

Public Health Incident Leadership

January 28, 2016, 1:00 PM EST

#DisasterLearning

Mickey Scullard, MPH MEP

Deborah Radi, BSW, MBA

MDH, Emergency Preparedness & Response

University of Minnesota School of Public Health (U-SEEE PERRC)



The views expressed are those of the authors and do not necessarily reflect the official policy or position of the Uniformed Services University of the Health Sciences, the Department of Defense, or the United States Government.



Public Health Incident Leadership

Mickey Scullard, MPH MEP

Deborah Radi, BSW, MBA

MDH, Emergency Preparedness & Response

University of Minnesota School of Public Health (U-SEEE PERRC)

Objectives

- Describe the attributes of a successful Public Health Incident Commander.
- Understand the difference between everyday leadership versus leadership during a public health emergency response.
- Recognize the importance of developing a reliable emergency response team.
- Define how to use critical communication skills during an emergency response.

“Many attributes of leaders that would facilitate their effectiveness in general would also be useful in getting others through a crisis...” (DuBrin 2013)

Crisis Leadership

What is crisis leadership?

“The process of leading group members through a sudden and largely unanticipated, intensely negative, and emotionally draining circumstance.” (DuBrin 2013)

Crisis Leadership

Attributes of Effective Disaster Responders

- ICS Training
- General Training and Experience
- Teamwork and Interpersonal skills
- Communication
- Cognition
- Problem-solving/Decision-making
- Adaptable/Flexible
- Calm/Cool
- Character
- Performs Role

Preparing for Surprise

- Comfort with ambiguity
- Learn fast and adjust
- Effective communication
- Delegation
- Take initiative
- Transparency
- Knowledge
 - Public health science
 - NIMS/ICS
 - Public health law
 - Understanding people and complex systems

Crisis Leadership in Public Health

- Competence in Public Health Science
- Decisiveness
- Situational Awareness
- Coordination
- Communication
- Inspires Trust

Everyday Leadership

- **Transformational Leadership**
- Meta-Leadership
- Adaptive Leadership

Transformational Leadership

- **Model the Way**
 - Clarify shared values
 - Set an example
- **Inspire a Shared Vision**
 - Find a common purpose
 - Enlist others
- **Challenge the Process**
 - Seize initiative
 - Forward-thinking
 - Learn from the past
- **Enable Others to Act**
 - Foster collaboration
 - Create climate of trust
 - Develop competence and confidence
- **Encourage the Heart**
 - Recognize contributions
 - Create spirit of community

Everyday Leadership

- Transformational Leadership
- **Meta-Leadership**
- Adaptive Leadership

Meta-Leadership

- Overarching leadership across organizational lines
- Unites people and agencies under a common purpose and “shared course of action”
- “Imaginative multidimensional problem solving” (Marcus, Dorn, and Henderson 2006)

Meta-Leadership

Applying Meta-leadership to emergency response:

- Cross-organizational partnerships with other departments
- Cross-organizational partnerships with other response entities
- BIG picture perspective
- Work outside of subject matter expertise

Everyday Leadership

- Transformational Leadership
- Meta-Leadership
- **Adaptive Leadership**

Adaptive Leadership

- **Get on the balcony**
 - Broad level view
- **Identify the adaptive challenge**
 - Diagnose roadblocks
- **Regulate distress**
 - Strike a balance
- **Maintain disciplined attention**
 - “Focus on tough questions”
- **Give the work back to the people**
 - Build self-confidence
- **Protect voices of leadership from below**
 - Give others a voice

Adaptive Leadership

Applying Adaptive Leadership to emergency response:

- Get on the balcony to achieve situational awareness
- Regulate distress through monitoring of workloads, staff, and resources
- Keep team members focused on the responsibilities associated with their role
- Delegate, direct, and oversee

High Reliability Teams



Can always be counted on to perform

High Reliability Teams

- Form and reform for each response
- Engage in regular feedback
- Develop a sense of trust and confidence
- Create mechanisms to cooperate and coordinate
- Manage and optimize performance outcomes

High Reliability Teams

- Hold a Shared Mental Model
- Have clear roles and responsibilities
- Optimize resources
- Have clear, valued, and shared vision and...

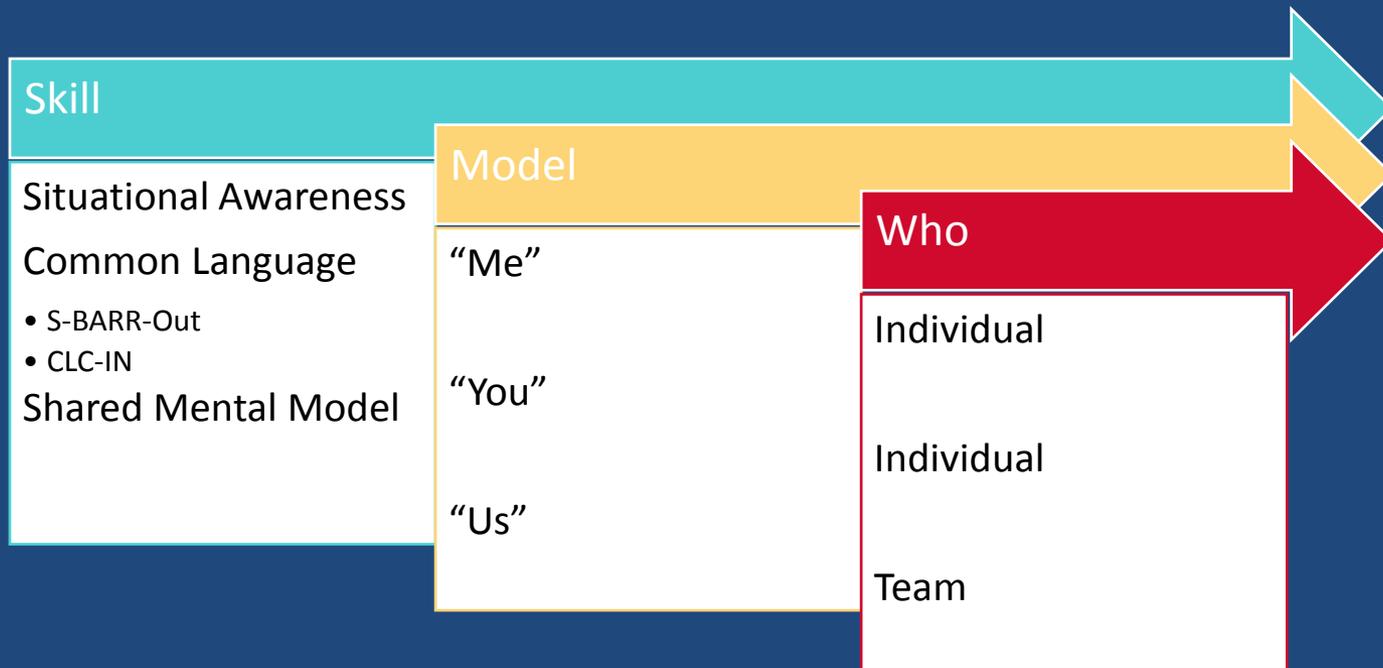
STRONG LEADERSHIP

Setting the Tone

Reasons the Leader needs to set the tone:

- Major mind shift
- Team members may not know each other
- Confidence in the Incident Commander and each other
- “Same page”

Team Communication Distilled



Situational Awareness

- **Knowing current conditions affecting team's work**
 - Knowing the status of a particular event
 - Knowing the status of the communities affected
 - Understanding the operational issues affecting the team
 - Maintaining mindfulness affects my own work

Shared Mental Model

A shared mental model is the perception of, understanding of, or knowledge about a situation or process that is shared among team members through communication.

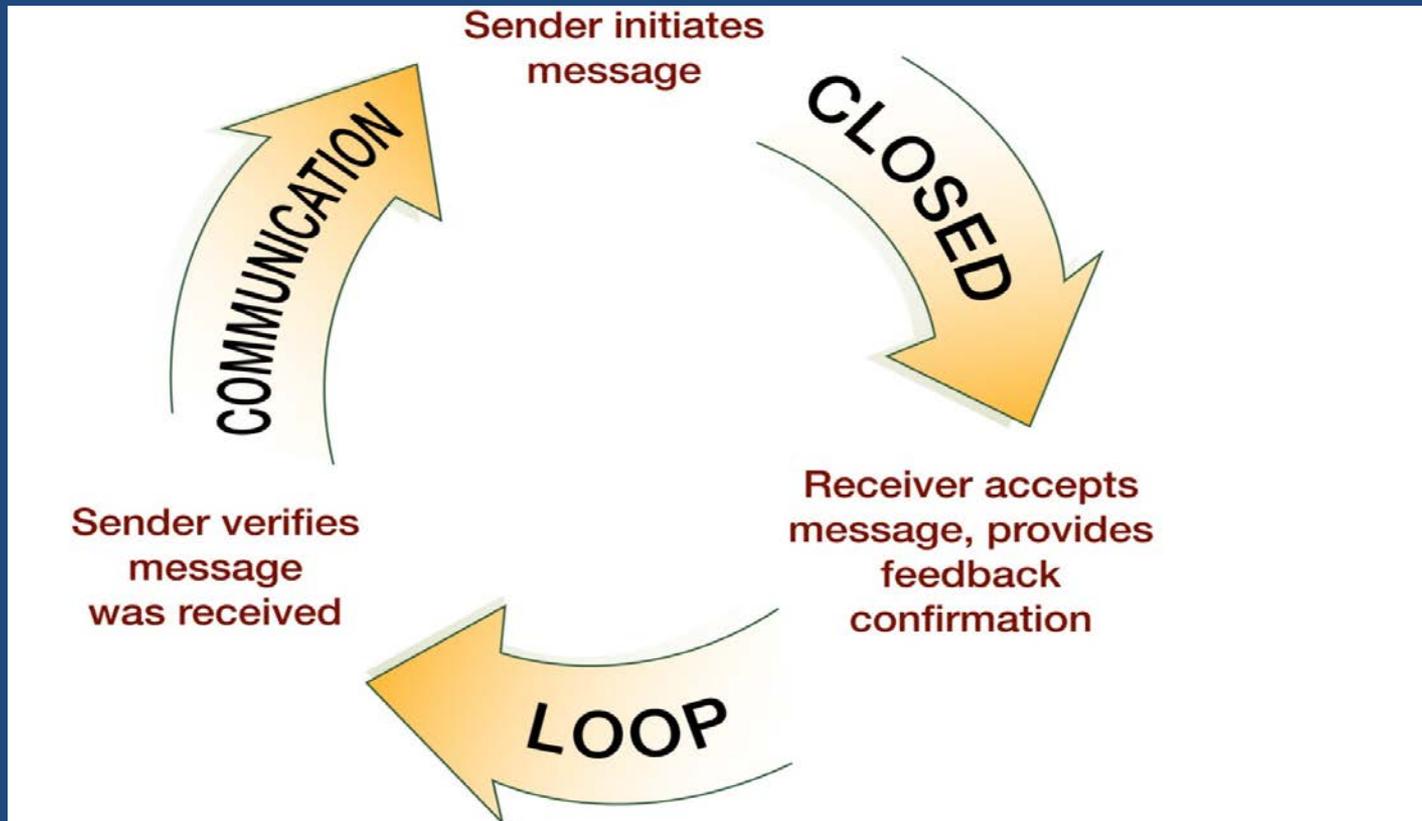
Sustained by:

- The process of planning
- Team decision-making
 - Vocalizing

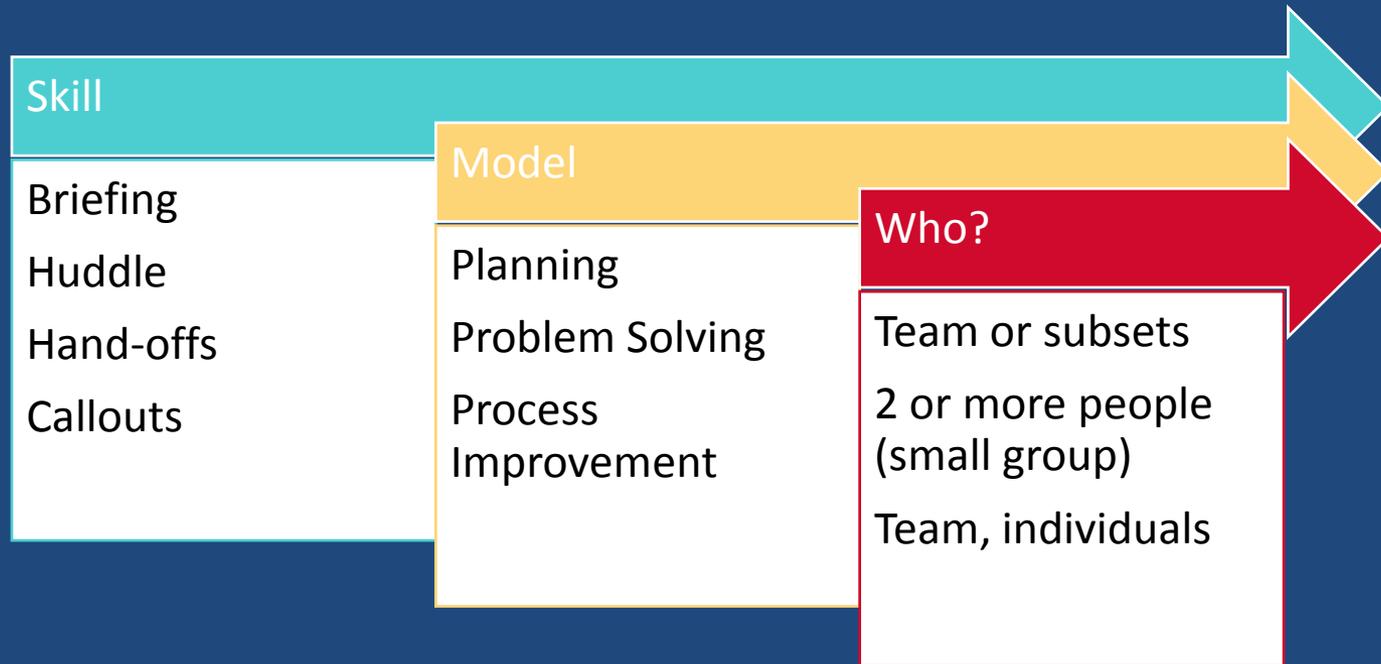
S-BARR: Situational Briefing Model

- **S = Situation**
 - What's the situation?
- **B = Background**
 - How did we get here? (the context)
- **A = Assessment**
 - What do I think is the problem?
- **R = Recommendation**
 - What are we going to do to fix the identified problem?
- **R = Request**
 - What do you want me to do?

