



TRACS Community of Interdisciplinary Practice
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Leadership in aged care

*The importance of leadership in clinical practice
– good leadership is central to good practice
(Week 12)*



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Learning Objectives

- To be able to define and understand what ‘leadership’ means
- To develop an understanding of why leadership skills are important within the aged care sector, and specifically within dementia care
- To be able to describe models of leadership
- To review ones own leadership skills and style
- To develop an understanding of how leadership skills can be applied within your workplace to improve resident outcomes



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What is Leadership?

- Someone who has followers ~Peter Drucker
- “... any behaviour that influences the actions and attitudes of followers to achieve certain results” ~The Australian Leadership Development Centre
- In and of itself, leadership is neither good or bad... this characterisation comes from looking at what types of outcomes are being sought and what strategies are being used to influence others (i.e., “carrot” or “stick” approach)

*“Leadership is
the ability to
hide your panic
from others.”*

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What is Leadership?

- Sometimes you may be placed in leadership roles or be expected to take on leadership style tasks without having had any training or education on the topic.
- Trial and error is not an effective way of learning the skills needed to be a good leader and often lead to lack of success as a leader and reduced levels of confidence
- With that in mind, let’s begin our look at leadership by exploring the relevance (and importance) or power within leadership roles...

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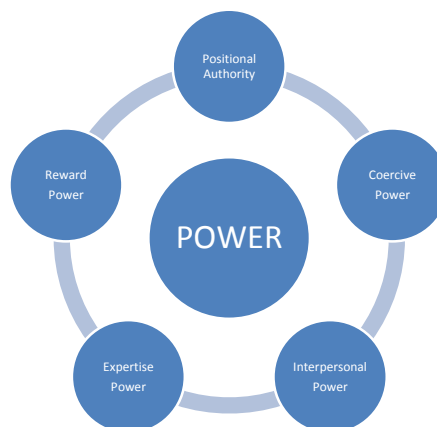


The Relevance of Power in Leadership

- It is important to recognise that you cannot have influence over others (and therefore lead them) without having some form of power over those people.
- Consider a basic reward for effort system... the ability to influence a child to clean their room comes from the power of the parent, which might be in the form of pocket money or treats or negative consequences such as banning television.
- You can only truly lead people who are willing to be followers. The way you establish that willingness is via some form of power.

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Potential Sources of Power: 5 tools you can use for positive change





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Potential Sources of Power

- Positional authority:
 - Knowing the laws, awards, and industrial agreements relevant to your area
 - This knowledge defines the context in which you can exercise command and control

TIP: What you don't know about you can't influence.

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Potential Sources of Power

- Reward power:
 - Fundamentally the "carrot"
 - Rewards are used to shape the attitudes and behaviours of staff
 - Financial rewards
 - Bonuses
 - Time off in lieu
 - Staff member of the month
 - Saying "thank you"
- TIP: Figure out what types of rewards would work best and are possible in your particular clinical setting or workplace with your work team



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Potential Sources of Power

- Coercive power:

- Fundamentally the “stick”
- Negative consequences for undesirable or unacceptable behaviour
- While this form of power can play an important role in leadership, it has the potential to have a negative impact on interpersonal relations
- Careful judgment and consideration needs to occur before using this type of power

TIP: Most of us don't respond well to this way of getting us to do things differently.



“He’s a little ‘old school,’ but he’s got great leadership qualities.”

