



**CENTER**

FOR THE HEALTH PROFESSIONS

# Motivating and Developing Others

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# PURPOSE

- Monitor & understand healthcare trends
- Develop a vision to focus & guide the organization
- Develop creative & innovative strategies aligned with the vision
- Use organizational values in setting direction
- Leverage resources to transform healthcare
- Practice organizational communication skills

# PROCESS

- Design operational plans to enact strategies for planning, monitoring & evaluation
- Employ process improvement
- Apply appropriate decision-making techniques
- Utilize financial management principles & tools

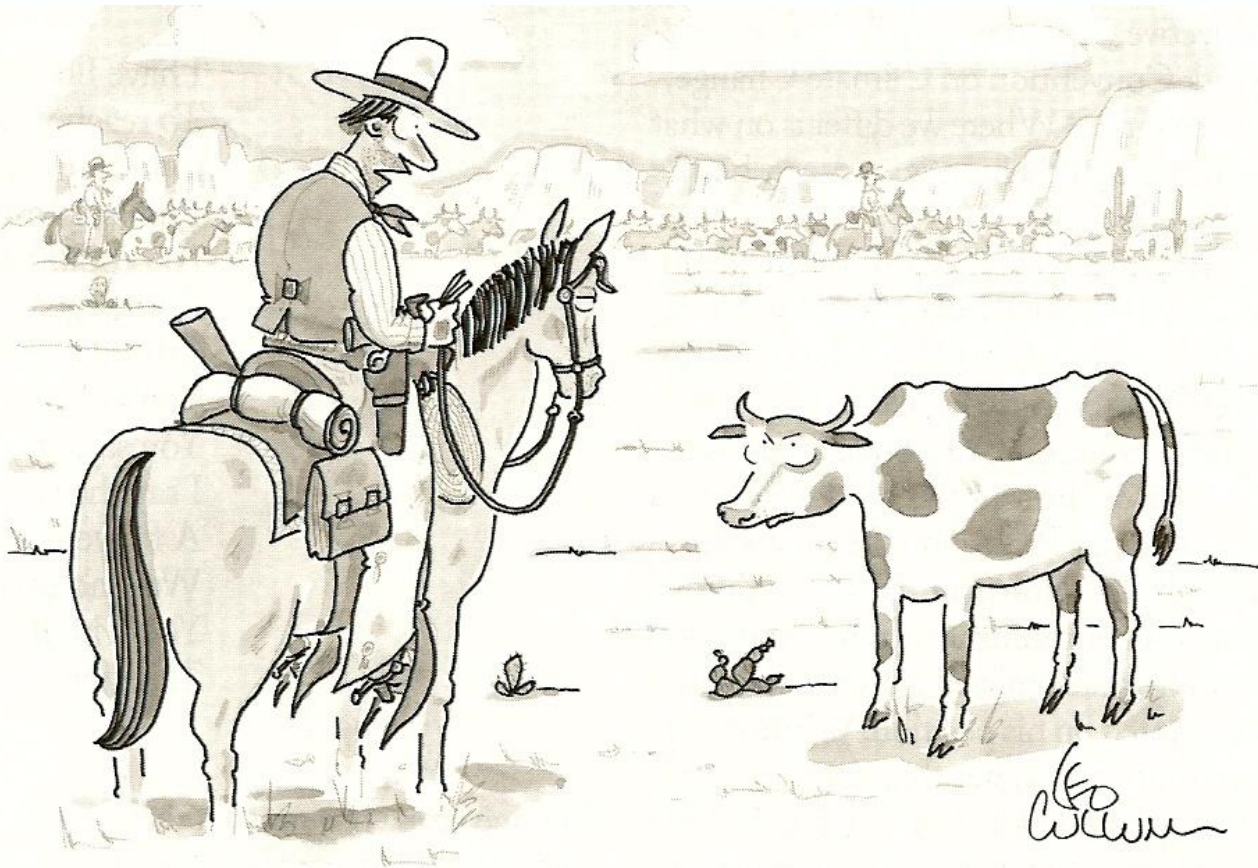
# PERSONAL

- Establish & work toward leadership goals
- Use time & energy effectively
- Develop a capacity for self-regulation
- Leads with integrity
- Demonstrates courage & maintains resilience
- Embody authentic leadership
- Achieve an integrated & balanced life

# PEOPLE

- Build & use effective teams
- Manage relationships at work
- Motivate & develop others
- Gain & align support
- Practice effective interpersonal skills
- Develop & use social & professional networks
- Values & respects all aspects of diversity
- Creates positive work environments

# Motivation



*"No one is making you do anything you don't want. I'm just saying we're all headed for Dodge City and we think you should come along."*

