

Leadership Development Program for Division Chiefs and Vice Chairs to Enhance the Well-being of the Clinician Workforce

Kathleen Nelson, MD, Clinical Professor of Pediatrics,
Former Associate Dean for Leadership and Wellness (retired)

Chantal Young, PhD, Current Director, KSOM Office of Well-being



Background

- Faculty satisfaction, engagement, and retention increases, and burnout decreases, as quality of mid-level leadership improves (Shanafelt et. al.)
- Professional fulfillment and well-being is related to the quality of mid-level leaders which impacts the “culture of wellness” in an AHC
- Most mid-level leaders achieve their position for research/clinical abilities and prior level of responsibility
- Most have never had formal leadership training
- Leadership skills are not explicitly examined

Interest was high

- A survey of Vice Chairs and Division Chiefs (n=65) revealed:
 - No formal leadership training in >45%
 - Desire for participation 56% (definitely), 36% (maybe)
 - Strong interest in particular topics: team dynamics, conflict management, negotiation, financing, feedback and accountability

Partners

- Oversight by Committee of Justice through Equity, Diversity, Inclusion, Well-being, & Social Transformation (JEDI-WeST) of the Dean's Office
- Partnership with Office of Executive Vice Dean, Leadership & Well-being, Faculty Affairs
- Recruited experts to deliver sessions

Proposed Program

- **Goal:** To develop the knowledge, skills, and attitudes needed to be most effective as a Departmental Vice-Chair or Division Chief, recognizing that the well-being of the team depends on the quality of its leader
- **Ten 2-hour sessions** held via Zoom twice monthly from January-June, 2021
- Know Yourself – Know Your Team – Know Your Organization
- Individual assessments of strengths and leadership development profile with opportunity for coaching
- CME offered (20 hrs)
- Tuition \$500/participant with discounts for multiple participants per department

Expectations and evaluations

- Classes held on Zoom
- Didactic and interactive
- Pre-readings
- Participants will attend at least 80% of class offerings
- Pre- and post-assessments: leadership effectiveness will be evaluated by self-assessment of abilities as well as evaluations by direct reports (faculty and staff) using Mayo Leadership Index
- Qualtrics evaluation of sessions and courses
- Participant social event post-course

Participant information

- 43 participants
- 17 departments (all clinical departments except Orthopedics)
- Positions: Vice chair (11), Division chief (21), Other (11)
- Locations: 3 hospitals
- Ranks: Professor (15), Assoc. prof. (19), assist. prof. (9)
- Gender: female (23), male (17), no answer (3)
- Ethnicity: White (21), Asian (13), Black (2), Latinx (1), other/no answer (5)

Mayo Leadership Index: How would your direct reports rate you?

My leader:

1. Holds career conversations with me
2. Empowers me to do my job
3. Encourages employees to suggest ideas for improvement
4. Treats me with dignity and respect
5. Provides helpful feedback and coaching on my performance
6. Recognizes me for a job well done
7. Keeps me informed about changes taking places at _____
8. Encourages me to develop my talents and skills
9. Overall, how satisfied are you with your leader?

**Likert scale of 1-5
with 5 being
strongly agree or
very satisfied.
Total score 9-45**

Curriculum Schedule

- Session 1: How to be an Effective Leader
- Session 2: Psychological Safety/Peer Support
- Session 3: Know Yourself/Know Your Team
- Session 4: Giving Feedback/Performance Eval
- Session 5: Financing the AHC
- Session 6: Recruitment/Implicit Bias
- Session 7: Change Management/Culture
- Session 8: Communication and Conflict
- Session 9: Negotiation
- Session 10: Well-being/Wrap Up

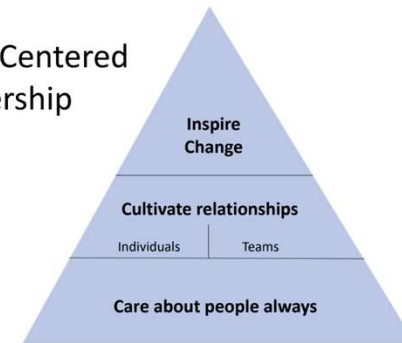
Session 1: How to be an Effective Leader

- Welcome and introductions
- What traits do you associate with effective leaders?
- Leaders require followers
- What is my job, anyway?
- Individual leadership plan



Copyright © 2016 Board of Trustees of the Leland Stanford Junior University. All rights reserved.

