

Leadership and Career Advancement in Academic Medicine

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**Adolphus Busch Professor and Chairman
Washington University School of Medicine**

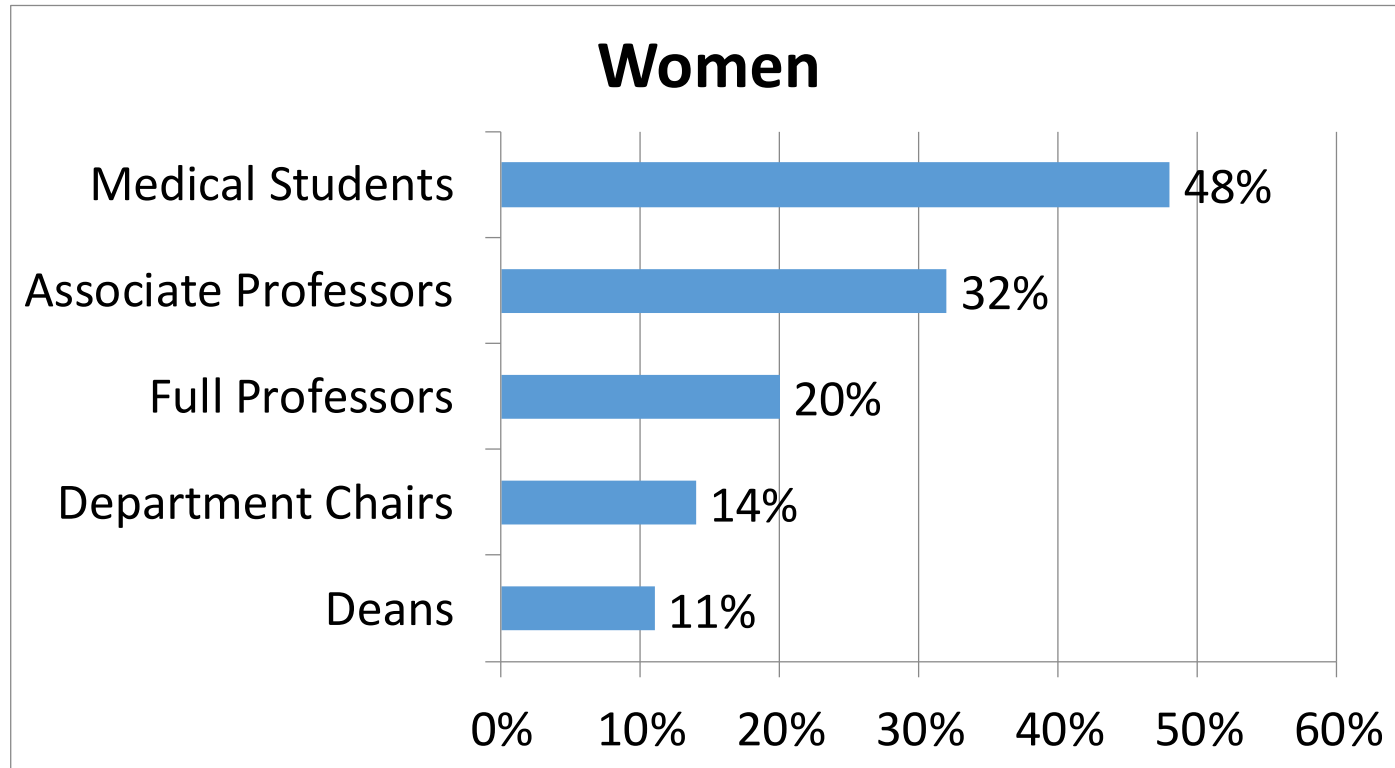


Disclosures



- Research Funding:
 - CDC Epicenters Program
 - NIH CTSA Research & Education Director
 - The Foundation for BJH, Doris Duke Foundation
- Not entirely sure how I succeeded in academics
 - Husband VP @ Express Scripts, 3 kids, Messy house
 - Guilty of most of things we should teach faculty to avoid/overcome
- I have had many different career changes
 - Clinician, Occupational Health Med Director, Hospital Epidemiologist, Clinic Director, Researcher, Director of BJC Health System Infection Prevention, Mentor, Training Grant PI, Division Head, Department Chair,
- Several research interests
 - HCW Safety, HIV, HAI, ARO, Safety/Quality, Training Grants

Women in Academic Medicine: Sticky Floor, Glass Ceiling & Leaky Pipeline





Dr. Rita Levi-Montalcini
Nobel Prize in
Physiology or Medicine
in 1986, Professor
Washington University

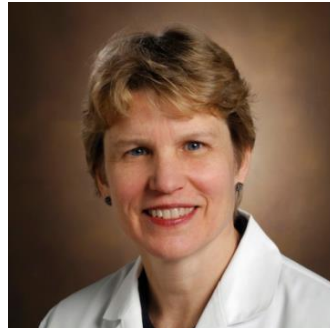


Patricia A. Gabow, MD
Robert Wood Johnson Foundation
Board of Directors, former CEO of
Denver Health and Hospital Authority

Dr. Gerty Cori
Nobel Prize in Physiology or
Medicine in 1947, Professor
Washington University



Wendy Levinson, MD
Chair of Medicine, University of Toronto



Nancy J. Brown, MD
Chair of the Department of Medicine,
Vanderbilt University



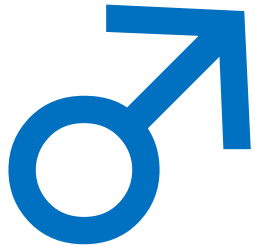
Katrina Armstrong, MD, MSCE
Head and Physician-in-Chief,
Department of Medicine,
Massachusetts General Hospital



Mary E. Klotman, MD
Dean, Duke University School of Medicine

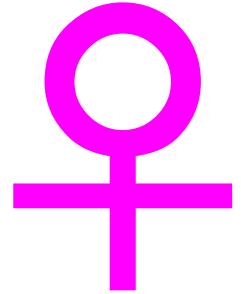
Understanding Gender Differences in the Workplace

MASCULINE TRAITS



Aggressive
Ambitious
Competitive
Forceful
Strong
Independent
Individualistic
Decisive
Self-sufficient
Risk taking

FEMININE TRAITS



Cheerful
Compassionate
Affectionate
Gentle
Gullible
Shy
Soft-spoken
Sympathetic
Tender
Understanding

Unconscious Bias: Thinking Fast & Thinking Slow

- Cognitive shortcuts commonly translate into undervaluing women
- Men expected to be agentic (assertive & decisive)
- Women → communal (nurturing & egalitarian)
- **Agentic** → confident, analytic, detail-oriented, open, passionate in ♂
- **Communal** → women judged more harshly if they are not
- Boost women's self efficacy (mentees)
- Recommend approaches that combine agentic & communal behaviors, role play techniques
- Coach mentees to develop versatile communication skills



Gender Disparities in STEM

- Frequency with which ♂ invite women to speak (Isbell 2012)
- Perception of ♀ trainees' competency and employability (Grunspan 2014; Moss-Racusin 2012)
- Degree of self citations ♂ > ♀ (Symonds 2006)
- ♀ more intensive teaching roles; less research intensive institutions

Speaking out about gender imbalance in invited speakers improves diversity

Robyn S Klein, Rhonda Voskuhl, Benjamin M Segal, Bonnie N Dittel, Thomas E Lane, John R Bethea, Monica J Carson, Carol Colton, Susanna Rosi, Aileen Anderson, Laura Piccio, Joan M Goverman, ETTY N Benveniste, Melissa A Brown, Seema Kaushalya Tiwari-Woodruff, Tajie H Harris & Anne H Cross

Omissions of qualified women scientists from major meeting programs continue to occur despite a surge in articles indicating persistent gender-discriminatory practices in hiring and promotion, and calls for gender balance in conference organizing committees.



National Academies of Sciences, Engineering, and Medicine. 2018. Sexual Harassment of Women: Climate, Culture, and Consequences in Academic Sciences, Engineering, and Medicine. Washington, DC: The National Academies Press. doi: <https://doi.org/10.17226/24994>.

INCLUSION AT THE PODIUM



Senator Irene Aguilar, MD
Colorado Senate District 32



Yvette Roubideaux, MD, MPH
Director of Policy Research Center
National Congress of American Indians



Eve J. Higginbotham, SM, MD
Vice Dean for Diversity and Inclusion
Professor, Ophthalmology
Perelman School of Medicine



Cynthia Sears, MD
Professor of Medicine and Oncology
Johns Hopkins University School of Medicine
Professor of Molecular Microbiology and Immunology
Bloomberg School of Public Health



Griffin Rodgers, MD, MACP
Director, NIDDK



Gaudalupe Garcia-Tsao, MD
Professor of Medicine
Chief, Digestive Diseases,
VA-CT Healthcare System
Director, Clinical and Translational Core,
Yale Liver Center

Challenges for Female Medical Students, Housestaff and Junior Faculty

- Fewer females see themselves as leaders
- Women house officers can default to stereotypically female behaviors (apologizing, doing support work), less able to navigate uncomfortable situations with attendings
- Less likely to participate in male dominated networks in male-driven advising

Coming to See Oneself and Be Seen by Others as a Leader



- Fundamental identity shift
- Context must support ↑ women's motivation to lead & ↑ likelihood that others will recognize & encourage her efforts
- Internalizing a leadership identity & developing a sense of purpose (iterative)

Gender Differences in Leadership Among First Year Medical Students in Small-Group Setting

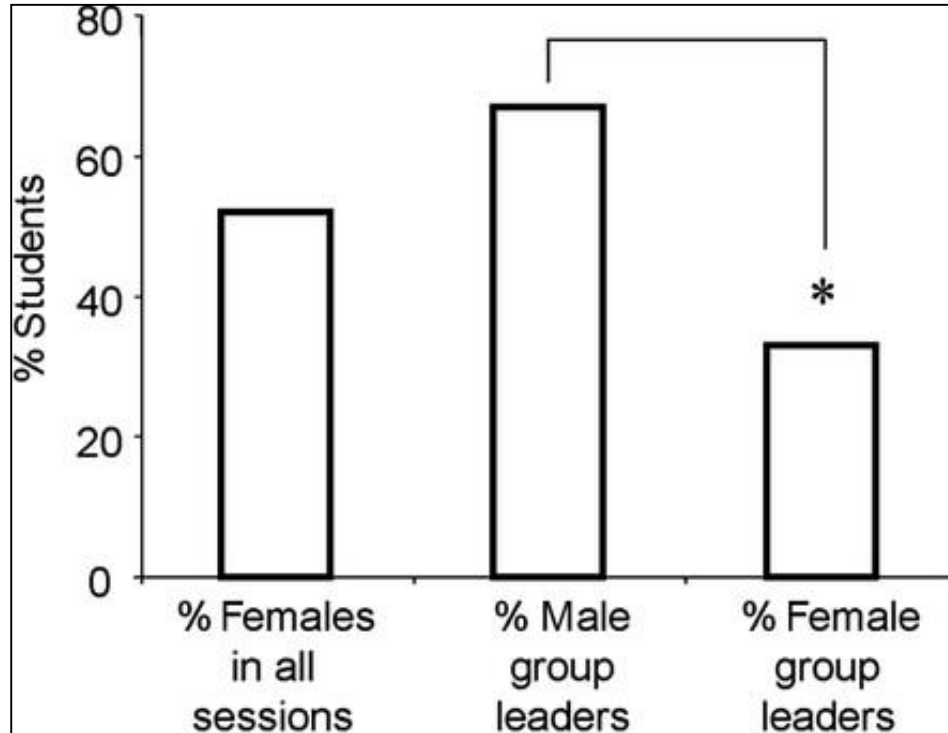


Figure 1 Percentages of men and women who became group leaders under control conditions during Study 1 (2008). Asterisk indicates that significantly fewer group leaders were women compared with men ($P < .025$).

Wayne. Acad Med 2010;85(8):1276-1281.

Gender Differences in Leadership Among First Year Medical Students in Small-Group Setting

- Gender of small-group leaders monitored
- Control: basic instructions
- Intervention: brief “pep talk” on importance of experiencing a leadership role in a safe environment



- Interviews of students re: their perceptions
- Gender bias in group leaders eliminated by “pep talk”

Wayne et al . Acad Med 2010;85(8):1276-1281.

Gender Differences in Leadership Among First Year Medical Students in Small-Group Setting

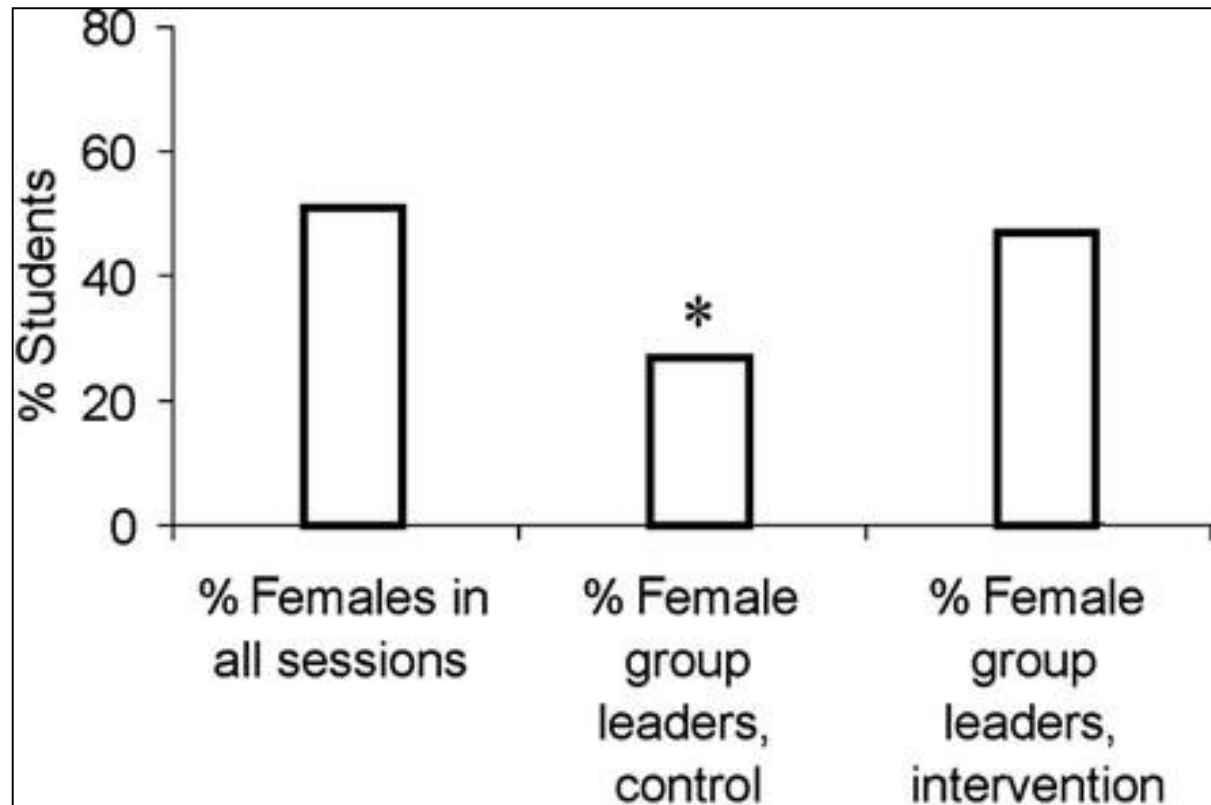


Figure 2 Percentages of men and women who became group leaders under control and intervention conditions during Study 2 (2009). Asterisk indicates that significantly fewer group leaders were women compared with men in the control condition ($P < .025$). There was no significant difference between the number of men and women who became group leaders in the intervention condition.

Wayne. Acad Med 2010;85(8):1276-1281.

Leadership Building Blocks

- Getting and using mentors/advisors
- Choosing niche: research, clinical, teaching
- Formal coursework/training
- Hands-on mentored experiences
- Environment & infrastructure
- Communication: **direct** vs **indirect** in meetings, presentations, emails,
- Writing: **direct** vs **indirect** in abstracts, manuscripts, grants
- Individual Career Development Plan: Competencies, career goals & plan (work & life)



Lean In

- Leadership ambition gap
- Sit at the table
- It's a jungle gym, not a ladder
- Are you my mentor?
- Seek & speak your truth
- Don't leave before you leave
- The myth of “doing it all”
- Let's start talking about it
- Working together toward equality

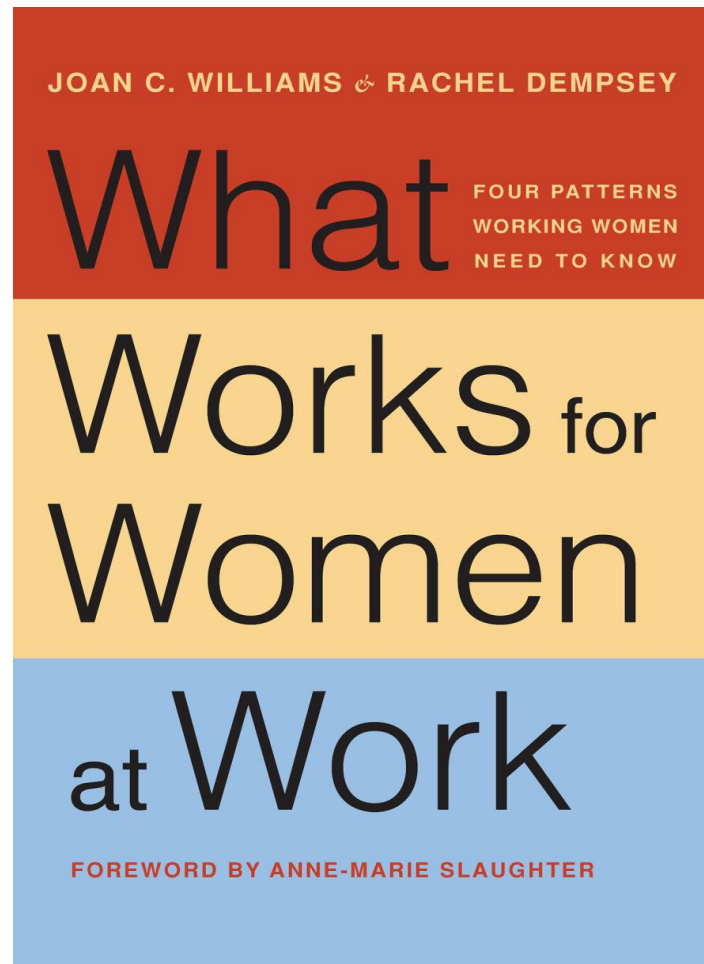


LEAN IN

WOMEN, WORK, AND
THE WILL TO LEAD

SHERYL SANDBERG

- Implicit bias
- Prove-It-Again
- Tightrope bias
- Maternal wall
- Tug of war



Strategies to Overcome “Prove it Again”

1. Organize & track your accomplishments; trump stereotype

- Keep written records, compliments, awards, honors
- Verbal → facilitate transfer to written (email, note)
- Special file for achievements, productivity

2. “Get over yourself”

- Speak up, positively disseminate successes
- Don't internalize failures, STOP questioning yourself, DON'T wait to be perfect
- Foster courage, confidence; practice & role play

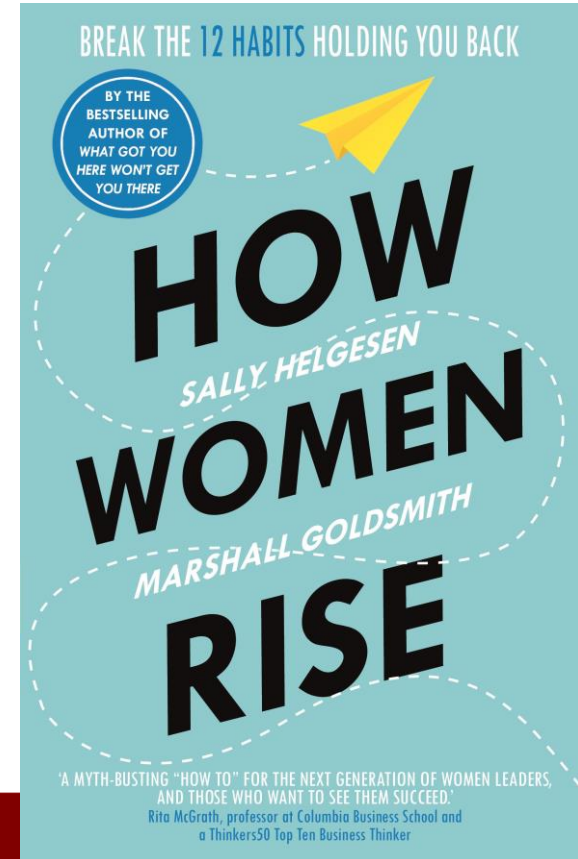
“Tight Rope” Strategies

- Find your voice
- Prepare for meetings
- Use direct communication
- STOP APOLOGIZING
- Deal with lumpy tasks (get rid of something else, get credit, negotiate for higher status team members to help, report to higher up, secure a budget, sunset & succession plan)

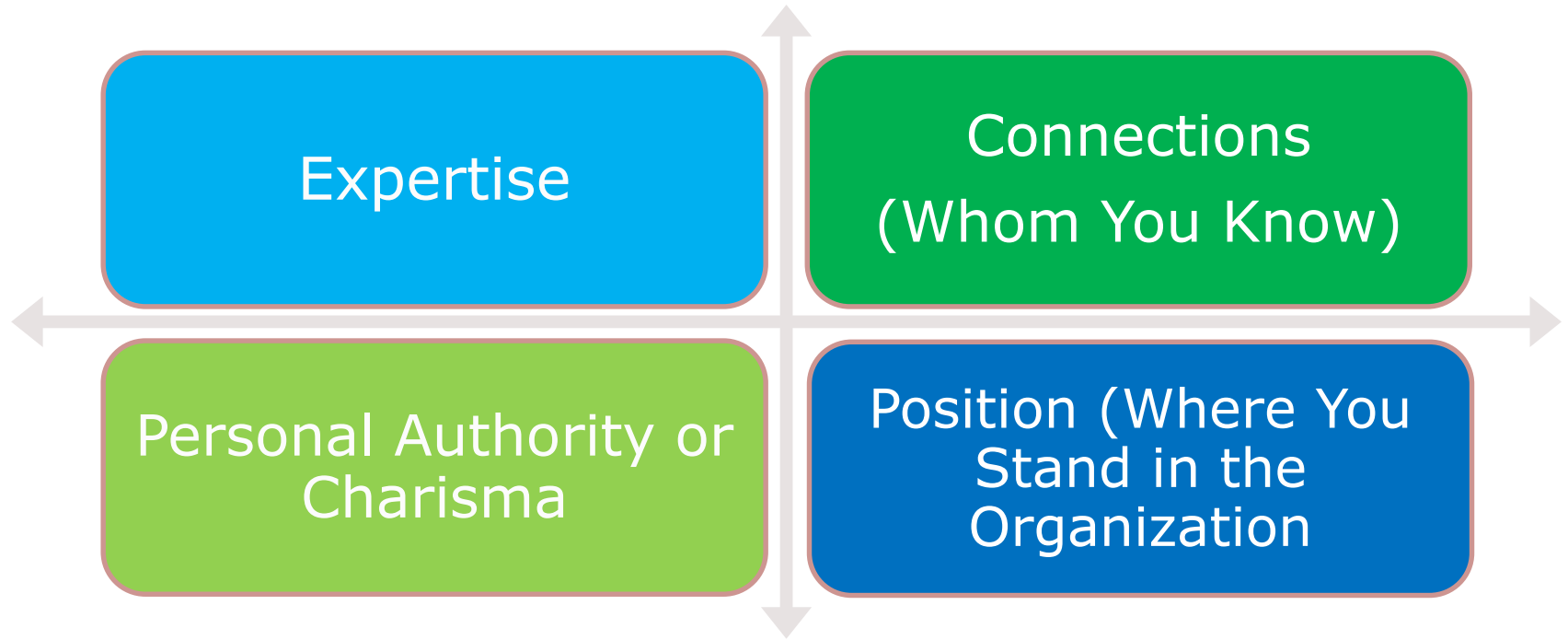


12 Behaviors That May Hold Women Back

1. Reluctance to claim achievements
2. Expecting others to spontaneously notice and reward your contributions
3. Overvaluing expertise
4. Just building rather than building and leveraging relationships
5. Failing to enlist allies from Day 1
6. Putting your job before your career
7. The perfection trap
8. The disease to please
9. Minimizing
10. Too much
11. Ruminating
12. Letting your radar distract you



Four Kinds of Power



Helgesen S and Goldsmith M. *How Women Rise*. Penguin Random House, 2018.

Essential Components to Build Confidence

Confidence – Mastery, action, decisiveness, doing, achievement

Self-esteem – Valuable, like oneself

Optimism – 1/2 full, 1/2 empty, “Pessimist sees difficulty in every opportunity, optimist sees opportunity in every difficulty” Churchill

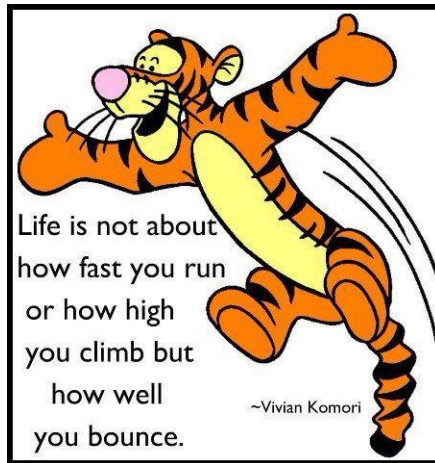
Self-compassion

Self-efficacy – belief in ability to succeed



Strategies to Promote Resilience

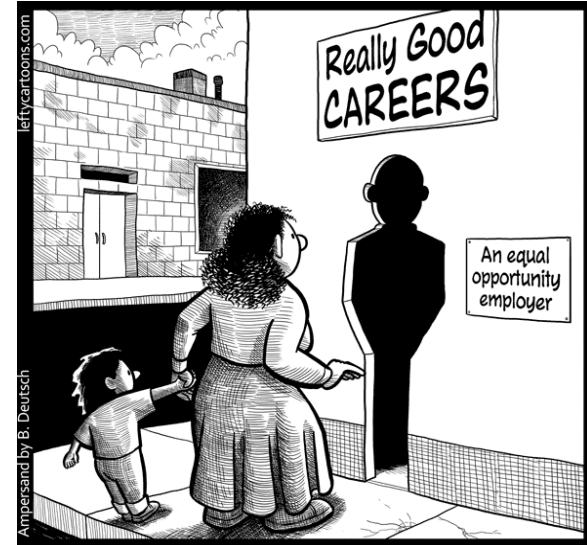
- Reframe rejection, make it more positive
 - Deemphasize emotion, be dispassionate
 - Provide moral support & encouragement
- Positive thinking & adaptive mindsets
 - Foster passion & “fire in the belly”
 - Personal financial /fitness training



DeCastro. Acad Med 2014;88:497-504.

Actions to Support Women's Leadership Development

- Educate men & women about 2nd generation gender bias
- Create safe “identity workspaces” to support transitions to bigger roles
- Anchor women's development efforts in sense of leadership purpose
 - not how women are perceived
- These actions help give women insights into themselves & their organization, enabling charting a course to leadership



Mid-Career Faculty Development

“There is no path that goes all the way.”

Han-shan

- Essential for success of academic health centers
- Re-examination of commitments at mid-career = important to adult development and resilience
- Begin with fresh look at “Values” and “Priorities”
- Shift from constraints to situations you can modify → opens new possibilities, ↑ ability
- **Annual reviews** → assess satisfaction with effort distribution, setting term limits on leadership roles to increase opportunities, facilitate fresh ways of thinking about success

Bickel J. *Acad Med.* 2016;91(12);1601-1605.

Critical Self Inventory



- **Set aside time** – deliberate introspective “pause” (personal or leadership development), **“Reflection”**
- **Reflective reading and writing** → life long learning
- **Collect feedback** (which behavioral tendencies obstruct their progress ?)
 - Overdoing strengths
 - Interpersonal behaviors to ↓ (perfectionism, over speaking)
- **Feedback helps close gap** between good intentions and actual impact of behaviors
 - How can I do better?
 - Listen for themes

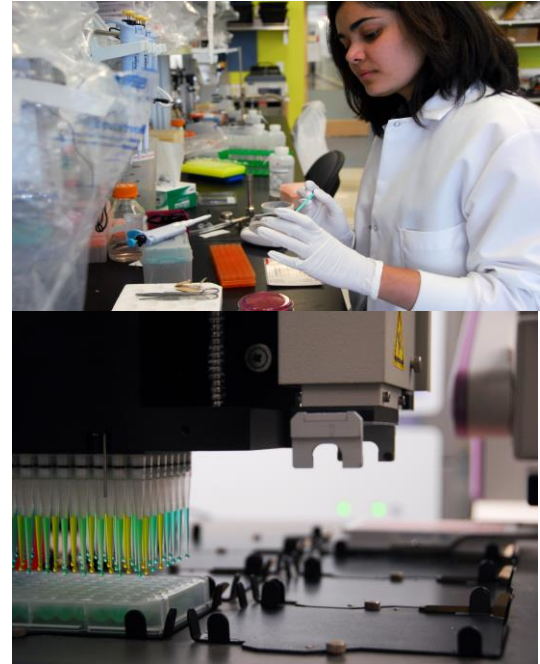
Translate Reflection to PLAN

- In five years I want to be _____.
- However, I currently feel _____.
- In order to close the gap between where I am today to where I want to be, I need to focus on _____ and let go of _____.
- To move in that direction I need to sharpen my skills in _____.
- The community, support and accountability I need to move in a new direction is _____.



Mid Career Opportunities: Research

- Late Assistant to Associate Professor
- Promotion criteria
- Center, Institute, Division Director
- Study section, Council membership, Society leadership
- National/International committees, roles, networks
- Multicenter grants and research
- Leadership skills, additional training
- New skills, technology, collaborators, sabbatical



New Challenges and Paradigms for Mid-Career Research Faculty

- Maintaining and diversifying support
 - Foundations, pharmaceutical industries
 - DoD, CMS, CDC, AHRQ, CDRMP
 - Other industries
 - CTSA, Cores, Centers, Institutes
 - Philanthropy



Mid Career Opportunities: Clinician

- Master Clinician, change practice (private to academic, visa versa, inpatient/outpatient, ID hospitalist)
- Safety, Quality, Medical Director, CMO, CMIO
- Antimicrobial Stewardship Director
- Infection Prevention, Hospital Epidemiologist
- Telemedicine, Home IV antibiotics, Infusion Center
- Travel Medicine
- ID Consulting, policies, prevention,
- Concierge, Military, Government, Public Health, FQHCs
- Additional training (MPH, MPHS, MBA, certificate), experiences, volunteer



Mid-Career Opportunities: Education

- Additional training, bedside teaching, curriculum, evaluation, competencies: Master Clinician Educator
- Develop new curriculum, courses, electives, online training
- Educational awards, recognition
- Educational research, scholarship, grants, Macy Foundation
- Publications, books, reviews, online materials, videos
- Masters in Medical Education, Med Ed fellowship
- Coursemaster, Housestaff or Fellowship Program Director
- Assistant/Associate Dean of Education (curriculum, evaluation, UME, GME, CME)



Alternate Career Paths

- Industry
- Government agencies
- Safety, quality, performance improvement
- NIH, FDA, CDC
- Antimicrobial Stewardship, Healthcare epi
- Medical directors, STD/TB clinics, Health Dept, HIV, Federally Qualified Health Centers, Insurance Companies
- Admin leadership, institutional/organizational (MBA)
- Health services research (MPH, MSCI, MSCE)

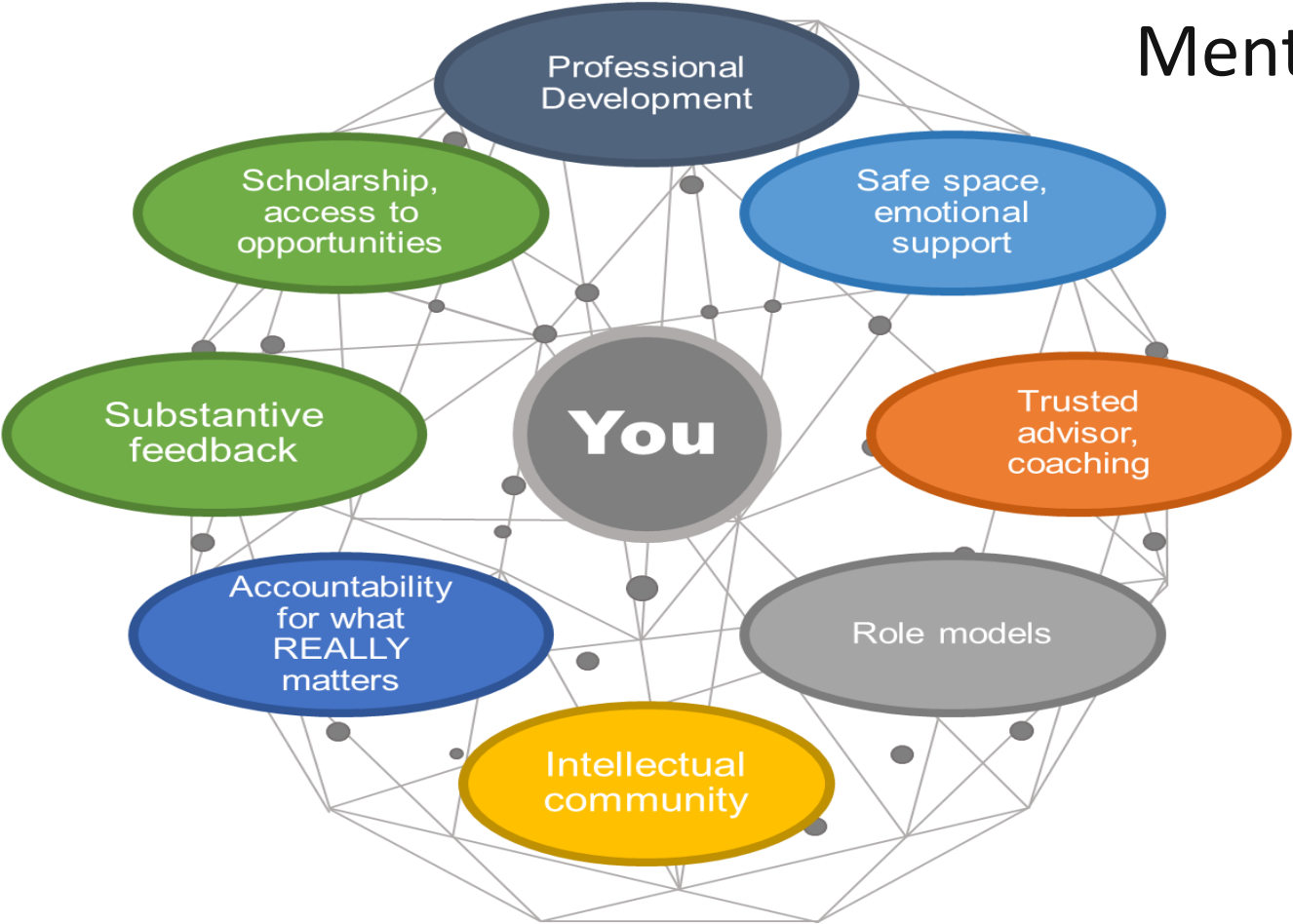


Zweidler-McKay PA, et al. *Pediatr Blood Cancer*. 2016;63;1723-1730.

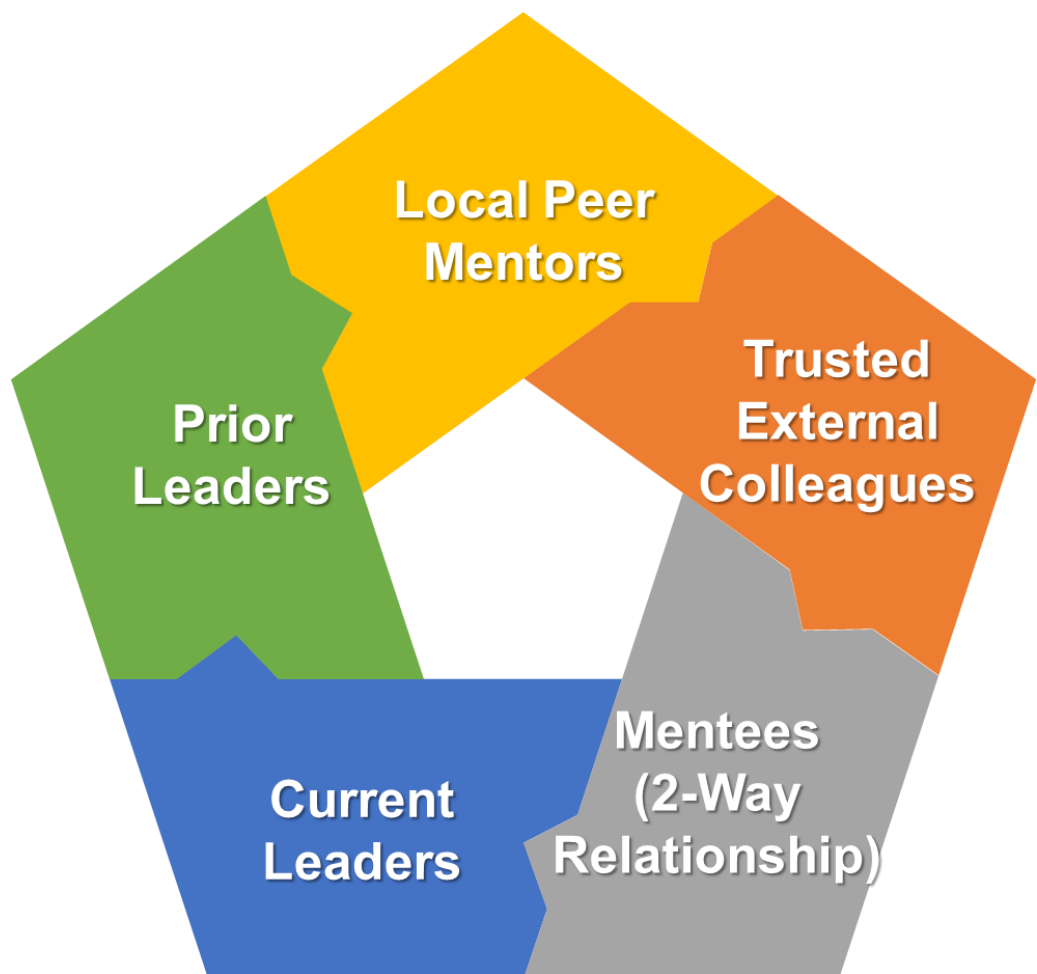
Core Competencies for Mid-Career Faculty

- ↑ Insight, self awareness, strengths and growth opportunities
- ↑ Collaboration
- ↑ Organizational knowledge & networking
- Change management and leadership
- ↑ Safety, quality & efficiency
- HR, administrative skills, team building, people management
- **Advancing inclusion and diversity**
- Communicating effectively
- Achieve work / life integration
- Maintain & promote resiliency
- Enhance mentorship
- ↑ Financial skills
- Scholarship and advancement

Mentorship Map



Who is Your Mentor Team

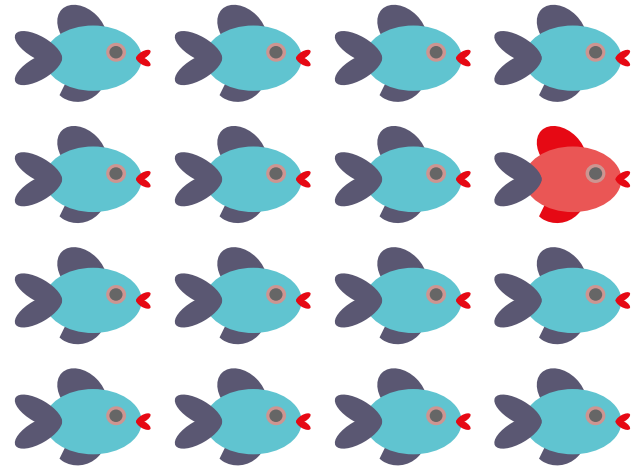


What Might Mentorship Look Like Now?

