Date: 04.08.2017

From
Dr.Rajini ,
Professor and Head,
Department of Community Medicine,
Sri Lakshmi Narayana Institute Of Medical Sciences,
Bharath Institute of Higher Education and Research,
Puducherry.

To
The Dean,
Sri Lakshmi Narayana Institute Of Medical Sciences,
Bharath Institute of Higher Education and Research,
Puducherry.

Sub: Permission to conduct value-added course: Leadership Skills

Dear Sir,

    With reference to the subject mentioned above, the department proposes to conduct a value-added course titled: **Leadership Skills** from Sept 2017 – Feb 2018. We solicit your kind permission for the same.

Kind Regards

HOD

Sri Lakshmi Narayana Institute of Medical Sciences

OSUDU, AGARAM VILLAGE, VILLIANUR COMMUNE, KUDAPAKKAM POST, PUDUCHERRY – 605 502

FOR THE USE OF DEANS OFFICE

Names of Committee members for evaluating the course:

The Dean: Dr.G.Jayalakshmi

The HOD: Dr.S.Rajini

The Expert: Dr.C.Kameshvell, Associate Professor

The committee has discussed about the course and is approved.

HOD of the Department   Resource Person

Dr. G. JAYALAKSHMI, BSC, MBBS, DTCD, M.D.
DEAN
Sri Lakshmi Narayana Institute of Medical Sciences
Osudu, Agaram, Kudapakkam Post,
Villianur Commune, Puducherry 605502.

Dean

Sri Lakshmi Narayana Institute of Medical Sciences

OSUDU, AGARAM VILLAGE, VILLIANUR COMMUNE, KUDAPAKKAM POST,
PUDUCHERRY – 605 502

11.08.2017

Sub: Organising Value-added Course: Leadership Skills

With reference to the above mentioned subject, it is to bring to your notice that Sri Lakshmi Narayana Institute of Medical Sciences, **Bharath Institute of Higher Education and Research**, is organising "Leadership Skills " on september 4th. 2017

The application must reach the institution along with all the necessary documents as mentioned. The hard copy of the application should be sent to the institution by registered/ speed post only so as to reach on or before 30th AUGUST 2017 . Applications received after the mentioned date shall not be entertained under any circumstances.

Dr. G. JAYALAKSHMI, BSC., MBBS., DGO., M.D
DEAN
Sri Lakshmi Narayana Institute of Medical Sciences
Osudu, Agaram, Kudapakkam Post,
Villianur Commune, Puducherry-605502

Dean

<div align="center">**VALUE ADDED COURSE**</div>

1. Name of the programme & Code

    Leadership skills and PSM04

2. Duration & Period

    30 hrs & Sept 2017 – Feb 2018

3. Information Brochure and Course Content of Value Added Courses

    Enclosed as Annexure- I

4. List of students enrolled

    Enclosed as Annexure- II

5. Assessment procedures:

    Multiple choice questions- *Enclosed as Annexure- III*

6. Certificate model

    Enclosed as Annexure- IV

7. No. of times offered during the same year: 1

8. Year of discontinuation: - 2018

9. Summary report of each program year-wise

Value Added Course- Sept 2017 – Feb 2018					
Sl. No	**Course Code**	**Course Name**	**Resource Persons**	**Target Students**	**Strength & Year**
1	PSM01	Leadership skills	Dr. Rajini.S Dr.Kameshvell.C Dr.K.Kannan	IIIrd MBBS	15(Sept 17 – Feb 18)

10. Course Feed Back: *Enclosed as Annexure- V*

RESOURCE PERSON   **COORDINATOR**

Annexure 1 – Course Proposal

Course Title: "**Leadership Skills**　"

Course Objective:　　To provide participants with the practical skills and knowledge necessary to express themselves clearly, with confidence and power, in a variety of speaking situations.

Course Outcome:　Improvement in Leadership Skills .
Course Audience:　Pre- Final year students
Course Coordinator: Dr.Rajini
Course Faculties with Qualification and Designation:
　　1.**Dr.Rajini,Professor & HOD**
　　2.**Dr. Dr.Kameshvell.C Associate Professor**
　　3.**Dr.K.Kannan, Assistant Professor**
Course Curriculum/Topics with schedule (Min of 30 hours)

SlNo	Date	Topic	Resource person	Time	Hours
1	04.09.2017	INTRODUCTION	Dr.S.Rajini	4-6pm	2
2	11.09.2017	INTERPERSONAL SKILLS	Dr.C.Kameshvell	4-6pm	2
3	22.09.2017	Life Skills	Dr.K.Kannan	4-6pm	2
4	02.10.2017	THE ART OF COMMUNICATION	Dr.C.Kameshvell	4-6pm	2
5	16.10.2017	ELEMENTS OF COMMUNICATION	Dr.K.Kannan	4-6pm	2
6	27.10.2017	COMMUNICATING MORE EFFECTIVELY	Dr.C.Kameshvell	4-6pm	2
7	01.11.2017	IMPROVING YOUR LISTENING SKILLS	Dr.K.Kannan	4-6pm	2
8	06.11.2017	REFLECT UPON YOUR CURRENT STRENGTHS AND AREAS FOR IMPROVEMENT AS A COMMUNICATOR	Dr.C.Kameshvell	4-6pm	2
9	20.11.2017	INFLUENCING & PERSUADING	Dr.K.Kannan	4-6pm	2
10	01.12.2017	THE PROCESS OF INFLUENCING	Dr.C.Kameshvell	4-6pm	2
11	06.12.2017	THINK OF A RECENT SITUATIO	Dr.K.Kannan	4-6pm	2
12	21.12.2017	LEADERSHIP STYLES	Dr.C.Kameshvell	4-6pm	2
13	10.1.2018	SITUATIONAL LEADERSHIP THEORY	Dr.K.Kannan	4-6pm	2
14	07.02.2018	THINK ABOUT YOUR LEADERSHIP STYLE	Dr.C.Kameshvell	4-6pm	2
15	22.02.2018	CONCLUSION	Dr.K.Kannan	4-6pm	2
				Total Hours	30

REFERENCE BOOKS: (Minimum 2)
1. Mumford MD, Marks MA, Connelly MS, Zaccaro SJ, Reiter-Palmon R. Development of leadership skills: Experience and timing. The Leadership Quarterly. 2000 Mar 1;11(1):87-114.
2. Adair JE. Develop your leadership skills. Kogan Page Publishers; 2007.