Wellness-Centered Leadership



Shanafelt T, Trockel M et al, Acad. Med 2021

Session 2: Psychological Safety & Peer Support

- Core values exploration
- Honesty, integrity, compassion, vulnerability
- Psychological First Aid, supportive listening skills

Tobi's Top 10 Communication Tips

- ❖ You've just been through a lot
- ❖ This sounds really hard, I am so sorry
- ❖ Of course you have strong feelings about this
- ❖ I am so glad you could share this with me
- ❖ A mixture of many thoughts and feelings are normal
- ❖ I don't know what to say, yet I am really glad you told me
- ❖ I want to know how you are doing
- ❖ Who are supporters for you here?
- ❖ What more can I do? How else can I, can we help?
- ❖ I want you to know that **YOU ARE NOT ALONE**

Session 3: Know Yourself/ Know Your Team

- Emergenetics Profile
- Self-awareness & Team-awareness
- Five Dysfunctions of a Team

EMERGENETICS® | PROFILE

CHANTAL YOUNG - MARCH 2, 2021

HOW YOU THINK: PERCENTAGES

ANALYTICAL = 24%

- Clear thinker
- Logical problem solver
- Data driven
- Rational
- Learns by mental analysis

STRUCTURAL = 29%

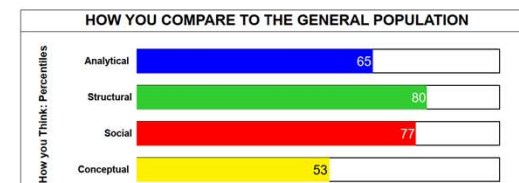
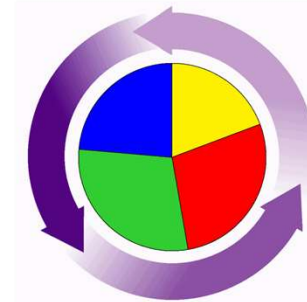
- Practical thinker
- Likes guidelines
- Cautious of new ideas
- Predictable
- Learns by doing

CONCEPTUAL = 19%

- Imaginative
- Intuitive about ideas
- Visionary
- Enjoys the unusual
- Learns by experimenting

SOCIAL = 28%

- Relational
- Intuitive about people
- Socially aware
- Empathic
- Learns from others



Session 4: Giving Feedback/ Performance Evaluation

- Managing conflict
- Resources available for faculty issues
- Skills for tough conversations

Sources of Conflict

Goals
Methods
Money
Turf & Title
Image
Personalities/Temperament

Values

Respect
Fairness/Justice
Recognition
Integrity
Equality/Equity
Autonomy

A value is at the heart of every conflict

Session 5: Financing the AHC

- Research, clinical, and teaching funding
- Health care reform
- Business plan and strategy for your department



Session 6: Recruitment/ Implicit Bias

- Understanding our own implicit bias
- Microassaults, microinsults, microinvalidations in academic medicine
- Combatting microaggressions

Negative Impact of Microaggressions



DEPRESSION & TRAUMA



SUICIDE IDEATION



TRUST in SERVICE PROVIDERS



MEDICATION ADHERENCE

Session 7: Change Management

- Kotter's Leading Change Model
- Eight Steps & Eight Errors
- Interactive elements

Kotter's Eight Steps

1. Create a sense of urgency
2. Build a guiding coalition
3. Form a strategic vision and initiatives
4. Enlist a volunteer army
5. Enable action by removing barriers
6. Generate short-term wins
7. Sustain acceleration
8. Institute change

Session 8: Communication and Conflict

- Types of difficult conversations
- 5 essential ingredients:



Session 9: Negotiation

Perfecto School of Medicine

General Information

J. Arnold is a Division Chief at Perfecto School of Medicine, an internationally known and well regarded school of medicine. Arnold has been with the division for seven years — moving through the ranks in the division. Before coming to Perfecto, Arnold spent 10 years with one of Perfecto’s competitors.

T. Boyd is one of two vice presidents for Budget and Finance at Perfecto School of Medicine. Boyd has primary responsibility for overseeing the annual budget process. Boyd has been with school for 10 years, holding a variety of posts before becoming vice president last year. Boyd has a reputation for being a tough, unyielding manager with unlimited ambition.

Session 10: Well-being/ Wrap-up

- Positive psychology constructs (PERMA)
- Burnout
- Gratitude
- Resources
- Debrief

