Appendix A: Self-Reflection Questions

The following self-reflection questions can help you determine what areas you need to work on to enhance a particular leadership competency. Read each question and reflect on a truthful answer, making notes as needed. After you have worked through the questions, review all question sets to determine which area you felt most strongly about. You may also want to share your answers with a trusted confidant.

Chapter 1: Leading With Conviction

- ***To what extent are you driven by a clear set of values, principles, and goals?***

I agree with the statement in chapter 1

"strong personal conviction is derived from various sources, including religious beliefs, deeply held connections to community, and a fundamental sense of morality"

"walking their talk."

Even more troubling are leaders who simply give up on thinking they can make a difference in their organizational roles. In this category, we find leaders who are experiencing executive burnout

Practically all organizations have chief compliance officers. Should one of the roles of this position be to oversee the directives given by leadership that might not be congruent with the values of the organization? Answer: yes, this is a potentially transformational suggestion. The Methodist Hospital System is experimenting with this very idea. Methodist-Sugar Land is a test model of this concept as they have expanded the office of Spiritual Care to also own the task of "Values Integration;" ensuring that the executive decisions are congruent with the values of The Methodist Hospital, and then that these values are also integrated into the everyday actions of all staff that flow out of those executive decisions.

- ***To what extent are your convictions based on ethical guidelines?***

I care very much about a standard that flows out of the Judeo-Christian morality of "love justice, do mercy, and walk humbly." This conviction shapes my ethics and actions.

- ***How well do you understand how your values, principles, and goals developed?***

I have a pretty clear handle on understanding how my values, principles, and goals developed, but since I am transitioning to this new field of healthcare administration I am less clear about how my values and goals will serve me and my future organization. I like the tone and encouragement of our authors. I sense them saying "Good morals and ethics will serve you well in any field so stick to them."

- ***How broadly have your values been influenced? Were they developed by gaining perspective on a wide-ranging understanding of living and the issues of the world (as opposed to developing them from narrower experience)?***

I have told people that I needed about two years to "de-program" from the narrowness of my seminary training. In truth it has been a continual process as I have realized how myopic was the world-view of my denomination and several congregations. One over-arching principle has caused me friction especially recently. In the counter-play between "doing things right" and "doing the right thing" I have always firmly preferred the latter. I know there is a need for uniform best practices in a large complex organization like a hospital, but I also know it is possible to do something technically right but discover it was the wrong thing to do at all. I sense that today's healthcare administrator can not say that the confusing swirl of regulations is so overwhelming that we just don't have time to treat people with dignity and show respect. That "right thing" behavior will ultimately lead to healthier patients, higher satisfaction levels and, ultimately to both higher profits and higher employee satisfaction. That is the kind of organization I want to be a part of!

- ***How effective are you in recognizing when your fundamental belief systems are challenged? How methodical are you in reconciling these challenges?***

I am careful to reflect rather than react. I want to know <u>why</u> a situation or request is sparking within me that response of "That's not right!" Once I understand the

"why" I can explain that to others and strive for change. But I could also relate with the quote from this chapter where our authors stated

> When a decision is proposed or an action is taken that runs against what the leader stands for, he can be thrown into a moral outrage that prevents him from seeing the appropriate considerations of interpersonal judgment. The leader then does not think about consequences, reactions, or impressions. Instead, he is consumed by indignation. He will react defensively and out of concern, but the tone will come across as a sermon or a lecture.

- ***How reluctant are you to state your point of view?***

In my current position I find that I am very reluctant. I have already shared earlier some reasons for this reluctance from my recent work history, but the most compelling reason for hesitancy now is that I am just on the cusp of transitioning from the field of non-profit management and religious leader into the field of healthcare administration. I perceive many parallels in the two fields and I see the authors' point about the role of personal convictions. I also see wisdom in getting feedback and affirmation from others that my personal convictions can be valuable guides in this new (to me) field, and that I am expressing the appropriately in positive, respectful ways that contribute to the goals of whatever healthcare organization I begin serving.

- ***Are your convictions aimed at matters that count and are important to your organization (versus simply being selfish ones that serve to benefit only you)?***

As I stated in my earlier answer, I am very much about doing things that matter. I hope that I work for an organization that parallels my personal values of respect, mercy, and serving all. Do I need a decent wage to support my family and future, Yes. But I also believe that personal need always gets taken care of if I focus on living our my convictions.

