Surfing the Wave: Leadership, Empowerment and Engagement

2016 Combined Sections Meeting

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Session Level: Multiple

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Surfing the Wave: Leadership for Empowering and Engaging Rehab Professionals…

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Angela Stolfi, PT, DPT

Disclosure Statement

• The presenters of this session have nothing to disclose
• No relevant financial relationships exist with any of the content materials presented
“IF YOUR ACTIONS INSPIRE OTHERS TO DREAM MORE, LEARN MORE, DO MORE AND BECOME MORE YOU ARE A LEADER”

~John Quincy Adams

Objectives and Session Overview
Learning Objectives

1. Examine the significance of employee engagement as it relates to staff retention and the success of an organization.
2. Describe 3 current leadership theories (transformational, servant, and path-goal) and their relationship to the current practice of physical therapy, and uncover your personal leadership style.
3. Discuss foundations of clinical performance that drive leadership development.
4. Apply evidence-based concepts, including employee performance assessment, behavioral interviewing, and employee satisfaction tools.

What does surfing have to do with engaging and empowering staff?

- Surfing
  - Smart
  - Fearless
  - Not afraid to fall
  - Always wanting to get back up
  - Understanding the importance of timing
  - Stay connected to your leash
  - Be prepared to have fun

- Engaging/empowering staff
  - Smart growth
  - Fearless leadership
  - Falling is our “thing” as PT’s
  - We always get back up!
  - Timing… it all starts with timing
  - Stay connected to your mission and vision
  - Work hard and play hard to create a strong team
Leadership Assessment Tool

Question to Contemplate

What is your leadership style?
Empowerment, Engagement, and Leadership Theories

Empowerment & Engagement: What are they?

- **Empowerment**- Defined as a high level of task motivation through the influence of 4 cognitions: Meaning, Competence, Impact and Self-Determination (Spreitzer, 1995)

- **Engagement**- Positive affective-motivational work related state that is characterized by 3 constructs: Vigor, Dedication and Absorption (Schaufeli & Bakker, 2010)

  - Employees who perceive high levels of empowerment are more motivated towards their job and are likely to experience positive work outcomes or consequences (Spreitzer, et al., 1997)

  - High level of work engagement has been found to have a predictive value for job performance (Bakker, 2009)
Question to Contemplate

How do the following 3 leadership theories fit into the physical therapy model of practice?

Transformational Leadership Theory

Conceptualized into four behavioral components:

- **Idealized Influence** - Demonstrating high ethical norms and being a role model for colleagues and subordinates
- **Inspirational Motivation** - Focuses on successful communication of a vision in an optimistic and enthusiastic manner
- **Intellectual Stimulation** - Fostering an environment of creativity and innovative thinking
- **Individualized Consideration** - Focusing on developing colleagues and followers’ potential and building awareness of their individual needs, achievement and growth

(Bass, 1996)
Other Characteristics of Effective Transformational Leadership

- Coaching or mentoring is an important part of this leadership style
- Involves effective two-way personalized communications with colleagues and followers
- Resources are made available to colleagues and followers to reach their full potential and goals
- Transformational leaders facilitate a dynamic culture in which new learning opportunities are readily available

(Smith et al., 2004)
Kouzes and Posner on Transformational Leadership

- Authors of popular leadership book “Leadership Challenge”
- Added to the transformational leadership movement
- Developed their model by interviewing 1,300 managers
- Five main fundamental practices based upon these interviews

Kouzes and Posner Cont.

- Model the Way
- Inspire a Shared Vision
- Challenge the Process
- Enable Others to Act
- Encourage the Heart
  - Model emphasizes these 5 practices of exemplary leadership are available to everyone and can be learned by anyone.
  - Model is not about personalities but about practice

(Kouzes & Posner, 2002)
Examples of Research Supporting the Transformational Leadership Theory

1. Study by Bono, Jackson, Foldes, Vinson & Muros (2007) found that employees supervised by transformational leaders experienced more positive emotions including optimism, happiness and enthusiasm.

2. Study by Tims, Bakker & Xanthopoulou (2011) used both questionnaires and diaries to ascertain whether transformational leadership is positively related to employee’s daily work engagement and optimism. Results indicate a statistical significance for this relationship.

