The Centre for Faculty Development is a partnership between University of Toronto and St. Michael’s Hospital

Developing the medical education leader in you

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Learning Objectives

• Define medical education leadership.
• Discuss effective practices and perspectives of medical education leaders.
• Identify various frameworks for analyzing issues within educational committees or programs.
Leadership is a process

“of influencing others to understand & agree about what needs to be done effectively & the process of facilitating individual & collective efforts to accomplish shared objectives” Yukl 2002

Can be shared
Doesn’t require a title
We all lead...

• when we engage with others in pursuit of the realization of a shared mission: clinical, research, education, service

• directly, by significantly affecting the thoughts, feelings, and/or behaviors of others

• indirectly, by exerting an impact through the works that you create

Gardner 1995
Medical education leaders utilize multiple perspectives in approaching their organizational issues

Self-management of thinking / problem solving for complex issues

Lieff, Albert 2010
Structural frame

- Organizations exist to achieve desired goals
- Specialization increases efficiency
- Clarity, coordination & control enhance performance
- Problems result from structural misalignment

Leader as designer / architect
- Design structures & processes appropriate to the goals
- Divide the work
- Coordinate the pieces
Structural frame

For development or analysis of problems

• Clear directions
• Roles
• Lines of authority & accountability
• Procedures
• Rules, policies
• Technology
Political frame

- When resources are scarce conflict is inevitable (about who gets what).

Leadership needs to advocate, negotiate & strategize:
- Map the political terrain
- Build and maintain networks and coalitions
- Bargain and negotiate
- Manage conflict
Political frame

For development or analysis of problems

• Agendas
• Influence / power
• Interests
• Resources
• Conflict
Human resource frame

- People have needs & feelings that need to be responded to
- Institutions & individuals need each other
- Alignment benefits both sides
- Leadership needs to
  - support, develop, empower & care
  - have open communication
  - hire the right people
Human resource frame

For development or analysis of problems

- Needs
- Interests
- Skills
- Relationships
- Fit
Symbolic frame

- The culture & shared values of an organization holds it together.
- Symbols express institutional identity, values and beliefs (help people make meaning of things).

Leadership needs:
- Create common visions
- Infuse passion, creativity & soul
- Manage meaning & see possibilities – narrative, ritual & ceremony
Symbolic frame

For development or analysis of problems

- Vision
- Symbols
- Rituals
- Ceremonies
- Stories
- Culture
Interpersonal & work style frame

- The fit of people working together is important
- Diversity of perspective, strength and style is generative

Leader as

- Balance
Let’s look at some medical education leadership challenges...
Choosing a frame

• If commitment and motivation are important: human resources and symbolic
• If there is ambiguity and uncertainty: structural
• If resources are scarce: structural, political, symbolic
• If there is conflict and diversity: political and symbolic
• If there is a top down approach: structural and human resources
To foster a productive, visionary and collaborative academic leader in the Academic Health Science System.

GOALS

New and Emerging Academic Leaders Program

NEAL

For further details on the program curriculum, faculty, application process and fees, please visit our website at www.cfd.med.toronto.ca/programs/leadership.html

Academic leaders are often promoted into roles based on their academic expertise with little or any leadership development. NEAL is specifically designed to fill that gap.

Participants will become members of a community of leaders who have the mindsets and capabilities to successfully run their division, research, education or other academic unit and help their faculty be successful. Specifically, they will be competent in the four practices of academic leadership: interpersonal, organizational and system.