



How Chairs can Recognize and Develop Leaders

W. Scott Jellish, MD, PhD

Top 3 Challenges Facing Academic Medicine in Searching for Leaders

1. Looking for diversity
2. Candidates with leadership and management skills in addition to clinical, research and educational excellence
3. Ensure a good fit between candidate and institutional culture



How Chairs Recognize and Develop Leaders



- A. Challenges of building a pool of leading candidates. Transition from department centric to one that embraces strategic initiatives of the school and hospital
- B. Competition for candidates locally or nationally can be difficult
- C. Few organizations can passively place ads and wait for crush of candidates to develop
- D. Personal contacts key to identifying candidates who would not respond to an ad



Developing Faculty as Leaders

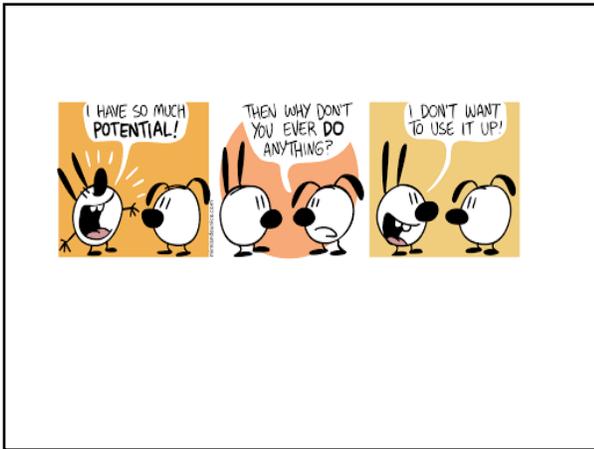
- A. First and foremost, remind the faculty that he/she is not yet doing what may be needed to be a leader.
- B. This can be uncomfortable but is important to do.
- C. Three outcomes from this:
 1. Faculty will finally take the message and comply
 2. May decide that leadership is an area that is not his/her goal and either he/she will step away from her role or leave
 3. Faculty decides they will tolerate the constant reminder and won't leave



Expectations are Set

- A. Provide immediate and unambiguous feedback to translate into desire to change
- B. Tactful encouragement is important, along with patience, during the initial stages of development





Characteristics of Traditional Versus Future-Oriented Leaders in Academic Medicine

| Characteristic | Traditional Institutional Leaders (Department Chair, Center Director, etc.) | Example |
|---|--|---------|
| National stature and visibility | Prominence and distinction among peers nationally | |
| Recruitment from a prestigious institution | Comes from an academic medical center that has a solid reputation | |
| Track record in research | Externally funded; publications in prestigious journals | |
| Clinical competency | Recognized as a legitimate practicing physician with expertise in a particular field | |
| Appreciation for teaching students | Understands the educational and training needs of residents and medical students | |
| "Gets along well with others" | Reasonable social skills | |
| Characteristic | Future-Oriented Institutional Leader | Example |
| Business and administrative experience | Understands the economics and interdependence of patient care, research, and education; familiar with mission-based management | |
| Institutional orientation | Able to balance departmental affairs with institutional priorities | |
| Emotional competence | Self-aware and adaptive | |
| Resilience | Does not panic after a poor financial quarter, but takes decisive action | |
| Fit with the organization's values and guiding principles | Is a team player cognizant that her or his success is tied to the success of others | |
| Strong communication skills | Is a good listener | |
| Able to build and lead a team | Articulates a shared vision; removes obstacles to success, creates commitment, provides resources | |
| Results orientation | Focuses on execution, sets clear expectations, and holds people accountable | |

LOYOLA UNIVERSITY HEALTH SYSTEM

No other name the human spirit™

Should You Do a Search?