3. Study by Breevaart et al. (2014) found that fluctuations in leadership style can affect follower’s work engagement and followers level of autonomy. The researchers found that after controlling for other related variables transformational leadership contribute to a more favorable work environment then other leadership styles.

Servant Leadership

“The servant-leader is a servant first. It begins with the natural feeling that one wants to serve first. The servant-leaders goes beyond self-interests” ~ Robert Greenlea

2 Main Behaviors are:

1. Creating opportunities for followers to grow
2. Creating opportunities for autonomy and independent thinking

Final Goal of Servant Leadership is to help others become servants themselves so society benefits.

(Greenleaf, 1977)
10 Core Servant Leadership Characteristics

- **Listening** – Communication to identify the will of people
- **Empathy** – Understanding and accepting how others are
- **Healing** – The ability to make whole
- **Awareness** – Being engaged
- **Persuasion** – Seeking to influence others relying on arguments, not positional power
- **Conceptualization** – Thinking beyond the present day
- **Foresight** – Working with intuition
- **Stewardship** – Holding trust and serving the needs of others
- **Commitment** – Empowerment and nurturing personal and professional growth
- **Building Community** – Emphasizing communities are essential in a person’s life

(Spears, 1995)

Summary of Characteristics From Different Servant Leadership Models

- **Empower** and develop people
- Demonstrate humility
- Display authenticity and trustworthiness
- Accept people and followers for who they are
- Provide direction to followers
- Work for the good of the whole

(Van Dierendonck, 2011)
Examples of Research Supporting Servant Leadership Constructs

1. Meta-analysis study by Davis & Rothstein (2006) found a positive relationship between leadership behavioral integrity and followers work attitudes.

2. Study by Neubert, Kacmar, Carlson, Chonko & Roberts (2008) demonstrated that servant leadership strengthened a followers focus on goals related to self-growth, pursuing ideals and seeking opportunities to achieve aspirations.

Servant Leadership Research Supporting Team Outcomes

1. Meta-analysis study by Burke et al. (2006) confirmed that servant leadership directly fostered an empowering environment which produced high level of team effectiveness.

2. Study by Irving & Longbotham (2007) found a moderate to high correlation between servant leadership and team effectiveness.
Path-Goal Leadership Theory

**Definition:** A leadership theory that provides the framework that explains how leaders can help colleague along the path to goal achievement by selecting specific behaviors that are best suited for colleagues needs and to the situations in which they are working in.

Path-Goal Leadership

Four Specific Behaviors of Leaders

- Directive
- Supportive
- Participative
- Achievement Orientated
Examples of Research on Path-Goal Theory

• Study by Dixon & Hart (2010) found a positive statistical relationship between path-goal leadership styles and work group effectiveness. In addition the supportive leadership style had a negative statistical relationship with turnover intention.

• Study by Hsu et al. (2003) examined turnover rate and path-goal theory and found positive correlations between this leadership style and turnover rates for employees.

Age Related Leadership Constructs
Generations at Work

- Veterans (1925 – 1945)
- Baby Boomers (1946-1964)
- Generation X (1965-1979)
- Generation Y or Millennial Generation (1980 – 1994)

** Duchscher and Cowan 2004

1925-1964

- Veterans
  - Grave and fatalistic, conventional, confused morals
  - Valued loyalty and a chain of command
  - Expecting disappointment but desiring faith
  - Women: 1st time wanting career and family
- Baby Boomers
  - 14 year increase in birth rate
  - Crave stability and dislike change
  - Invented the term “workaholic”
Greatest Generation/ Silent Generation

Baby Boomers
Baby Boomers / Hippie subculture

Generation X and Y 1965-1994

- Generation X (1965-1979)
  - Latchkey children
  - Learned early to depend on self and peers for security
  - Alienated, skeptical, cynical, anti institution
  - Non conformist and individualistic
  - Unimpressed with authority
  - “generation WHY?”
  - High demand, hard to recruit and even harder to retain
  - Education and life long learning key to success
  - First generation without expectations for a strong nuclear family
  - Internet generation: countless options without delay
Generation X (‘65 – ‘79)

Generation Y/ Millennials/ Generation WHY?” (‘80-’94)

• Generation Z
  – Rise of information age
  – Expect instant access to information / media
  – Informal content exceeds formal content and delivery
  – Age of the Internet and dot com bubble
  – Digital globalization
### Workplace Characteristics vs Generations

