PLENARY ON EFFECTIVE LEADERSHIP SKILLS: ACADEMIC DEPARTMENT LEADERSHIP

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Allan Tasman, M.D.

Leaders as Middles

- Leaders are in the middle in the administrative hierarchy of institutions
  - Serves not only those above in the administrative hierarchy but those below as well

- Leaders are in the middle in time
  - Follow someone who was in the position before them, and preparing for someone after them

- Leaders are in the middle with goals
  - Institution has a variety of goals which are expected, the chair has his own goals, and those who report to the chair have goals.

Types of Power

- **Power of authority**
  - "formal authority"
  - granted from a higher level in the administration of the institution
  - Constraints exist because power has been delegated by the individual above them in the hierarchy, who is following directives from a person higher up

- **Position Power**
  - Influence on faculty and staff members within the department by virtue of the title
  - People outside the institution relate to the chair by virtue of their position
  - Constraints are significant

Types of Power (continued)

- **Personal Power**
  - Derives from respect for and commitment to the chair
  - Informally granted by faculty members individually and as a group
  - Formally granted from the power of authority
  - Can not be delegated but must be earned, the essence is credibility
- **Power of Leadership**
  - Use one's own skills to guide a group of individuals to an end goal
  - Ability to foster individual action and to help individuals function as a group
  - Potential to be extremely powerful leader in any institution; constraints depend mainly on personal ability and skill

Departmental Leadership

1) Having a vision and helping others share it
2) Leadership that is recognized by faculty and the institution
3) Skills in clinical practice, scholarship and research and teaching help others accept chair as leader
4) Administrative capabilities including management of personnel, finances and resource allocation
5) Skills in faculty/staff recruitment
6) Effectiveness as an officer of the institution

Desired Characteristics of the Chair

- Having the courage to take a stand

- Flexibility

- Taking responsibility for institutional policies and procedures

- Planning ability

- Being straight forward regarding departmental tasks

- Awareness of effective management techniques

Stress for Department Chair

1) Trying to obtain faculty consensus on important issues
2) Chronic conflict among faculty members
3) Carrying out faculty evaluations
4) The process of making important decisions often in the absence of adequate information to make the optimal decision
5) Mixed messages from those in the hierarchy to whom the chair reports
6) An unreasonably high work load
7) Finding that personal academic interests must take a lower priority in the chair's work as administrative workload overwhelms all other activities
8) The stress of suppressing one's own achievements in order to let others take credit for good outcomes
9) The change from becoming a colleague to a supervisor

Stress Factors

1) Faculty Role Stress
   - Tasks, commitments and responsibilities as a faculty member
2) Administrative Relationship Stress
   - Relationship with the individual to whom the chair reports
3) Role Ambiguity Stress
   - Uncertainty of tasks, adequacy of training, concerns of authority
4) Perceived Expectation Stress
   - Additional tasks – extra travel, activities after hours, etc.
5) Administrative Task Stress
   - Multitasking

Burnout

- Unique type of stress syndrome which is characterized by emotional exhaustion, loss of self esteem and diminished ability for personal accomplishment.

- Increased risk when there is prolonged period of work stress including limited control, decision making authority, lack of resources, lack of group cohesion.

Issues Raising Risk for Burnout

- Department and hospital budget deficits
- Problems with reimbursement of services
- Loss of key faculty
- Disputes regarding work conditions with staff and appropriate authorities
- The need to dismiss faculty, staff or trainees
- Experiencing legal problems related to the work of a chair
- Conflict with the immediate supervisor in the institution
- Making decisions regarding promotion or continue employment in the department

Avoiding Burnout – Examples - Good Self-Management is Essential

- **Delegation and priority setting**
  - Delegate responsibility and participation in decision making
  - Setting priorities for activity
- **Preparation and Training**
  - Develop coping and leadership skills early
  - Take advantage of leadership development resources
  - Advocate for the development of more resources
- **Chair Sabbatical**
  - Paid leave for an extended period of time
  - Provides psychological renewal
- **Developing People Skills and a Sense of Humor**
- Self-awareness and Self- Management
- Sense of unselfishness
- Optimistic view

Conclusion

- Leadership has many constraints, but also many awards

- Effective leaders develop a specific knowledge and skill set to improve function

- Stress can be from many predictable, but often unpredictable sources

- Self-management decreases likelihood of "Burnout"