



University of California
San Francisco

Inclusive and courageous leadership

Jyothi Marbin MD

Josette Rivera MD

Sandriijn van Schaik MD PhD

Learning Objectives



Define leadership and list leadership models



Understand your own leadership style and strengths



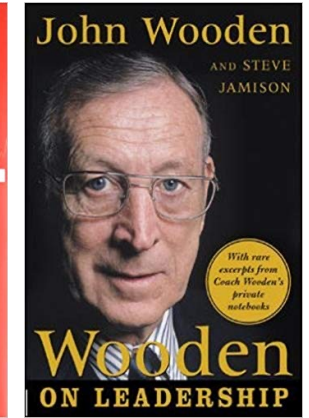
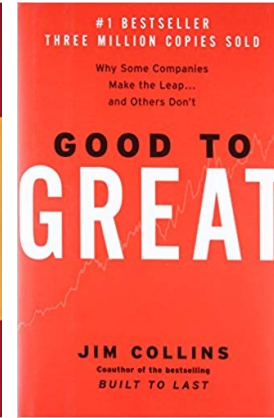
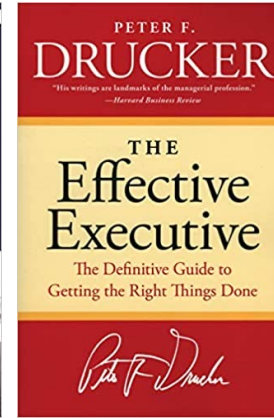
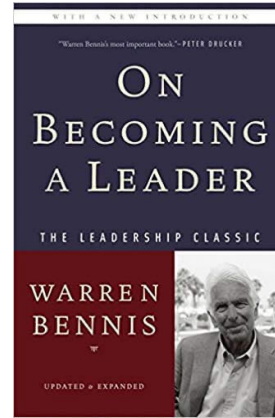
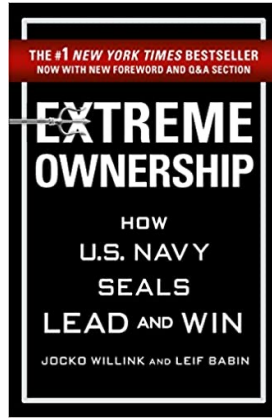
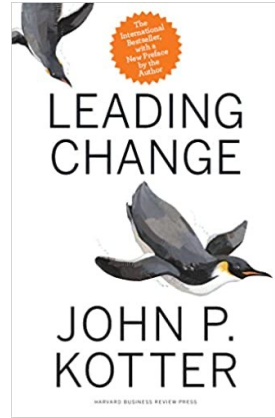
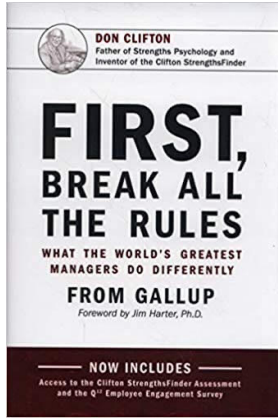
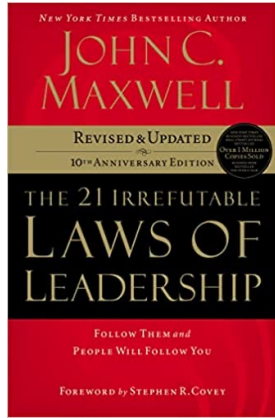
List key elements of inclusive and courageous leadership



Manage difficult interpersonal situations as a leader

Workshop Agenda

- Quick primer on leadership definitions and models
- Leadership compass exercise
- Inclusive and courageous leadership
- Case scenarios
- Q&A



What is leadership?

What is leadership?

Lots of different definitions, theories, models

One definition:

“Leadership may be considered as the process (act) of influencing the activities of an organized group in its efforts toward goal setting and goal achievement” (Stogdill)

Stogdill RM. Leadership, membership and organization. Psychological bulletin. 1950 Jan;47(1):1.

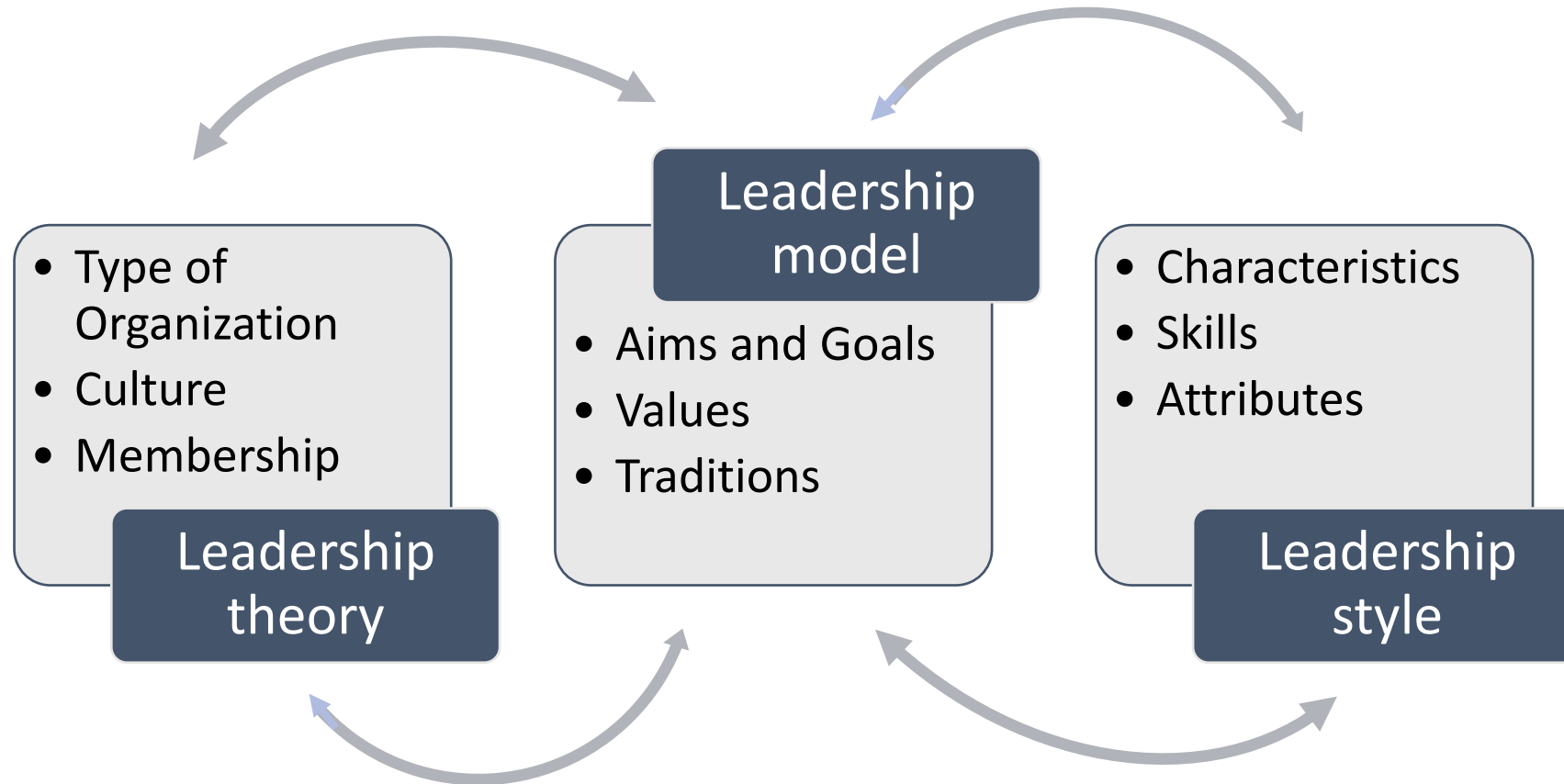
The evolution of leadership theories

- 19th century: “Great Man Theory” - leaders are born, not made and groups function best if led by one great man
- 21st century: Social Identity Theory of Leadership - leadership as social group process, leaders are made by the group they lead



Hogg MA. A social identity theory of leadership. Personality and social psychology review. 2001 Aug;5(3):184-200.

Leadership theories, models, styles



Leadership models and approaches

- **Four frame model:** structural, human resources, political, and symbolic, delineates the main goals and tasks of leadership (solve problems, manage and empower people, advocate, inspire/set vision)
- **Transformational** (long term goals) vs **transactional** (solutions to current problems)
- Solitary vs **Collaborative, Distributive** or **Shared** Leadership



Leadership Styles

- Effective leadership starts with understanding your strengths and preferences in working with others; your leadership “style”
- Lots of inventories/instruments, none are “validated”, all simply tools for reflection
- Leadership compass offers one tool to do this



Leadership Compass

North: “Take Charge Activists”

South: “Nurturer”

West: “Analyst”

East: “Visionary”

We recognize

- *Generalizations, most people are a mix*
- *Not static: contextual and can change over time*
- *Non-judgmental characterizations, although societal preferences exist*



Leadership Compass

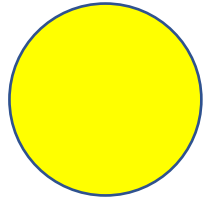
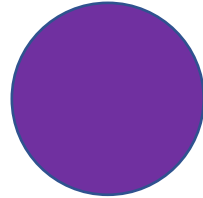
- Complete the self-assessment to determine your leadership style
- Then answer the questions:
 1. What is your strongest direction?
 2. What is your weakest direction?
- Take a green dot for your strongest direction, a red dot for your weakest direction and clip it to your table name card
- Pair share:
 1. What was that like?
 2. What stood out?

STRONGEST

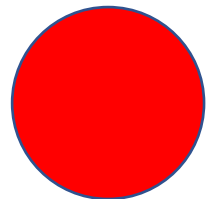
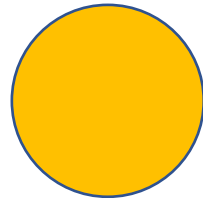
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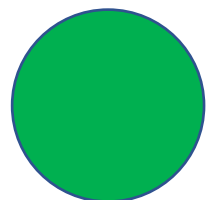
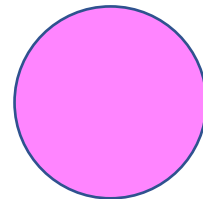
NORTH



