Leadership 101 Worksheet

1. **Set Clear** __________: Best if negotiated.
   Start with goals, objectives (blueprints)
   
   Project/Assignment:
   Goal #1: ______________________________________________________________
   Goal #2: ______________________________________________________________

2. **Ensure** __________ (___) & Tools: (Dryfus & Dryfus model of skill acquisition plus Blanchard’s situational leadership model). **Determine location on horizontals.**

   ![Graph](http://www.energym.com/blog/?p=234 & http://www.lmbblanchard.com/)

   KSA/Tools needed: ______________________________________________________
   Plan to get them: _______________________________________________________
   Attitude: ______________________________________________________________

3. **Provide Appropriate** __________: Answer all the following questions.
   Who: ________________
   What (Formal: System or Forms, Rubrics, Portfolios, demonstrations, tests, Sims, Lab & Informal: _______________? (open door?));
   When: ________________
   Where: ________________
   How: ________________
   Why: ________________

4. **Administer** __________: What happens if…
   Positive: Superior evaluations, future recommendations, mentoring
   What else? ______________________________________________________________
   &
   Negative: Renegotiation of goals & expectations, less than superior evaluations, some sort of remediation/corrective action plan.
   What else? ______________________________________________________________

   To whom will you teach it? _____________________________________________
   To what will you apply it? ______________________________________________

Leadership 101

AACOM/AODME Pre-Conference SOME Meeting 2017, Baltimore, MD

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http://www.oucom.ohiou.edu/fd/programs.htm
Innovative learning, focused research, and compassionate care for Ohio and beyond
Objectives

- Discover the four things all good leaders do and be able to recite them to a colleague from memory
- Apply the Leadership 101 Worksheet to identify a plan to address a current challenge that you determine needs improvement
- Discuss and justify the created plans between one or more colleagues
- Identify one person you know who would benefit from this resource and write their name down with intent to teach this lesson to them
My work for you...

87 pages reduced to one!
End in Mind

“Tools” for your Leadership Toolbox:

My “Man Cave” 😊
End in Mind

Go To
- Discuss each step
- Operationalize...a way to make it work for you!
Four things all good leaders do:

Hierarchical steps!

1. Set clear expectations
2. Ensure KSA (knowledge, skills and attitude) & Tools
3. Provided appropriate feedback
4. Administer consequences
1. Setting Clear Expectations

Begin with the end in mind!

Head nods on WWWWWWH!

SeaBees
1. Setting Clear Expectations, Cont.

- Start with goals, objectives (blueprints).
- Writing Objectives: (http://www.oucom.ohiou.edu/fd/cpcbulletin/febbulletin2001.htm)

Project/Assignment:

Goal #1: ________________________________
Goal #2: ________________________________
2. Ensure KSA & Tools

- Attitude to work
- Motor skills
- Underpinning knowledge
- Workplace behaviour
2. Ensure KSA & Tools, Cont.

2 Models:

- Dryfus & Dryfus Model of Skill Development
  - http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2887319/

- Ken Blanchard’s Model of Situational Leadership
  - http://www.mindtools.com/pages/article/newLDR_44.htm

Only job I ever cried over story
2. Ensure KSA & Tools, Cont.

Dryfus & Dryfus Model of Skill Development

Source: http://www.enerjy.com/blog/?p=234
2. Ensure KSA & Tools, Cont.

Ken Blanchard’s Model of Situational Leadership

Source: http://www.kenblanchard.com/
2. Ensure KSA & Tools, Cont.

Only job I ever cried over story
2. Ensure Knowledge, Skills & Attitude (KSA) & Tools (Dryfus & Dryfus model of skill acquisition plus Blanchard’s situational leadership model).

KSA/Tools needed: ____________________________________________________________
Plan to get them: ____________________________________________________________
Attitude: _________________________________________________________________

3. Provide appropriate feedback

Best boss I ever had story.
3. Provide appropriate feedback, Cont.

- Who: _____________
- What (Formal: System or Forms, Rubrics, Portfolios, demonstrations, tests, Sims, Lab & Informal: _____________? (open door?));
- When: ___________________
- Where: ___________________
- How: ___________________
- Why: ___________________
3. **Provide Appropriate Feedback: Answer:**

   Who: ____________
   What (Formal: System or Forms, Rubrics, Portfolios, demonstrations, tests, Sims, Lab & Informal: ____________)? (open door?)
   When: _______________
   Where: _______________
   How: _______________
   Why: _______________
4. Administer Consequences
4. Administer Consequences, Cont.

- **Positive:** Superior evaluations, future recommendations, mentoring

- **What else?** ________________________________

- **Negative:** Renegotiation of goals & expectations, less than superior evaluations, some sort of remediation/corrective action plan.

- **What else?** ________________________________
4. Administer Appropriate Consequences:
Positive: Superior evaluations, future recommendations, mentoring
What else? ____________________________________________________________
&
Negative: Renegotiation of goals & expectations, less than superior evaluations, some sort of remediation/corrective action plan.
What else? ____________________________________________________________

To whom will you teach it? ____________________________
To what will you apply it? ____________________________
Four things all good leaders do:

**Hierarchical steps!**

1. Set clear expectations
2. Ensure KSA (knowledge, skills and attitude) & Tools
3. Provided appropriate feedback
4. Administer consequences

I’m an idiot story
Operationalizing Leadership 101

Leadership 101 Worksheet

1. Set Clear Expectations
   - Start with goals, objectives (blueprints)
   - Writing Objectives: [Link to website]
   - Writing S.M.A.R.T. Goals: (Specific, Measurable, Attainable, Realistic, and Timely)
   - Project/Assignment:
   - Goal #1:
   - Goal #2:

2. Ensure Knowledge, Skills, & Attitude (KSA) & Tools (DryDEN & DryDEN model of skill acquisition plus Blanchard’s situational leadership model)
   - Competence
   - Commitment
   - Delegation
   - Coach
   - Train
   - Lead
   - 100%

   Sources: [Link to website]

   KSA/Tools needed:
   Plan to get them:
   Attitude:

3. Provide Feedback: Answer:
   - Who:
   - What (Formal: System or Forms, Rubrics, Portfolios, demonstrations, tests, Sims, Lab & Informal: open door):
   - When:
   - Where:
   - How:
   - Why:

4. Administer Consequences:
   - Positive: Superior evaluations, future recommendations, mentoring
   - What else?
   - Negative: Renegotiation of goals & expectations, less than superior evaluations, some sort of remediation/corrective action plan
   - What else?

1. Teach it
2. Use it/Work it
3. Send me feedback

[Link to worksheet]

http://www.oucom.ohiou.edu/fd/Leadership%20101%20Worksheet.pdf
End in Mind

Go To
Objectives

- Discover the four things all good leaders do and be able to recite them to a colleague from memory
- Apply the Leadership 101 Worksheet to identify a plan to address a current challenge that you determine needs improvement
- Discuss and justify the created plans between one or more colleagues
- Identify one person you know who would benefit from this resource and write their name down with intent to teach this lesson to them
FINAL THOUGHTS

• Leadership is about nurturing and enhancing. —Tom Peters
  Source: http://www.forbes.com/sites/kevinkruse/2012/10/16/quotes-on-leadership/

• People don’t care what you know until they know that you care!

• Using “Leadership in 4 Steps” = growing them (caring!)
Small Group Facilitator Connoisseurship

AACOM/AODME ANNUAL CONFERENCE, 2017
BALTIMORE, MD

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Small Group Facilitator Connoisseurship
Demographics

- New to small group facilitation
- Level of experienced facilitators
- Has a resource to share
- What you want from this session
OBJECTIVES & OVERVIEW

1. Review Definitions, Underlying Theories & FACILITATOR Experiences
2. Self-Assess & Share Facilitator Best Practices
   1. Your experience
3. Explore Facilitator Resources
   1. Two LOADED Facilitator Resources Websites (FREE)
4. Explore Unique Facilitator Challenges & Solutions
   ○ Case Work
OBJECTIVES & OVERVIEW

1. Review Definitions, Underlying Theories & FACILITATOR Experiences

2. Self-Assess & Share Facilitator Best Practices
   • Your experience

3. Explore Facilitator Resources
   • Two LOADED Facilitator Resources Websites (FREE)

4. Explore Unique Facilitator Challenges & Solutions
   • Case Work
1. Review Definitions, Underlying Theories & FACILITATOR Experiences

- one that facilitates; especially: one that helps to bring about an outcome (as learning, productivity, or communication) by providing indirect or unobtrusive assistance, guidance, or supervision

Source: http://www.merriam-webster.com/dictionary/facilitator
1. Review Definitions, Underlying Theories & FACILITATOR Experiences, cont.