Chapter 2: Using Emotional Intelligence

- ***To what extent are you aware of your emotions? To what extent do you understand rationally why you react the way you do?***

I have recently sought counseling to better understand my emotions and the causes behind my reactions

- ▪ *Do you see the link between your emotions and feelings and your behavior?*

Absolutely. I have noted a direct correlation between times when I perceive I have been criticized inappropriately and my performance at work being very low. Dye & Garmen point out that "Leaders are described as volatile if others cannot predict what will set them off or if their emotions seem to control them." With self-awareness, seeking appropriate feedback and coaching, I hope to avoid the "volatile leader" label.

- ▪ *To what extent can you manage your emotions? Can you control anger? Can you focus frustration? How effective are you at engaging others even when you are upset or irate?*

For me this answer seems to depend on the relationship I have with the person or group. If it is a family member or a group of leaders who "should know better" I have a pattern of not controlling anger or effectively engaging others well. I am thankful for this study and, in particular, the useful question "Can you focus frustration?" I will share that with my mentor and develop the habit to ask myself that regularly.

- ▪ *To what extent would you describe yourself as open, approachable, and sincere?*

I describe myself as open and approachable, but another dynamic of emotional intelligence comes into play here are well and that is trust. As the authors tersely but truthfully point out leaders with high EQ

> share both responsibility and accountability. It is rarely said of them that they have to check everything before anything is done. Leaders should work hard to communicate the big picture and learn how to empower others.

This book is confirming what recent experience has shown me—namely that I need to grow in the area of empowering others.

- ▪ *Are you successful at developing rapport with others? With others who are different than you?*

My greatest success at connecting with others comes in largely a one-way flow: I can name many examples of times that listened and responded with respect, kindness, and open-mindedness to someone I was serving. Whether it was people from different nationalities or even different personal values, I consistently showed respect and communicated value be listening well. I have only limited experience with this issue for those who are peers or "above" me in an organizational setting. Still, I am comfortable that I can develop rapport with almost anyone I encounter.

- ▪ *Would others describe you as a respectful person?*

The feedback I have received from others and am exploring in my counseling and personal reflections is that I am extremely respectful of those in need or who admit to struggles, but that I have a pattern of disrespectful intolerance for leaders or peers who "ought to know better." That is something I will continue to work on and seek feedback about.

Chapter 3: Developing Vision

- ▪ *Are you intellectually curious? Would you describe yourself as having broad interests?*

Yes, I am curious, particularly about science, medical advances, leadership development trends, economic issues, and current international events.

- ▪ *What do you read? Do you spend sufficient time reading professional journals and/or articles about trends and developments in business, science, and society? To what extent can you translate or apply those trends into your daily healthcare leadership roles?*

Currently my reading is largely for my MBA program, but enjoy reading those materials. In particular, I have been very surprised by the insights of Dye & Garmen's book; finding its recommendations to have a lot to say to leadership far beyond the healthcare administration sector. My other reading includes periodicals (Bloomberg Businessweek and Fast Company) as well as blogs by Brian Tracy,

Mark Sanborn, and David Burkus. My most recent book read outside of my studies was Chris Hadfield's *An Astronaut's Guide to Life on Earth: What Going to Space Taught Me About Ingenuity, Determination, and Being Prepared for Anything.* I find these studies and readings help me better understand the larger world I am preparing to engage in, and understand my role and responsibilities better as well.

- ▪ *Are you able to analyze data and statistics and understand their broad implications?*

I have not yet taken a statistics course (my entire undergraduate work and previous graduate work was in the area of the humanities). As a result, I am depending on the analysis of experts at this time. With that said, I finding a lot of useful analysis in the area of leadership and workplace success; particularly Gallup's work in the area of "employee engagement" (http://www.gallup.com/topic/employee_engagement.aspx). Such research shows me there is much that I can be a part of in helping an organization grow stronger and more successful.

- ▪ *How often do you visit with people from other industries and walks of life to hear about their work and learn from their perspectives?*

I have relatives and friends who I regularly listen to in order to learn about their work in sales and marketing, medical equipment, civil engineering, and international oil and gas asset management. I do not have much contact with folks in the healthcare field, but that is changing quickly.