Leadership Skills

A guide to help you review your interpersonal skills and leadership style

The range of activities you undertake as a manager is substantial with the result that the variety of skills needed to succeed is broad. This guide is designed to help you to review capacity in terms of your interpersonal skills and leadership style.

# Personal Leadership Effectiveness:

Leadership Skills Guide

1. Introduction

The range of activities you undertake as a manager is substantial with the result that the variety of skills needed to succeed is broad. To summarise, you could say that everything you do as a leader can be grouped into two areas:

Engage	Engage **People** to ensure their commitment, competence and motivation	**The 'leading' part**
Achieve	Harness that engagement by focusing on **Process** to ensure productivity,	**The 'managing'**

To be successful, you therefore need to both lead *and* manage and the variety of skills needed to do so is extensive. Actually, any skill possessed can in some way be put to good use on the leadership stage; of course, the reverse is true too and your skills gaps quickly become a liability. The best leaders have talents across four skill sets:
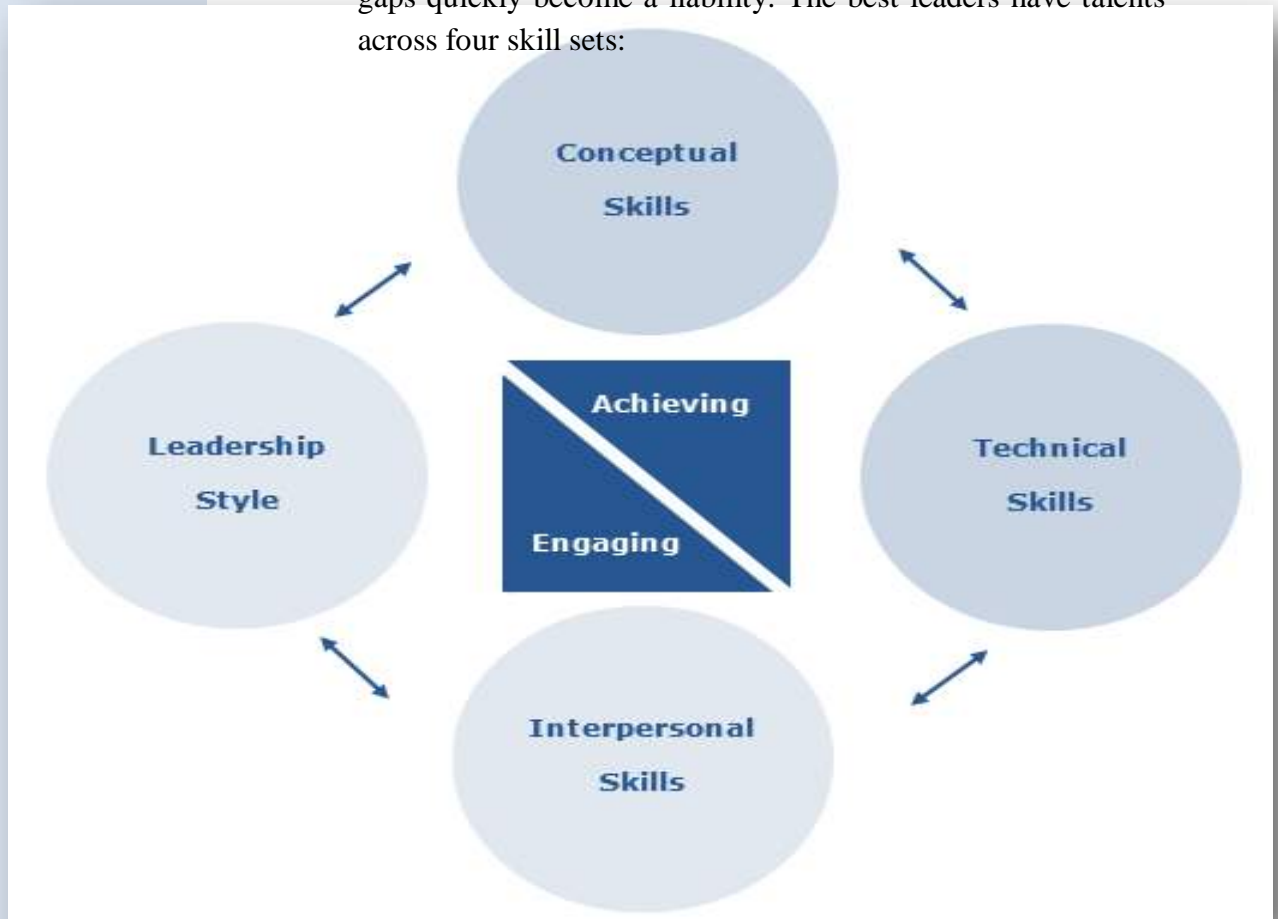
Now, it would be laughable to suggest that every successful manager masters all these skills to the same degree, but they do have talents in all these areas which allow them to:

Conceptual: see the big picture and ensure that the organisation, or that part of it for which they are responsible, is consistently in tune with a changing operating environment. They are good at recognising and analysing complex issues, problem solving and decision-making.

Technical: get to grips with the range of technical skills such as planning or financial management relevant to their level in the organisation.