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<tr>
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<tbody>
<tr>
<td>Work Ethic</td>
<td>Respect authority, Hard work, Ages = seniority, Company first</td>
<td>Workaholics, desire quality, question authority</td>
<td>Eliminate the task, Self-reliant, Want structure and direction, Skeptical</td>
<td>What’s next, Multitasking, Tenacity, Entrepreneurial</td>
</tr>
<tr>
<td>Work is...</td>
<td>An obligation</td>
<td>An exciting adventure</td>
<td>A difficult challenge, A contrast</td>
<td>A means to an end</td>
</tr>
<tr>
<td>Leadership Style</td>
<td>Directive, Command and control</td>
<td>Quality</td>
<td>Everyone is the same, Challenge others, Ask why</td>
<td>Remains to be seen</td>
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<tr>
<td>Communication</td>
<td>Formal Memo</td>
<td>In person</td>
<td>Direct, Immediate</td>
<td>Email, Voice mail</td>
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<tr>
<td>Rewards &amp; Feedback</td>
<td>No news is good news</td>
<td>Satisfaction in a job well done</td>
<td>Money, Title Recognition</td>
<td>Sorry to interrupt, but how am I doing? Freedom is the best reward</td>
</tr>
<tr>
<td>Motivated By</td>
<td>Being respected</td>
<td>Being valued and needed</td>
<td>Freedom and removal of rules</td>
<td>Working with other bright people</td>
</tr>
<tr>
<td>Work/Life Balance</td>
<td>Keep them separate</td>
<td>No balance “Live to work”</td>
<td>Balance “Work to Live”</td>
<td>Balance – it’s 5pm – I’ve got another gig</td>
</tr>
<tr>
<td>Technology is...</td>
<td>Hoover cam</td>
<td>The microwave</td>
<td>What you can hold in your hand: PDA, cell</td>
<td>Ethereal - intangible</td>
</tr>
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### Five Generations in the Workplace

<table>
<thead>
<tr>
<th>Year</th>
<th>Gen 2020</th>
<th>Millennials</th>
<th>Gen X</th>
<th>Baby Boomers</th>
<th>Traditionalists</th>
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<tbody>
<tr>
<td>2020</td>
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<tr>
<td>2015</td>
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<td>2010</td>
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<td>2005</td>
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Bureau of Labor Statistics Employment Projections
THE GREAT DIVIDE

WORKPLACE PERCEPTIONS THAT MILLENNIALS NEED TO RISE ABOVE

How Millennials Describe Themselves

- People-savy: 65%
- Tech-savy: 35%
- Fun-loving: 14%
- Hard-working: 86%

How HR Professionals Describe Millennials

- People-savy: 14%
- Tech-savy: 86%
- Fun-loving: 39%
- Hard-working: 11%

Source: A Beyond.com survey of 6,932 job seekers and veteran HR professionals, from April 12 - May 8, 2016.

America's Generation Gaps in Engagement

- Engaged: 44%, 44%, 50%, 51%, 53%
- Not Engaged: 15%, 26%, 23%, 19%, 14%
- Actively Disengaged: 41%, 50%, 28%, 33%, 33%

GALLUP
Bridging The Gap/ Workplace Expectations

• Sphere of influence- what do individuals really want
• Onboarding of employees
• Employee retention
• “Many managers would agree that the effectiveness of their organizations would be at least doubled if they could discover how to tap the unrealized potential present in their human resources”

Professional Behaviors/ Generic Abilities

• Generic Abilities 1991, U. of Wisconsin- Madison PT Education Program
• 2008-2009 W. May, L. Kontney and Z. Iglarsh re: changing landscape of PT practice and generational abilities
• Graduates of 2004 on : shape clinical practice in 21st century
• New term : Professional Behaviors
• The 10 statistically significant behaviors identified were identical in this study to the Generic Abilities( 1991)
Motivation

- Motivation
  - Transactional Leadership
    - Carrot and stick approach
    - People are pawns
    - Adequate effort
  - Transforming Leadership
    - Empowerment
    - Treating people as persons
    - Results in Best Effort

Hierarchy of Human needs: A. Maslow

- Physiological needs
- Safety needs
- Belongingness needs
- Self-esteem needs
- Self-actualization
Technology and building a cycle of leadership

- Fear of the unknown
- Effective teams
- Effective business
- Best evidence based practice

- Recruit to retain and to draw in
- Lost time and revenue with vacancies

Practical Applications
Creating Engaged and Empowered Employees

• “To win in the marketplace you must first win in the workplace.” – Doug Conant, CEO of Campbell’s Soup

• “When people are financially invested, they want a return. When people are emotionally invested, they want to contribute.” – Simon Sinek

• “Culture is about performance, and making people feel good about how they contribute to the whole.” – Tracy Streckenbach interview, Clear Goals Matter More than Mission, The New York Times

Case Study: Rusk Rehabilitation
It Starts with the Mission:

• “To Serve, To Teach, To Discover”

• Question to ponder: Do you have a mission?

The Beginning: Hiring Practices

• Start with hiring the right employees

• Use behavioral interviewing

• Match their goals with your mission
Developing Employees: Strategies for Individual Performance

Performance Assessment

Annual Review
- Opportunity to influence Engagement
- Collaborative Process
  - Self Assessment
  - Manager Review
- Individual Goal Setting
  - match with Mission
  - Employee gets input
- Behavioral Competencies
Behavioral Competencies

• Customer/Patient Focus
• Critical Thinking
• Adaptable Learner
• Relating to Others
• Self Control
• Conflict Management
• Time Management
• Communicating
• Teamwork and Collaboration
• Energy and Drive

Clinical Ladder

• Empowerment: Self-Directed Path to Promotion
  • Sets clear expectations
  • Objective and transparent system
  • Rewards participation in activities that further the organizational mission
  • Allows for individual differences
Clinical Ladder

Staff PT/PTA → Senior PT/PTA → Senior II PT/PTA → Clinical Specialist → Supervisor(s)

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Senior 1

OUT/PT STAFF to SENIOR 1 CLINICAL LADDER

General Guidelines:
- During the annual performance appraisal (time period) each employee will complete a draft of their current ladder points. This completion will be reviewed by their direct supervisor and at the time that they receive the employee’s performance appraisal. Wherever required most points will be awarded during this meeting and a copy of this summary will be placed in the employee’s personnel file for future use for promotion requests.
- Accumulation of 300 points is the next step for consideration of staff to senior 1 promotion.
- Points must be accumulated within the 3 year period prior to the date of promotion request with the following exceptions. Any points accumulated for earning post-professional advanced degree, specialty certifications, or APTA/OTA board certification to that time period are to be carried over and counted towards subsequent promotions.
- Accumulation of points DOES NOT result in automatic promotion. Accumulation of points is a requirement to be eligible for promotion. Final decision on qualifications for promotion will be made by the CPT Management Team.
- Employees who receive less than an 8 or any part of a performance evaluation will be ineligible for promotion unless it is approved by the Director.
- Maintaining current performance requirements in position-specific positions will be evaluated at a yearly review. If performance does not meet NCU/Medical Center Hospital Standards then formal progressive discipline action will be initiated which could result in change in employment status.
- To apply for promotion, along with their resume and cover letter, applicants must submit a portfolio outlining evidence of accrual of appropriate points value and including a 2-page summary detailing their achievement of behavioral competencies.

If fitness as defined therapeutically is no subject for promotion after a 6-month period of time for recommendation. If this is second request is denied then therapeutic leave for 1 year for another promotion request recommended.

<table>
<thead>
<tr>
<th>Clinical Experience</th>
<th>No Minimum Points Requirement</th>
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<tbody>
<tr>
<td>Each year employed with Rusk Rehabilitation</td>
<td>3 points</td>
</tr>
<tr>
<td>Each year employed as PT at Rusk Rehabilitation</td>
<td>10 points</td>
</tr>
<tr>
<td>Each year employed as PTA at Rusk Rehabilitation</td>
<td>5 points</td>
</tr>
<tr>
<td>Each year employed as Clinical Specialist</td>
<td>7 points</td>
</tr>
</tbody>
</table>

Clinical Performance:

- Performance Evaluation Score: 3-4 points, 4-5 points, 5-6 points

Professional Development:

- No Minimum Points Requirement
  - Co-investigator of a Department approved Research Project: 15 points
  - Teaching (in PT/PTA) in an approved College of PT/PTA program: 5-15 points depending on level of involvement
  - Participation in QA/QI and Research: 5-10 depending on level of involvement
  - Cannot receive points for both teaching and participation for same period

