

## A Practical Approach to Build Leadership Effectiveness

Jeffrey Morzinski, PhD, Associate Professor  
Dept of Family and Community Medicine  
Medical College of Wisconsin  
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## Why a Practical Approach?

- ☞ Challenges in academic health sciences
  - High complexity & uncertainty
- ☞ Risks to schools / organizations
- ☞ Risks to faculty
  - Dissatisfaction, lost opportunities, unfulfilled careers

## Response to Challenges

*"If you can't ride two horses at the same time you shouldn't be in the circus" - unknown*

"Nothing will happen without leadership. From someone -- or someplace -- energy needs to be created, released, channeled, or mobilized to get the ball rolling in the right direction"  
– Terrance Deal

## Objectives

### Participants Will Be Able To:

1. List the four parts of a tested framework for diagnosing gaps and implementing leadership actions
2. Apply the framework to a case example, using a detailed worksheet
3. Describe an organizing template to promote future leader development
4. Discuss lessons from the field and share resources with other participants.

## Presenter's Background

### Leadership Roles / Pursuits

- ☞ Director, Graduate Seminar *Leadership in Academic Health Centers*, MCW School of Population Health (8 yrs)
- ☞ Director, *Prof Development Division*, Dept of Family & Community Medicine (5 yrs)
- ☞ Chair, MCW *Faculty Career Development Committee & Mentoring Subcommittee* (3 yrs)
- ☞ Past-Chair, *International Society of Teachers of Family Medicine Group on Faculty Dev.*
- ☞ PI / co-PI on several grant and project committees: *evaluation & leader formation*

## Theories to Explain Problems in Groups / Academe

- ☞ Unrealistic expectations
- ☞ Bad luck
- ☞ Poorly motivated staff
- ☞ Not enough \$\$, not enough time
- ☞ Ineffective leadership
- ☞ Other...
  
- ☞ Problem with most theories \_\_\_\_\_.

## Reframing Organizations\*

- ☛ Frames = Perspectives
- ☛ A four-frame model for assessing organizations and implementing change, small or large scale
- ☛ Leads to systematic thinking and improved administrative performance

\* Bolman LG, Deal TE (1997). Reframing Organizations: Artistry, Choice and Leadership. Jossey-Bass: San Francisco.

## Four Organizational Frames

Structural Frame	Human Resources Frame
Political Frame	Symbolic Frame

## Why Multiple Frames?

- ☛ Organizational problems are complex and require complex solutions. Multiple frames illuminate options for thinking and acting.
- ☛ Frames can be a "powerful antidote to self-entrapment" by a single theory or a fixed perspective

## 1. Structural Frame

- ☛ Emphasis on rationality and formal arrangements
- ☛ Specialization and division of labor are key tenets
- ☛ Lateral / vertical lines of communication are monitored and maintained
- ☛ Problems are remedied by restructuring
- ☛ Metaphor: \_\_\_\_\_

## 2. Human Resources Frame

- ☛ Emphasis on hiring right and rewarding well
- ☛ Must meet workers needs for development and growth
- ☛ Build mutual trust through sustained commitment / mutual ownership
- ☛ Problems resolved by assessment + training
- ☛ Metaphor: \_\_\_\_\_

## 3. Political Frame

- ☛ Emphasis: competition for scarce resources
- ☛ Special interest groups have enduring differences in values and perceptions
- ☛ Coalitions align groups to compete effectively
- ☛ Problems resolved by power / political influence
- ☛ Metaphor: \_\_\_\_\_

## 4. Symbolic Frame

- ☞ Emphasis on unique histories and meaning
- ☞ Rituals & ceremonies lift spirits & reinforce values
- ☞ Metaphor, humor, play foster creativity
- ☞ Specialized language / stories build cohesion and commitment
- ☞ Problems resolved by aligning purpose with history & values
- ☞ Metaphor:

## The Four Frames Are...

- ☞ "...windows on the world and lenses to bring the world into focus"
- ☞ ...tools. The right one helps make the job easier:
  - interpreting organizational processes
  - implementing organizational revisions

### Case

## Improving a Psychobiology Course\*

- ☞ You were asked by your chair to become "course director" and revitalize this integrated course for 1<sup>st</sup> year medical students.
- ☞ This required, semester-long course includes 4-6 hours of lecture / wk (70 yrs total), 22 hrs lab and 12 exam hours. There are 26 total faculty with teaching roles. *Course concerns:*
  - Low student evaluations (e.g., past 3 years "strongly agree" ratings on "clear and organized" have dropped: 70% to 40% to 10%).
  - USMLE scores are below average.
  - Clinical chairs report "basic knowledge" is inadequate.
- ☞ You are an assistant professor, on the faculty four years, and have taught in this course each of the past four years
- ☞ You are enthusiastic about this course and this new assignment.
- ☞ Your chair wants to meet in one week to discuss your initial plan.
- ☞ The next course begins in eight months.

\* Fictional course at a fictional school

## What Will You Do?

- ☞ You care about this course and want to be prepared to meet with your chair.
- ☞ Using each of the four frames, what assessment & tentative planning steps should you consider for improving this M-1 course?

## Improve Psychobiology Course

Frame	Assess	Possible Steps
Structural <small>Rational; Specialization; Formal lines of communication</small>		
HR <small>Hire right, reward well; Trust; Training and development</small>		
Political <small>Special interests; Competition; Coalitions</small>		
Symbolic <small>History; Ritual &amp; ceremonies; Culture</small>		

## Improve Psychobiology Course

Frame	Assess	Possible steps
Structural	How effective is within-course communication? What is course org. chart?	
HR	What specific areas for growth do student evals reveal? What resources exist for FD?	
Political	What power sources have <u>not yet</u> been used to improve quality teaching?	
Symbolic	Is course culture aligned with teaching excellence? Is it in dept mission?	

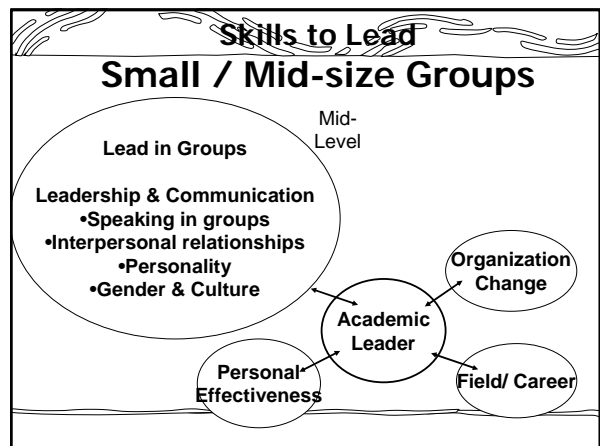
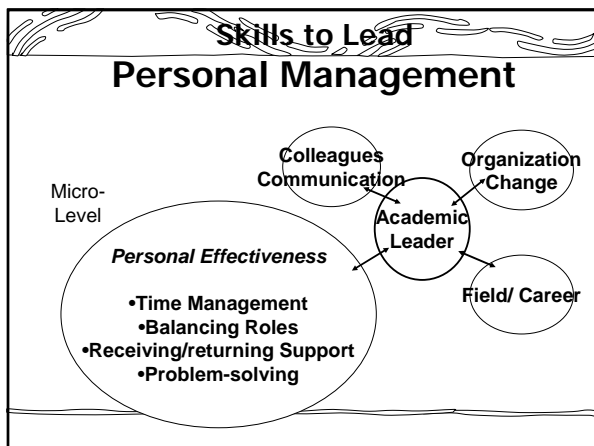
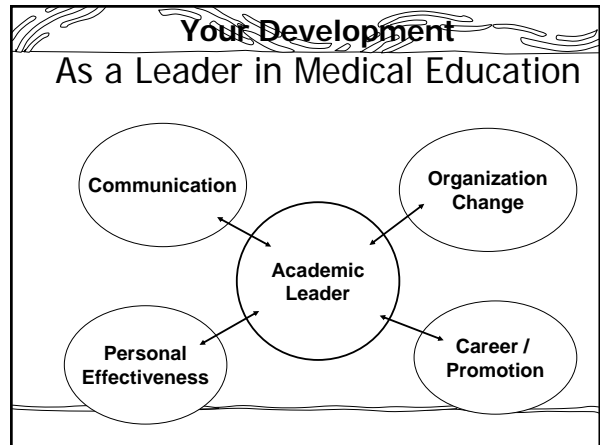
### Improve Psychobiology Course