Interpersonal: communicate effectively so that they really connect with others.

Leadership Style: adjust how they deal with and respond to the roller coaster ride that is life in organisations today.

2. Interpersonal Skills

Relationship building is a vital part of attention to your strengths and the management role and it is the weaknesses in this area because you quality of your interpersonal skills can all develop your ability to better which facilitate the building of relate to others and doing so will help relationships with others. As such, you to lead more effectively. The prime regardless of your current level of interpersonal skill is the ability to experience, you should pay a lot of communicate.

2.1 The art of communication

You have probably heard the phrase 'the art of communication' before, but an art it is to master. Every day we see people around us interacting and communication is happening. Sadly, we tend to equate improvement than we might think. quantity with quality in relation to how Most of us believe that we are good at we tend to equate quantity with quality it and rarely does someone openly in relation to how we communicate. admit that they are not.

But lots of talking does not mean lots of communicating: it can often mean you might not realise just how difficult the opposite.

It is a fact that, for all of us, our ability to communicate is a greater area for assume that

But if we all have such strong communication skills, then;

❑ Why are there so many communication breakdowns in our daily lives?

❑ Particularly in a work context, why are there so many communication related problems?

❑ Why are there so many misunderstandings and disputes?

❑ Why do two people often hear the same message, but end up with two differing perceptions of what it meant?

There must be something behind and other failings and it is useful to explore the issue, so that can clearly define steps to help improve your ability to communicate. One of the difficulties

that arise in relation to how we

communicate is the fact that it is seen as a natural activity, one which have being doing in one form or another since we were born.

Even in the absence of being able to you could still let your feelings known as a baby! You do not get thing every morning and okay, now I am going downstairs to interact with my family

at breakfast. You just do it and it

requires little thought.

That is part of the problem and our communication is a natural process is actually one of the

underlying causes for our collective

shortcomings in this area.

2.1.1 Elements of communication - content & context

How you currently communicate is an example of *conditioning* (learned

develop a roadmap to guide your these improvement efforts. As you do so, we will primarily focus on the most you common form of communication you to utilised by a leader at work, namely face to face interaction.

When you talk directly to an individual or group, you are in effect we sending and receiving messages. Sounds simple, but as you know this isn't always the case. To have rea

communication, there must be speak common understanding as a result. be When you look more closely at up first what's really going on, it becomes think, clearer why the process is more complex than it seems at first.

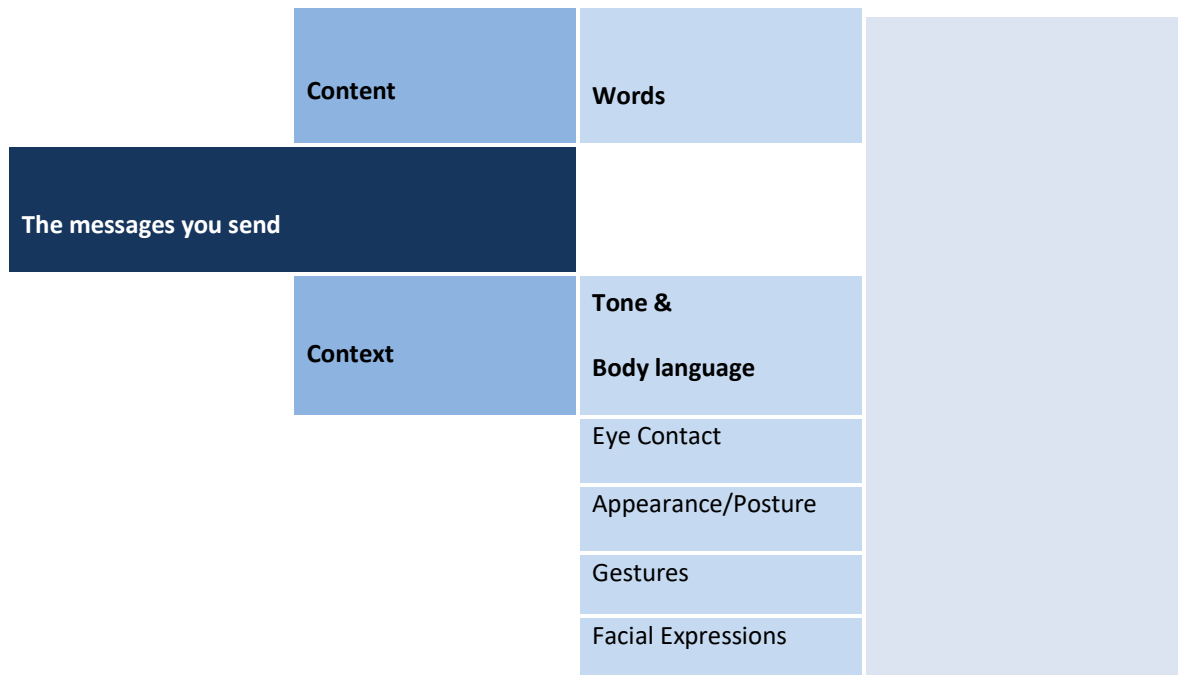When you interact directly with another person, you know that the

message is made up of three belief that components, Words, Tone and Body Language.

You might have been on training courses over the years where you

were given a rule such as; any

message is made up of Words 7%, Tone 38% and Body Language 55%, or something similar. Whilst this is

useful in highlighting the importance of the tone and body language it is

Content	**Words**	
The messages you send		8
Context	**Tone &** **Body language**	
	Eye Contact	
	Appearance/Posture	
	Gestures	
	Facial Expressions	

It is clear that the *content* of your messages is provided by the words you use, whereas the *context* is delivered by your tone and body language. Let's totally forget about percentages and say that to be an effective communicator, the *content* and *context* of your message must always be in alignment. When you look more closely at the context of the message, you see that it is in fact made up of your emotions – how you feel about what you are saying. When happy, your tone and body language change as they do when you are sad, angry, hurt and so on. This is where the link can be made between your ability to keep in control and your effectiveness as a communicator.