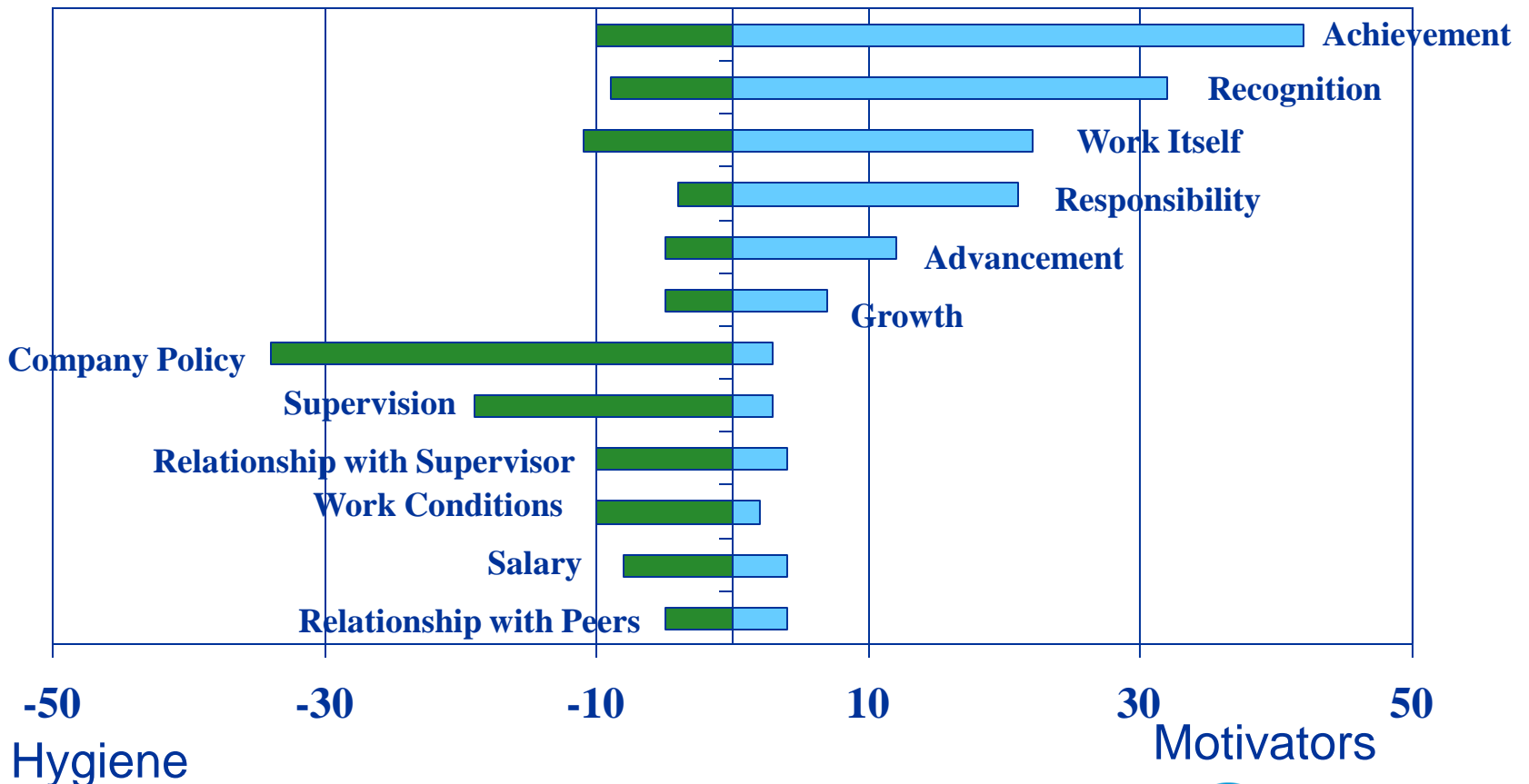
# Motivation

- *Most people want to be successful*
- *Organizations can engage this natural motivation, or they can extinguish it*
  
- *Take a minute and write down what motivates you?*

# Motivation Factors

Factors leading to extreme dissatisfaction

Factors leading to extreme satisfaction



# Keys to Motivation

- Competence – the skills to do the task successfully, or the ability to gain them
- Meaningfulness – comprehension of the significance and value of the work
- Choice – some involvement in deciding one's scope of work and how it is to be done
- Progress – feedback on work, including rewards tied to performance\*