1. Succession planning is import for senior leadership position
2. If robust succession planning in place, why search?
3. If talent available, why go through process – promote from within

LOYOLA UNIVERSITY HEALTH SYSTEM

No other name the human spirit™

The 10 C's of Searching

1. Continuity
2. Communication
3. The Charge
4. Culture
5. Candidates (and their competence)
6. The Chair
7. Composition
8. Conduct
9. Confidentiality
10. Closure

LOYOLA UNIVERSITY HEALTH SYSTEM

No other name the human spirit™

Average search for a leader takes approximately a year

LOYOLA UNIVERSITY HEALTH SYSTEM

No other name the human spirit™

Table 3. Duration of search process for department chairs and center directors in U.S. medical schools.

| | Department Chair | Associate Chair | Center Director |
|----------------|------------------|-----------------|-----------------|
| 1 - 6 months | 21% | 21% | 39% |
| 7 - 12 months | 45% | 44% | 21% |
| 13 - 18 months | 21% | 18% | 20% |
| 19 - 24 months | 3% | 10% | 7% |
| Over 24 months | 7% | 8% | 4% |
| Mean | 11.8 | 13.5 | 9.9 |
| Range | 2 - 45 | 1 - 47 | 2 - 27 |

LOYOLA UNIVERSITY HEALTH SYSTEM

No other name the human spirit™

What to Consider for Outside Search

1. Affirmative action to ensure entire range of candidates explored
2. Search for the best and most qualified candidate
3. If solid internal candidate, may overlook more qualified candidates
4. Validate that the internal candidate is a viable option. Individual treated as heir apparent – gets job because known entity



Casting the Net

1. Delusion – advertise and they will come
2. Ads in prominent journals or newsletters to peers around the country
3. Might work for high level position (directorship, division chiefs)
4. Many times word of mouth or individual known by another faculty member



Interview Process

- A. Don't be generic
- B. Be specific about targeted behavior and attributes
- C. Ask real questions concerning characteristics
 1. Any issues you have dealt with that require diplomacy
 2. Most important accomplishment
 3. How did you handle embarrassment or failure?
 4. What kind of hours do you work?
 5. Hobbies, non-work activities
 6. How would you describe yourself?



Confidentiality

1. Is the person looking to move or just leveraging their position?
2. Does the individual's Chair know they are looking?
3. Determine where they are in the process and inform them if they are serious, their program should know about intention to move



Get Insight from all Faculty who Interviewed

- A. Don't just ask a few
- B. Query all members who interviewed. Sometimes they pick up on red flags you missed. Candidate might state things to faculty they would never say to Chair.



1. Always eventually ask about individual you intend to hire
2. No information can come back to bite you later on



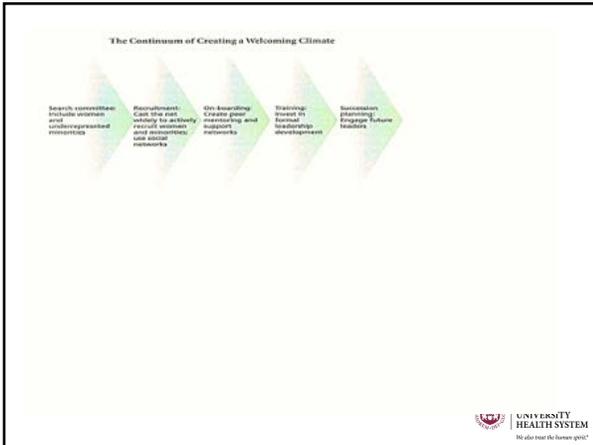
Other Ideas to Help Entice Leaders to a Program

- A. Active engagement of others in the interview process that may be involved with the candidate (other department Chairs, University leadership, major benefactors with an interest in this area)
- B. Recruit family: Arranging services for spouses or partners. Relocation services, school visitation or appointments with real estate agents
- C. Sell the position. Ability to make a difference. Camaraderie and spirit of the institution



Components of Onboarding at Medical Schools and Teaching Hospitals

- A. Help in developing a peer network (often, the search committee chair can be effective in this role)
- B. Mentoring, formally or informally
- C. Assistance and resources to plan a department or unit retreat
- D. Assistance (internal or external) in strategic planning
- E. Leadership development, such as a national program like the AACM's Executive Development Seminar for Associate Deans and Department Chairs
- F. Executive coaching
- G. An "operational orientation" to the few but critical systems, processes, and policies used in day-to-day work
- H. Concierge program, such as assistance with childcare, pets, banking, personal services, schools, and faith communities; "concierge-level" service in completing benefits process
- I. Services for spouse/partner/family
- J. A series of scheduled short-term and informally structured "check-in" meetings or conversations to make the assurance of ongoing support explicit