In seeking to become a better communicator, you naturally need to consider both content and context. Some basic points to think about when seeking to get the content right;

❑ Preparation is really important and the longer, or more important the interaction you are facing, the more you need to prepare.

❑ Match the content of what you have to say with the requirements of your audience, be that one person or many.
❑ Consider what they need to know, what they know already and how best to devise the message to make it 'stick' for them.
❑ Be clear, concise and don't waffle.
❑ Be knowledgeable about your work and up-to-date with current trends. Take proactive steps to build your knowledge base.

2.1.2 Communicating more effectively

In seeking to get the context right, things become somewhat more complicated for a lot of what you are currently doing in relation to tone and body language is subconscious. As stated, having leadership qualities like *self-control* will help you here, as it will allow you to manage your emotions more effectively and therefore improve how you communicate. Your inner emotions rush out through your external behaviours and that is why you need to work on your self-control as part of your attempts to become a better communicator. There are too many interpersonal situations to cover how you should manage context in each one, but it is possible to show the impact on context of three emotional states:

	Out of Control Being too shy or Passive	In Control	Out of Control Being too angry, or Aggressive
Tone of Voice	• Quietly spoken • Obviously nervous • Overly apologetic • Soft spoken • Dry mouth	• Firm • Calm • Clear	• Loud • Raised voice • Shouting
Words	• Talking around the subject • Avoiding getting to the issue • Overly apologetic in choice of words • Qualifying everything you say	• Concise • No waffle • Clearly expressing your opinion • Using 'I' but in a non-selfish way	• Abrupt • Threatening • Accusing • Using 'you' in a blaming fashion • Swearing
Eyes	• Uncomfortable making eye contact • Looking down or away a lot	• Maintaining good eye contact • Not seeking to intimidate	• Staring down • Eyes bulging • Trying to intimidate
Hand Gestures	• Nervous gestures • Fidgeting • Hand-wringing	• Open hand gestures	• Lots of pointing • Clenched hands • Thumping table

Body Language	Inward posture Obviously uncomfortable Hunched, self-Protecting	Upright posture Head up Using active listening	Forward posture In your face Leaning Threatening

Clearly, there is no easy answer as to how to manage the context of your communications, but a natural starting point is to be clear on where your current areas for improvement lie. The key message here is that to be an effective communicator, your goal should be to ensure that what you say and how you say it always complement each other.

In terms of your external body language, the ability to make positive eye contact is of utmost importance for a leader, because it signals attentiveness, confidence and honesty.

2.1.3 Improving your listening skills

Maintaining Eye Contact	Obviously, this shows you are actually willing to listen, but it also read helps you to body language, which can often tell you that something in th what the e content of other person is saying doesn't stack up.
Nodding	This again is an obvious sign that you are attentive and it encoura ges the speaker to keep going.
Encouraging	Simply, interjecting on occasion with 'Yes, go on' gets them to con up tinue to open This has less impact if you are not making eye contact too. Sa shufflingying it whilst through your papers doesn't work!
Allowing short silences	Most of us hate silences and often try to quickly fill the gap. Don't let be afraid to short silences occur, as it lets the other person know that you are not automatically going to jump in and often this will encourage them to continue.
Paraphrasing	This means showing the person that you have got the gist of wha said t they have by saying things such as; 'So what you are saying is…'
Summarising	This means confirming in precise detail what they have said to sh have ow that you understood what was said.

Active listening is about concentration us to listen to them. In a leadership and focus. Some people help us to do role, you must continuously strive to this because they are good become a better listener regardless of communicators and make us want to the context that the other person uses listen. Others can make it very hard for for their delivery.

Activity 1 – Reflect upon your current strengths and areas for improvement as a communicator.

Consider the following questions:

1. Are you an open-minded individual and are you willing to change your viewpoint based on the valid opinions/arguments of others?

2. Do you prepare for all communications (large and small) and really think things through before you speak, or do you have a tendency to speak first and think later?

3. Do you always try to tailor your message to suit the person(s) you are talking to, or do you focus more on what you have to say?

4. Do you find it easy to listen to what other people have to say without interrupting them?
5. Are you good at making eye contact with people when you are talking to them?
6. Are you intimidated by situations where you must communicate with difficult employees or customers?
7. Are you confident when you talk to people and do you speak clearly without mumbling?
8. Are you good at getting your point across in a clear, concise manner without waffling?
9. Do you find it easy to concentrate on what others are saying without losing your focus and concentration?
10. When others are speaking, do you begin planning your response without really listening to what they have to say?
11. Are you the type of person who thinks their opinion is the most important in the room?
12. Are you the type of person who only speaks up if you have something valuable to contribute to the conversation and do you avoid talking just for the sake of it?

13. Do you make a conscious effort to match your body language to the message you want to convey?
14. Are you good at reading the body language of others?
15. Can you keep your cool when talking to other people even if you feel angry about what they are saying?
16. When other people in the group are quiet, do you encourage them to contribute?
17. When in a heated conversation, are you the type of person who shouts and points at people a lot?
18. When group discussions get heated, are you good at keeping everyone calm and on the point?
19. Do you feel comfortable holding meetings and/or speaking in public?
20. Are you good at summarising the key points of conversations which you have with other people, or do you quickly forget what has been said?

These questions will help you to reflect upon what you do well and where you might need to improve as a communicator. It can also be useful to ask people you know and trust in a work context for their opinion too. The key of course is to actually do something to address any shortcomings identified.

