Navigating the Pathway to Leadership

R. Kevin Grigsby
Senior Director, AAMC Member Organizational Development
MUSC

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Ground Rules

1. Stay on time.

2. Interactivity is required. *There are no wrong answers.*

3. Discomfort is an option – take a stretch of physiology break as needed.

4. Enjoy yourselves...have fun!
Today’s Agenda

• Review research on pathways to leadership positions in academic medicine and science

• Review the current state of affairs for women as leaders in academic medicine and science
Today’s Goal

Harness the wisdom and creativity in the room to generate strategies to optimize your potential for appointment to leadership positions in academic medicine & science.
Navigation Challenges

• Navigating pathways to leadership positions in our volatile, uncertain, complex, and ambiguous environment is challenging.

• There is no reason to believe the job of leaders - or negotiating the twists and turns on the pathways to leadership positions will become less challenging in the future.
Pathway to the Faculty

• Most MD graduates do not enter faculty - including those who said they aspired to a faculty position

• Majority of MDs who become faculty are appointed between their 5th and 10th year after completing the MD degree

• 4 years of medical school, 3-5 years of residency, 1-2 years fellowship = 7-11 years from the start
In 2011, women represented 47 percent of accepted applicants, 47 percent of matriculants, 47 percent of first year enrollments, and 48 percent of graduates at all LCME-accredited U.S. medical schools...
Women continue to be less likely to receive tenure than men.

- In 2006, 23 percent of men and 11 percent of women were tenured.
- In 2011, 21 percent of men and 10 percent of women were tenured.
Women continue to be underrepresented in higher faculty ranks.

Of the 136,887 full-time faculty at U.S. medical schools fully accredited by the LCME, 37% are women and 63% are men.
Women continue to be underrepresented as associate deans and division chiefs.
Women continue to be underrepresented in executive leadership positions.

As of March 2016,

- 145 accredited U.S. medical schools represented by the AAMC
- 22 female deans at U.S. medical schools, which includes 2 interim deans

15% of deans in the U.S. are female
Women deans of U.S. LCME-accredited medical schools

- Took longer to advance through the academic ranks
- Serve at less research-intensive institutions
- Had shorter tenures than did men deans (White et al, 2012)
- Reported significantly more frequent use than men of faculty leadership development opportunities (Dannels et al, 2009)
Why women leave academic medicine and science

• Inadequate work life integration
• Hostile work environment
• Better opportunities outside academic medicine and science
• Academic environment too stressful
Why women stay in academic medicine and science

• Women STAY in academic medicine and science because they are engaged in the work

• 48% thought about leaving and stayed
  • Private practice was not an option
  • Too few opportunities in their field/location
Advancing a Critical Mass of Women Biomedical Faculty

Deborah Helitzer, Sc.D.*
University of New Mexico

*On behalf of study team members Sharon Newbill and Gina Cardinali (UNM), Shine Chang, and Chih-Chieh Wu (MD Anderson), and Page Morahan, Diane Magrane, and Aleya Lyn (Drexel)
A pool of highly skilled women faculty with the capacity to lead exists. The potential of these women is under-utilized.
Three National Career Development Programs (CDPs)

• AAMC WIM
  • Early Career Women in Medicine Seminars (EWIMs) (1988-present)
  • MidCareer Women in Medicine Seminars (MidWIMs) (1988-present)

• Hedwig van Ameringen Executive Leadership in Academic Medicine program (ELAM) (1995-present)
Other Leadership Development Programs

• Campus Base
  • LEAD at MUSC
• AAMC Programs
  • Leadership & Management Foundations for Emerging Leaders
  • Executive Development Seminar for Associate Deans and Department Chairs
  • GME Leadership Development Course
• Harvard Program for Clinical Chiefs and others
Benefits of career development

• Women who participated in career development programs were significantly more likely to be retained as compared to men and women at the same institutions, academic rank, and degree

• True across all academic ranks and for all programs*

* 4-day early career & mid-career programs and 1-year senior leadership program
More benefits of career development

• Promoted to Associate Professor and Professor more often than matched men and women.
• Rate of promotion to Associate Professor within 5 years is similar to same-career stage men but higher than women who did not participate.
• Five year promotion rates to Professor are similar non-participating women, and
  • Remains lower than that for same-career stage men, but
• Overall, rate of promotion to Professor for women who participated is greater than men and participating women
ELAM Participants

• Those who had not previously been a chair, across degree types, are significantly more likely to be appointed as chair than men or non-participating women

• ELAM participants who had a previous chair appointment were no more likely to get another chair appointment than men or non-participating women
Early and Mid Career WIMS

- WIMS participants who had not had a previous chair position, across degree types, were significantly more likely to be appointed to chair than men or non-participating women.

- WIMS participants who had a previous chair appointment were no more likely to get another chair appointment than men or non-participating women.
Institutional leaders were generally not aware of

- Influence of gender on careers
- Usefulness of career development programs
- Value of having an explicit organizational strategy to develop and broaden leadership capacity at their institutions
The Leadership Capability Bell Curve

Real Potential for “Made” Leaders

Born Leaders

10-15% that no matter how hard they try, lack “the wiring”

http://www.forbes.com/sites/erikaandersen/2012/11/21/are-leaders-born-or-made/
Perspective

1. **Being and acting** as a leader is critical
   - You can know a lot about leadership – and not be a good leader
   - Build a *behavioral repertoire*

2. Build your leadership and organization on a set of **core values**

3. Be a **future oriented leader**
Interim Leadership

Interim leadership provides an excellent opportunity for women and other underrepresented persons to demonstrate their leadership skills.

• Once women and nonwhite faculty members become chairs, the data indicate that they are just as likely to be retained as are men or white department chairs.

Grigsby, Quillen, Aber, 2009.
What Can You Do?

- Adoption and demonstration of promising leadership practices by aspiring leaders is likely to increase the chances of appointment in to a key leadership position.

- Building workplace interdependence, amplifying organizational intelligence, and applying the principles of positive psychology are key competencies to demonstrate on any pathway to leadership.

- What got you here, may not get you there . . .
What you can do

• Attain the rank of professor
• Assume you are not a *natural born leader* and locate your position on the leadership curve
• Engage in leadership development programs
• Learn about new leadership perspectives, approaches, and competencies (Read!)
• **Demonstrate** new leadership perspectives, approaches, and competencies
• Make your interest in leadership known
• Serve as an interim or acting leader*
Questions, Comments, Discussion


Martin J; Schmidt C. How to keep your top talent. *Harvard Business Review* 2010; May. Reprint R51005B.


Rayburn WF, Grigsby RK, Brubaker L. The Strategic Value of Succession Planning by Academic Department Chairs. *Acad Med* 2016:
