

The Leadership Forum

a publication from the Association of Chiefs and Leaders in General Internal Medicine (ACLGIM)

“To be the voice of ACLGIM and communicate about leadership challenges and solutions in academic medicine to members, the SGIM community, and other stakeholders.”

Editorial Corner From the Editors

Elisha L. Brownfield, MD; David Margolius, MD; Maureen Lyons, MD



Elisha Brownfield



David Margolius



Maureen Lyons

Academic generalists often begin their careers as clinicians plus educators and/or researchers, then gradually carve out an area of expertise. This intentional pursuit is known as the *career development process*. While career development and leadership development are different, they are related. Without career development, opportunities to lead others in our professional lives narrow.

In this issue, we begin a series highlighting the career development efforts of SGIM/ACLGIM members such as the following:

- Margaret Lo and Chris Masi describe their work with the SGIM Career Development Workgroup;
- how career development became a leadership pathway for Dominique Cosco

In addition, we provide brief outlines of sessions from the 2019 ACLGIM Winter Summit in Arizona from keynote speakers. By the time you finish reading December 2019's *Leadership Forum*, we hope that you will be reflecting on your enriching experiences there.

Warm wishes for this holiday season, and happy reading!

1

Leaders In Action An Interview with Dominique Cosco, MD, FACP

Dr. Cosco (dcosco@wustl.edu) is an associate professor of medicine at Washington University School of Medicine in St. Louis. She practices primary care at Barnes Jewish Hospital and serves as the Internal Medicine Residency Program Director at Washington University in St. Louis.



Dominique Cosco

How did you become a leader in faculty development?

I participated in the first TEACH class that SGIM offered back in 2013, and I really found a home in this community. For me, this was the initial spark in faculty development—how to take what I learned back to my institution. I then became TEACH faculty, and through that role ultimately became the TEACH Director. The Director role solidified my interest and passion in the area.

What does faculty development look like in your institution and what works particularly well?

I recently joined faculty at WashU, and one of my large roles is to do teacher development for the School of Medicine and Health Professions faculty. It's an interesting time as the medical school is undergoing curriculum renewal so there's a lot of opportunity for faculty development as people begin to prepare for what new courses and new curriculum will look like. We've been

very deliberate in thinking about how to offer faculty development for everyone in health professions and really target things that cross the UME/GME/CME spectrum. Most recently we held a day and a half curricular design bootcamp that walked through different steps of curriculum development—needs assessment, aligning your content with your learning goals and objectives, how to make sessions active learning, and ending with assessment. It's become

continued on page 2

Leaders in Action

continued from page 1

clear that assessment was another need and want for the faculty, so we're working on building that out.

What are the key concepts or take-aways that you have learned about successful faculty development?

One, make sure to know your audience. Know what things will help them in their day jobs. Provide faculty development that is applicable to whatever learning environment they're practicing in. Another is to definitely make the sessions active learning. Get the participants involved with one another through different active strategies and brainstorming. I think the richest discussions come from the participants themselves, and it's been very interesting to see participants answer each other's questions and then see the light—oh, we could potentially collaborate on this. Lastly, I always try to think about how to continue to promote a community of

educators and get the participants to think of themselves as a large team of educators and to use each other as great resources.

What are common pitfalls to avoid in faculty development?

Making sure you're not trying to tackle too much in a session and making sure there's enough time for people to really interact and ask questions and get to know what each other are doing. Don't rush that—that's where the best part of the session occurs.

What resources/support have you found particularly helpful in this process, through SGIM in particular or another organization?

I think expanding your team. Through SGIM, the TEACH faculty bring a broad wealth of experience and each have a niche in what they do within teaching. Make sure your team has a wealth of experience and can parse out different aspects of whatever topic

you're dealing with. I think that's something I'm rapidly learning at my new institution—who are the key players, and connecting them to build this team. A lot of times institutions have departmental faculty development efforts and end up working in silo. It's important to think about how to make what we do interprofessional and interdepartmental; expanding the pool of people and expertise you can draw upon will increase your resources almost exponentially.

Any other thoughts about faculty development?

For me, this is increasingly a huge passion of mine. Thinking about the network of clinician educators and how we can really elevate this in different institutions. In addition to faculty, faculty development drives medical students and residents forward, and it elevates patient care. As we continue to expand the network and expand faculty development efforts, it benefits everyone.

Leaders In Action Career Development with Margaret C. Lo and Chris Masi, Part 1



Margaret C. Lo

Christopher Masi

Dr. Lo (Margaret.Lo@medicine.ufl.edu) is professor of medicine at the University of Florida College of Medicine and serves as the associate program director of the UF Internal Medicine Residency program. She practices general medicine at both the UF Health Shands Hospital and the Malcolm Randall VA Medical Center in Gainesville, FL. Dr. Masi (christopher.masi@emory.edu) is professor of medicine at the Emory University School of Medicine. He serves as medical director of primary care and practices in the Emory Healthcare Network in Atlanta, GA.