- ▪ *How successful have you been at dealing with novel problems and challenges?*

My success in my former position of church planting showed innovation and an ability for overcoming significant challenges. For almost twenty years a business and mission document I created (with linked spreadsheets, etc.) was used within my denomination to assist other church planters. With sadness, I recognize that my innovativeness withered in recent years of stagnant 'stuckness.' Yet, it was that awareness that drove me to begin my MBA studies. I sense rejuvenation already, and that makes me hopeful for a great "next chapter" in my career.

Chapter 4: Communicating Vision

- ***How effectively do you balance working on day-to-day challenges with developing longer-term strategies?***

I have experience with regularly blocking out time to develop vision, but to date I have not been above an average level of success in terms of engaging people to join me in pursuing a strategy to achieve a vision. I clearly sense this is growth area for me to overcome.

- ***To what extent can you develop compelling arguments for change? How persuasive are you?***

I have training, experience and success in developing a compelling case for change. In my DISC personality profile as well as in the Birkman I have consistently tested as a persuader or "rally the troops" type person.

- ***How well can you distill and condense a strategic vision into something that can easily be communicated?***

This is something I have experience and recent success in. However, one of the revelations for me about reading this book was the narrow and ineffective definition of vision that I had from my work in churches. There a vision is describe as "communicating a compelling picture of a preferred future" for your organization. By my definition, I have been an effective, visionary leader. Dye & Garmen's definition is much more comprehensive and therefore stronger because the mark of success is results. In their 2015 second edition of their book, *Exceptional Leadership* their description of vision reads:

> Vision can be defined most straightforwardly as the capacity to create *effective plans* for your organization's future based on a clear understanding of trends, uncertainties, risks, and rewards. *(emphasis mine)*

I can see that my MBA studies have already helped me grow in understanding about this area of not just vision development or communication, but also planning for vision achievement. I look forward to finding mentors or coaching that can assist me in turning that understanding into effective action and change.

▪ *Do you have proven techniques that get others engaged?*

"Engaged in the vision," is where I have no training and only limited success. In my reading about employee engagement I have realized just how significant this aspect of leadership is. I had previous believed that if others were just as passionate as me, or I informed them well through a great vision presentation, then they would engage on their own. Dye & Garmen's book has caused me to re-look at that mistaken assumption. I don't just want to be the loud squeaky voice saying "we can change!" Instead I am soaking in what Dye & Garmen describe so that I can help my future organization and team receive "the level of commitment from their needed collaborators that a shared vision will deliver."

Chapter 5: Earning Trust and Loyalty

▪ *What is your do–say ratio—the number of times you actually do what you say you will do? Would others agree with your analysis of yourself?*

This book is really shining a light and helping me identify blind spots! I find this summary in our textbook to be quite a checklist. Dye & Garmen write

> Earning Trust And Loyalty means you are a direct and truthful person, are willing to admit mistakes, are sincerely interested in the concerns and dreams of others, show empathy and a general orientation toward helping others, consistently follow promises with promised actions, maintain confidences and disclose information ethically and appropriately, and conduct work in open, transparent ways.

What I realize is that if my "do-say ratio" is anything less that 100:100 it doesn't take much to go back to 1:1 with colleagues or family members. Another realization that has come out of this "reflection exercise" for me is that when I start to work more and more with a closed door—isolated as Don Wilson was in the opening vignette of Chapter 5—then employees begin to apply their own interpretation and trust and loyalty can to lost that way as well.

▪ *Would others say that you are concerned about their needs and affairs?*

I am a very caring person and showed concern to both fellow employees and board members, but my caring is also balanced with a focus on the tasks we share. I didn't have language about this until MGMT 5031 introduced to me the concept of group cohesiveness. As our textbook point out (George & Jones, 2011)

> Although some level of cohesiveness promotes group performance, too much cohesiveness can actually reduce performance if it makes group members slow to recognize opportunities to change and adapt.

I may not be able to stand stretching a birthday lunch to 2.5 hours when so much work needs to be done, but I feel confident that my co-workers do and will always know that I care about them as persons before focusing on them as contributors to our vision achievement.