2/12/2016
Senior 1

Senior 2
Developing and Practicing Leadership Skills: Clinical Education Program
Table of Organization

- Center Coordinator of PT Clinical Education (CCCE)
  - Senior Clinical Instructor(s) (Senior CIs)
  - Clinical Instructors (CIs)
  - Senior CIs
  - CIs

CCCE Responsibilities

- Coordinate all aspects of student program
- Develop orientation materials
- Complete student calendar of placements
- Develop methods for training of CIs and Senior CIs
- Liaison with schools, including DCEs and ACCEs, Participate in consortium
- Manage contracts/ legal considerations
- Solicit feedback from stakeholders, including students, staff, DCEs, etc.
### Criteria to be CI / Senior CI

<table>
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<tr>
<th>CI</th>
<th>Senior CI</th>
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<tr>
<td>• Minimum of 1 year clinical experience</td>
<td>• No minimum experience, but must have been primary CI for at least 3 students</td>
</tr>
<tr>
<td>• Satisfactory clinical performance as evidenced by annual performance appraisal</td>
<td>• Satisfactory clinical performance as evidenced by annual performance appraisal</td>
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<tr>
<td>• Communication skills</td>
<td>• Communication skills</td>
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<td></td>
<td>• Senior or Senior 2</td>
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### Role and Responsibilities of CI and Senior CI

<table>
<thead>
<tr>
<th>CI</th>
<th>Senior CI</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Primary instructor for student</td>
<td>• Primary instructor for CI</td>
</tr>
<tr>
<td>• Plans learning experience, including writing weekly objectives</td>
<td>• Reviews CI’s plan for learning experience, including weekly objectives</td>
</tr>
<tr>
<td>• Discusses teaching strategies with student on a regular basis</td>
<td>• Discusses teaching strategies with CI and gives feedback to CI re: teaching strategies on a regular basis</td>
</tr>
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</table>
### Role and Responsibilities of CI and Senior CI

**CI**
- Primary Clinical Instructor
- Gives constructive feedback to student, including positive feedback and areas requiring change.
- Summarizes student performance weekly
- Completes midterm and final CPI in timely manner

**Senior CI**
- Alternate Clinical Instructor
- Gives feedback to CI on regular basis, and to student as appropriate
- Works with CI to identify areas to focus on with student, how to give student feedback, etc.
- Edits CPI with CI prior to discussion with student
- Works with Student on all Projects/In-Services

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### Further Developing Leadership Skills: Mentorship Program
Mentorship Program

Director of Physical Therapy
Full Group Mentorship Committee

Chair of Continuing Education committee
Site Specific Managers

Chair of Posters/Platforms committee
Site Specific Managers

Chair of Unit Based Orientations Committee
Site Specific Managers

Chair of Research Committee
Site Specific Managers

Recognizing and Celebrating Success
Recognize Staff Accomplishments

PT Month Awards

- Advanced Skills Award
- Physical Therapy Community Educator Award
- Specialization Award
- Program Development Award
- Unit Team Award
- Physical Therapy Professional Presentation Award
PT Month Awards

The Physical Therapy Professional Presentation Award is presented to Danielle Klein in recognition of your poster presentation on "Measuring Ataxia: Use of the Scale for Assessment and Rating of Ataxia in a Patient with Trapped Fourth Ventricle" at the APTA Combined Sections Meeting (February 2015).

We Appreciate You!

CONGRATULATIONS!
You are being recognized by the Occupational Therapy Department for all that you do to help us become the best we can be!

We Appreciate You because...

Name of Colleague:
Date:
Management Team Member name:

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In Conclusion…

• There are numerous leadership theories available but remember a theory is just that practical applications are the key to empowerment and engagement and leadership development.

• Leadership development is a very dynamic process and generational differences should influence this process.

• Research demonstrates that finding mechanisms to empower and engage colleagues will have positive effect on jobs satisfaction and job performance.

Building blocks

- Hire for the future
- Support clinical excellence and involvement
- Clinical performance drives leadership development
- Empowered and Engaged Teams support success
Questions?

THANK YOU

Surfing the wave:
Cahill TF, & Sedrak M. Leading a Multigenerational Workforce: Strategies for Attracting and Retaining Millennials.
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