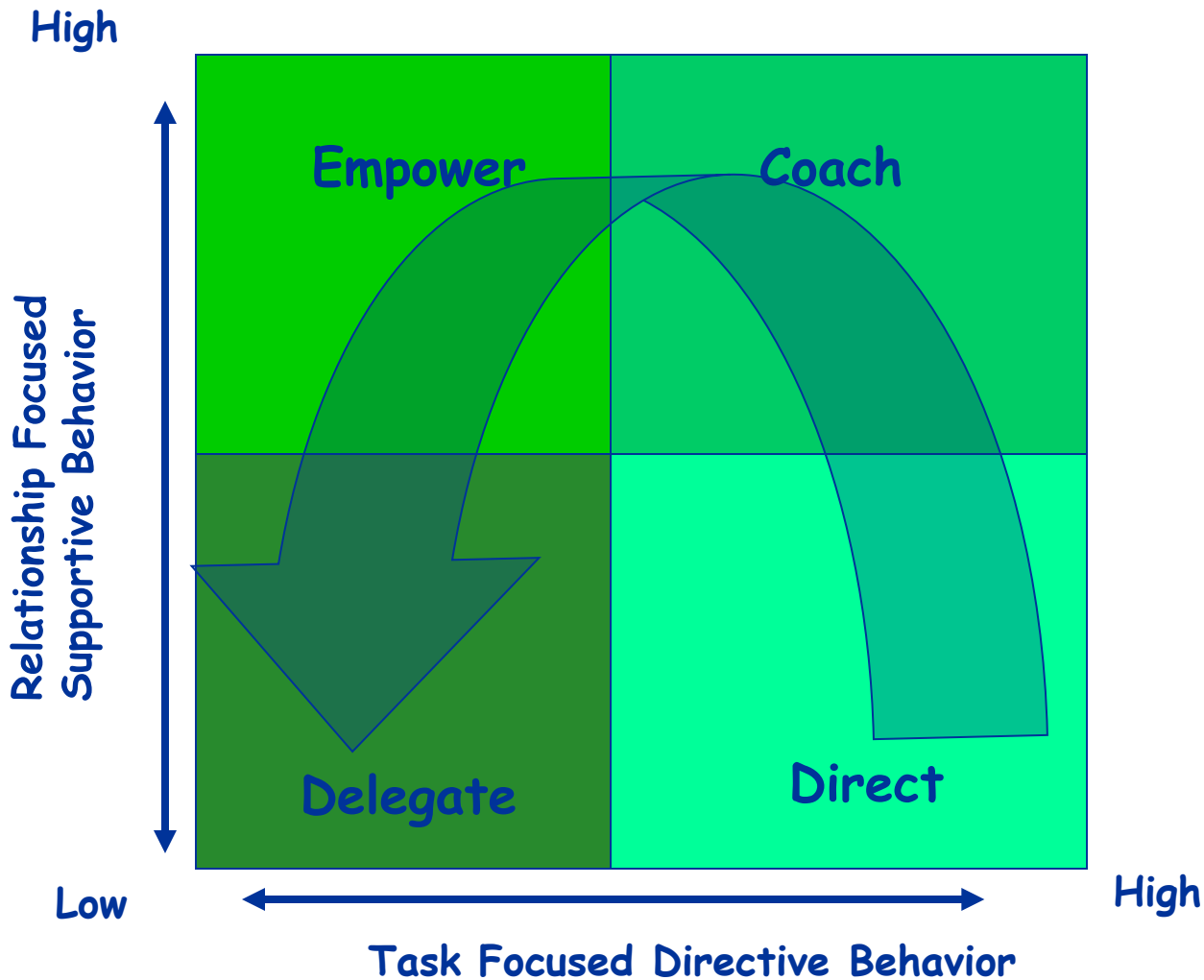
\*<http://www.washingtonpost.com/blogs/on-leadership/wp/2014/01/27/study-finds-that-basically-every-single-person-hates-performance-reviews/>

# Developing People

**1. Directive Behavior** involves telling people what to do, how to do it, when to do it and then closely monitoring behavior. It relates to the task function of Thinking (T) in MBTI.

**2. Supportive Behavior** involves listening to people, providing support and encouragement for their efforts, and then facilitating their involvement in problem-solving and decision making. It relates to the relationship function of Feeling (F) in MBTI

