Developing new faculty: How to nurture and train effective leaders in medical education

Christopher Chang, MD, PhD, MBA, FAAAAI
Disclosures

• I have no conflicts of interest
Objectives

- To identify “what makes a great leader?”
- Recognize different leadership styles
- Understand the role of emotional intelligence
- Why this is important in medical education
Who are the leaders in medical education now?

- University or medical school presidents
- Deans
- Designated institutional officers
- Program directors
- Associate and assistant program directors
- University or non-university faculty
- Volunteer faculty
- Those serving on national organizations (ACGME, ABAI and other boards)
- Fellows
- Residents
- Students - as soon as you open a book, you become an educator
Identifying the next generation of leaders in medical education?

• Who are they?
  • Mostly younger generation
    • Millennials, Gen Z and beyond
  • Recently graduated fellows who want a role in GME
    • Associate program directors
    • Assistant program directors
  • New volunteer faculty who are unpaid but are passionate about education!
The generations

<table>
<thead>
<tr>
<th>Generation</th>
<th>Year of birth</th>
<th>Age (yrs)</th>
<th>US population shaped by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lost generation</td>
<td>1883-1900</td>
<td>111-128</td>
<td>World War I, Spanish flu</td>
</tr>
<tr>
<td>Greatest generation</td>
<td>1901-1927</td>
<td>94-110</td>
<td>Great depression, World War II</td>
</tr>
<tr>
<td>Silent generation</td>
<td>1928-1945</td>
<td>76-93</td>
<td>Civil rights movement, Korean war</td>
</tr>
<tr>
<td>Baby boomers</td>
<td>1946-1964</td>
<td>57-75</td>
<td>Civil rights act, Vietnam war</td>
</tr>
<tr>
<td>Generation X</td>
<td>1965-1980</td>
<td>41-56</td>
<td>Personal computers, Watergate</td>
</tr>
<tr>
<td>Generation Y (Millennials)</td>
<td>1981-1996</td>
<td>25-40</td>
<td>Technology, social media</td>
</tr>
<tr>
<td>Generation Alpha</td>
<td>2011-present</td>
<td>0-10</td>
<td>COVID-19</td>
</tr>
</tbody>
</table>
Graphical representation of generations

- **Generation Alpha** *(early 2010s – mid-2020s)*
- **Zoomers/Generation Z** *(1997–2012)*
- **Millennials/Generation Y** *(1981–96)*
- **Generation X** *(1965–80)*

**Events and Time Periods**

- **First World War (1914–1918)**
- **Great Depression (1929–1939)**
- **Second World War (1939–1945)**
- **Korean War (1950–1953)**
- **Vietnam War (1965–1975)**
- **Cold War (1947–1991)**
- **Web 1.0 (1990–2000)**
- **Web 2.0 (2000–2010)**
- **War on Terror (2001–present)**

**Birth and Retirement Ages**

- **First of cohort born**
- **Last of cohort born**
- **First of cohort turns 18**
- **Last of cohort turns 18**
- **First of cohort turns 60**
- **Last of cohort turns 60**

**Generations**

- **Baby Boomers/Me Generation** *(1946–64)*
- **Silent Generation/Lucky Few** *(1928–45)*
- **Lost Generation** *(1883–1900)*
- **Greatest/G.I. Generation** *(1901–27)*

By Cmglee - Own work, CC BY-SA 4.0, https://commons.wikimedia.org/w/index.php?curid=91612069
Cultural bias, geographical and social diversity

• Some events shape multiple generations
  • World Wars
  • Pandemics (Spanish flu, COVID-19)
  • The Cultural revolution in China
  • Famine
  • Civil wars
Is it fair to lump people into a generation?

- Generations are artificial
- People are different
- Cultural events vary
- Family values vary
- Individual circumstances shape who you are
- Generalizations do more harm than good
Formal training in leadership and education

Do we really get any?
Most Doctors Have Little or No Management Training, and That’s a Problem

by Jennifer Perry, Foster Mobley, and Matt Brubaker

December 15, 2017
Characteristics of great leaders

- Integrity
- Ability to delegate
- Communication
- Self-awareness
- Gratitude
- Learning agility
- Influence
- Empathy
- Courage
- Respect
What Do the Best Leaders Have in Common?