How to Find a Team Player

Humble
Hungry
Smart



Develop Passion for the Mission and Team

- 1. Connect individual to the importance of work being done
- 2. Make them understand connection between what they do and how it impacts others
- 3. Job security is not a prime motivator
- 4. Set clear expectations



Too Humble

- A. Pleasant, kind hearted, unassuming
- B. No great need to get things done
- C. Cannot build effective relationships with colleagues
- D. Survives for long periods of time on groups that value harmony without performance



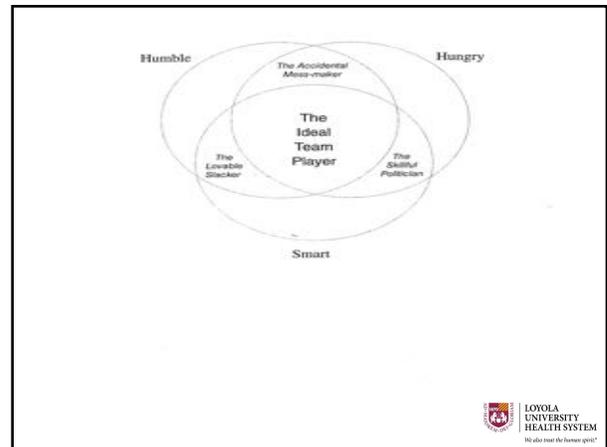
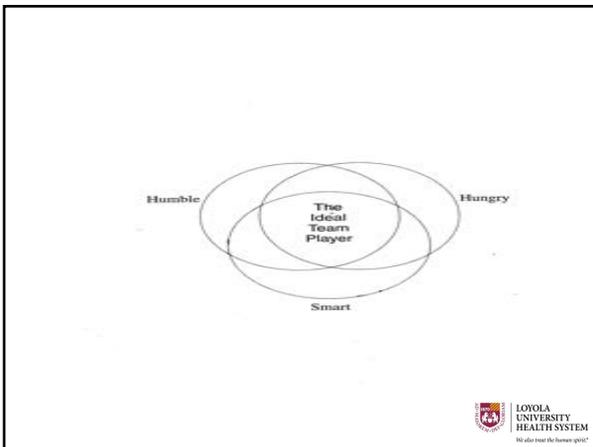
Hungry Only: The Bulldozer

- A. Determined to get things done
- B. No concern about how actions affect others
- C. Standout and are quickly identified
- D. Though gets things done, destroys teamwork and develops intense acrimony



Smart Only - Charmers

- A. Smart without humility or hunger
- B. Entertaining and likeable – little interest in long-term wellbeing
- C. Contributions to the team are negligible



The Five Dysfunctions of a Team Summary

#1 Absence of Trust
The fear of being vulnerable with team members prevents the building of trust within the team.

#2 Fear of Conflict
The desire to preserve artificial harmony stifles the occurrence of productive, ideological conflict.

#3 Lack of Commitment
The lack of clarity and/or the fear of being wrong prevents team members from making decisions in a timely and definitive way.

#4 Avoidance of Accountability
The need to avoid interpersonal discomfort prevents team members from holding one another accountable for their behaviors.

#5 Inattention to Results
The desire for individual credit erodes the focus on collective success.