From Technical Skills



To Relational Skills



Mid-Career Faculty Development Programs

- Harvard Medical School
 - Leadership development for MDs and scientists
 - 2.5 days
 - Late assistant and associate professor
 - Panels with AMC leaders, group sessions
 - High degree networking
- Brigham Leadership Program “Mini-MBA”
 - 1 year
 - Four 2.5 day modules, overnight stay each module
 - Project group meetings all year
 - Team projects

Stanford
Vanderbilt
UCSF
Toronto
Indiana
Drexel ELAM
Harvard SPH
AAMC
AAIM
Most business schools
and AHCs

Sponsorship

- Public support by powerful & influential person for advancement & promotion of an individual with untapped or unappreciated leadership talent or potential
- Influence advancement to hi-profile critical positions
- Women often “over mentored” but “under-sponsored”



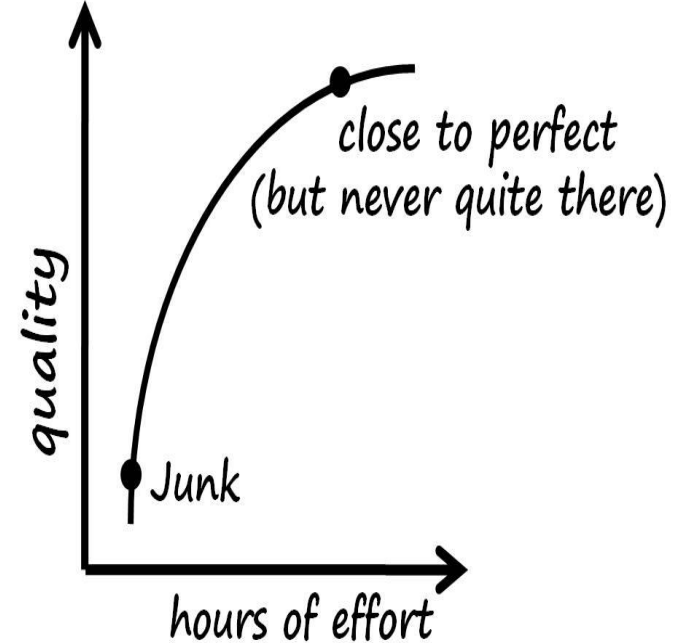
How to Prioritize Work and Evaluate Priorities

		Urgent	Not Urgent
Not Important	Important	Box 1 <u>Activities:</u> Crises Pressing Problems Dead-line driven projects	Box 2 <u>Activities:</u> Prevention Recognizing new opportunities Planning Relationship building
	Not Important	Box 3 <u>Activities:</u> Interruptions, some calls Some mail, emails, texts, reports Some meetings Popular activities	Box 4 <u>Activities:</u> Trivia, busy work Some mail, email, texts Some phone calls Time wasters Pleasant activities

Franklin Covey, Inc.

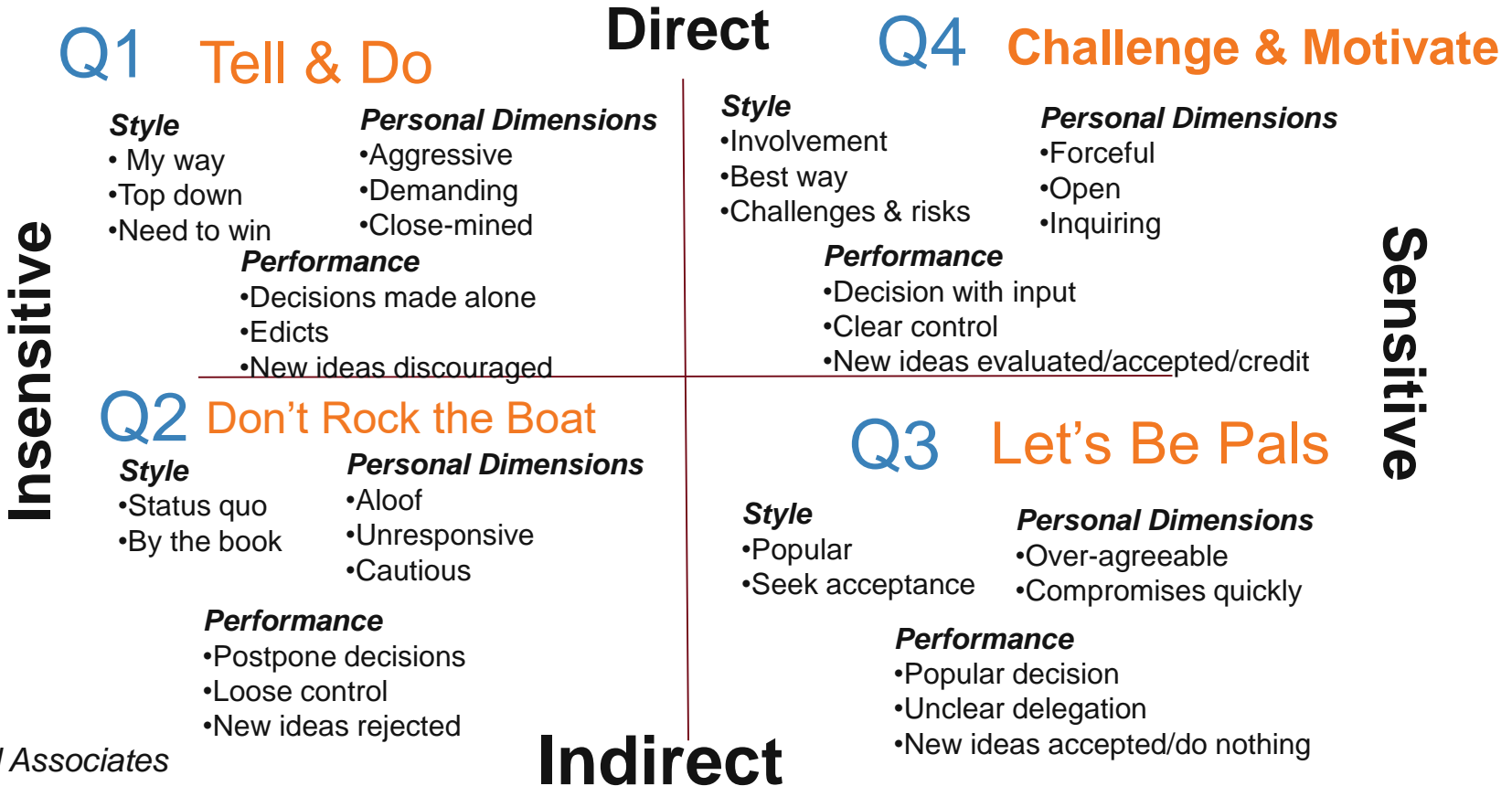
After You Evaluate Your Time & Activities: FIX IT

	Urgent	Not Urgent
Important	Box 1 Focus On and DO	Box 2 Focus On and Plan, Delegate, Defer
Not Important	Box 3 Challenge and Delegate	Box 4 Eliminate



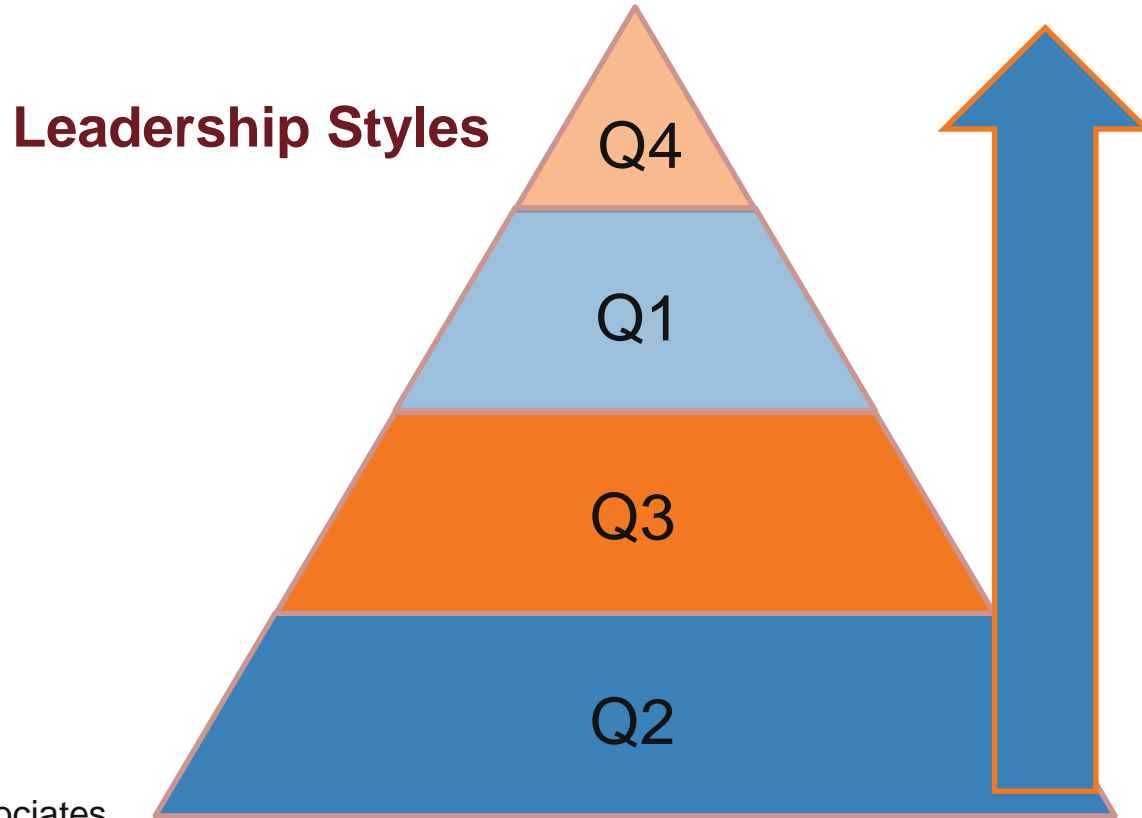
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Leadership Styles and Qualities



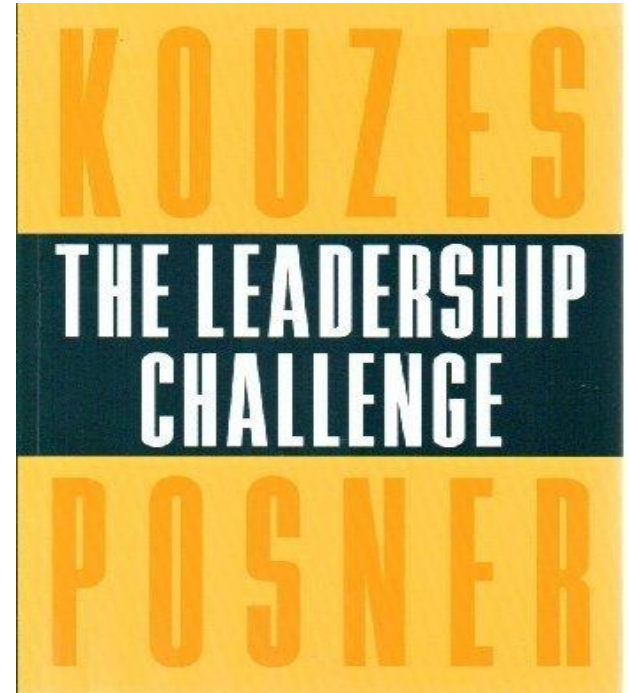
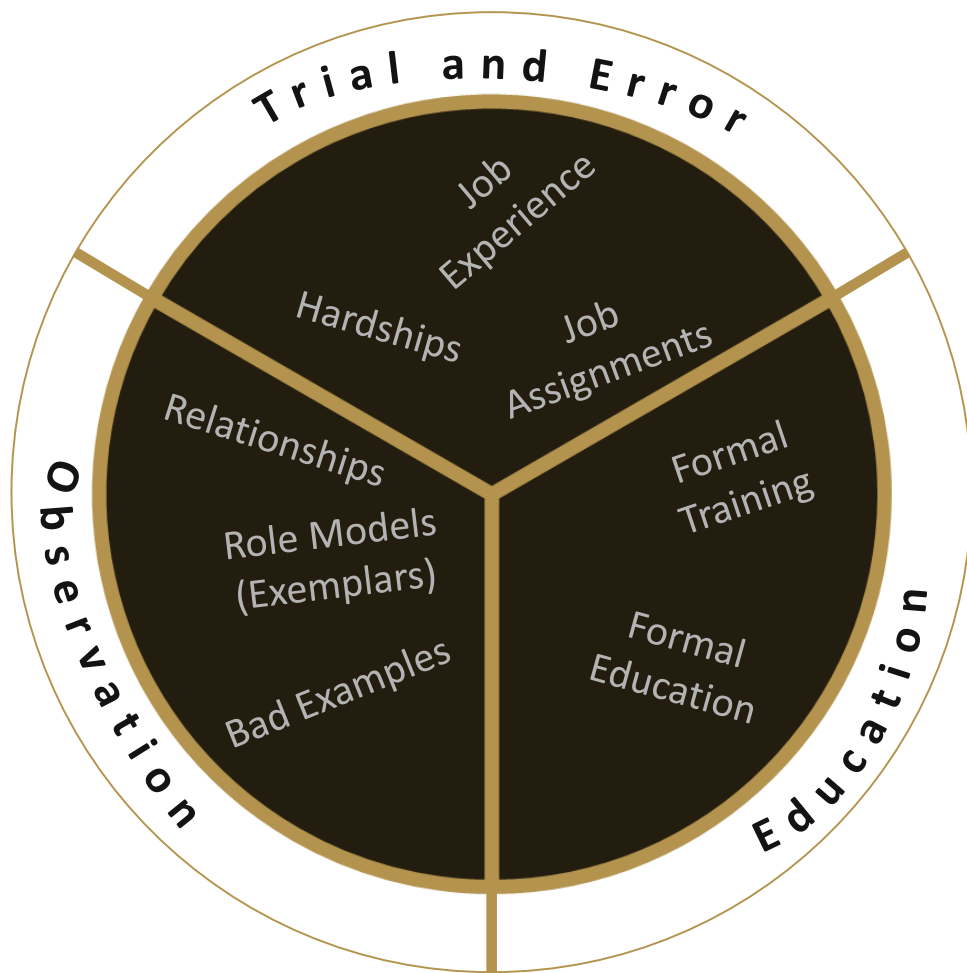
Psychological Associates

Distribution of Leadership Styles



Psychological Associates

Opportunities for Learning to Lead



Ten Commitments of Leadership

PRACTICES	COMMITMENTS
Challenging the Process	<i>1. Search out</i> challenging opportunities to change, grow, innovate, and improve.
	<i>2. Experiment</i> , take risks, and learn from the accompanying mistakes.
Inspiring a Shared Vision	<i>3. Envision</i> an uplifting and ennobling future.
	<i>4. Enlist</i> others in a common vision by appealing to their values, interests, hopes, and dreams.
Enabling Others to Act	<i>5. Foster</i> collaboration by promoting cooperative goals and building trust.
	<i>6. Strengthen</i> people by giving power away, providing choice, developing competence, assigning critical tasks, and offering visible support.
Modeling the Way	<i>7. Set</i> the example by behaving in ways that are consistent with shared values.
	<i>8. Achieve</i> small wins that promote consistent progress and build commitment.
Encouraging the Heart	<i>9. Recognize</i> individual contributions to the success of every project.
	<i>10. Celebrate</i> team accomplishments regularly.