A high degree of emotional intelligence
5 Components of Emotional Intelligence

1. Self-awareness
2. Self-regulation
3. Motivation
4. Empathy
5. Social skill
Emotional intelligence is twice as important as technical skills or IQ.
# Emotional intelligence

## The Five Components of Emotional Intelligence at Work

<table>
<thead>
<tr>
<th><strong>SELF-AWARENESS</strong></th>
<th><strong>SELF-REGULATION</strong></th>
<th><strong>MOTIVATION</strong></th>
<th><strong>EMPATHY</strong></th>
<th><strong>SOCIAL SKILL</strong></th>
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<tbody>
<tr>
<td><strong>Definition:</strong> the ability to recognize and understand your moods, emotions, and drives, as well as their effect on others</td>
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<td><strong>Definition:</strong> proficiency in managing relationships and building networks; an ability to find common ground and build rapport</td>
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<tr>
<td><strong>Hallmarks:</strong></td>
<td></td>
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<tr>
<td>• self-confidence</td>
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<td>• strong drive to achieve</td>
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<td>• realistic self-assessment</td>
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<td>• persuasiveness</td>
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<td>• openness to change</td>
<td>• organizational commitment</td>
<td>• service to clients and customers</td>
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*FROM “WHAT MAKES A LEADER?” BY DANIEL GOLEMAN, JANUARY 2004 © HBR.ORG*
1

Self-awareness

• Realistic self-assessment
• Self-deprecating sense of humor
• Confidence
Leaders who see themselves clearly also see their organizations clearly.
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| **Social Skill**  | proficiency in managing relationships and building networks; an ability to find common ground and build rapport | - effectiveness in leading change  
- persuasiveness  
- expertise in building and leading teams |

*FROM "WHAT MAKES A LEADER?" BY DANIEL GOLEMAN, JANUARY 2004*
Self-regulation

• Thoughtfulness
• Comfort with ambiguity
• Integrity
Leaders who control their feelings create an atmosphere of fairness and trust.
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*FROM “WHAT MAKES A LEADER?” BY DANIEL GOLEMAN, JANUARY 2004*
Motivation

- Passion for the work
- Desire to raise the bar
- Commitment and optimism
Seeing the Upside in a Plunging Portfolio

“It was the best thing that ever happened to me— I learned so much.”
The drive to excel is contagious.
# Emotional intelligence

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*FROM “WHAT MAKES A LEADER?” BY DANIEL GOLEMAN, JANUARY 2004*
Empathy

• Ability to read between the lines
• Skill with group dynamics
Why Leaders Need Empathy

Teamwork

Global business

Talent management
Leaders need to understand team members and help them collaborate.
Leaders must read cross-cultural cues.

Interpreting Body Language
Leaders who manage with empathy increase satisfaction and reduce turnover.
# Emotional Intelligence

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<th>Social Skill</th>
</tr>
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<td>trustworthiness and integrity, comfort with ambiguity, openness to change</td>
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<td>the ability to understand the emotional makeup of other people; skill in treating people according to their emotional reactions</td>
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<td></td>
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</table>

Social Skill

• Expertise with teams
• Persuasiveness
• Gift for collaboration
Sometimes “idle schmoozing” is actually relationship building.
A leader can’t do everything on her/his own.
How to delegate

- Select strategically
- Clarify expectations
- Grant full authority
- Provide feedback
- Evaluate the outcome

Empowering others!
Emotional intelligence can be learned.
Emotional intelligence:

Nice to have

Need to have
Leadership styles

1. Coach - Motivational
2. Visionary - Progress-focused and inspirational
3. Servant - Humble and protective
4. Autocratic - Authoritarian and result-focused
5. Laissez-faire or hands-off - Autocratic and delegatory
6. Democratic - Supportive and innovative
7. Pacesetter - Helpful and motivational
8. Transformational - Challenging and communicative
9. Transactional - Performance-focused
10. Bureaucratic - Hierarchical and duty-focused
Goleman’s leadership styles at different hierarchical levels in medical education

Table 1 Displays the demographic information for first- middle- and senior- level leaders

<table>
<thead>
<tr>
<th>Category</th>
<th>Total number of participants</th>
<th>Gender (M:F ratio)</th>
<th>Age range (mean)</th>
<th>Years in medical education leadership position(s) (mean)</th>
<th>Leadership positions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Event Study</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First-level</td>
<td>28</td>
<td>4:3</td>
<td>23–29 (25)</td>
<td>3–5 (3)</td>
<td>Chief Residents, Undergraduate Student Leaders</td>
</tr>
<tr>
<td>Middle-level</td>
<td>8</td>
<td>7:1</td>
<td>37–64 (52)</td>
<td>8–19 (13)</td>
<td>Program, Course Coordinators, Curriculum Chairs, Directors of Academic Centres</td>
</tr>
<tr>
<td>Senior-level</td>
<td>6</td>
<td>3:3</td>
<td>49–68 (57)</td>
<td>8–24 (18)</td>
<td>Associate &amp; Assistant Deans and Dean</td>
</tr>
<tr>
<td>Semi-structured interviews</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior-level</td>
<td>8</td>
<td>5:3</td>
<td>48–68 (57)</td>
<td>10–20 (15.7)</td>
<td>Associate Deans, Senior leaders in national level medical education organizations</td>
</tr>
</tbody>
</table>

Saxena et al. BMC Medical Education (2017) 17:169
Table 2: Displays the leadership styles identified by first-, middle-, and senior-level leaders as being most frequently used in their practice (top three rankings)