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Potential Sources of Power

- Expertise:

- Does the leader know what they are talking about? If they do, then they are perceived to have more power and therefore are more likely to be followed.
- Leaders within aged care can build on their expertise by:
 - Keeping up to date with and sharing information
 - Taking part in development opportunities within their facility
 - Reading literature relevant to leadership within the aged care industry
 - Build on reputation as a competent leader

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Potential Sources of Power

- Interpersonal:
 - The ability to influence other people's behaviour because of the relationship that you have with that person
 - According to research, interpersonal power is the most effective form of influence.
 - Therefore, a person's loyalty to a relationship can be more important than their loyalty to the aged care facility

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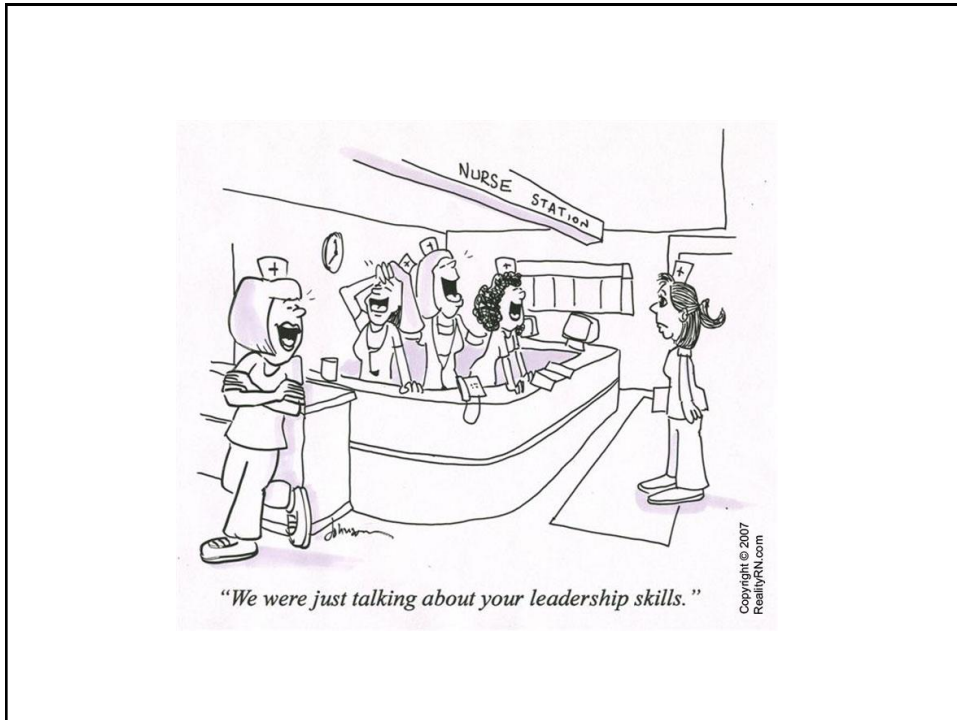


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Potential Sources of Power

- Take a moment here to consider the different types of power that have just been described. Discuss your thoughts and experiences via the Forum on the TRACS CIP-D website...
 - What are the most effective forms of power in your mind?
 - Are some forms of power more effective in some situations than others?
 - What forms of power have you noticed being used within your facility or workplace? Did they help to achieve the goal? Might a different form of power be more effective?
 - Reflect on the types of power you have available to you – how have you used and not used them? How successful have you been? What stops you making changes you think need to be made to improve care quality in your workplace?

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What is Leadership?

- So what are the qualities of a “good” or effective leader?
 - Based on the research, there is no single list that can be applied to all leaders... there are some personal characteristics that are, however, considered important in effective leaders:
 - Intelligence
 - Dominance
 - Extraversion
 - Sociability
 - Self-confidence
 - High levels of energy
 - Resilience



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What is Leadership?

- Principles of effective leadership
 - **Dominance** refers to a person's willingness to take charge, someone with self-confidence, and the qualities of an extravert
 - **Conscientiousness** includes a drive for achievement, high energy, and initiative
 - **Social Tendency** includes the expression of affection, being a good listener, and having a low need to be liked

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What is Leadership?

- Principles of effective leadership
 - **Internal Locus of Control** refers to an optimistic person who is both resilient and persistent
 - **Intelligence** refers to people who are particularly good at reasoning things out and have a good memory, enhancing their ability to learn from past experiences
- It should be apparent, having read those **5 principles**, that being one of those things does not necessarily make someone an effective leader. It is the combination of characteristics that make it more likely that the person will be an effective leader.