Influencing & Persuading

At times, any leader must impose their will on their employees and when you do so in a firm but non-aggressive manner, that is simply part of being in a leadership position. However, if that's all you ever do, you will find that your employees will disengage, or simply wait to be 'told' what to do. Therefore, modern day leaders need to spend a lot of time influencing and persuading others too. Sometimes, you need to do so in relation to your employees - where you have the position and authority to support you - but you will also have to persuade superiors, customers and other stakeholders where the reality is that the power lies with them, not you.

The term 'influencing' means changing another person's attitudes or actions without having to resort to force or authority. In practical terms, to influence someone else, you have to prove to other people that accepting your proposal helps them to solve their problems or achieve their objectives. There is no magic answer to how to influence others but the best 'influencers' always have a healthy combination of interpersonal, communication, presentation and assertiveness skills. They are good at adapting and modifying their personal style to suit the needs of the situation or the audience, be that one or many.

Common Mistakes when seeking to influence or persuade:

- ❑ Not being really clear on the outcome you want.
- ❑ Pushing too hard or not hard enough.
- ❑ Believing that because you see the benefits of your ideas that others automatically will too.
- ❑ Not 'selling' the ideas in terms that are meaningful to the target audience.
- ❑ Focusing on your needs, not theirs.
- ❑ Believing that you can treat people badly most of the time and then suddenly win them over when you need to.
- ❑ Having a personal style, or an approach to communication that 'rubs' others up the wrong way.

2.2.1 The Process of Influencing

It's not necessarily a step-by-step process, but consider the following:

- ✓ **Be very clear on what your objectives are.** Maybe you cannot influence or persuade people to move fully in the direction you want them to go all at once. However, you can get them to take the first step now and then build on that later.
- ✓ **When interacting with people, consider what you can achieve in the time available.** If the meeting only lasts 30 minutes there is only so much you can achieve.
- ✓ **Use emotion to win people over;** be passionate
- ✓ **Learn as much as possible about the people you are trying to influence.** Try to anticipate how they might respond.
- ✓ **Tailor your arguments to address their needs.**
- ✓ **Use hard evidence;** such as facts and figures that can support your argument, or practical, simple, non-technical examples to illustrate your point.
- ✓ **Listen to and address people's concerns.**
- ✓ **Constantly monitor and measure progress.** Are they moving in the direction you want them to go?

"

if you lack credibility you face an uphill task

"

Influencing others is as much about the person as the process. If people trust and respect you, then you are already in a strong position to influence them on any matter – and in fact the process becomes less important. If you lack credibility in the eyes of those you are trying to influence, then you face an uphill task.

Activity 2 – Think of a recent situation where you were required to influence and persuade others on an important matter.

Consider the following questions:

- How did you handle the situation? Did you achieve the goal of persuading them, or did you have to resort to forcing your opinion on them?

- How did you feel during the interaction, were you stressed, or did you manage to stay calm and in control?

- How did you handle any objections that might have arisen to what you were proposing? Did you spend time explaining your position, or did you try to shut down the discussion and move on from the objection raised, without really dealing with it?

- Do you think that the way you prepared for the interaction made it run more effectively, or did lack of preparation cause you problems? If there were issues with lack of preparation, what were they?

- Do you think that you made a strong case for what you were proposing? Did you sense that the individual/group were 'onside' with your suggestions? How might you have made a better case if things didn't go as well as you had hoped?

- Try to really picture yourself in the situation again, but now try look at it through the eyes of the individual/group involved. From their perspective, would they have considered you as being strong and confident in the situation, or would they have felt you were a bit unnerved by it all? How would they have rated your communication skills on a scale from *clear/concise* to *waffling/unclear?* Would they have sensed a real passion from you for what you were proposing, or would they have thought you were just going through the motions?

- Based on your self-analysis of this scenario *w*hat will you do differently the next time you are faced with having to influence and persuade others to get an even better result?

3. Leadership Styles

3.1 Situational Leadership Theory

To help you to review the effectiveness of your current leadership style, the Situational Leadership® model is a useful approach to consider. The model was created by Dr Paul Hersey, a professor and author of "The Situational Leader," and Ken Blanchard, author of the best-selling "The One-Minute Manager," among others.
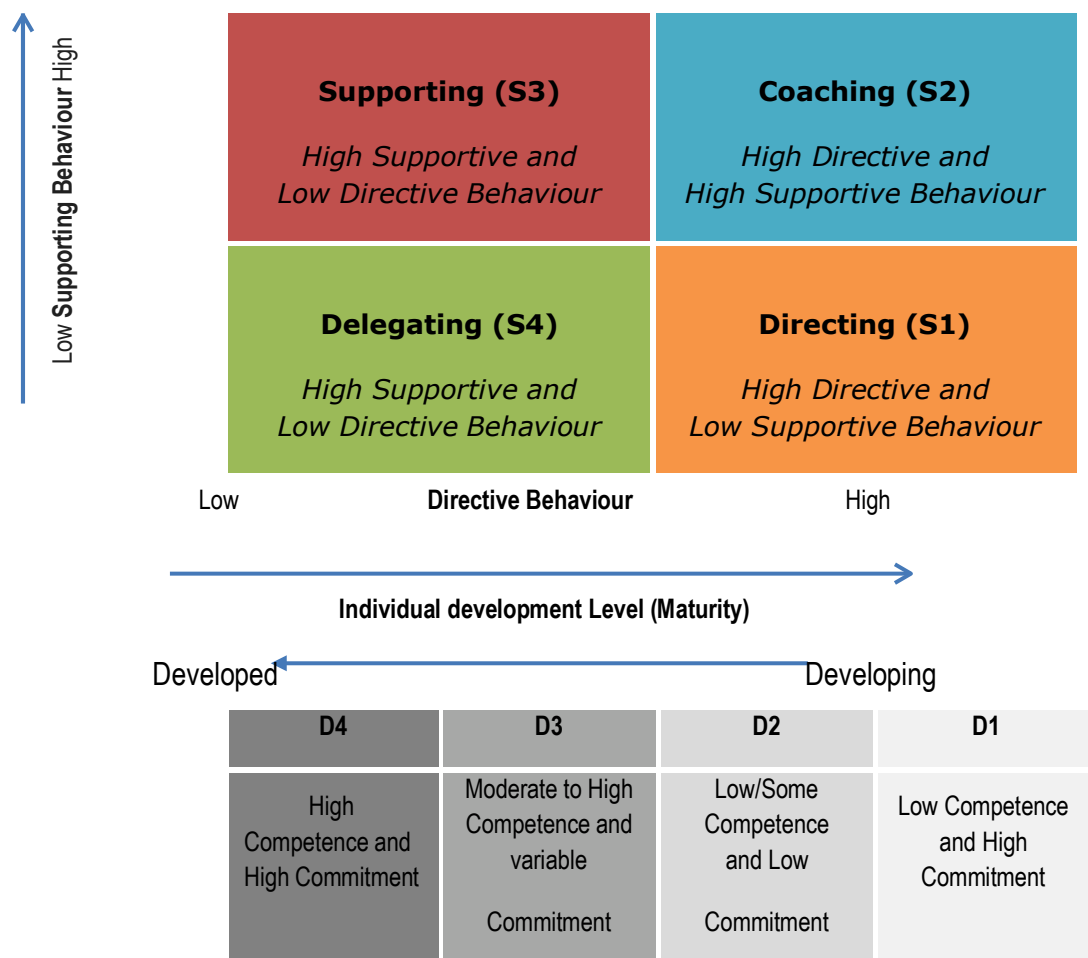
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emphasis on the task : emphasis on relationships