Commitment Number 1

Search Out Challenging Opportunities to Change, Grow, Innovate, and Improve

- Treat every job as an adventure.
- Treat every new assignment as a start-over, even if it isn't.
- Question the status quo.
- Send people shopping for ideas.
- Put idea gathering on your own agenda.
- Go out and find something that needs fixing.
- Assign people to the opportunities.
- Renew your teams.
- Add adventure and fun to everyone's work.
- Take a class; learn a new skill.



Commitment Number 2

Experiment, Take Risks, Learn from the Resulting Mistakes



- Set up little experiments.
- Make it safe for others to experiment.
- Eliminate fire-hosing.
- Work even with ideas that sound strange initially.
- Honor your risk takers.
- Debrief every failure as well as every success.
- Model risk taking.
- Encourage possibility thinking.
- Maximize opportunities for choice.
- Make formal clothing and titles optional.

FOR THE PRACTICING MANAGER

Feedback That Works

How to Build and Deliver Your Message

Sloan R. Weitzel

Center for Creative Leadership

Effective Feedback

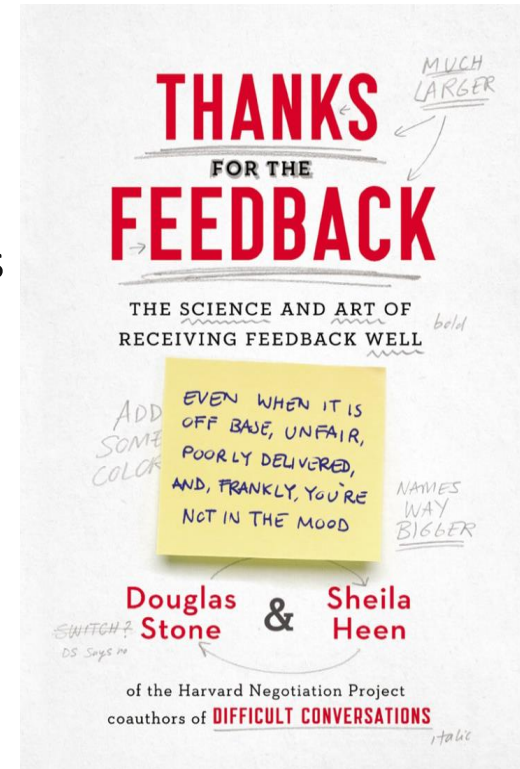
- Capture the situation
- Describe the behavior
- Deliver the Impact



“I don’t have time to write performance reviews, so I’ll just criticize you in public from time to time.”

Common Mistakes in Giving Feedback

- Feedback judges individuals not actions
- Feedback is too vague
- Feedback speaks for others
- Negative feedback sandwiched between positive messages
- Feedback exaggerated with generalities
- Feedback psychoanalyzes motives behind behavior
- Feedback goes on too long
- Feedback contains implies threat
- Feedback uses inappropriate humor
- Feedback is a question not a statement



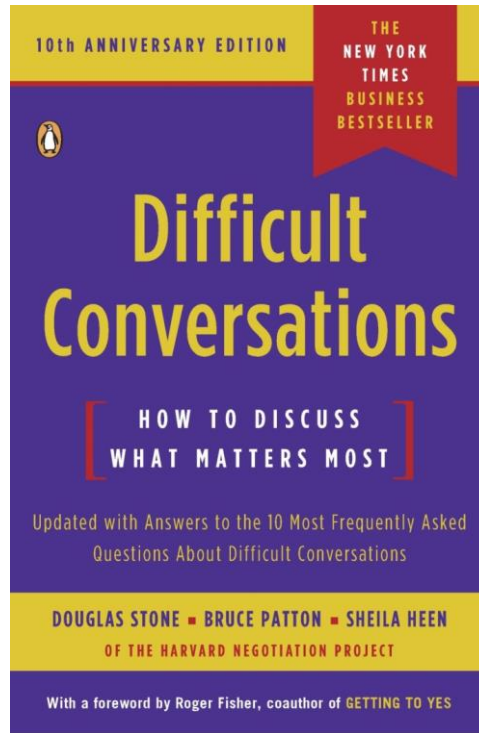
THE INTERNATIONAL BESTSELLER

Expanded second edition of
the book that is changing lives
and transforming organizations

LEADERSHIP AND SELF-DECEPTION

getting out
of the box

The Arbinger Institute
Authors of *The Anatomy of Peace*



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Foreword by **Stephen R. Covey**
Author of *THE 7 HABITS OF HIGHLY EFFECTIVE PEOPLE*

crucial conversations

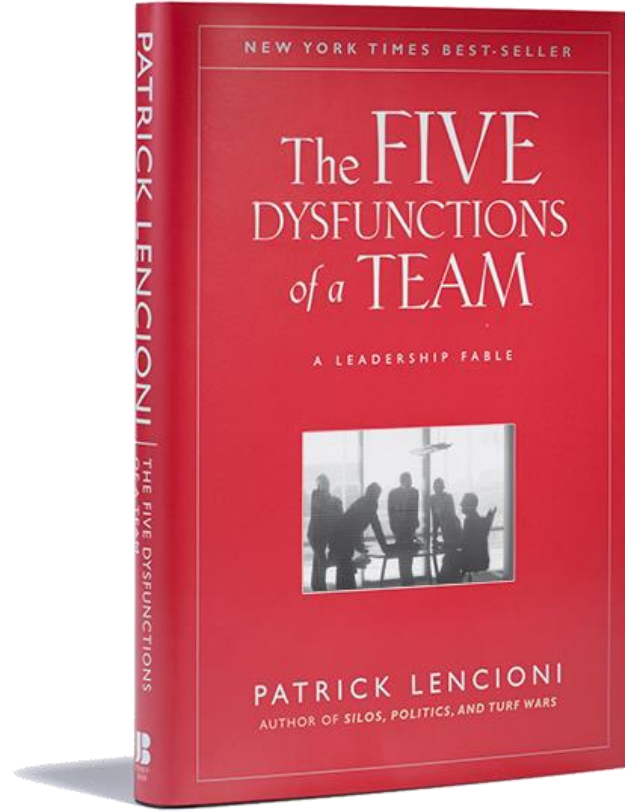


Tools
for talking
when stakes
are high



KERRY PATTERSON, JOSEPH GRENNY, RON McMILLAN, AL SWITZLER

- STATE MY PATH
- Share your facts
- Tell your story
- Ask for other's path
- Talk tentatively
- Encourage testing



The Five Dysfunctions of a Team



Inattention to
RESULTS

Status and Ego

Avoidance of
ACCOUNTABILITY



Low Standards



Lack of
COMMITMENT

Ambiguity

Fear of
CONFLICT



Artificial Harmony

Absence of
TRUST



Invulnerability

Career Advancement and Leadership Experiences



Going the Distance.....



Your career is a marathon-
NOT a sprint. Learn to
“lean in” every day.

It is as much about the
journey as the destination.

Thank You

- Questions?
- vfraser@wustl.edu
- 314-362-8061

Homework Books I Give Out

- ***The Dance of Change: Challenges to Sustaining Momentum in Learning Organizations:*** Peter Senge.
- ***Beyond Bias & Barriers: Fulfilling the Potential of Women in Academic Science & Engineering:*** NAS; IOM 2007.
- ***The Vision of a Champion:*** Anson Dorrance, Gloria Averbuch.
- ***Leading Change:*** John Kotter.
- ***What Got You Here Won't Get You There:*** Marshall Goldsmith.
- ***The Upside of Irrationality:*** Dan Ariely.
- ***Effective Motivation through Performance Appraisal:*** Robert Lefton.
- ***Leading Quietly:*** Joseph Badaracco, Jr.
- ***The Tipping Point:*** Malcolm Gladwell.
- ***Don't Fire Them, Fire Them Up:*** Frank Pacetta.
- ***Becoming Leaders: A Practical Handbook for Women in Science, Engineering & Technology:*** F. Mary Williams & Carolyn Emerson.
- ***Influencer: The Power to Change Anything:*** Kerry Patterson.
- ***Indispensable by Monday:*** Larry Myler.