Closed Loop Communication



Creating High Reliability



Briefings

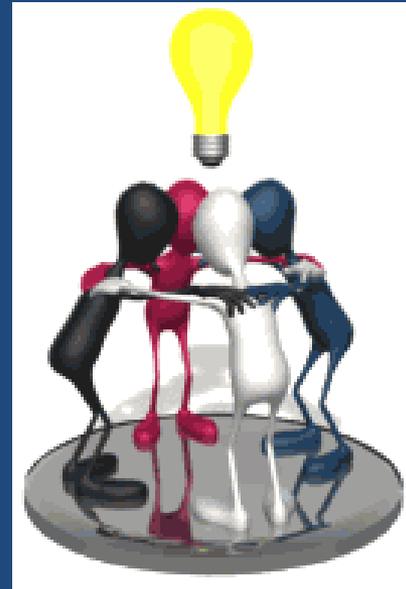


- Form the team
- Designate/Delegate team roles and responsibilities
- Establish climate and goals
- Engage team in short- and long-term planning

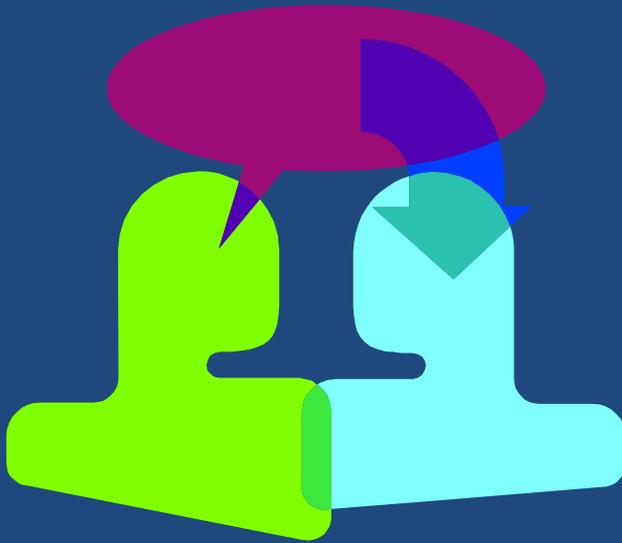
Huddles

Problem Solving

- Hold ad hoc, “touch-base” meetings to regain situational awareness
- Discuss critical issues and emerging events
- Anticipate likely contingencies
- Assign resources
- Express concerns



Hand-offs



- The transfer of information (along with authority and responsibility)
- Includes an opportunity to ask questions, clarify, and confirm.

Summary/Conclusion

- **Everyday leadership skills translate to crisis leadership situations**
- **These skills help leaders effectively manage disaster responses and build...**
- **High reliability teams result from:**
 - Strong Leadership
 - Leaders role modeling effective communication techniques

Questions?

The *Public Health Incident Leadership Course* can be accessed at:

<http://www.health.state.mn.us/oep/training/useee/index.html>

Improving Team Performance in a Public Health Response

This E-Learning series on MNTRAIN consists of 4 training modules. (<http://mn.train.org>, Course ID #1053632)

References

- Begun, J., & Malcolm, J. (2014). *Leading public health: A competency framework*. New York, NY: Springer Publishing Company, LLC.
- Deitchman, S. (2013). Enhancing crisis leadership in public health emergencies. *Disaster Medicine and Public Health Preparedness*, 7(5), 534-540.
- DuBrin, A. J. (Ed.). (2013). *Handbook of research on crisis leadership in organizations*. Cheltenham, UK ; Northampton, Mass: Edward Elgar Publishing.
- Heifetz, R., & Laurie, D. (1997). The Work of Leadership. *Harvard Business Review*, January-February, 124-134.
- Kouzes, J., & Posner, B. (2007). *The Leadership Challenge*. San Francisco, CA: Jossey-Bass.
- Marcus, L., Dorn, B., & Henderson, J. (2006). Meta-leadership and national preparedness: a model to build government connectivity. *Biosecurity and Bioterrorism: Biodefense Strategy, Practice, and Science*. 4(2), 128-134.

Attributions

- *These activities were sponsored by University of Minnesota: Simulations and Exercises for Educational Effectiveness (U-SEEE), supported in part through a grant from the Centers for Disease Control and Prevention (CDC)/COTPER. The contents are solely the responsibility of the authors and do not necessarily represent the official views of CDC. Principal Investigator: Debra K. Olson.*