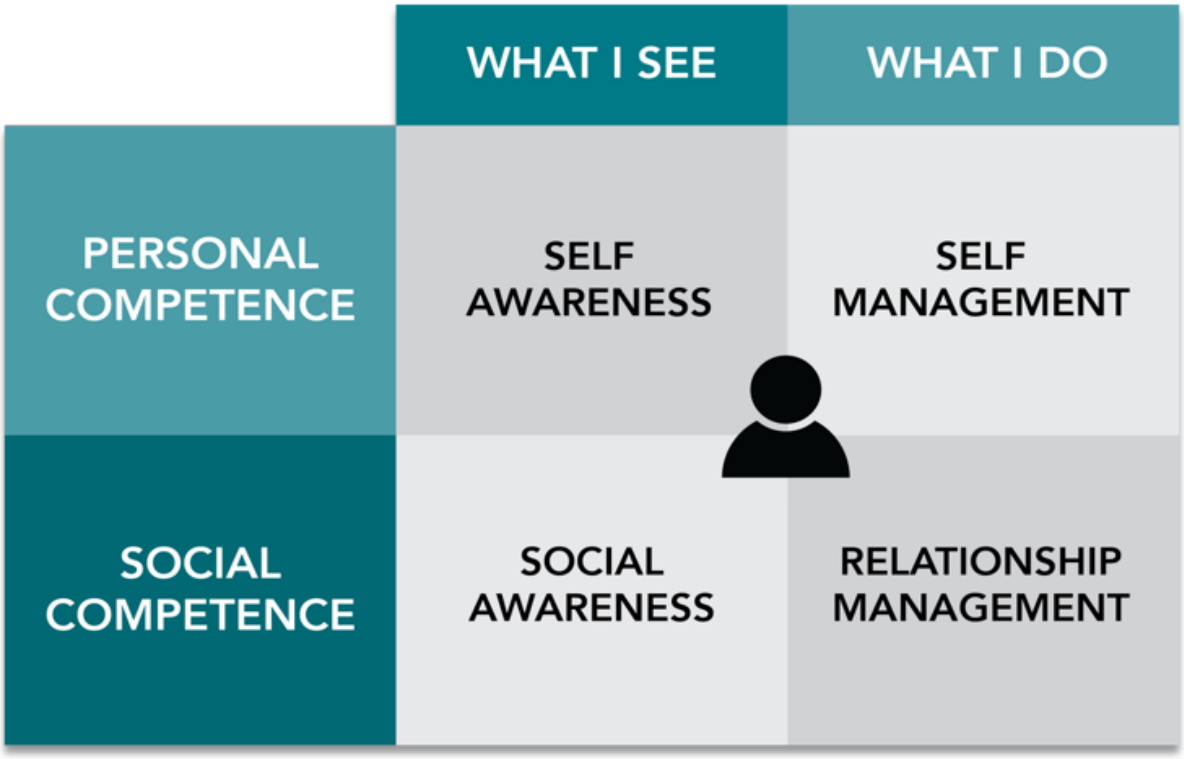
Emotional Intelligence refers to an ability to identify, assess, and manage our emotions, internally as well as with others. Emotional Intelligence has two parts:

1. Emotion refers to a feeling state, which may include both physiological responses and cognitions that convey information about both intra- and inter-personal relationships.

2. Intelligence refers to our capacity to reason about the emotional information we perceive within ourselves or with others.

"…your ability to recognize and understand emotions in yourself and others, and your ability to use this awareness to manage your behavior and relationships."

Travis Bradberry & Jean Greaves in *Emotional Intelligence 2.0* looks at EI as four skills:



The Range of Emotions*

Recognizing the range of possible emotions and being mindful of the emotions you are experiencing are the starting points along the path to thriving with emotional intelligence. This list provides words to describe feelings within five core emotional areas.

1. Reflect on a recent day; review how you felt throughout the day, from waking up to ending your day.

2. Draw a circle around the emotions you experienced from the moment you woke until you went to sleep. Write in additional words to capture other emotions in the space provided.

3. What do you notice about the range of emotions you experienced?

Intensity of Emotions	GLAD	SAD	MAD	SCARED	SHAME
Strong	Elated Excited Fired up Passionate Thrilled _____	Depressed Disappointed Hurt Left out Hopeless _____	Furious Enraged Aggravated Irate Betrayed _____	Terrified Horrified Panicky Frantic Fearful _____	Sorrowful Remorseful Unworthy Disgraced Dishonored _____
Medium	Confident Cheerful Grateful Relieved Satisfied _____	Heartbroken Upset Distressed Regret Somber _____	Upset Annoyed Frustrated Agitated Disgusted _____	Frightened Threatened Insecure Uneasy Shocked _____	Apologetic Guilty Embarrassed Secretive Inferior _____
Mild	Content Pleasant Fine Mellow Pleased _____	Unhappy Moody Sorry Lost Dissatisfied _____	Perturbed Uptight Dismayed Irritated Touchy _____	Cautious Apprehensive Nervous Worried Unsure _____	Bashful Ridiculous Regretful Uncomfortable Pitied _____

*Adapted from: http://juliahwest.com/prompts/emotion_intensity.html; and Bradberry, Travis and Jean Greaves. *Emotional Intelligence 2.0*. TalentSmart, 2009.

Optional Video: How Good Leaders Become Great

Emotion: "A mental state that arises spontaneously rather than through conscious effort and is often accompanied by physiological changes." - American Heritage Dictionary

> *"Emotional Intelligence is the ability to make healthy choices based on accurately identifying, understanding and managing your own feelings and those of others."*
>
> Mitchel Adler, Psy. D.
> UC Davis Executive Development Program
> https://www.youtube.com/watch?v=HA15YZlF_kM

The Three Secrets

1. We have to know what triggers our emotions.

2. We have to get clear on how our feelings manifest in us.

3. We have to recognize how we cope with stress and how we manage our emotions, as well as be familiar with our repertoire of self-care skills.

"Between stimulus and response, there is a space. In that space lies our freedom and our power to choose our response. In our response lies our growth and our happiness."
- Viktor Frankl

Managing My Emotions

1. What are some of your key triggers, both positive and negative, at work?

   Examples: Receiving a thank you email. When an important supply is missing. When you are trying to make a point, and someone cuts you off.

2. What have you noticed as the impact on others, when someone's emotions have not been managed well?

"I am still determined to be cheerful and happy, in whatever situation I may be; for I have also learned from experience that the greater part of our happiness or misery depends upon our dispositions, and not upon our circumstances. "
- Martha Washington

My Emotional Patterns

List three emotions you want to explore. Identify how those emotions affect you physically, mentally and behaviorally.

Emotion	What happens physically in your body?	What are you thinking?	How do you act when you feel that way?
Example: Anxious	I get a nervous feeling in my stomach. I don't want to eat. I pull my shoulders up towards my ears especially when I am driving.	*I should have allowed more time.* *I want to do an excellent job.* *Don't interrupt me!*	I'm short with people. I come across more uncertain and can appear distracted, bossy or uninterested. I appear less confident.

Strategies to Increase My Emotional Intelligence

Identify some strategies to enhance your emotional intelligence. Use the information from the completed worksheet "My Emotional Patterns" to identify areas you wish to address.

Self-Awareness	Self-Management
Social Awareness	**Relationship Management**

One thing I will focus on for the next six weeks:

Clarifying My Values

Values are those beliefs, principles and views that we hold deeply. Our values shape our actions and the decisions we make. It is important to review our values often and check to see if we really are acting according to our true beliefs. People see your actions, not your intentions.

Step 1: "What I value most…"*

From the following list of values (both work and personal), select the ***ten*** that are most important to you—as guides for how to behave, or as components of a valued way of life. There is room to add any values that are not on the list.

Step 2: Elimination

1. Now, imagine that you are permitted only five values. Which five would you keep? Circle those.

2. Now, imagine you can only keep three values. Cross-out the two you would give up.

3. If you had to select only one item, which value do you most care about?

Step 3: Reflection

1. What do your top three values mean to you? How well are you living in alignment with them?

2. Of the three values you selected to keep, how do they show up at work? In what ways do these values impact your decision-making?

3. If your direct reports were asked which three values are most important to you as a leader, how would they answer?

* Source: Peter Senge, Art Kleiner, Charlotte Roberts, Richard B. Ross, Bryan J. Smith; *The Fifth Discipline Fieldbook,* New York: Doubleday; 1994.