# Development Model Leadership Styles



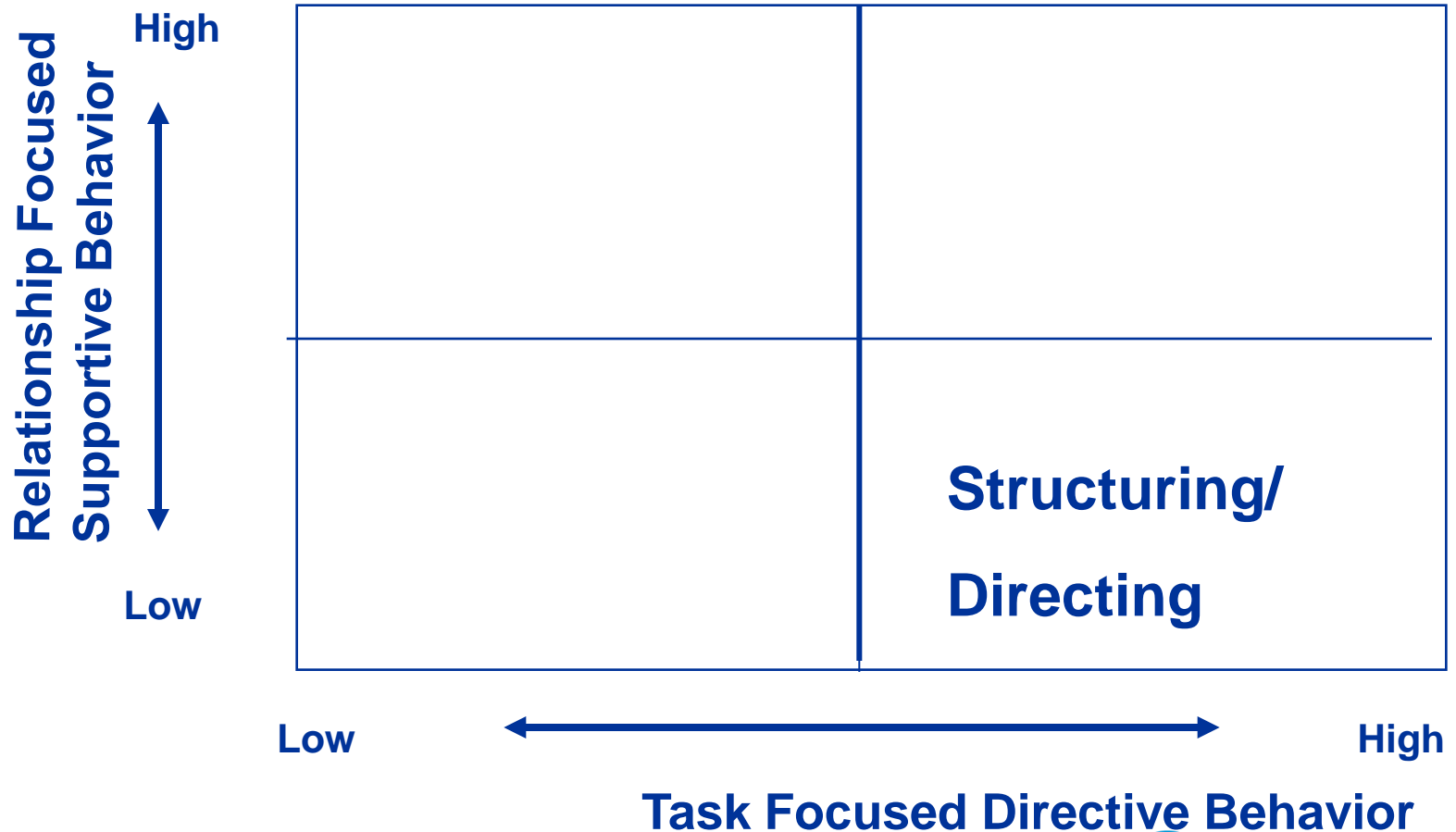
- Can use at any job level
- Relates to overall job and specific tasks



