



Nurturing a Strong Team

Strategies to Work Effectively as a Program Leadership Team

Nancy D. Spector, M.D.

Kelley Pike

Megan Aylor, M.D.

Disclosures

- **Nancy D. Spector, Kelley Pike, and Megan Aylor have identified that they have no relevant financial relationships to disclose or conflicts of interest to resolve.**
- **They have also documented that their presentation will not involve discussion of unapproved or off-label, experimental or investigational use.**

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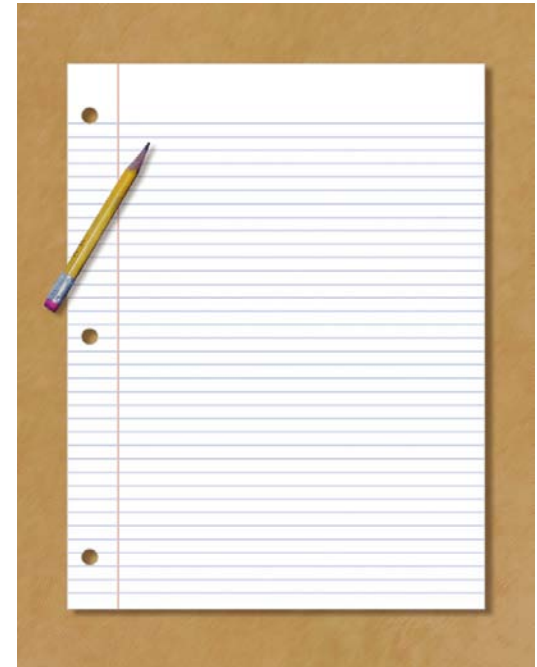
Objectives

- **Identify who is part of the leadership team**
- **Assign roles and responsibilities**
- **Articulate a communication plan**
- **Describe practices of effective leadership**
- **List steps to run effective meetings**
- **Describe delegation process for work**
- **Perform a collaborative team audit periodically**
- **Celebrate team milestones and accomplishments**

Reflective Exercise

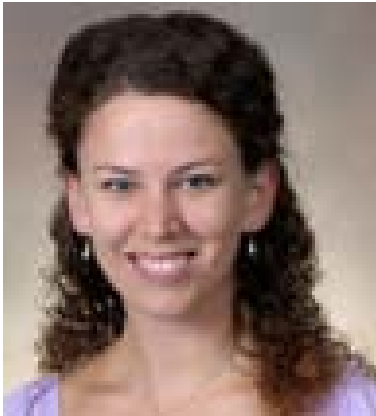
Assessing Your Team

- **Spend 5 minutes reflecting**
 - **Your team and a professional project that was completed recently**
 - **How effective was the team?**
 - **Were roles and responsibilities clearly delineated?**
 - **What was the outcome?**
 - **Was there an innovative component that could lead to scholarship**
- **Be prepared to share your thoughts**



Our Stories

Megan Aylor



Kelley Pike



Who is Part of the Leadership Team?

- **Program Director**
- **Coordinator**
- **Associate Program Directors**
- **Chief Residents**
- **Administrative Assistants**
- **PhD educator**