- expert; *especially* : one who understands the details, technique, or principles of an art and is competent to act as a critical judge.

1. Review Definitions, Underlying Theories & FACILITATOR Experiences, cont.

- Practice the way we play (Fidelity)
- Brain works (Encoding)
  - Summary of Short & Long Term Memory
    - Source: John Medina “Brain Rules”
- Core Competencies & Entrustable Professional Activities (EPAs)
  - What Makes a Competent Doctor
- Goals and Purposes of Small Group Learning
Goals and Purposes of CBL
Self-Assessment Based upon the Goals of CBL at OUHCOM

1. Review Definitions, Underlying Theories & FACILITATOR Experiences, cont.

1. Learn the “language of medicine”
1. Explore the process of medical reasoning
1. Develop skill in problem solving
1. Learn to integrate concepts
1. Provide a memorable clinical context for recalling knowledge
1. Proved a “safe learning environment”
1. Practice independent learning, self direction
1. Experience and acquire collaborative learning skills
1. Learn the skill of teaching others
1. To understand and value differences
1. To develop as a professional
1. To learn and foster group process/group interaction skills
1. To learn how to help make a group a “learning team”
1. Review Definitions, Underlying Theories & FACILITATOR Experiences, cont.

Change: From Lecturer to Facilitator
1. Review Definitions, Underlying Theories & FACILITATOR Experiences, cont.
OBJECTIVES & OVERVIEW

1. Review Definitions, Underlying Theories & FACILITATOR Experiences

2. Self-Assess & Share Facilitator Best Practices
   1. Your experience

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   1. Two LOADED Facilitator Resources Websites (FREE)

4. Explore Unique Facilitator Challenges & Solutions
   ○ Case Work
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<td><strong>2. Self-Assess &amp; Share Facilitator Best Practices, cont.</strong></td>
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<tr>
<td>1. Find lowest or one you’d like to work on.</td>
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<td>2. Review the slide on that skill.</td>
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<td>3. Make a plan to improve in this area.</td>
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<td>4. Write down one thing you will try: ______</td>
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<td>5. Review your answer with a neighbor.</td>
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OBJECTIVES & OVERVIEW

1. Review Definitions, Underlying Theories & FACILITATOR Experiences

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4. Explore Unique Facilitator Challenges & Solutions
   ○ Case Work
3. Explore Facilitator Resources

- OUCOM FD Website: Small Group Facilitators Resources
  https://www.ohio.edu/medicine/about/offices/academic-affairs/faculty-development/teaching/classroom.cfm
3. Explore Facilitator Resources, cont.

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3. **Explore Facilitator Resources, cont.**
OBJECTIVES & OVERVIEW

1. Review Definitions, Underlying Theories & FACILITATOR Experiences

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   ○ Case Work
4. Explore Unique Facilitator Challenges & Solutions
4. Explore Unique Facilitator Challenges & Solutions, cont.

List of representative cases to work through as a group or small groups.

- 1.
- 2.
- 3.
- 4.
OBJECTIVES & OVERVIEW

1. **Review Definitions, Underlying Theories & FACILITATOR Experiences**

2. **Self-Assess & Share Facilitator Best Practices**
   1. Your experience

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4. **Explore Unique Facilitator Challenges & Solutions**
   - Case Work
“From the violent nature of the multiple stab wounds, I’d say the victim was probably a small group facilitator.”
Small Group Facilitator Connoisseurship References

- Resources for Small Group Facilitators. Retrieved May 12, 2016 from https://ohio.app.box.com/s/1a9z06qsusc2l1sz6c5hhr9e6hbcjoba
Bonus, if time permits

“Our small group curriculum is multi-generational ... it includes a DVD, VHS, a CD, a cassette and an 8 track tape.”
Bonus, if time permits

- BIG”inning”: Intro, ground rules, ice breakers
- Technology in small groups
- Wrap up
- Assessment
- ??? Other?