<table>
<thead>
<tr>
<th>Rank</th>
<th>Leadership styles</th>
<th>First-level leaders</th>
<th>Middle-level leaders</th>
<th>Senior leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Visionary</td>
<td>25%</td>
<td>25%</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td>Coaching</td>
<td>11%</td>
<td>50%</td>
<td>17%</td>
</tr>
<tr>
<td></td>
<td>Affiliative</td>
<td>11%</td>
<td>0%</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td>Democratic</td>
<td>50%</td>
<td>25%</td>
<td>17%</td>
</tr>
<tr>
<td></td>
<td>Pacesetting</td>
<td>4%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Commanding</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>Visionary</td>
<td>14%</td>
<td>25%</td>
<td>17%</td>
</tr>
<tr>
<td></td>
<td>Coaching</td>
<td>43%</td>
<td>38%</td>
<td>17%</td>
</tr>
<tr>
<td></td>
<td>Affiliative</td>
<td>11%</td>
<td>13%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Democratic</td>
<td>21%</td>
<td>25%</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>Pacesetting</td>
<td>11%</td>
<td>0%</td>
<td>17%</td>
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<tr>
<td></td>
<td>Commanding</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
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<tr>
<td>3</td>
<td>Visionary</td>
<td>21%</td>
<td>13%</td>
<td>17%</td>
</tr>
<tr>
<td></td>
<td>Coaching</td>
<td>29%</td>
<td>13%</td>
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<td></td>
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<td>21%</td>
<td>38%</td>
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<td>4%</td>
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<td>0%</td>
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<tr>
<td></td>
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<td>4%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>
Table 3  a) Displays the mean rankings for First- Middle- and Senior- leaders, as well as across gender, for the six leadership styles. Within groups, leadership styles represented with an asterisk were found to be significantly more used (p < .05) than bolded leadership styles.

<table>
<thead>
<tr>
<th></th>
<th>Visionary</th>
<th>Coaching</th>
<th>Affiliative</th>
<th>Democratic</th>
<th>Pace-setting</th>
<th>Commanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>First level leaders</td>
<td>2.93</td>
<td>2.61</td>
<td>3.61</td>
<td>1.86*</td>
<td>4.49</td>
<td>5.41</td>
</tr>
<tr>
<td>Mid-level leaders</td>
<td>3.06</td>
<td>1.63*</td>
<td>3.63</td>
<td>2.63</td>
<td>4.56</td>
<td>5.50</td>
</tr>
<tr>
<td>Senior leaders</td>
<td>2.67</td>
<td>2.678</td>
<td>3.0</td>
<td>2.33*</td>
<td>4.75</td>
<td>5.58</td>
</tr>
<tr>
<td>Women (mean rank)</td>
<td>2.20</td>
<td>2.50</td>
<td>4.0</td>
<td>1.90*</td>
<td>4.90</td>
<td>5.50</td>
</tr>
<tr>
<td>Men (mean rank)</td>
<td>3.35</td>
<td>1.77*</td>
<td>3.15</td>
<td>2.69</td>
<td>4.50</td>
<td>5.54</td>
</tr>
</tbody>
</table>

b) Phase II (Use of leadership styles by senior leaders who were interviewed)

<table>
<thead>
<tr>
<th>Participant</th>
<th>Visionary (most commonly used)</th>
<th>Coaching</th>
<th>Affiliative</th>
<th>Democratic (most commonly used)</th>
<th>Pace-setting (when required)</th>
<th>Commanding (when required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>yes</td>
<td>x</td>
<td>x</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>2</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>3</td>
<td>yes</td>
<td>x</td>
<td>x</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>4</td>
<td>yes</td>
<td>x</td>
<td>x</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>5</td>
<td>yes</td>
<td>yes</td>
<td>x</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>6</td>
<td>yes</td>
<td>x</td>
<td>x</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>7</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>8</td>
<td>yes</td>
<td>x</td>
<td>yes</td>
<td>yes</td>
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b) Provides an overview of the leadership styles Senior-level leaders identified as using in the semi-structured interviews.
Fig. 1 Leadership styles related to leadership conceptualizations (Phase I)
Fig. 2 Identified factors affecting the use of leadership styles in medical education (Phase II)
Leadership in education

1. When it comes to leadership, emotional intelligence is critical
2. There are many styles of leadership; which one is used is determined by multiple factors
3. Medical education requires use of a variety of leadership skills, beyond coaching and teaching
The rewards of teaching

• Education is not the filling of a pail but the lighting of a fire - William Butler Yeats (1865 - 1939)

• A good teacher affects eternity; he can never tell where his influence stops - Henry Adams (1838-1918)
YOU ARE NOT A LEADER UNTIL YOU HAVE PRODUCED ANOTHER LEADER WHO CAN PRODUCE ANOTHER LEADER