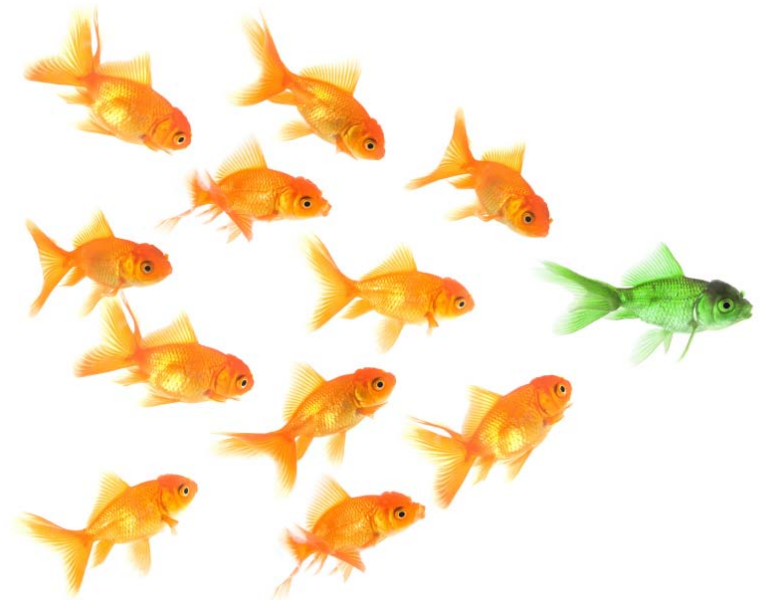


Roles and Responsibilities

Ownership and Leadership

We suggest

- **Each team member leads an aspect of the program**
 - **Scheduling**
 - **Curriculum development**
 - **Assessment system**
 - **Quality improvement**
 - **Intern recruitment**
 - **Technology within program**
 - **Faculty development**
 - **Wellness program**
 - **Program evaluation**
- **There is a LOT to do!**



Roles and Responsibilities

Link Roles with Scholarship

- Turn work/projects into scholarship
 - Opportunities for
 - Workshops
 - Presentations
 - Research
 - QI
 - Articles



Are There Gaps in Team Expertise?

Professional Development Opportunities

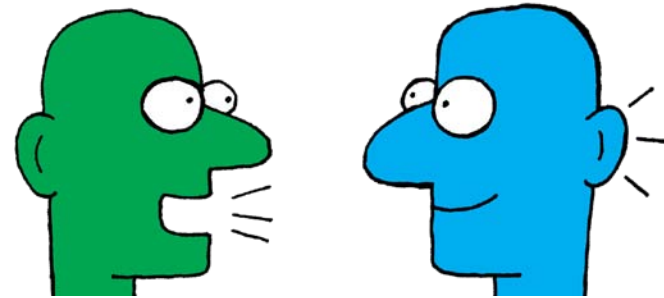
- **Train existing team members**
 - **Certificate or Masters programs**
 - Harvard Macy Institute
 - Harvard School of Public Health
 - **Institute for Healthcare Improvement**
 - **Proprietary assessment systems**
 - **PAS meeting**
 - **APPD Meetings, APPD LEAD**
 - **AAMC courses**
 - **Institutional GME retreats**



Communication Strategies

Setting Expectations

- **Determine standing in-person meetings**
 - Suggest weekly
 - Less frequent stakeholder meetings
 - Residents
 - Rotation directors
- **Set policy and expectations**
 - Electronic communication
 - Program wide
 - Stakeholder focused
 - Chief resident daily emails to residents
 - Education snippets to faculty
- **Mandate clear and timely communication**
 - An absolute must!



Five Practices of Exemplary Leadership

- **Model the way**
- **Inspire a shared vision**
- **Challenge the process**
- **Enable others to act**
- **Encourage the heart**

Model the Way

- **Establish principles**
- **Create standards of excellence**
- **Set a personal example**



Inspire a Shared Vision

- Envision the future
- Create a vision of what can be
- Breathe life and passion into the vision



Challenge the Process

- **Change the status quo**
- **Look for innovative ways to improve**
- **Experiment, take risks, learn from mistakes**



Enable Others to Act

- **Foster collaboration**
- **Build spirited, high-performing teams**
- **Create an atmosphere of trust and dignity**