In essence, their theory states that instead of using just one style, successful leaders should change their leadership styles based on the 'maturity' of the people they're leading and the details of the task. Using this theory, leaders should be able to place more or less emphasis on the task, and more or less emphasis on the relationships with the people they're leading, depending on what's needed to get the job done successfully.

The model can be depicted as follows:

Supporting (S3) *High Supportive and Low Directive Behaviour*	**Coaching (S2)** *High Directive and High Supportive Behaviour*
Delegating (S4) *High Supportive and Low Directive Behaviour*	**Directing (S1)** *High Directive and Low Supportive Behaviour*

Low Supporting Behaviour — High

Low   **Directive Behaviour**   High

Individual development Level (Maturity)

Developed ← → Developing

D4	D3	D2	D1
High Competence and High Commitment	Moderate to High Competence and variable Commitment	Low/Some Competence and Low Commitment	Low Competence and High Commitment

According to Hersey and Blanchard, there are four main leadership styles:

Directing (S1) – Leaders tell their people exactly what to do, and how to do it.

Coaching (S2) – Leaders still provide information and direction, but there's more communication with followers. Leaders "sell" their message to get the team on board.

Supporting (S3) – Leaders focus more on the relationship and less on direction. The leader works with the team, and shares decision-making responsibilities.

Delegating (S4) – Leaders pass most of the responsibility onto the follower or group. The leaders still monitor progress, but they're less involved in decisions.

As you can see, styles S1 and S2 are focused on getting the task done. Styles S3 and S4 are more concerned with developing employee's abilities to work independently.

Maturity Levels

According to Hersey and Blanchard, knowing when to use each style is largely dependent on the maturity (competence and commitment) of the person or group you're leading. In this context, they break maturity down into four different levels:

D1 – People at this level of maturity are at the bottom level of the scale. They lack the knowledge, skills, or confidence to work on their own, and they often need to be pushed to take the task on.

D2 – At this level, followers might be willing to work on the task, but they still don't have the skills to do it successfully.

D3 – Here, followers are ready and willing to help with the task. They have more skills than the D2 group, but they're still not confident in their abilities.

D4 – These followers are able to work on their own. They have high confidence and strong skills, and they're committed to the task.

Based on Situational Leadership, the key issue for any leader is flexibility and effective leaders have the ability to adjust their approach depending upon the situation or the person they are faced with. On any given day, you could in fact use all four styles depending upon what arises and the decision over which style is most appropriate will be influenced by many factors,

such as:

Team Effectiveness – when your team is well established and performs well, you are more likely to apply *supporting* or *delegation* styles, because your employees are ready for this. On the other hand, for new teams, or when you take over an existing team for the first time you will have to utilise the *Directing* style initially as you must establish yourself among the team and get them operating to a high level. This requires high levels of direction and control at the initial stages. Over time, as the team develops in the way that you want, you can then move towards supporting or delegation styles.

Individual performance – different employees will have different levels of 'maturity' (the balance between their levels of competence and commitment) and as a result will perform at varying levels; you must adjust your style for each. This change is subtle, but higher performing employees warrant less direction and control than poor performers and as such require the application of *supporting* or *delegation* styles more frequently. Equally, a new team member who is still learning the ropes will naturally require more direction and control than someone who has been doing the job for a long time and as such will require you to use the *Directing* style.

Situations – different situations will always require the application of different styles. For example, when time deadlines are tight you may have to use the *Directing* style to ensure outcomes are met, whereas if there are changes required to work practices this may allow for greater involvement of your team in the decision making process and as such the *Delegating* style would be better.

In light of this, flexibility is the most important word; easier said than done of course, but this is what makes the application of leadership style a skill. Some experienced managers lose sight of the flexibility requirement and end up operating from within very narrow bands with regard to the styles they adopt, and this is extremely limiting in terms of getting the best from employees today.

Activity 3 – Think about your current leadership style, using the following questions to guide you:

1. Do you believe that your real authority as a leader comes from your title or position, or from how you behave and interact with your employees?