# Leadership Style: Directing

**Style 1 Structuring/Directing: The leader provides specific direction and closely monitors task accomplishment**

# Blanchard Leadership Model

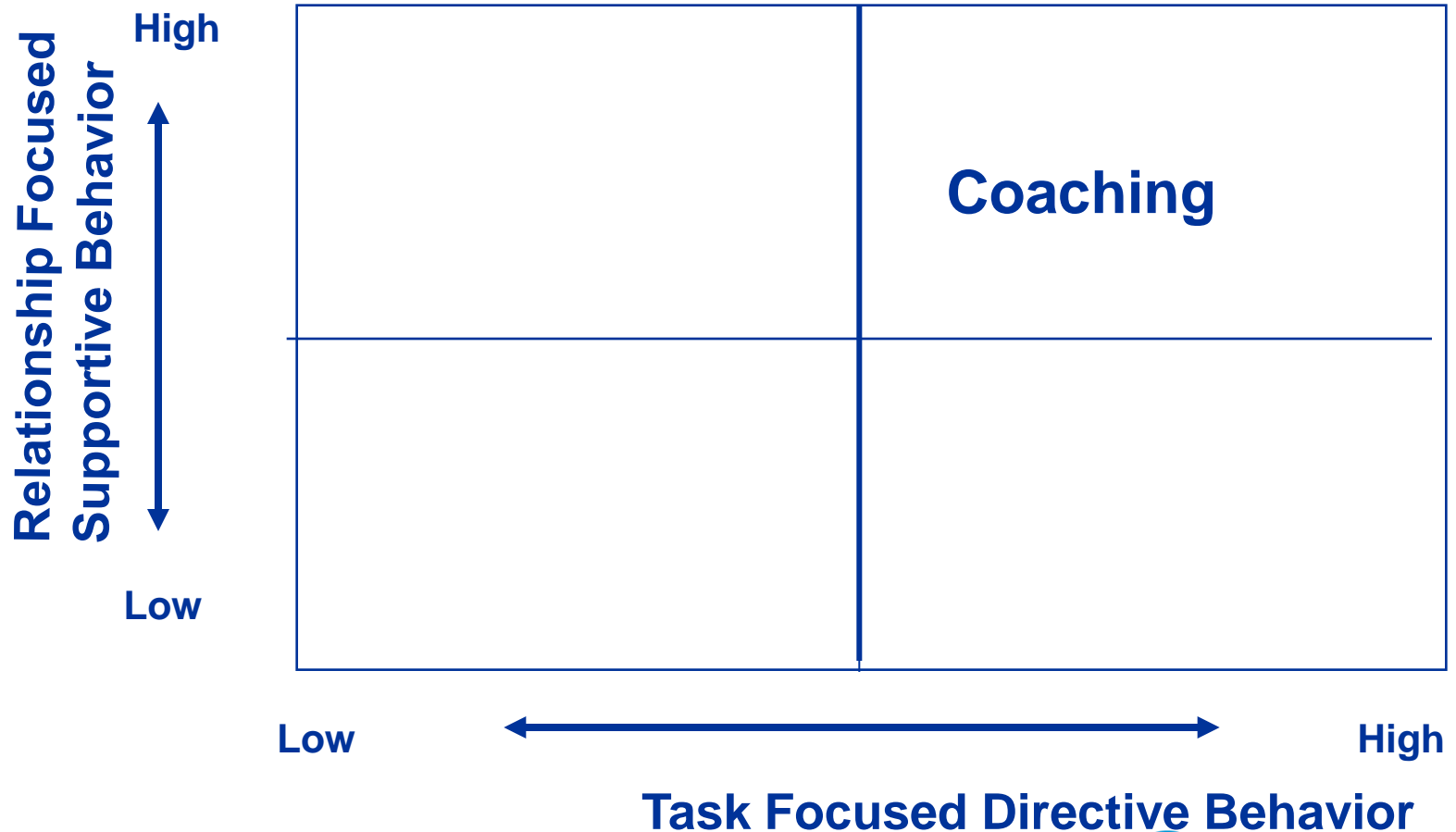


# Leadership Style: Coaching

Style 1 Structuring/Directing: The leader provides specific direction and closely monitors task accomplishment

Style 2 Coaching: The leader continues to direct and closely monitor task accomplishment, but also explains decisions, solicits suggestions, and supports progress