LOYOLA UNIVERSITY HEALTH SYSTEM
No other trust the human spirit™

- Coercive Leaders – Demand immediate compliance
 - Authoritative Leaders – Mobilize people toward a vision
 - Affiliative Leaders – Create emotional bonds and harmony
 - Democratic Leaders – Build consensus through participation
 - Pacesetter Leaders – Expect excellence and self-direction
 - Coaching Leaders – Develop people for the future
- LOYOLA UNIVERSITY HEALTH SYSTEM
No other trust the human spirit™

| Domain | Competency |
|---------------------------------------|--------------------------------------|
| Strategic Skills | Business acumen |
| | Decision quality |
| | Intellectual horsepower |
| | Learning on the fly |
| | Problem solving |
| Operating Skills | Dealing with ambiguity |
| | Creativity |
| | Innovation management |
| Courage | Strategic Agility |
| | Priority setting |
| | Organizing |
| Energy and Drive | Developing direct reports and others |
| | Process Management |
| Organizational and positioning skills | Command skills |
| | Sizing up People |
| | Drive for Results |
| Personal and interpersonal skills | Political savvy |
| | Presentation skills |
| | Comfort around higher management |
| | Customer focus |
| | Managing diversity |
| | Motivating others |
| | Negotiating |
| Managing vision and purpose | |
| Ethics and values | |
| Integrity and trust | |
| Composure | |
| Personal Learning | |

LOYOLA UNIVERSITY HEALTH SYSTEM
No other trust the human spirit™

Emotional Intelligence: Differences Between Success and Failure

The Center for Creative Leadership conducted two major studies on why some executives succeed and others fail. They found clear differences in levels of emotional competencies. Most readers will recognize someone they know in each of these descriptions:

- **Self-control:** Those who derailed handled pressure poorly and were prone to moodiness and angry outbursts. The successful stayed composed under stress, remaining calm and confident – and dependable – in the heat of crises.
- **Conscientiousness:** The derailed group reacted to failure and criticism defensively – denying, covering up, or passing on the blame. The successful took responsibility by admitting their mistakes and failures, taking action to fix the problems, and moving on without ruminating about their legacy.
- **Trustworthiness:** The failures typically were overly ambitious, too ready to get ahead at the expense of other people. The successes had high integrity, with a strong concern for the needs of their subordinates and colleagues, and for the demands of the task at hand, giving those higher priority than impressing their own boss at any cost.
- **Social skills:** The failures lacked empathy and sensitivity, and so were often abrasive, arrogant, or given to intimidation of subordinates. While some were charming on occasion, even seeming concerned about others, the charm was purely manipulative. The successes were empathetic and sensitive, showing tact and consideration in their dealings with everyone, superiors and subordinates alike.
- **Building bonds and leveraging diversity:** The inactivity and manipulative manner in the failed group meant that they failed to build a strong network of cooperative, mutually beneficial relationships. The successes were more appreciative of diversity, able to get along with people of all kinds. (D&D, in Goleman, 1998, pp. 40-41)

LOYOLA UNIVERSITY HEALTH SYSTEM
No other trust the human spirit™

- ## Mentor Faculty Selection
1. Provide a safe environment for the faculty to comfortably share information
 2. Build a level of trust with the faculty
 3. Actively listen to concerns
 4. Guide faculty to determine correct course of action (mentor cannot make decisions for faculty)
 5. Serve as a role model
 6. Introduce faculty to others who can help her/him advance
 7. Recommend a faculty for assignments
 8. Provide faculty with honest feedback
- LOYOLA UNIVERSITY HEALTH SYSTEM
No other trust the human spirit™

- ## Five Ways to Fail as New Leader (What to Avoid)
1. Ignore the Culture
 - A. Failure to understand or ignore existing culture
 - B. Impulse to act may be off target – assess the climate
 2. Focus too Much Attention on Quick Wins
 - A. Too much focus on short-term victories overshadows long-term problems that become urgent
 3. Stop Listening and Start Squawking
 - A. Sometimes talks too much
 - B. Seagull management – swoop in, squawk loudly and dump orders
 - C. Too much talk may be function of anxiety
 4. Will Ignore Conflict
 - A. Enhances the chance of failure
 - B. Cannot be avoided
 - C. Ignoring conflict of ten signs of leadership immediately
 5. Create a Strategic Plan that is Neither
 - A. Invest weeks or months in the planning and process only to emerge with no plan that has any strategy
- LOYOLA UNIVERSITY HEALTH SYSTEM
No other trust the human spirit™