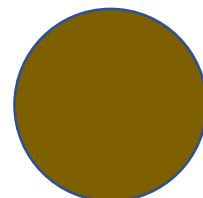
SOUTH



WEST

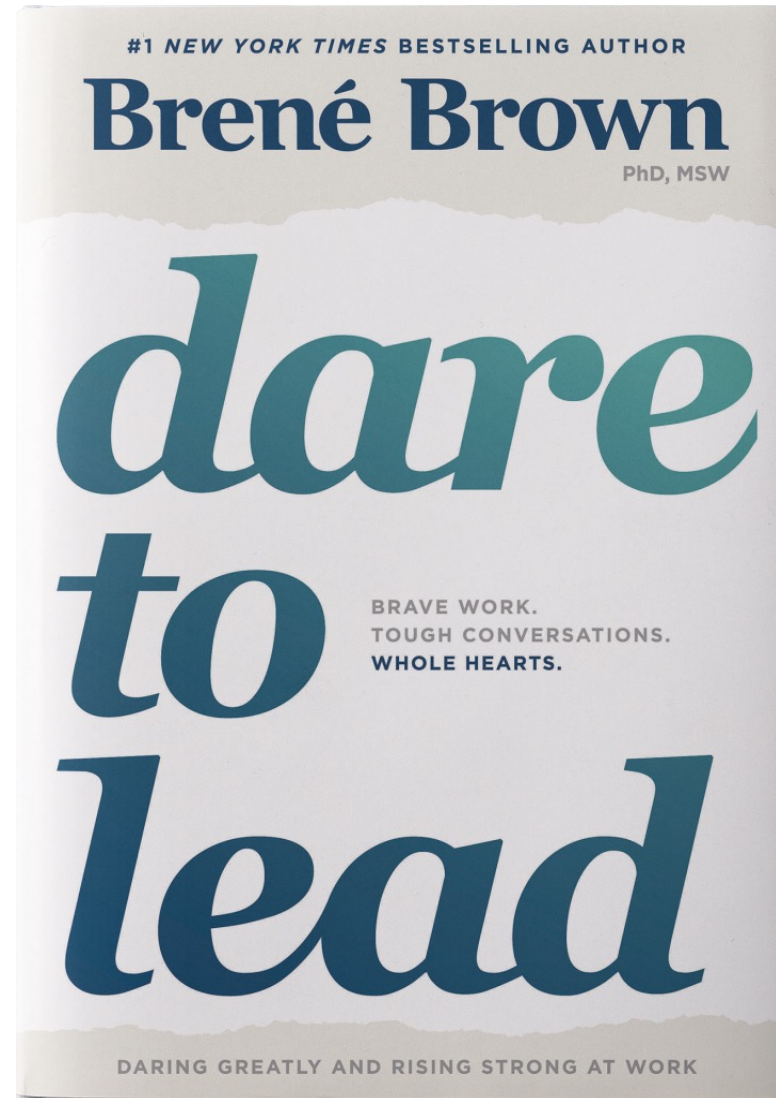
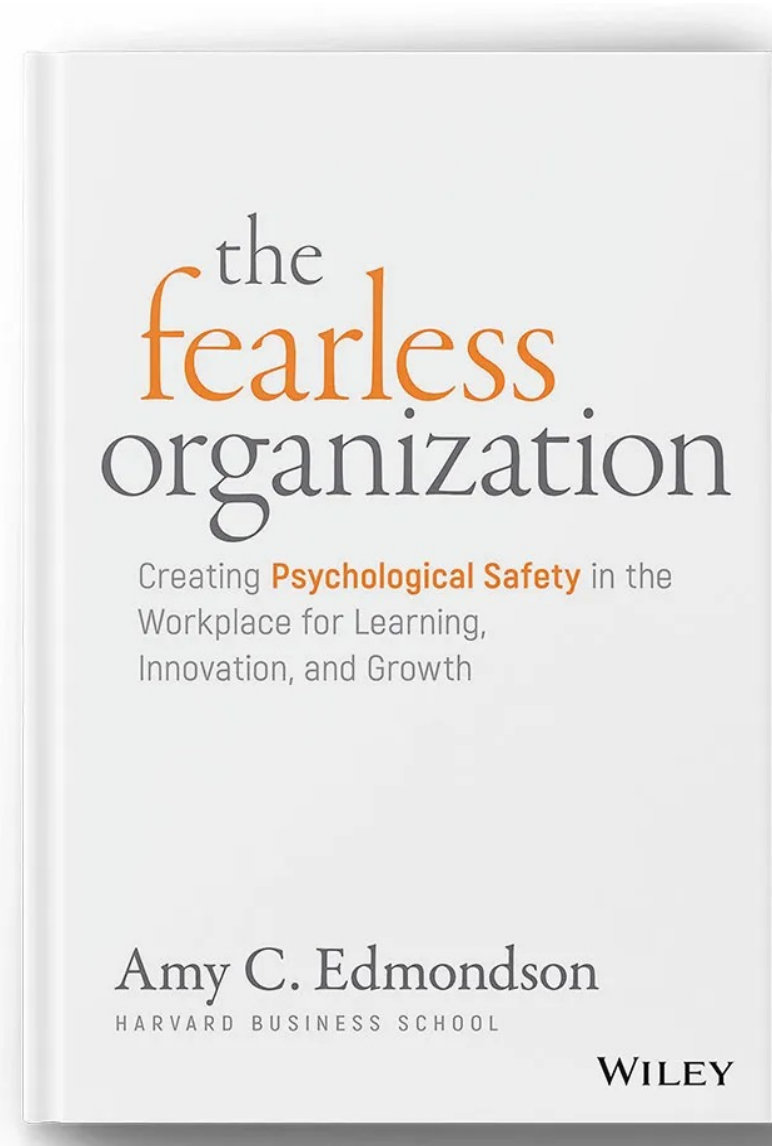


EAST



Leadership Compass

- Complete the self-assessment to determine your leadership style
- Then answer the questions:
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 2. What is your weakest direction?
- Take a color dot for your strongest direction and one for your weakest direction and stick it to your name badge
- Pair share:
 1. What was that like?
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Inclusive
and
Courageous
Leadership

Inclusive Leadership and Psychological safety

Inclusive leaders create **psychologically safe** climate where people feel safe to take interpersonal risks by speaking up and sharing concerns, questions and ideas

- Studied extensively for teams in healthcare and beyond
- Positive impact on learning, engagement, performance, innovation
- Particularly important in clinical learning environments with complex power differentials and hierarchies between professions, disciplines and training levels

Psychological safety requires leaders who

- Have clarity of purpose and communicate purpose clearly and candidly
- Are willing to say “I don’t know” and acknowledge fallibility
- Model curiosity and asking questions
- Respond productively to suggestions
- Value team members as people, not just their performance
- Allow individuals to bring their full self to work
- Invite open dialogue, including dialogue about mistakes and failures

Amy C. Edmondson The Fearless Organization



HOW
psychological safety
 RELATES TO PERFORMANCE STANDARDS

AMY EDMONDSON

HIGH
 ↑
 PSYCHOLOGICAL SAFETY
 ↓
 LOW

COMFORT
 ZONE



People are open and collegial but not challenged. On teams, they fail to make major strides.

LEARNING
 ZONE



People collaborate and learn in the service of high performance, getting complex and innovative work done.