How did you become a leader in faculty development?

ML: For me, it started in 2016 when a major initiative emerged from SGIM Council to review, evaluate, and align all the career development opportunities in the organization. There were so many—the intensive courses of TEACH and LEAD, the career development opportunities within the committees (now called commissions), and all the career development offerings during the annual meeting. That's really what attracts us to SGIM, right? You hear members saying SGIM is our professional home and it's because of all the career development opportunities. The vision was to develop a multi-year longitudinal career development program within SGIM that would synergize across the commissions and the annual meeting. That was the birth of us as Career Development leaders in SGIM. Our Career Development Workgroup had to figure out how to harness

all the career development opportunities and support each other across the organization and across the annual meeting while at the same time determining the best way to deliver these opportunities to our members. We had 3 goals: 1) offer career development opportunities to SGIM membership that meet the unique needs of junior, mid-career, and senior members and recognize the diverse interests, identities, and career paths of general internists; 2) offer balanced career development programming at each Annual Meeting; 3) offer career development opportunities that use both in-person and online platforms and build on existing successful programs.

CM: Margaret invited me to join the SGIM Career Development Workgroup as co-chair. This opportunity launched my involvement in career development through SGIM and at my own institution.

continued on page 3

Officers

Valerie Stone, MD, MPH
Boston, MA
President

Dan Hunt, MD
Atlanta, GA
President-Elect

Carlos Estrada, MD, MS
Birmingham, AL
Immediate Past President

Anuradha Paranjape, MD, MPH
Philadelphia, PA
Secretary-Treasurer

Shin-Ping Tu, MD, MPH
Sacramento, CA
Secretary-Treasurer Elect

Ex-officio Council

Karen B. DeSalvo, MD, MPH, MSc
Austin, TX
SGIM President

Mohan Nadkarni, MD
Charlottesville, VA
ASP Liaison

Suzanne Brandenburg, MD
Denver, CO
Winter Summit Chair

Kirsten Feiereisel, MD
Winston-Salem, NC
Hess Institute Chair

Eric Bass, MD, MPH
Baltimore, MD
Chief Executive Officer

Elisha Brownfield, MD
Editor, Leadership Forum

David Margolius, MD
Associate Editor, Leadership Forum

Maureen Lyons, MD
Associate Editor, Leadership Forum

Frank Darmstadt
Copy Editor

Leaders in Action

continued from page 2

Our work group had three primary tasks: First, take an inventory of all SGIM career development offerings. Second, identify where the holes were and areas where we were not very strong. Third, make recommendations to Council for career development going forward. That was a two-year process.

What were the main findings of the Career Development Workgroup?

ML: From an extensive gap analysis of career development offerings, we found that SGIM excelled in developing leadership and teaching skills; this was not surprising at all. However, we also found that SGIM had fewer offerings in high priority areas such as promotion needs, mentorship, scholarship productivity, career planning, negotiation skills, time management, personal financial planning, and personal/career transitions including succession planning and retirement. Many of the career development offerings were within the annual meeting. In addition, the career development courses of TEACH and LEAD had overlapping core content such as leadership skills and mentorship. Based on these findings, the Workgroup created a career development track in the annual meeting programing schedule, incorporated a new career development subcommittee within the annual meeting

program committee to coordinate and promote career development offerings within the meeting, and expanded the SGIM Online Resource library to include career development sessions that target the high priority topics for asynchronous learning. A follow-up Workgroup, chaired by Mitch Feldman, identified core career development knowledge and skills and created a common evaluation tool for the career development programs. This Workgroup also identified opportunities for synergy among the career development programs across SGIM.

What are the key concepts or takeaways that you have learned about faculty development or career development?

ML: For me it is the alignment of the faculty's interest and career goals to the faculty development opportunity. That is a struggle that many junior faculty with a heavy clinical load have, and one takeaway I have learned is to key into what the faculty member is interested in and help carve that niche, before the faculty go down the route of all these faculty development skills and courses that they are just not engaged in or invested in.

CM: An ongoing emphasis is on mentorship. A lot of the faculty are clinically oriented and as you know, clinical activity can take up all of your time. The challenge is to help faculty who are inter-

ested in academic progression identify an area that they would like to pursue in a scholarly manner and then help them prepare a poster or presentation at a regional meeting, and eventually at a national meeting. Most junior faculty need mentorship on how to do this well. They also need to know the ropes as far as deadlines for meetings, and what it takes to have an abstract that will be accepted at the regional and national levels. So, it's a lot of organizing and it requires time, which is a real premium in health care.

ML: What Chris states is so true. The infrastructure needs to include not just resources and support, but also protected time. We expect a lot from our clinical faculty who have limited time for faculty development so much of their scholarly activity and career growth are done after hours and on weekends. So, I agree that time is of value! How to get protected time is an issue that I see so many junior faculty struggle in their career. SGIM is really a great place for career development but clinical duties are a big barrier; this is a system-based issue faced by a lot of institutions. Giving faculty the time and the mentorship help them to get scholarship and help them gain visibility at national meetings like SGIM. Such return on investments is huge, not only for faculty professional growth but also career satisfaction and faculty retention.

View from the Summit Managing Transition—The First 90 Days

Dan Hunt, MD

Dr. Hunt (Dan.hunt@emory.edu) is professor of medicine at Emory University School of Medicine. He attends on the inpatient services at Emory University Hospital and Grady Memorial Hospital and is the director of the Emory Division of Hospital Medicine in Atlanta, Georgia..

"Congratulations, you are now the practice leader in a primary care clinic (or course director in the medical school or program director or section chief or any other demanding leadership role)."

An exciting announcement that most of us in ACLGIM have experienced many times over! Soon after the announcement, we begin a critical period in the transition to a leadership role. Business leaders succeed or fail in the first 90 days in the new position. As academic general medicine leaders, we can apply the principles outlined by Michael D. Watkins in *The First 90 Days: Proven Strategies for Getting Up to Speed Faster and Smarter* in any career transition that involves leadership responsibilities.¹

Prior to officially starting a new position, the transitioning leader should di-

agnose the situation using the STARS construct: Start-up, Turnaround, Accelerated growth, Realignment, Sustaining success. This analysis dictates strategies, pace, and priorities. The first 90 days should be devoted to learning/learning/learning, avoiding the "action imperative," establishing relationships with direct reports, peers, and bosses, aligning teams and processes with goals, and celebrating early wins. Although excitement, opportunity, and responsibility of the first 90 days can be all-consuming, success is also dependent on effectively managing ourselves through the transition.

References

1. Watkins M. *The First 90 Days, Updated and Expanded: Proven Strategies for Getting Up to Speed-Faster and Smarter*. Harvard Business Review Press, 2013. <https://store.hbr.org/product/the-first-90-days-updated-and-expanded-proven-strategies-for-getting-up-to-speed-faster-and-smarter/11323?from=quickSearch>.



Dan Hunt

The Leadership Forum

a publication from the Association of Chiefs and Leaders in General Internal Medicine (ACLGIM)

1500 King St., Suite 303, Alexandria, VA 22314

View from the Summit How to Know When to Make a Transition

Vineet Arora, MD, MAPP



Vineet Arora

Dr. Arora (varora@uchicago.edu) is a professor of medicine at the Pritzker School of Medicine at University of Chicago. She serves as Associate Chief Medical Officer-Clinical Learning Environment for University of Chicago Medicine where she practices hospital medicine.

4

While I don't usually reference Gwyneth Paltrow, she has useful advice for those entering academic medicine careers. She admitted to doing some movies for love (*The Royal Tenenbaums*) and some movies for money (*Shallow Hal*)—the key is to know which is which. While everyone wants to be paid to do something they love, sometimes you have to take on roles and responsibilities to have freedom to pursue what you love. Ideally, the balance tips towards deriving joy in your work. But, what if the joy is gone? This could happen for many reasons, including toxic culture, poor mentor-

ship/leadership, lack of upward growth, or simply an overwhelming sense you are not doing what you want to be doing. Faced with this situation, one possibility is you change the type of work you do in your job. The other possibility: change your job.

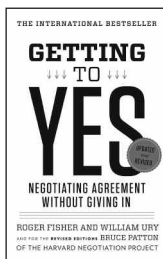
Whether you are transitioning in place and may never get a "clean desk" or uprooting your family to move across country, a career transition is an opportunity not only to rebrand yourself but also to make a big impact. While career transitions are never easy, it can be exactly what the real doctor (not Goop) ordered.

ACLGIM Book Club What Leadership Books Are We Reading?

Margaret C. Lo
Getting to Yes

by Roger Fisher and William Ury

"A basic fact about negotiation, easy to forget in corporate and international transactions, is that you are dealing not with abstract representatives of the 'other side,' but with human beings... Negotiators are people first."



Dominique Cosco

The Harvard Business Review

From Dominique:

"My favorite leadership resource right now is my daily Harvard Business Review e-mail. It focuses on leadership development and team management which I find very useful."

