

Type: Essay

Subject: Nursing Leadership Course

Subject area: Nursing

Education Level: College

Length: 1 pages

Referencing style: APA

Preferred English: US English

Spacing Option: Double

Title: Leadership styles and personality types

Instructions: part 1: individual identity your leadership style and personality typology using the following instruments: blake and mouton managerial grid: leadership self-assessment questionnaire: <https://www.bumc.bu.edu/facdev-medicine/files/2010/10/leadership-matrix-self-assessment-questionnaire.pdf> personality typology profile: <http://www.humanmetrics.com/personality/type> (links to an external site.) discuss the dominant leadership style and personality type of each group member and compare the similarities and differences related to the steps of the communication cycle/feedback loop. part 2: with your group suppose your group is an ad hoc task force charged with finding a solution for reducing call-outs by staff. based on what you've learned about the communication attributes of each other, create a scenario that depicts how you envision communication and collaboration on this project among this group. discuss what considerations might be taken based on how the different members give and receive information.

Focus: nursing leadership

Structure: essay form no cover or title page

Important notes: please answer address all the questions in instructions

Nursing Leadership

Student's Name

Institutional Affiliation

Nursing Leadership

Part 1

Leadership contributes positively to quality care, especially in nursing. Therefore, understanding the leadership styles and personality type of a team or group is key. Hence, based on Blake and Mouton's managerial grid and the personality topology profile, the dominant personality type for most group members is ENTJ (Extraverted Intuitive Thinking Judging) while the central leadership style is extraversion.

The group members exhibited charm and discretion as a result of their natural inclination to marshal and direct. In medicine, students with ENTJ personality type, major in courses such as neurology, cardiology, and urology that require a high level of self-control (Jafrani et al., 2017). Most members in the group did not require pushing or maximum supervision to make and implement plans for care provision due to their personality type. They proved their ability to

actualize care plans creatively without pushing, hence expressing their main personality type as ENTJ.

Additionally, the members had an extraversion leadership style. That is, they were energetic toward the realization of the set clinical plans. They put in every effort needed to actualize the plans. Besides, most members were talkative implying that they shared ideas openly regarding their specific goals.

Their leadership style had a similarity to the communication cycle steps. Specifically, extraversion increased the effectiveness of response as it is in a communication cycle. The response is the last step in a feedback loop. Therefore, being talkative increased the members' effectiveness in responding to each other's ideas or messages. The transmission of information was also similar to the ones in communication steps. The members met physically to pass or share ideas. The only difference between the group's leadership style and feedback loop was message creation. Ideas in the group were formed through brainstorming. It means that there was no particular creator of the ideas as it is in a communication cycle.

Part 2

The success of the project in finding the most effective solutions for limiting call-outs among staff depends on communication effectiveness of the task force. Therefore, in this ad hoc task force, there would be a project manager who would control communication in the group. That is, all communications will be addressed through the project manager. He or she will be responsible for ensuring an effective collaboration among the group members through efficient communication. The group would also look for interviewees to get first-hand information regarding staff call-outs. Besides, considerations such as analysis of the possible communication

barriers and how the information would be shared among group members would be well-thought-out to enhance how the members give and receive info in the task force.

References

- Jafrani, S., Zehra, N., Zehra, M., Ali, S. M. A., Mohsin, S. A. A., & Azhar, R. (2017).
Assessment of personality type and medical specialty choice among medical students
from Karachi; using Myers-Briggs Type Indicator (MBTI) tool. *JPMA*, 67(520).