My Values List

___ Achievement
___ Advancement & promotion
___ Adventure
___ Affection (love and caring)
___ Appreciation/Acknowledgment
___ Arts
___ Change and variety
___ Challenging problems
___ Community
___ Competence
___ Close relationships
___ Cooperation
___ Country
___ Competition
___ Creativity
___ Decisiveness
___ Democracy
___ Economic security
___ Effectiveness
___ Ecological awareness
___ Ethical practice
___ Excellence
___ Efficiency
___ Expertise
___ Excitement
___ Fame
___ Fast-paced work
___ Financial gain
___ Fast living
___ Friendships
___ Freedom
___ Growth
___ Helping other people
___ Helping society
___ Having a family
___ Honesty
___ Independence
___ Influencing others
___ Integrity
___ Intellectual status
___ Inner harmony
___ Job tranquility
___ Involvement
___ Knowledge
___ Location
___ Loyalty
___ Leadership
___ Meaningful work
___ Merit
___ Market position
___ Money
___ Nature
___ Open & honest (others who are)
___ Order (stability, conformity)
___Personal development (living your potential)
___ Physical challenge
___ Power and authority
___ Purity
___ Pleasure
___ Privacy
___ Public service
___ Quality relationships
___ Quality of what I take part in
___ Recognition & Respect
___ Responsibility & accountability
___ Reputation
___ Religion
___ Self-respect
___ Serenity
___ Security
___ Stability
___ Status
___ Sustainability
___ Supervising others
___ Time freedom
___ Truth
___ Wealth
___ Wisdom
___ Working alone
___ Work with others
___ Working under pressure
___
___
___
___
___
___

Reflections on My Leading Self Exercises

1. What insights have I gained around emotional intelligence?

2. How does can being aware of my DiSC profile tendencies help me further develop emotional intelligence competencies?

3. How might I build greater alignment between my top values and my actions?

4. What can I start applying immediately?

5. What do I need to stop doing?

6. What questions will I bring to the *Leading Self* session?

Additional Learning Resources

Throughout the program we will bring to your attention additional materials to support your learning. These may or may not be discussed in the cohort sessions. Feel free to discuss what you harvest from these resources with your Learning Team, and with your mentor and manager.

We have included some of these on the following pages.

What concepts or questions from these do you want to discuss? With whom?

"It is wisdom to know others; it is enlightenment to know one's self."
-Lao-Tzu

Defining Leadership

Please review the following quotes about leadership.

The art of mobilizing others to want to struggle for shared aspirations.

James M. Kouzes and Barry Z. Posner
The Leadership Challenge

The art of leadership: liberating people to do what is required of them in the most effective and human way possible.

Max De Pree
Leadership is an Art

Leadership is defined as top executive(s), who displayed high levels of persistence, overcame significant obstacles, attracted dedicated people, influenced groups of people toward the achievement of goals, and played key roles in guiding their companies through crucial episodes in their history.

James C. Collins and Jerry I. Porras,
Built to Last

...leaders must have ideas about the purpose of their organization and how to organize its resources. They must have values that prescribe how it will operate and behave as a member of society. They must have energy and the ability to energize others. And they must have "edge," the courage to make hard choices and take tough actions…. an additional trait that helps implement the others and…is ultimately responsible for the success of their organizations...is that these leaders engender leadership traits in others. They teach others to be leaders.

Noel M. Tichy
The Leadership Engine

Leadership is about taking an organization to a place it would not have otherwise gone without you, in a value-adding, measurable way.

George M.C. Fisher

What is your definition of leadership? Fill this in below.

Reflection: As a Nurse Manager - What's in It for You?

These questions will help remind you why you became a nurse manager and hopefully help you reconnect to those reasons when times are tough.

1. Why did you decide to become a nurse manager?

2. What are the benefits to you?

3. What are the drawbacks of being a nurse manager?

4. What surprised and delighted you the most after becoming a nurse manager?

5. What brings you joy as a nurse manager?

6. As a nurse manager, what do you want to be known for?

Leading and Managing

Lead

1. To show the way to by going in advance; conduct, escort, or direct. 2. To guide by taking by the hand or by a rope. 3. To serve as a route for; conduct on a particular course. 4. To cause to follow some course of action or line of thought: led him to believe otherwise. 5 To direct the performance or activities of: lead an orchestra. 6 To assume leadership in; to steer; to guide

--The American Heritage Dictionary

Leaders

The purpose of a leader is to create processes that help produce changes that are needed.

A leader gets things done by establishing a vision, then aligning followers to that vision by motivating and inspiring them.

Manage

1. To direct or control the use of; handle, wield, or use 2. To exert control over; make submissive to one's authority, discipline, or persuasion. 3. To direct or administer.

--The American Heritage Dictionary

Managers

The purpose of a manager is to create processes that will produce predictable results.

A manager gets things done through others by a series of interventions, such as planning, staffing, budgeting and organizing.