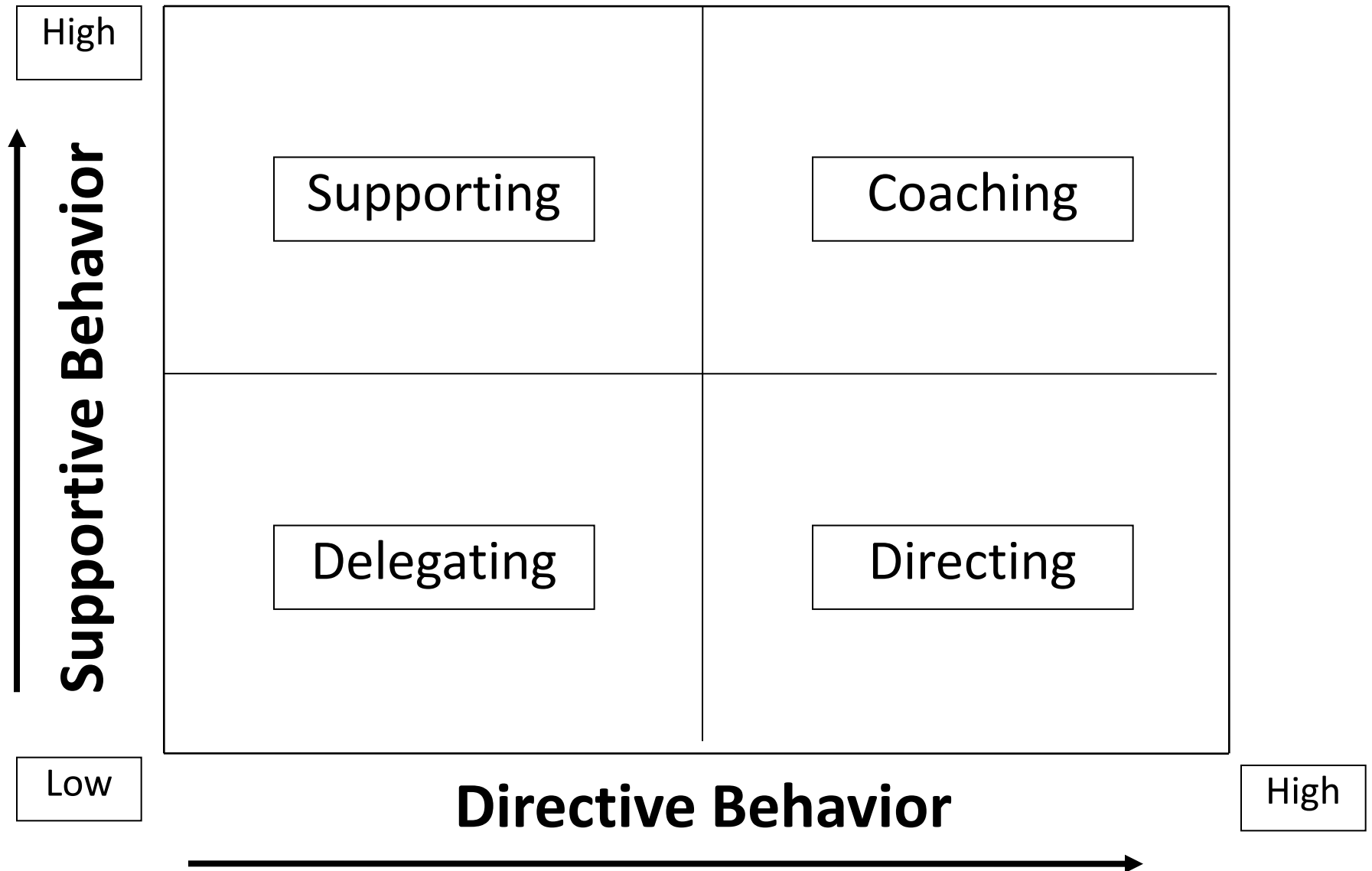


Encourage the Heart

- **Keep hope alive**
- **Recognize the contributions of individuals**
- **Celebrate accomplishments and make people feel like heroes**



Situational Leadership



Situational Leadership Styles





- **Supporting**
 - Supportive behavior: high
 - Directive behavior: low
 - Example: Parent of a young adult
- **Coaching**
 - Supportive and directive behaviors: high
 - Example: Soccer coach