# Blanchard Leadership Model



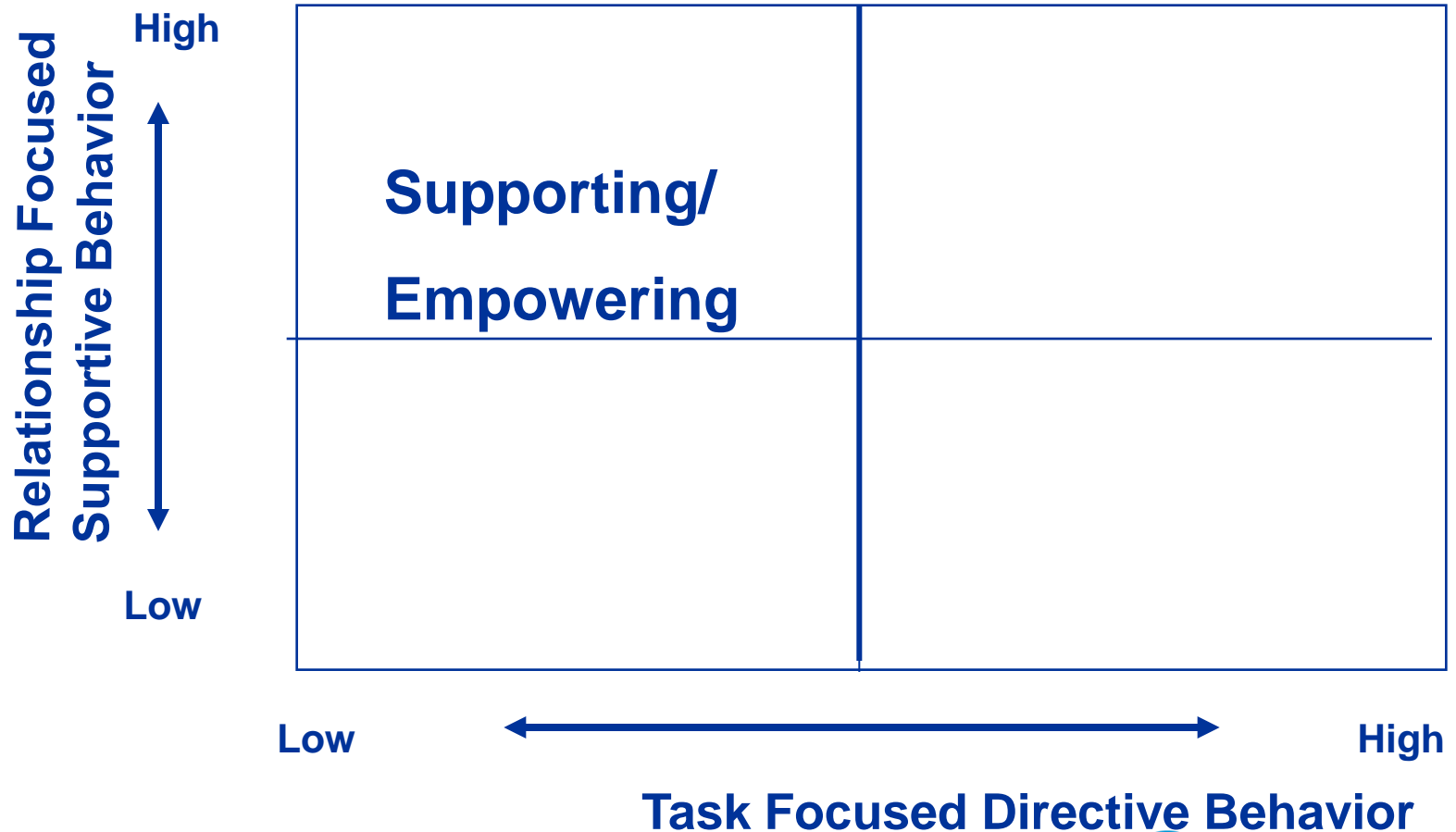
# Leadership Style: Empowering

Style 1 Structuring/Directing: The leader provides specific direction and closely monitors task accomplishment

Style 2 Coaching: The leader continues to direct and closely monitor task accomplishment, but also explains decisions, solicits suggestions, and supports progress

Style 3 Supporting: The leader facilitates and supports people's efforts toward task accomplishments and shares responsibility for decision making with them