"Management is doing things right;
leadership is doing the right things."
- Peter F. Drucker

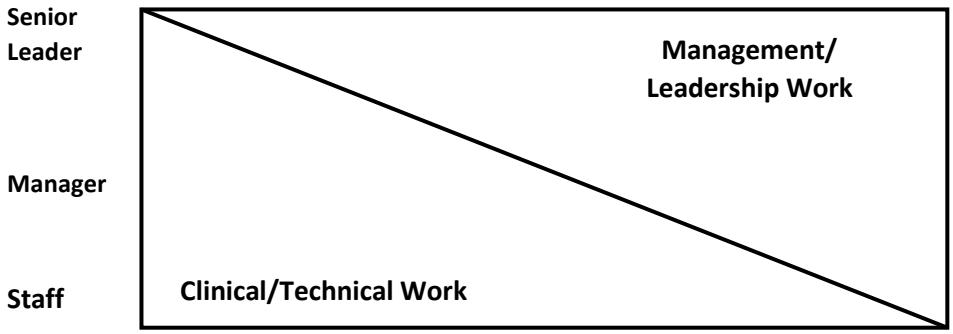
Five Levels of Leadership

5. Pinnacle	
Respect People follow because of who you are and what you represent.	This step is reserved for leaders who have spent years growing people and organizations. Few make it. Those who do are bigger than life.
4. People Development	
Reproduction People follow because of what you have done for them.	This is where long-range growth occurs. Your commitment to developing leaders will insure ongoing growth to the organization and to people. Do whatever you can to achieve and stay on this level.
3. Production	
Results People follow because of what you have done for the organization.	This is where success is sensed by most people. They like you and what you are doing. Problems are fixed with very little effort because of momentum.
2. Permission	
Relationships People follow because they want to.	People will follow you beyond your stated authority. This level allows work to be fun. Caution: staying too long on this level without rising will cause highly motivated people to become restless.
1. Position	
Rights People follow because they have to.	Your influence will not extend beyond the lines of your job description. The longer you stay here, the higher the turnover and the lower the morale.

"To lead well, you must embrace your need for continual improvement, and the 5 Levels provide a leadership GPS to help you with your journey. You must know where you are, to know where you're going."

-John Maxwell, *Developing the Leader Within You.*

Balancing Your Time*



As a manager moves up the management chain, the technical work becomes less.

Where does your time go?

Clinical/Technical	Management	Leadership
▪ Doing the Department's Work ▪ Having Clinical Expertise ▪ Filling in during staff shortages	▪ Planning/Scheduling ▪ Setting Goals ▪ Budgeting ▪ Directing ▪ Monitoring ▪ Giving Feedback ▪ Providing Recognition ▪ Setting Policy ▪ Running Meetings	▪ Setting Direction ▪ Communicating Vision ▪ Aligning People ▪ Coaching ▪ Encouraging Risk Taking ▪ Facilitating Teams ▪ Influencing ▪ Innovating

1. What percentage of your time is spent in clinical/technical activities?

2. What percentage of your time is spent doing management work?

3. What percentage of your time is spent with leadership work?

4. What happens when you spend too much time in a staff role?

* Adapted from: Charter Oaks Consulting.

Time Management Matrix*

Why does it seem like some leaders accomplish more than others? By gaining clarity on your values, goals and high leverage activities, you will be more adept at prioritizing work. Taking time to plan your work will save you time by focusing on what matters.

Stephen R. Covey, in *The Seven Habits of Highly Effective People*, provides a matrix to help you solve time management problems.

	Urgent	**Not Urgent**
Important	**I Activities** • Crisis management • Pressing problems • Deadline-driven projects	**II Activities** • Preparation • Crisis Prevention • Values Clarification • Planning • Relationship Building • Developing our skills
Not Important	**III Activities** • Interruptions • Email, some reports • Some meetings • Many proximate, pressing matters • Many popular activities	**IV Activities** • Trivia, busy work • Some email • Some phone calls • Time wasters • Many pleasant activities

"For every minute spent in organizing, an hour is earned."

-Benjamin Franklin

* Stephen R. Covey, The 7 Habits of Highly Effective People, New York, Simon & Schuster, 1989.

Tracking My Time

Tracking your time for several days is a helpful activity. It may feel painful to track where your time goes, but it is the only honest way to shine a light on time management challenges.

Are you busy fighting fires? If you could spend more time in Quadrant 2, would there be less crises? How do you benefit from spending time in Quadrant 4? The key is to shift time from Quadrants 3 and 4, which are the causes, to Quadrant 2, which is the cure.

Day	Time	Activity	Quadrant 1 - 4 Important/Urgent	Did this need to be done at this time?

What are your insights from this exercise?