- ***Are you passionate about follow-through, particularly when it comes to getting back to others on their questions and concerns?***

The answer would probably be "that depends on if my questions about project X come across to Jerry as my questioning of Jerry himself." The level and duration of conflict at my previous organization was such that near the end I grew very intolerant of board members challenging me and I was combative on too many issues. I acted as if I no longer had their trust or loyalty (I did not trust a single one of them) so why work on improving trust or loyalty?

- ***Do you lead by example? Do you help out on routine jobs when you can? Are you a roll-up-the-sleeves person? How easily can others access you when they need you?***

This is an area that I think has been a consistent positive for me. Our text describes this as "modeling behavior" and gives the example of "being willing to help out in times of stress or crisis and in handling tasks they [leaders] normally would not do." This is something I have done my entire career and in my personal life.

- ***To what extent would others say that you use your power and influence for the good of the organization and for others (versus selfish purposes)?***

With the disclaimer that I am attempting to move into a new sector of the marketplace (healthcare administration) from where I have served for twenty-five years, I think there are few people who would think that I have been using my power or influence for selfish purposes. Where the trust has broken down has been cases where volunteers on a leadership board and I differed over what was for the good of the organization. Ultimately, I decided what was best for the organization was for me to let it have what others wanted, and I acted on what was best for me—getting re-tooled and transplanted into a new career path.

Chapter 6: Listening Like You Mean It

- *Are you approachable? (Ask yourself this question again.)*

I think there are two answers to this, or rather two parts to the question: "Are you approachable under 'normal' work conditions?" And "Are you approachable under stressful situations?" I make this distinction because in our MGMT 5133 Leadership And Teamwork Skills course we used a TKI workbook (Thomas & Thomas, 2004) and discovered that our listening and ability to deal with conflict changes when we are under higher levels of stress.

Under normal conditions I am approachable and have significant feedback from co-workers and peers that, as our text puts it, I hear a person at work "revealing something about themselves in the hope that the listener will better understand them."

- *Do you typically understand where others are coming from? To what extent do you care about their concerns?*

I appreciated the link in our text that Dye & Garmen drew between listening well to foster better dialogue and to build trust. I have worked hard on my reflective listening skills for a number of years and understand now why it has helped people open up and share with me—it's because they feel they can trust someone who listens carefully.

- *To what extent can you get to the heart of someone's verbal message to you?*

The reflective listening skills that I have honed in counseling and in regular management have helped me say back what I have heard from the speaker- including giving clues that I have perceived their emotion and "real" message.

- ***Do you frequently use questions to gain greater clarification?***

Yes, I frequently resist the temptation to merely offer a list of solutions, and instead ask clarifying questions to understand the persons message and meaning.

- ***How open are your channels of communication? Do you have multiple informal and formal channels of communications and ways to discern what is happening in your organization?***

I know there is value in a multi-pronged approach to management. I us a mixture of one-on-one meetings where practical, a team leader meeting to verify that I (and she) are on the same page of what a certain person's need is, and then the semi- annual feedback loop of 360 reviews to ensure that people feel heard, valued, and included.

- ***Do you occasionally (or even frequently) interrupt others or finish their sentences?***

I occasionally do finish a sentence, if I think I am in tune with where they are going with a message and have stopped due to emotion. I have also learned the importance of letting silence hang there. I have even allowed over two minutes of silence to pass in a conversation when I saw someone was in great pain or significant avoidance.

- ***Are you aware of the mechanical aspects of good listening (e.g., making eye contact, avoiding distractions such as smart phones, keeping the right physical distance from the speaker) and, more important, do you practice them?***

I was aware of and practice all except one of these mechanical aspects. I only recall training mentioning be the right distance to be able to perceive facial expressions and body language. The Audiology Clinic at UCSF (UCSF Medical

website) indicates that a distance of three to five feet is preferred. I plan to research this further as that distance seems it might be too close for some work relatioships.

Chapter 7: Giving Great Feedback

- *How clear and direct is your communication style?*

The DISC personality profile has consistently indicated I am a "direct persuader." I think it is the best way to give "effective delivery of information about performance." Yet as the mini-case study at the sart of Dye & Garmen's Chapter 7 points out, not all direct "information about performance" is effective. I strive to give feedback in an appropriate time and place, and it has to be done in a context that includes receiving feedback and even giving it back in return.