Situational Leadership Styles

- **Delegating**
 - Supportive and directive behaviors: low
 - Examples: University President, High School Principal
- **Directing**
 - Supportive behavior: low
 - Directive behavior: high
 - Example: Music conductor

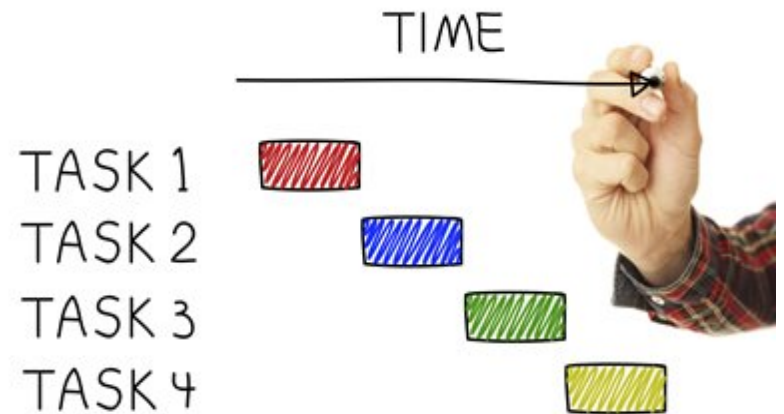
Matrix

You and To Whom You Report

Y O U S T Y L E	Supporting	SIGNIFICANT MISMATCH	MISMATCH	NEAR MATCH	 MATCH
	Delegating	MISMATCH	NEAR MATCH	 MATCH	NEAR MATCH
	Coaching	NEAR MATCH	 MATCH	NEAR MATCH	MISMATCH
	Directing	 MATCH	NEAR MATCH	MISMATCH	SIGNIFICANT MISMATCH
		Directing	Coaching	Delegating	Supporting
STYLE OF TO WHOM YOU REPORT					

Managing the Leadership Team

- Delegate and monitor work
- Run meetings and lead conference calls effectively
- Perform a collaborative team audit



Delegate and Monitor Work

Steps to Effective Delegation

1. Self reflect
 - Assess workload and prioritize tasks
2. Choose tasks to delegate
3. Choose the right person to delegate to



People to Delegate to

Competence	High	Competent Jerk <i>mostly avoided</i>	Lovable Star <i>desperately wanted</i>
	Low	Incompetent Jerk <i>desperately avoided</i>	Lovable Fool <i>mildly wanted</i>
		Low	High
		Likeability	

Delegate and Monitor Work

Steps to Effective Delegation

4. Make the assignment
5. Control, monitor, and feedback
6. After action review



Run Meetings Effectively



3 Questions

- **Why have a meeting or conference call?**
- **How can the time be spent most effectively?**
- **How to maintain engagement and ensure that actions and work happen?**



Logistics / Agenda

- **Confirm meet space and time**
- **Confirm phone number and pass-code for those calling in**
- **Send agenda in advance**
- **Provide background materials**



Start and End on Time

- **Respects time and effort of participants**
- **Refrain from summarizing for late comers**
 - Reinforces bad behavior
 - Summarize at natural break points
- **NEVER run over time**



Check In

- **Allow all participants to speak at the beginning**
 - Facilitates engagement
 - Encourages participation
 - Builds relationships
- **Direct questions to quiet ones**
 - What is your opinion, John?
 - From your point of view, how should we proceed, Mary?