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What about Emotional Intelligence and Leadership?

- Emotional intelligence is a relatively new concept that has also been considered in the context of effective leadership
- Emotional intelligence broadly refers to being aware of and able to control your own emotions such that they do not, for example, cloud judgment and decision making

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What is Leadership?

- Effective leaders are therefore also characterised as:
 - Being accurately aware of themselves (emotions, tendencies, strengths, weaknesses), which is often referred to broadly as having insight
 - Using emotions to enhance thinking and decision making
 - Consciously regulating emotions and mood in intelligent ways

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What is Leadership?

- The concept of **distributed leadership**...
 - Leadership responsibilities 'shared' by all, irrespective of formal roles/positions
 - Anyone with responsibility for resident care
 - Clinical leaders and clinical leadership
- Distributed leadership is therefore of relevance within the context of managing BPSD given that all staff can play a role in ensuring that the person with dementia is well cared for and is having their needs met

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Why is Leadership Important...

- Stereotypically, leadership can be referred to providing the rudder for the ship. Without leadership, the ship sails without direction.
- This is a simple analogy yet it captures well the need for organisations to have people within them who are willing to guide others
- Not only does this allow for the growth and success of the organisation, but also your growth and success and that of the team you work with within the organisation.

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Why is Leadership Important...

- There is an assumption, however, that any form of leadership can be an effective form of leadership.
- Moving back to the stereotype of the ship's rudder, without a good rudder the ship is not going to reach it's destination as efficiently and effectively. Indeed, it may not reach it's destination at all!
- And so leadership is like any other skill – YOU can develop and work on the attributes of power and leadership that you have, as well as how best YOU can grow and develop and lead other people effectively
- You can also think about HOW your organisation can help you to develop leadership skills and how these can be best used within your work place

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Why is Leadership Important...

- Research tells us that staff are more likely to stay working at a facility if they view the leaders in a positive way. This is because good leadership creates work environments that are motivating and that engage the employees (Bernthal, Wellins, & Walker, 2004)
- Effective nursing leadership is also linked with improved patient outcomes (Wong & Cummings, 2007) because it encourages positive practice environments, such as those we have been encouraging via learning how to effectively manage BPSD

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Models of Leadership

- Like the models and theories for understanding BPSD presented earlier in the course, models of leadership help to put a context around this role and highlights – based on research – in what ways leadership can work well

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Models of Leadership

- **Situational leadership** highlights the importance of context when trying to decide the right type of leadership approach for any given situation.

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Models of Leadership

- **Fieldler's Contingency Theory** is one way of thinking about situational leadership. It highlights three contextual factors to be considered before deciding what might be the best mix of people and tasks
 1. Leader-member relations – these can be either good or poor
 2. Task structure – how prescribed and systematised is the action that the leader wants the staff to take?
 3. Leader positional power – the degree of positional authority the leader has over the staff in relation to the specific task at hand

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Models of Leadership

- The overall aim of Fieldler's Contingency Theory is to identify **people who can fulfill the task at hand**. Even if they may not necessarily be thought of as the best person for the job, if the **task draws on their strengths**, then **they will be able to carry out the task**.
- In this model many people can rise to taking on leadership tasks and may gain greater confidence in their abilities.

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Models of Leadership

- **Transformational Models** focus on **who a leader is** as well as **what that leader does**. So the role of the leader includes getting people on board to support the direction or change rather than pulling them along.