What can you start to do differently?

Focus on Your Energy Flow, Rather than Work-Life Balance

The idea that we need "work-life balance" is too simplistic. Incorporate these three suggestions to help better manage your energy.

By Gila Vadnai-Tolub, https://www.mckinsey.com/business-functions/organization/our-insights/the-organization-blog/more-than-work-life-balance-focus-on-your-energy

"How do you ensure work-life balance?" I heard this a lot after my third child was born, and I hate this familiar question. It implies that work is an energy drainer and life an energy restorer. We spend a third of our time at work and many things there energize us, while plenty of things at home deplete us (like getting children to bed). The idea that we need "work-life balance" to stay motivated is too simplistic.

Rather, we simply must manage our energy. We must learn critical skills to balance our energy levels to ensure we alternate high-performance periods with resourcing times. Athletes do this by alternating training with resourcing activities, and we must do the same via activities that give us energy.

There are four primary types of energy: physical, mental, emotional and spiritual.

Physical energy is the most familiar. It defines how tired we feel and how well we feel in our bodies. It is why we recognize we must get up and walk periodically. Physical refresh points in our daily schedules matter, and not just long-term plans to get fit.

Mental energy is what we get from analytical and thinking tasks. Consider times when you are fine physically but mentally tired after a long period of concentration. We each have mental tasks that seem to drain us or lift us.

Emotional energy derives from connecting with others—from giving and receiving love or appreciation, or helping a friend or colleague discuss their troubles. In turn, negative emotions such as fear, frustration or anger drain energy and cripple performance.

Spiritual energy is what we get from doing something meaningful to us, something that speaks to our spirit—it can take the form of wisdom, compassion, integrity, joy, love, creativity or peace. We each have experienced working hard, and maybe late, on a project, and becoming physically and mentally tired. But somehow, we gain the energy to continue because it's something that has fundamental meaning.

Understanding these types of energy is important for leaders who are confronted with constant change. Most of my clients are managing an organizational transformation of some sort. For instance, a client told me how nervous she was to see her team burn out when their change journey was just beginning. She wasn't sure how to retain the momentum and pace over the long

run. Also, she felt that all eyes were on her and worried people would pick up on any flagging energy level and fret that they were doing poorly or the organization was in trouble. As a leader, your emotions affect—and infect—the organization.

So, what can we do to better manage our energy?

Recognize you can't stay at high energy and that time to recuperate is essential. Accepting this idea is the first step to better managing your energy.

Don't bundle all the bad stuff together, which eats into your energy reserves and makes it harder to bounce back up.

Give yourself little boosts each day. Expressing gratitude, for instance, is a potent energy booster.

Basically, adopt ways to quickly boost your energy by identifying what drives and drains your personal energy levels. Then, incorporate them in your daily life at work and at home. Whether it's a three-minute song you listen to between energy-draining meetings or a quick phone call to a best friend, find what it is. It could also be something that doesn't seem natural, such as smiling when you don't feel like it. Smiling actually releases happiness-inducing brain chemicals, so faking it can have a positive effect. Grinning at your screen now can help boost your energy!

Hortense de la Boutetière also contributed to this post.

This post draws on sources that were an inspiration to me as its author - How Remarkable Women Lead, Joanna Barsh and Susie Cranston, 2011 and The Power of Full Engagement, Jim Loehr and Tony Schwartz 2005.Posted on. February 18, 2019.

What might you do to boost your energy?

What are you doing for self-care?

"Take care of your body. It's the only place you have to live."

-Jim Rhon

Check-In for September

On the next two pages you'll track your work and learnings for the **Lead Like a Nurse** program in September 2020.

Progress in Your Three Focus Areas for Learning

(From your Personal Learning Goals Assessment)

Your Learning Goals	Progress and Learnings This Month
1.	
2.	
3.	

New Growth and Development I Want to Pursue

Topic to Explore	Who to Discuss With (Manager, Mentor, Other (Who?)

Any Meetings with Your Manager

1. List any date or dates you met with your manager _____

2. What topics did you discuss? _____

_____

3. Learnings from this/these meeting(s): _____

_____

4. Any action items from this/these meeting(s): _____

_____

Any Meetings with Your Mentor

1. List any date or dates you met with your mentor _____

2. What topics did you discuss? _____

_____

3. Learnings from this/these meeting(s): _____

_____

4. Any action items from this/these meeting(s): _____

_____

Work with Your Learning Team

What were your key takeaways from your work with your learning team?

_____

_____

Learning Activities Completed this Month (List below)

_____

_____