# Blanchard Leadership Model



# Leadership Style: Delegating

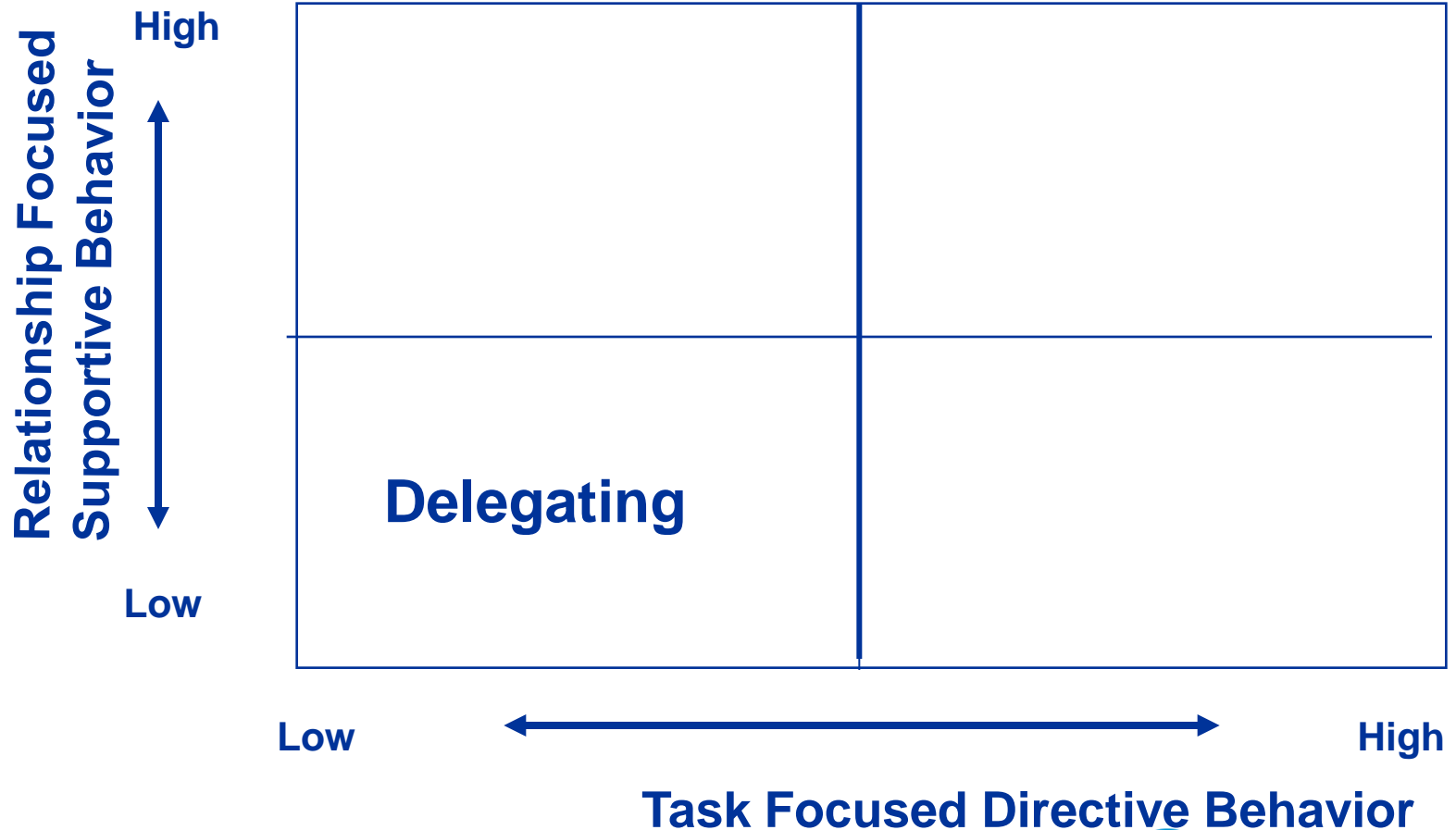
Style 1 Structuring/Directing: The leader provides specific direction and closely monitors task accomplishment

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Style 3 Supporting: The leader facilitates and supports people's efforts toward task accomplishments and shares responsibility for decision making with them

Style 4 Delegating: The leader turns over responsibility for decision-making and problem solving to people

# Blanchard Leadership Model





# Common Errors

- Moving from directing to coaching when the competence or skills can't be learned
- Too long or too crowded in the coaching box
- Moving directly from directing to delegating
- Misdistribution of people across all boxes
- Thinking that delegating for one thing is delegating for all things
- Falsely imprisoning in delegating when they want to leave, or its time for them to move on

# Six Cs for Guiding Behavior

## Common Context

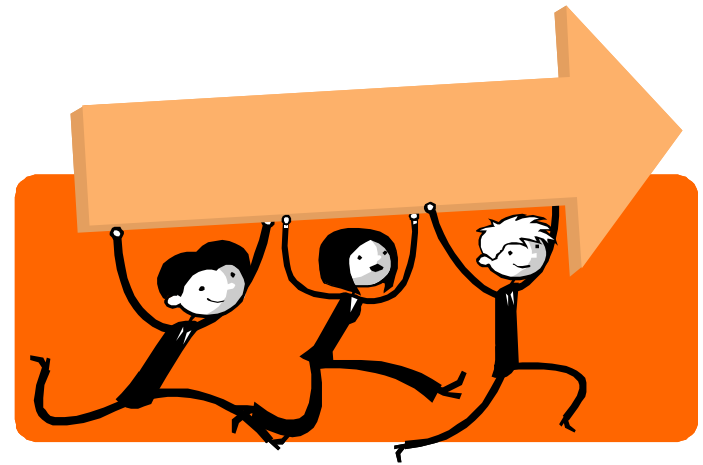
- Similar view of the end game/success
- Shared values, culture, expectations
- Comprehensive
- Both give and receive feedback



# Six Cs for Guiding Behavior

## Clear Goals and Process

- Linked to common context
- Understood
- Specific/written
- Shared/of interest to us both
- Systematic and universal