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Models of Leadership

- Transformational leaders have:
 - A deep sense of personal purpose and an unshakable sense of self-confidence in order to realise their role in this type of model of leadership
 - A strong desire to take charge and make things happen without taking on a 'bossy' quality
 - A strong social presence, excellent oral communication skills, and in some cases a reputation for unconventional behaviour

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Models of Leadership

- Transformational leaders have:
 - A sensitivity to how people are feeling and being able to connect with people one-on-one
 - A willingness to take personal risks and make sacrifices in order to realise the goal(s)
 - An internal locus of control... ‘what can I do with what I have now’ attitude

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Models of Leadership

- Behavioural components of transformational leadership encompass the practical things to do in order to be an effective leader within this type of model. They include such things as:
 - Communicate clear vision for the future, including where we are now and what it will take, therefore, to achieve the vision
 - Modeling of appropriate values and attitudes
 - Communicating standards and expectations
 - Engaging others in strategic and creative thinking to achieve vision
 - Recognition of staff achievements

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Reviewing Your Own Leadership Skills and Style

- Even though you might not be in a role formerly labeled as a leader, chances are you are still learning skills relevant to being a leader. For example...
 - Have you ever helped guide another staff member in completing a task?
 - Have you talked to family members about their loved one and helped them to understand something about their care or their current condition?
 - Have you made suggestions as to how something might be done better within your workplace?
- All of these tasks (and many more) are examples of behaviours that leaders carry out, and so they are helping you to learn the skills of being a leader

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Reviewing Your Own Leadership Skills and Style

- Now that we have a bit more knowledge about leadership, the types of leadership, and some examples of models, let's take a moment to look at what type of leadership skills you have...
- The following link includes a questionnaire for you to complete to explore your leadership skills...

http://www.mindtools.com/pages/article/newLDR_50.htm

- Take a moment to complete the questionnaire. The same website also has a range of resources available in the area of leadership.

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Applying leadership skills in a clinical setting

- The key dimensions of clinical practice leadership include:
 - Clear direction
 - Collaborating with others
 - Refining knowledge and skills
 - Developing clinical practitioner identity
 - Following tasks through to completion

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Applying leadership skills in a clinical setting

- Clear direction...
 - Clarify the vision and values of clinical practice, which might include such things as:
 - Delivering quality care
 - Being responsible, accountable, ethical, proactive, etc...
 - Engaging in lifelong learning
 - Setting goals/objectives
 - Monitoring outcomes

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Applying leadership skills in a clinical setting

- Collaborating with others...
 - Emotional intelligence
 - Interpersonal relationships – including valuing diversity
 - Teamwork (leading and participating)
 - Achieving win-win outcomes



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Applying leadership skills in a clinical setting

- Refining knowledge and skills...
 - Communicating effectively:
 - Shaping conversations
 - Listening, questioning
 - Negotiating, resolving conflict
 - Using evidence to support practice
 - Encouraging innovation
 - Facilitating interprofessional collaboration
 - Fostering learning within the workplace

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Applying leadership skills in a clinical setting

- Developing clinical practitioner identity...
 - Obtaining and receiving feedback on performance
 - Identifying strengths and opportunities for improvement
 - Setting personal/professional improvement goals/objectives
 - Managing time, caring for self
 - Reflecting on personal/professional development outcomes

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Applying leadership skills in a clinical setting

- Following tasks through to completion...
 - As a leader, following up on tasks and ensuring completion is a very important task
 - Knowing that something we do will be followed up on acts as motivation to complete the task
 - It makes us feel like what we are doing is worth doing and is important to complete

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Applying leadership skills in a clinical setting

- Examples of applying leadership concepts in a clinical setting:
 - Proactively taking steps in relation to improving some aspect of current practice
 - Assessing patient care activities to ensure they are working as effectively and efficiently as possible... what is working, what is not working, how might we do it better?

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Applying leadership skills in a clinical setting

- Examples of applying leadership concepts in a clinical setting:
 - We have just been learning about the management of BPSD, so how does leadership fit within that?
 - Actively reviewing the needs of people with dementia with BPSD
 - Developing, and building on, an appropriate care plan
 - Evaluate the strategies being used to manage BPSD to see if they are working, if not, determine what else could be tried
 - Guide others in the use of the skills you have been learning for managing BPSD

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References

- Australian Leadership Development Centre. (2007). The ABC of effective leadership.
<http://www.leadershipdevelopment.edu.au>