- *How well do your direct reports understand their performance goals? Do they have a clear understanding of their performance appraisals, or do they feel blindsided after an evaluation?*

I have never let anyone feel blindsided by an evaluation; even scheduling a follow-up discussion for the next week. I do see room to grow in making sure direct reports understand performance goals, and I will add that to my development plan.

- **How disciplined are you in providing feedback regularly?**

I preformed 360 performance reviews semi-annually, and gave smaller feedback reviews more often with new hires. My MBA coursework has led me to the conclusion that a work group or team needs to have some team performance feedback time on at least a monthly basis, and I would like to research if quarterly reviews are better produces of positive change to a worker's performance.

- *How well balanced is your feedback (positive and negative)?*

I was coached to always point out at least two positive things before moving on towards a "correction." I have found this is helpful for me to maintain perspective about the person to whom I am having to give negative feedback. Dye & Garmen's statement that "Interpersonal feedback messages *always* occur within the context of a relationship" was affirming to how I have tried to give feedback to my direct reports.

- **Would others say that you occasionally give mixed messages?**

I don't think so. While I may not confront a person in the midst of a performance mistake—valuing them and our relationship—I will not wait until a distant review to offer feedback that I think can help a person I work with or oversee to change a negative pattern before it becomes worse.

- ***To what extent might your feedback be damaged by "tee-up" phrases (such as "Don't take this the wrong way, but . . ." or "I'm just saying" or "As far as I know'" or "To be perfectly honest" or "I'm not saying, but. . .")***

I personally hate to be played with by dancing around the edges of an issue as well as being blasted by a bazooka of emotion when calm feedback is called for. As such, I try to "do unto others" as I would have them do to me. I also hate the "you always" or "you never" phrases and avoid using all of them as much as possible. Finally, I was appreciative of Dye & Garmen's reminder that leaders cast longer shadows. I have been on the receiving end of that dynamic and I hope I avoid doing that to anyone I ever lead in the future.

Chapter 8: Mentoring

- ***How firmly do you believe in career development? Do you have former staff who have gone on to higher-level positions?***

Firmly enough that I am pursuing an MBA. Yes, I have had two direct reports go onto higher-level positions. I would like to think that the opportunities and support I gave them were a small part of their success.

- ***Would others describe you as a boss who regularly provides them with stretch assignments and opportunities to work outside their area of accountability or to gain exposure at higher levels of the organization?***

I think I have limited success in that area. With one former staff person, I sensed his ability to organize well and gave him lots of freedom and encouragement to try disparate projects, but beyond that I have only informally encouraged other team members to support one another when big projects were a bit overwhelming for their peers. Here's yet another area to work on in my development plan.

- ▪ *How supportive are you of others' needs to attend educational programs? Have you encouraged subordinates to earn advanced degrees?*

I always tried to grow our budgets and build funds for further education and skill-building programs. I appreciated Dye & Garmen's practical simple advice for maximizing such on-site training with forethought "given to opportunities in which the new skills could be practiced on the job."

- ▪ *How often do you provide teaching moments—brief, informal, and unplanned explanations during the workday about a situation or event at hand?*

I strove to seize teachable moments when they presented themselves, but accept the challenge and wisdom the authors shared of proactively designing and providing such moments as well.

- ▪ *Can you point to others who have advanced their careers because of your support and guidance?*

Yes, one peer in particular. Scott did not seem entirely comfortable in his impending role as a senior leader at a neighboring church; sharing with me that he felt his leadership skills were lacking. After sharing with him that the leadership skills training within our denomination were not going to be much help to him (I had just gone through the training myself), I encouraged Scott to seek ourside training and coaching. He enjoyed the exposure to that so much that Scott ultimately stepped away from his pastoring career to become a leadership trainer and coach—which he has successfully pursued for nearly fifteen years.

Chapter 9: Developing High-Performing Teams

- ▪ *How well do you support the concept of teaming (as opposed to dealing with people on a one-on-one basis)?*

It was only through my MGMT 5133 course on teamwork and leadership skill (Fall 2015 at UHCL) that I moved from a head knowledge about teams to fully committed to putting the concept into practice. I would relish a course on teaming in HADM!

- ▪ ***Do you encourage cohesiveness by identifying common vision, goals, and threats among team members or by establishing team rules?***

The common goals and vision is a given, but establishing team rules was a new concept for me until MGMT 5133. Now I am seeking to use the **GRP-I model** (Goals, Roles, Procedures, and Interpersonal Relationships) in every setting I can.