WHAT IS WELLBEING? PERMA

01 POSITIVE EMOTIONS

02 ENGAGEMENT

03 RELATIONSHIPS

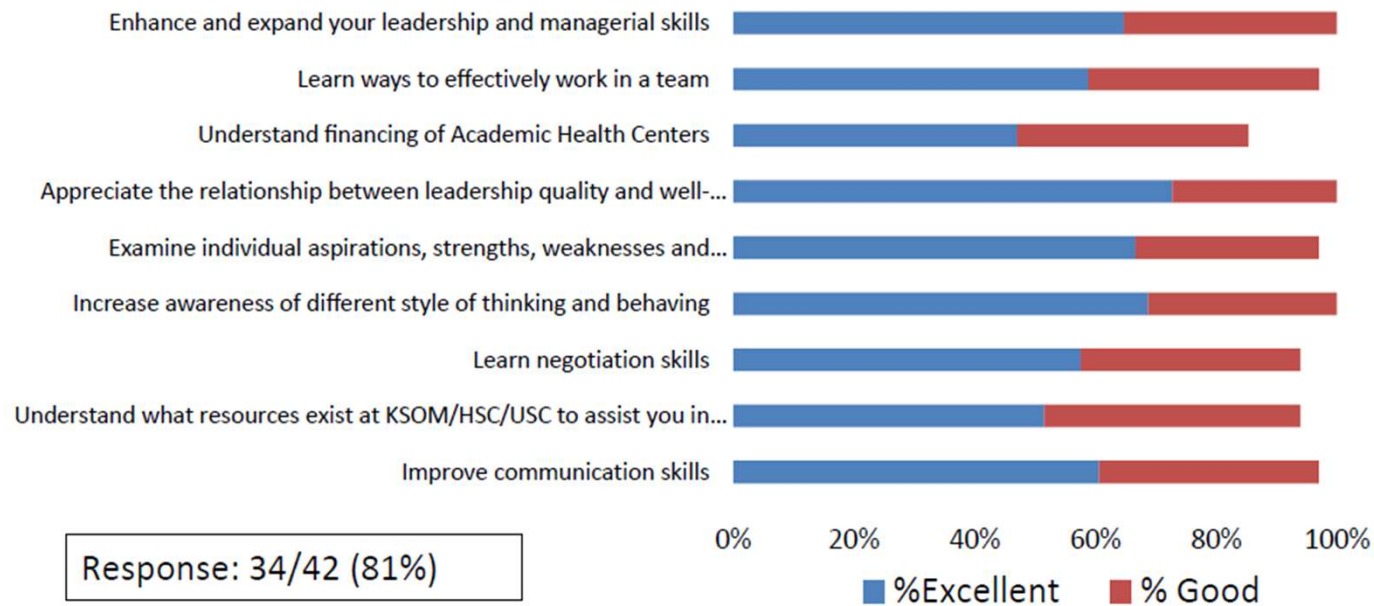
04 MEANING

05 ACCOMPLISHMENT

Feedback

- Faculty and content were excellent
- Appreciated the focus on well-being
- Built collaborations between departments
- In-person desired
- Finances and negotiation needed more time
- All sessions could use more time; suggestion to split up into semesters/quarters and have a more in-depth program
- Suggestion to have further exploration available year round where leaders can sign up for “themed” in-depth courses
- Desire for upper leadership to receive the content too

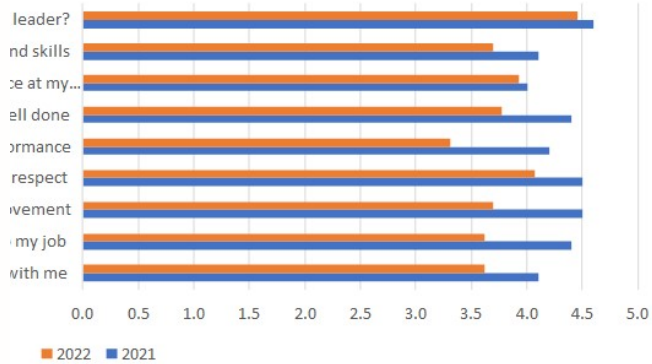
Evaluation: rate your success in achieving the goals for the program



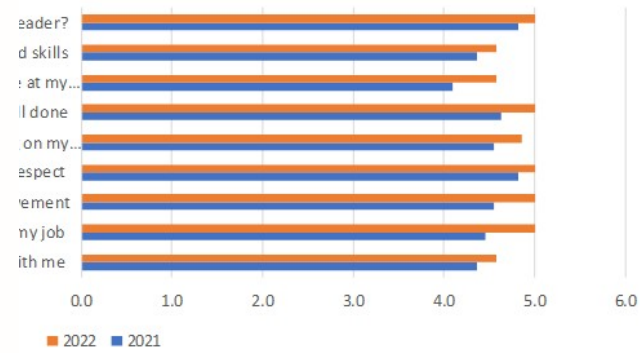
Participant 1



Participant 5



Participant 8



Future directions

- Obtain more robust follow-up data via Mayo Leadership Index
- Consider expanding course to span more months and more topics including optional in-depth explorations
- Assess the wellbeing of the clinician workforce using the Professional Fulfillment Index (PFI)
- Based on above, reevaluate topics for further workshops/courses

References and recommended reading

- AMA Steps Forward: Cultivating Leadership - Measure and Assess Leader Behaviors to Improve Professional Well-Being
- Shanafelt TD, Gorringer G, Menaker R, Storz KA, Reeves D, Buskirk SJ, Sloan JA, Swensen SJ. Impact of organizational leadership on physician burnout and satisfaction. *Mayo Clin Proc.* 2015 Apr;90(4):432-40. doi: 10.1016/j.mayocp.2015.01.012. Epub 2015 Mar 18. PMID: 25796117.
- Shanafelt T, Trockel M, Rodriguez A, Logan D. Wellness-Centered Leadership: Equipping Health Care Leaders to Cultivate Physician Well-Being and Professional Fulfillment. *Acad Med.* 2021 May 1;96(5):641-651. doi: 10.1097/ACM.0000000000003907. PMID: 33394666; PMCID: PMC8078125.