# Six Cs for Guiding Behavior

## Capability

- Skills in place
- Attitudes aligned
- Willing to make the effort



# Six Cs for Guiding Behavior

## Coaching

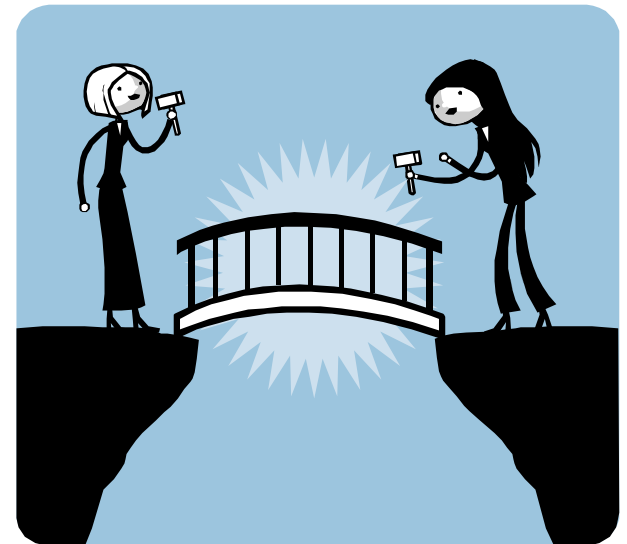
- Recognize gain
- Focused on improvement
- Instructive
- Balance of reason and emotion
- Informal and frequent



# Six Cs for Guiding Behavior

## Confrontation

- On a specific goal, commitment or behavior
- Real data on performance or behavior and its impact on you or others
- No speculation on your part as to motivation



# Six Cs for Guiding Behavior

## Consequences

- Rewards
- Sanctions
- Consistency

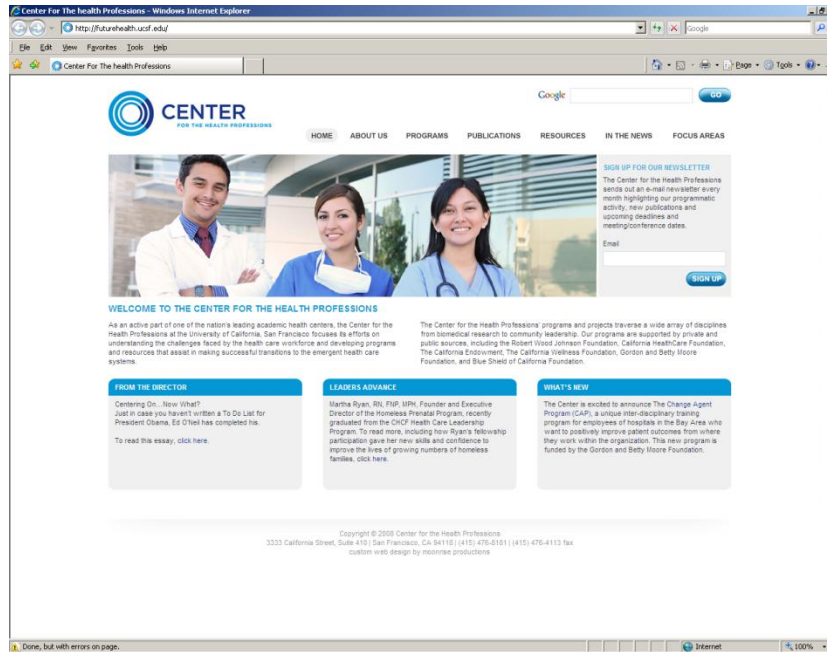


# Getting It Done

- Know each person
- Set goals
- Develop a plan
- Use stretch experiences
- Allocate time and resources
- Raise and address hard issues



# More Information At



[HTTP://FUTUREHEALTH.UCSF.EDU](http://futurehealth.ucsf.edu)

# More Information At

## MTP Cases: Leadership Skills - How to Build a Research Team

Submitted by Elisa Webb on Jun 2, 2011

[View all MTP case scenarios](#)

### Leadership Skills: How to Build a Research Team

The following case scenarios show how leadership challenges can be handled effectively. The cases provide useful tools for mentors and information how to best pass on such knowledge to their mentees.

Presentation: Developing Leadership Skills and Team Building — [view as PowerPoint \(79KB\)](#) or [view as PDF \(30KB\)](#)

- Different leadership styles
- Your mentee is an "absent leader"
- Understanding discovery and authorship
- Mentee has to share resources with advisor
- Improve efficiency of lab meetings
- Perception of lacking authority
- Advice on hiring and salary
- How to build a research team
- Mentee needs help resolving a conflict with data collection staff
- No funding for post doctoral studies in your budget
- Defining Leadership
- Your mentee is not meeting expected tasks and developmental timelines

### Leadership Skills: How to Build a Research Team

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#### Different leadership styles

You are a mentor to a newly hired junior faculty member, who is to coordinate another faculty's research project as well as develop his/her own research interests. His/her new faculty person is replacing a previous junior faculty member. The previous and now the new faculty member have different management/leadership styles. Neither is better than the other, they are just different. However, some staff members are not happy