APATHY
 ZONE



People show up at work with their hearts and minds elsewhere; choosing self protection over exertion.

ANXIETY
 ZONE



People are reluctant to offer ideas, try new things, or ask for help, putting the work at risk.

LOW PERFORMANCE STANDARDS HIGH

Courageous Leadership

Create a culture where **armor is neither required nor rewarded**

Practice your values, don't just profess them

Choose **courage over comfort**

Brenne Brown Dare to Lead

Armored leadership

Driving perfectionism, foster fear of failure

Working from scarcity, squandering opportunities for joy and recognition

Being a knower and being right

Using criticism as self protection

Hustling for our worth

Leading for compliance and control

Weaponizing fear and uncertainty

Brenne Brown Dare to Lead

Brave leadership

Modeling and encouraging healthy striving, empathy, self-compassion

Practicing gratitude and celebrating milestones and victories

Being a learner and getting it right

Making contributions and taking risks

Knowing our value

Cultivating commitment and shared purpose

Acknowledging and normalizing fear and uncertainty

Courageous leadership and feedback

- Giving and receiving feedback is an important aspect of leadership, and can be scary.
- How would you integrate these principles of psychological safety and courageous leadership in feedback conversations with team members?

Courageous leadership and feedback

- Sit next not across
- Place problem in front not between you
- Listen and ask, acknowledge you may not not fully understand the issues
- Recognize strengths and how they can help in overcoming challenges
- Hold accountable without shaming/blaming
- Owe your own part – be accountable yourself
- Thank for efforts, don't just criticize failings
- Promote a growth mindset, and opportunities for learning
- Model vulnerability and openness

Inclusive and
Courageous
Leadership



Social justice warrior

Leaders in healthcare and health professions education are called to work towards social justice



Social justice warrior/equity fluent leadership

- Courageous
- Curious
- Collective
- Community focused

- Vulnerable
- Accountable
- Uncomfortable



Camara Jones MD MPH characteristics of a social justice warrior / Kellie McElhaney MBA equity fluent leadership

Inclusive and Courageous Leadership Skills

To overcome
structural racism and
inequities in our
systems we need
inclusive and
courageous leaders



Inclusive and Courageous Leadership Skills

- Embrace a growth mindset
 - Be curious, ask questions, listen, welcome feedback and suggestions, recognize opportunities for learning and growth
- Be humble
 - Acknowledge fallibility, not knowing/understanding, practice cultural humility, express gratitude to others for their efforts
- Collaborate for the common good
 - Set goals and expectations for yourself and others, commit to goals that serve the greater good
- Be courageous
 - Speak up, practice allyship, recognize and address bias
 - Be accountable and hold others accountable

Case Scenario 1

You are running a case-based teaching session for the residents; the case under discussion involves a patient who during initial presentation to the ED experienced severe pain. The intern presenting the case has a few teaching slides about racial disparities in pain management. A white resident whispers, loud enough for others to hear: “Does everything have to be about race these days? Can we just learn medicine around here?”

Case scenario 1

- In your small group, discuss how you could/would respond applying principles of inclusive and courageous leadership
 - In the moment
 - Afterwards

Case Scenario 2

One of the interns who uses they/them pronouns comes to find you, really upset because the attending they are working with on their current rotation continues to use incorrect pronouns. They just want to be taken out of the rotation.

Case scenario 2

- In your small group, discuss how you could/would respond applying principles of inclusive and courageous leadership
 - In the moment
 - Afterwards

Back to the compass

- Stand up and move to the side of the room that corresponds with your strongest direction (dot on your name badge: north = blue, south = yellow, west = red, east = green)
- Then find one of the nearest tables to join others with your strongest direction

Table discussion

- What makes it difficult or easy for people with your leadership style to handle these scenarios?
- What did you learn from people at your prior table about how those with different strengths approach these scenarios?
- How does social identity – and particularly marginalized identities – influence how one shows up as a leader?

Closing

- Share one takeaway with your neighbor and jot it down in your learning passport
- Thank you!

Resources

- Amy Edmondson: The Fearless Organization, www.amycedmondson.com
- Brenne Brown: Dare to Lead
- Camara Jones: Naming Racism and Moving to Action
<https://www.youtube.com/watch?v=Pat84MRIB6I>
- UCSF AOC resource site: <https://meded.ucsf.edu/faculty-educators/faculty-development/aoc-initiative-resources-clinical-learning-environment>

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