2. Do you continuously think about how you lead others and are you constantly trying to improve your performance, or do you only reflect on this issue when something goes wrong?

3. Do you always try to lead by example, or is it a case of 'do as I say, not as I do'?

4. Do you genuinely treat all your team members equally and fairly, or do you have favourites that you treat differently from others?

5. Are you aggressive in your leadership style, or are you good at staying calm but being firm when need be?

6. Would your employees consider you to be a bully, or at the other end of the scale, a bit of a pushover?

7. Do you have the ability to be flexible in how you apply your leadership style in practice, or is it a case that you have only one style which you slightly tweak from time to time?

8. Can you actively apply different styles to match the requirements of each given situation? Think of a recent example where you did just that?

9. When an individual is not performing to standard, do you deal with them in an effective manner, or do you simply 'haul them over the coals' and expect them to change as a result?

10. Over the past month, how often did you lose your temper with your employees? What was the outcome?

11. When was the last time you managed to bring an underperforming employee back on track? What did you do that turned things around?

12. Do you encourage your employees to be actively involved in decision making, or do you make most of the important decisions for them?

13. Think of two recent examples where you allowed your employees a high degree of autonomy over their work? Do you think you offer too much/too little autonomy to your people?

14. When your employees achieve something, are you good at acknowledging their efforts or do they hear more about the one bad thing than all the good they do?

15. Think of your employees as a unit for a moment: do you think they really feel valued and respected by you? What evidence do you have to support your answer here?

16. Do you provide regular and meaningful opportunities where your employees can develop their skills even further?

17. Are you good at delegating to your employees, or at least to some of them who want to be delegated to?

18. If your employees were asked whether they felt you were a good role model for them in terms of leadership style, what do you think they would say?

19. Over the past month, can you think of three things you consciously did to help build team spirit amongst your employees? If not, why not?

20. How good are you at dealing with conflict within your team of employees? Do you confront it and deal with it proactively, or do you ignore it and hope that it goes away on its own?

These questions should give you an indication of where there might be room for improvement in terms of applying your leadership style.

4. Conclusion

The purpose of this guide has been to provide you with an opportunity to reflect on your current skillset, as it applies to your capacity for leadership. Regardless of your level of experience, don't discount the potential for self-improvement - it is possible to teach 'old dogs new tricks' – and the benefits stemming from making that effort to improve are not insignificant. It goes without saying that what you decide to do following your self-analysis is entirely up to yourself, but even small improvements in your ability to relate to others or adjusting your leadership style can lead to significant improvements in employee performance.

SRI LAKSHMI NARAYANA INSTITUTE OF MEDICAL SCIENCES
Department of Community Medicine
TOPIC: **LEADERSHIP QUALITIES**

S.NO	REG. NUMBER	NAME OF THE STUDENTS	SIGNATURE
1	U13MB163	ANUPRIYA.S.	
2	U13MB164	ANUSUYA.V.,	
3	U13MB165	ARIKO IMCHEN	
4	U13MB166	ARULMOZHI. T.	
5	U13MB167	ARUN KUMAR. K.	
6	U13MB170	BALA PRIYADHARSHINI. P	
7	U13MB168	BALAJI. S.	
8	U13MB169	BALAKRISHNAN.R.	
9	U13MB171	BALASUBRAMANIAN.R.	
10	U13MB172	BENCY.L.	
11	U13MB173	BHARANIDARAN.E.	
12	U13MB174	BRINDHA.M.	

SRI LAKSHMI NARAYANA INSTITUE OF HIGHER EDUCATON AND RESEARCH

LEADERSHIP QUALITIES

1. A medical audit committee comprises professionals from different departments of a hospital. Which of the following may act only as a observer in committee meetings?
   (a) Heads of medical departments
   (b) Nursing superintendents
   (c) Head of pathology
   (d) Director of medical services
   (e) Administrator

2. Who of the following is a leading writer on contingency theory of leadership?
   a) Rosabeth Kanter
   b) Joan Woodward
   c) Rensis Likert
   d) Fred Fiedler

3. A hospital requires to check and understand the applicability of the standard clauses for the institution. In India, all the hospitals have been certified for
   (a) ISO 9000 (b) ISO 9001
   (c) ISO 9002 (d) ISO 9003
   (e) ISO 9004

4. Harrison suggested different methods of monitoring of medical audit. Which of the following method of monitoring is based on the primary idea of learning from mistakes?
   (a) Peer review
   (b) Sentinel cases
   (c) Criterion-based audit
   (d) Surveys
   (e) Comparison of the small groups in the same field

5. Each health care organization must anticipate and respond to the community's changing needs and health status by:
   1. reviewing environmental trends
   2. collecting information on the determinants of health

3. reviewing feedback from clients and the community on its services

4. working with the community to identify priority needs

a) all of the above

b) 1 and 3

c) 1 and 4

d) 3 and 4

6. Which of the following statements is the most important consideration in developing an effective media relations program for a health service organization?

a) identify clear objectives for a media relations program and ensure they are communicated to everyone concerned

b) invite the media to an open house at your organization

c) maintain regular communication with the media on topical issues

d) advise members of the media regarding their role at the organization

7. What does situational theory of leadership emphasise?

a) Personality traits

b) Events

c) Environment

d) Political situation

8. What are the key characteristics of transactional leaders?

a) Guiding, mentoring and motivating

b) Guiding, commanding and motivating

c) Guiding, demonstrating and motivating

d) Guiding, mentoring and demonstrating

9. What is the first step in conducting a performance review?

a. Comparing the employee's skills against the job description.

b. Reviewing the performance objectives or expectations for the job.

c. Checking the progress of the employee's work.

d. Consulting the previous year's performance results.

10. A vision gives an organization:

a. focus of direction

b. mission

c. values

d. all of the above

SRI LAKSHMI NARAYANA INSTITUE OF HIGHER EDUCATON AND RESEARCH

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Annexure IV - SAMPLE CERTIFICATE TO BE ATTACHED

Sri Lakshmi Narayana Institute of Medical Sciences
Affiliated to Bharath Institute of Higher Education & Research
(Deemed to be University under section 3 of the UGC Act 1956)

CERTIFICATE OF MERIT

This is to certify that **BHARANIDARAN.E** has actively participated in the Value Added Course on **Leadership Skills** held during Sept 2017 – Feb 2018 Organized by Sri Lakshmi Narayana Institute of Medical Sciences, Pondicherry- 605 502, India.

DR.C.KAMESHVELL MD,
RESOURCE PERSON,
ASSOCIATE PROFESSOR

DR.S.RAJINI MD,
COORDINATOR,
PROFESSOR & HOD,
DEPT OF COMMUNITY MEDICINE

DR.G. JAYALAKSHMI MD,
DEAN, SLIMS

Sri Lakshmi Narayana Institute of Medical Sciences
Affiliated to Bharath Institute of Higher Education & Research
(Deemed to be University under section 3 of the UGC Act 1956)

CERTIFICATE OF MERIT

This is to certify that **ARIKO IMCHEN** has actively participated in the Value Added Course on **Leadership Skills** held during Sept 2017 – Feb 2018 Organized by Sri Lakshmi Narayana Institute of Medical Sciences, Pondicherry- 605 502, India.

DR.C.KAMESHVELL MD,
RESOURCE PERSON,
ASSOCIATE PROFESSOR

DR.S.RAJINI MD,
COORDINATOR,
PROFESSOR & HOD,
DEPT OF COMMUNITY MEDICINE

DR.G. JAYALAKSHMI MD,
DEAN, SLIMS

Student Feedback Form

Course Name: LEADERSHIP QUALITIES

Subject Code: PSM04

Name of Student: ____ARUL MOZHI.7____   Roll No: 013MB166

We are constantly looking to improve our classes and deliver the best training to you. Your

evaluations, comments and suggestions will help us to improve our performance

SI. NO	Particulars	1	2	3	4	5
1	Objective of the course is clear			✓		
2	Course contents met with your expectations				✓	
3	Lecturer sequence was well planned			✓		
4	Lectures were clear and easy to understand					✓
5	Teaching aids were effective				✓	
6	Instructors encourage interaction and were helpful				✓	
7	The level of the course					✓
8	Overall rating of the course	1	2	3	4	5

* Rating: 5 – Outstanding; 4 - Excellent; 3 – Good; 2 – Satisfactory; 1 – Not-Satisfactory

Suggestions if any:

The training was useful.

Date: 22/02/2018

Student Feedback Form

Course Name: LEADERSHIP QUALITIES

Subject Code: PSM04

Name of Student: _____ BENCY · L _____ Roll No.: _____

We are constantly looking to improve our classes and deliver the best training to you. Your

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4	Lectures were clear and easy to understand					✓
5	Teaching aids were effective			✓		
6	Instructors encourage interaction and were helpful					✓
7	The level of the course					✓
8	Overall rating of the course	1	2	3	4	5

*Rating: 5 – Outstanding; 4 - Excellent; 3 – Good; 2– Satisfactory; 1 - Not-Satisfactory.

Suggestions if any:

The programme was good.

Date: 22/02/2018

Signature

Sri Lakshmi Narayana Institute of Medical Sciences

OSUDU, AGARAM VILLAGE, VILLIANUR COMMUNE, KUDAPAKKAM POST,

PUDUCHERRY – 605 502

23.02.2018

From
Dr.S.Rajini
Professor and Head,
Department of Community Medicine.
Sri Lakshmi Narayana Institute of Medical Sciences
Bharath Institute of Higher Education and Research,Chennai.

Through Proper Channel

To
The Dean,
Sri Lakshmi Narayana Institute of Medical Sciences
Bharath Institute of Higher Education and Research,
Chennai.

Sub: Completion of value-added course: "Leadership Skills"

Dear Sir,

With reference to the subject mentioned above, the department has conducted thevalue-added course titled: **Leadership Skills** " on **Sept 2017 – Feb 2018**. We solicit your kind action to send certificates for the participants. that is attached with this letter. Also. I am attaching the photographs captured during the conduct of the course.

Kind Regards

Dr.S.Rajini

Encl: Certificates

Photographs

SCANNED PHOTOS

Sri Lakshmi Narayana Institute of Medical Sciences

Date: 08.09.2017

From

Dr.JansiRani
Professor and Head,
Department of Biochemistry,
Sri Lakshmi Narayana Institute of Medical Sciences
Bharath Institute of Higher Education and Research,
Chennai

To

The Dean,
Sri Lakshmi Narayana Institute of Medical College
Bharath Institute of Higher Education and Research,
Chennai.

Sub: Permission to conduct value-added course: The Importance of Pre-analytical phase in laboratory testing and diagnosis

Dear Sir,

With reference to the subject mentioned above, the department proposes to conduct a value-added course titled: The Importance of Pre-analytical phase in laboratory testing and diagnosis in Sep to Oct 2017. We solicit your kind permission for the same

Kind Regards

Dr.JansiRani

FOR THE USE OF DEANS OFFICE

Names of Committee members for evaluating the course

The Dean: Dr. Heujalakshani

The HOD: Dr. Jansi Rani

The Expert: Dr. Gaathri Ankumari

The committee has discussed about the course and is approved.

Dean   Subject Expert   HOD

(Sign & Seal)   (Sign & Seal)   (Sign & Seal)

DEPARTMENT OF BIOCHEMISTRY
Sri Lakshmi Narayana Institute of Medical Sciences
PONDICHERRY - 605 502