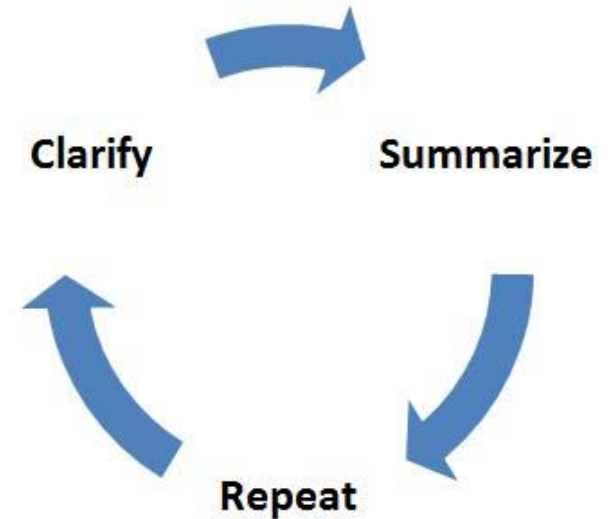
Ground Rules to Address

- How is the leader/facilitator notified is someone cannot attend?
- How to handle interruptions
 - Address this explicitly
 - Pages, phone call
 - Using the MUTE button, not HOLD button
 - What happens when you place your phone on HOLD?
- How to deal with issues in real time?
 - Noisy, distracting location (airport)



Summarize and Follow Up

- Summarize during the meeting or conference call to clarify and avoid confusion
- Develop an action plan for each agenda item
- Distribute minutes promptly



Acknowledge Issues that Arise

- **Manage time slippage**
 - Do not have meetings to talk about work
 - Use meeting time to do work!
- **Expect participant dropout**
 - People are busy
 - Work falls to a very few
- **Watch out for mission drift**
 - Refocus on project goals



Acknowledge Issues that Arise

- Foster productive working relationships
- Manage conflict
- Establish process and principles
 - Credit
 - Authorship



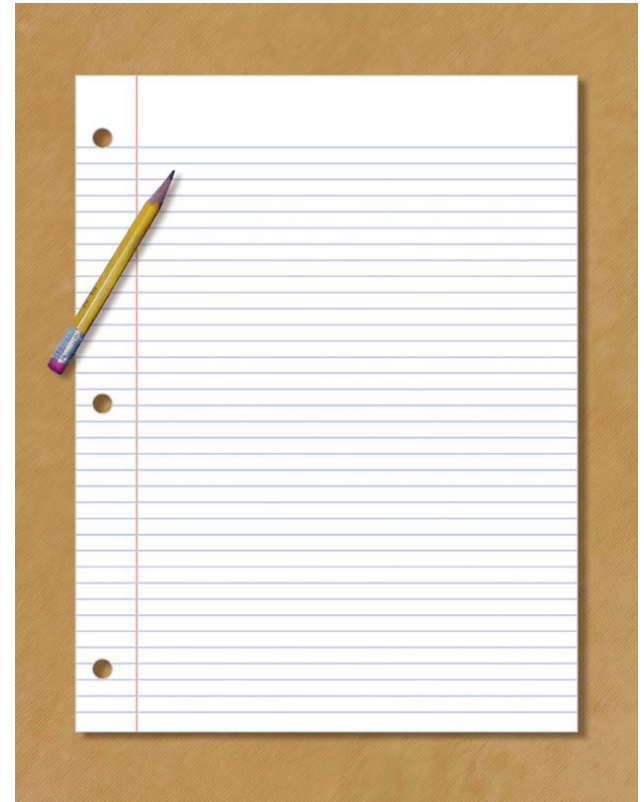
Perform a Collaborative Team Audit

- **Provide an opportunity to refocus and accomplish goals**
- **Allocate the time to do it**
- **Conduct a collaborative audit with anonymity**



Project Audit and Action Plan

- Use worksheet 2
- Spend the next 10 minutes
 - Evaluate aspects of the project by assigning a grade
 - Create an action plan of next steps
- Be prepared to discuss with the large group



Strategies for Garnering Further Leadership Skills

- **Reading business journals**
 - Harvard Business Review
- **Attend workshops at PAS that focus on leadership skills**
 - Leadership Track
 - At PAS → Leading from the Middle
- **Attend courses throughout your career**
 - Harvard School of Public Health
 - Harvard Macy
 - ELAM
 - AAMC
 - AAP Leadership Forum

Discussion and Questions