- ▪ ***What steps do you take to prevent small, subgroup cliques; team role ambiguity; and emotions from driving debate?***

I see the keys as consistent feedback about behaviors and the established GRP-I as being antidote for lost opportunities and energy pursuing emotional debates.

- ▪ ***Are your team members clear on their mutual accountability to one another?***

Building a Sense of "We" as Dye & Garmen discuss is a vital concept. Since my work was 90% with volunteers I was rarely able to do this above the department level, but I am eager to try the suggested tool of "team-based incentive compensation."

- ▪ ***Would your team members indicate that they are closely connected in purpose and in esprit de corps?***

I did not see much "esprit de corps" in my church world in the past two years. When I couldn't muster it in the midst of escalating conflict with governance boards, I dove deeper into my education and career change goals.

- ▪ ***When your team meets, does it exhibit a passion about its purpose?***

I saw a passion for the easy half of our goals (maintenance mode stuff), but the smart passionate people had left five years before me. I finally realized I couldn't "em-passion" this status quo-loving group and decided to re-invogorate myself through training and to search for an organization I could be passionate about.

- *To what extent can (does) your team function when you are gone?*

I have watched my former team in action for two months now. External communication has disappeared, internal work on progress has slowed. It seems they are enjoy the ride with one another on HMS Status Quo and not worrying about the impending threats of demographic changes, shrinking resources, and vision "drift." I couldn't do their status quo anymore so I guess it is a win-win. I am not ruffling their feathers and they are not pooping on me anymore because I am out of range.

Chapter 10: Energizing Staff

- *How often do you show personal energy and enthusiasm about your work and your achievements?*

After reading this chapter I wanted to look in the mirror and shout "Healthcare Administrator, energize thyself!" After leaving through five years of conflict and realizing my energy level was so low I needed professional care, I can personally testify that I know the value of a leader's own energy level, and it is something I am embracing responsibility for. This quote is going into my development plan and goals! As I leader it is imperative that I function as

> a personal example of good work ethic and motivation; talk and act enthusiastically and optimistically about the future; enjoy rising to new challenges; take on your work with energy, passion, and drive to finish successfully

- *Would others describe you as goal driven and passionate about achievements and accomplishments?*

I was always described as the passionate one. I spoke on occasion at wider settings within my sector and got positive feedback about my enthusiasm and drive. That is now a area of my life that I am laser focused on re-capturing.

- *Do you regularly use humor, wit, and levity in the workplace?*

I find this challenging given the seriousness of the work, but I recall that the root of the word humor comes from the Latin verb meaning "to lubricate." Humor helps the hard work go more smoothly, so here goes!

- ▪ ***To what extent do you inject spontaneity into the workday or workplace?***

I can be very flexible but general al less comfortable with spontaneity when important goals and projects are on the line. This chapter was a good reminder for me that, at times, "the relationship is the task" as the old leadership dynamic coach once told me. I will work on this, but it will be a lesser priority under other items in my development plan.

- ▪ How often do you make a point of recognizing the accomplishments of others and celebrating their achievements?

I strive to start of each meeting with "Atta-boy!" And "You go, Girl!" affirmations from the past week or so. It has always been important to me to tell staff members that their efforts are noticed.

- ▪ ***Do you avoid bureaucratic rules and regulations that can create a disengaged workforce?***

Yes, this gets to the "doing the right thing" vs. "doing things right" I mentioned earlier. The latter can so easily suck the creativity and energy out of people as they focus more on following regulations and less on treating people with dignity and compassion

- ▪ ***Do you use daily huddles to instill purpose and focus into the workday?***

Yes, I found that strategy to be effective and intend to continue it in all future positions.

- ▪ ***Do you have a practice of finding innovative ways to engage and enthuse staff?***

Regrettably no, but they are worth the effort to add that too to my leadership toolbox!

Chapter 11: Generating Informal Power

- ▪ ***Are you frequently sought out by people (besides direct reports) for your opinions?***

Not much in recent years, but that seems to be changing as I get further in my graduate pursuits.

- ▪ ***How strong are your informal networks? How well informed do you feel through these networks?***

This statement about networking in our book really challenged me.

> develop and sustain useful networks up, down, and sideways in the organization; develop a reputation as a go-to person; and effectively affect others' thoughts and opinions, both directly and indirectly.

Clearly, this is a new area for me to explore and grow in, and a high priority in my development plan.

- ▪ ***How openly do you share information?***

I have never felt I needed to be guarded with anything I have learned, but I have also made it a practice not to fling out advice or "wisdom" unsolicited.

- ▪ ***If others do favors for you, how conscientious are you in reciprocating?***

I feel that is very appropriate and know that the principal of positive reciprocity is a powerful one!

- To what extent do you understand power and sources of power in the organization?

I am aware that informal leaders are vital to identify and work with. But I have a lot of learning and growing to do in this area.   I look forward to the help of a mentor once I enter the healthcare administration sector.

- ***A wise CEO once said, "Informal power is directly related to the amount of care and concern you show for others multiplied by your visibility within the organization." To what extent do you practice this?***

This is a fantastic principal. A growth area I see in myself is that I left a lot of informal power untapped when I was often "under-prepared" for significant responsibilities. That meant I was often too busy finishing things on the fly to be available for people. Visibility doesn't mean much if you are a chicken with its head cut off. It is visibility and availability that builds informal power.

- ***Do you take the lead in informal settings?***

I offer to if there is a vacuum, but sometimes it is better to nudge a newer or less experienced teammate into the fore and offer to support them. That's a pattern I have seen success with especially in my work with volunteers.

- ***If you are the leader of a team that has just had a success, do you share the recognition with your team members?***

Absolutely! I appreciate our authors giving me a powerful name for this concept, "*Reward power*."

- Do you make the time to congratulate others on their achievements, both inside and outside the workplace?

Yes, phone calls, texts, or quick emails seem to go a long way in this area. I still think I can grow and improve here, though.

Chapter 12: Building True Consensus

- *How knowledgeable are you about group decision-making techniques (e.g., NGT, parking lot, brainstorming, affinity mapping, straw polls)? How comfortable are you with using them?*

- *How effectively do you make use of agendas, outlines, handouts, and the like when managing a meeting?*
- *How regularly do you provide opportunities for all group members to voice their thoughts and opinions during meetings? How effectively do you reach out to members who are visibly silent?*
- *To what extent are you able to keep a group focused on a solution to an issue or problem?*

I think I have some good experience in avoiding tangents; especially when the problem to be solved has a higher level of urgency.

- *Once a group decision is made, do you clearly summarize the conclusion so that everyone knows what was decided?*

Yes, I think this is an important step that gives the best chance for initial momentum and success of a newly worked out consensus.

- During conflict situations, have you ever used silence or a brief break in the action to help the group decompress and get back to refocusing on the issue at hand?
- Do you have strong rules for engagement that define appropriate behavior during debate within the group?

It was this focus on rules and procedures from my exposure to the GRP-I model that has strongly influenced me and I hope prepared me to be a better, more fruitful leader.

- Have you mastered the ability to bring underlying causes of a conflict or problem to the surface so the conversations can have better focus?
- *Do you have a record of honoring commitments once a group decision is reached?*

Yes, that is important to honor a commitment in order to get others to contribute as well.

Chapter 13: Mindful Decision Making

- How well do you know what drives your decision making? Have you ever mapped your decision-making process in writing?

- To what extent are ethics, values, goals, facts, alternatives, and judgment incorporated into your decision-making processes?

- To what extent are you able to analyze and evaluate choices and choose the best one? Do you have a method for weighing various alternatives?

- How knowledgeable are you about decision-making tools (e.g., force field analysis, cost-benefit analysis, decision trees)? How comfortable are you with using them?

- When making decisions, do you hear out opposing viewpoints, or do you tend to focus on developing arguments in favor of your own viewpoint?

- When making important decisions, are you equipped to use mindfulness to focus with clarity on the issue at hand?

- To what extent are you able to focus on the real issue involved in a decision versus making a series of other decisions that do not relate to it?

Chapter 14: Driving Results

- How effectively do you keep people focused and on task?

- If team members are derailing movement toward an objective, how comfortable are you with stepping in to take action?

- How regularly can you set a higher bar for your team's performance and help others to see it as an achievable goal?

- Do you fully understand the need to recognize that each team member likely has different motivations, and thus your leadership toward results must be customized for each one?

- Do you regularly use scorecards, scoreboards, or dashboards to show progress on major goals?

- Are the number of key goals and objectives reasonable (no more than nine or ten)?

- Are you adept at breaking key objectives into small achievable pieces so progress can be felt?

- Do you show the ability to demonstrate calmness and poise during extremely active times?

Chapter 15: Stimulating Creativity

- How often do you pause before an important interchange (e.g., meeting, negotiation session) to think reflectively about the situation and people involved?

- Do you occasionally do something radically different? Read some book in an area in which you know very little? Explore new opportunities? Learn a new language?

- Have you gotten to know individuals who are very different from you?

- It is often said that fear of making mistakes is one of the greatest inhibitors of creativity. To what extent do you subscribe to this belief?

- How often do you create opportunities for your staff to mix and mingle with others outside of your team?

- When exploring new ideas to a problem, to what extent are criticism and debate encouraged?

- Do you create an equal playing field for your team when they debate an issue?

Chapter 16: Cultivating Adaptability

- Do you have one primary style of leadership? If so, in what situations might this style be less useful?

- To what extent do you have the ability to read and assess the environment and to develop an appropriate leadership style of action?

- Do you understand the various styles of leadership?

- How comfortable are you with leading people to look at problems with fresh eyes?

- When the people you work with seem stuck in a rut, what kinds of approaches do you use to break them out of it?

- How often do you come up with new initiatives or solutions to problems that bring people together in new ways?

- To what extent are you comfortable with unpredictability or changing work settings?

- To what extent are you a person who prefers to live life by the book (typically a policy-driven individual)?

- Have you ever asked yourself, "If I were to leave my job today, what things would my successor change?"

- ▪ Do you frequently update your skills and knowledge?

References

As requested in this assignment, these questions come directly from Dye, Carson F., and Garmen, Andrew N. "Appendix A - Self-Reflection Questions". *Exceptional Leadership: 16 Critical Competencies for Healthcare Executives, Second Edition*. Health Administration Press. © 2015. Books24x7. *<http://libproxy.uhcl.edu:4535/toc.aspx?bookid=74371>* (accessed June 18, 2016)

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Appendix B
Sample Self-Development Plan

A GOOD WAY to think of a self-development plan is as a business plan for your career development. Like a business plan, it should express your desired goals (both short-term and long-term), your objectives, and the resources you need. (Some development plans even include a calculation of return on investment, as anchored to market rates of salaries associated with promotions, although this is not necessary.) All elements of the plan should be specific enough to allow you to self-monitor your progress. The following is a sample outline for a development plan that you can adapt for your own use. A copy of this sample may be accessed on the HAP web page: www. ache.org/pubs/dye_garman.cfm.

Name _Jerome (Jerry) McNamara_____

Date ___2016-06-20_____

Part 1: Career Goals. In this section, define the direction you would like to see your career going. It is often most helpful to have at least three anchors—3, 5, and 10 years are used here, but you can select different anchors as you see fit for your circumstances. *Note*: If you are uncertain about your career goals, then identifying them should be your first step.

Answer the following questions for each of the numbered items below: What would you like to be doing, and where would you like to be? What would be your ideal work setting, position, lifestyle, etc.? If you are planning to remain in your current position, how would you improve the way you work or the way your position is structured?

1. Steps I will take to identify my career goals:

What I need to learn	Whom I can learn this from	My action plan	Due date
show personal energy	self, counselor or coach	Continue exercise, counseling, learning	9/1/2016
develop useful networks	Decker assignment	Join ACHE, network with classmates	8/11/2016
Grow in execution skills	Dye & Garmen references & PRACTICE		12/1/2016
get a mentor in H. Admin		Seek a mentor at MH-TMC	10/1/2016

2. Three-year goals: secure job in Healthcare administration.

3. Five-year goals:

4. Ten-year goals:

Part 2: Developmental Needs. In this section, prioritize the developmental steps you will need to take in pursuit of your career goals. *Note*: If you do not have a clear sense of your developmental needs, then clarifying them should be your first step.

1. Steps I will take to clarify my developmental needs: _____

_____

_____

2. Competencies I need to develop: Developing High-Performing Teams, Earning Trust and Loyalty, Driving Results

_____

Competency	*How I will develop*	*My action plan*	*Due date*
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____