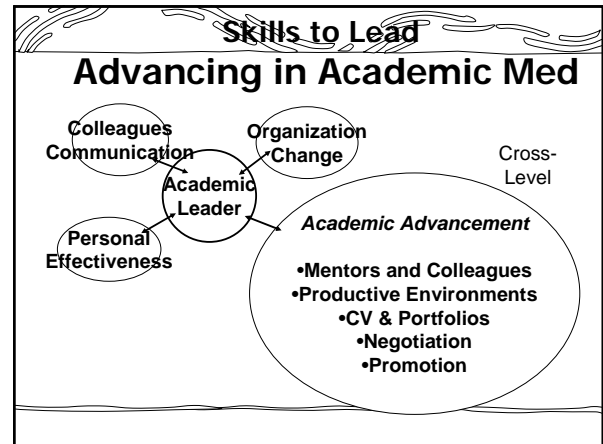
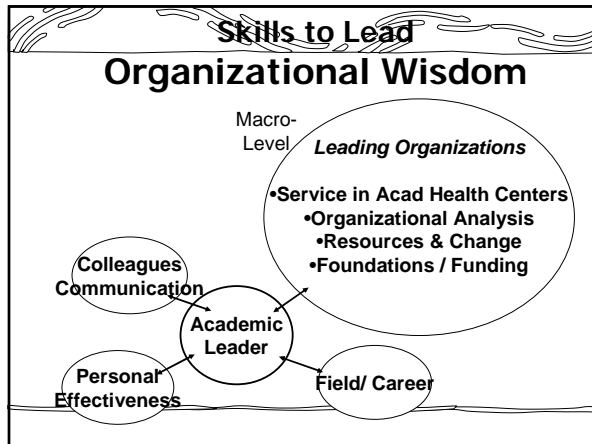
Frame	Assess	Possible steps
Structural	How effective is within-course communication? What is my place in org chart?	-Establish course calendar, confirm and orient all others -Confirm title/ adm. support
Human Resources	What specific weaknesses do student evals reveal? What resources exist for FD?	-Educational consult input -Faculty needs / interest assessment
Political	What power source can (has not yet) influence dept teaching?	-Past LCME citations? -Link to mentors/Nat. assoc. -Establish advisory group
Symbolic	Is the depts history / culture aligned with course / teaching excellence?	- Align with history/mission - Establish ceremonial event/s

### Other Examples: Use of "Frames" in Med Ed

- ☛ Explain a cultural change across a medical school (educator's portfolio now recognized by R&T)
- ☛ Build a collaborative "preventive health care" curriculum across multiple teaching sites
- ☛ Implement a new electronic medical record at an outpatient clinic
- ☛ Improve attendance at journal club
- ☛ Implement a course evaluation system for MCW graduate school

### Transition Aiming at HR Development



- Lessons from the Field**
- ### Four Mistakes to Avoid
1. Be the strong, silent type
  2. Believe you must act on all problems
  3. Be goal-less
  4. Wait to lead until you're sure you're ready

**Your Discussion Questions**

1. .
2. .
3. .

- Conclusions**
- ✓ Leaders must grow and be flexible:
    - Four-frames model
    - Micro, mid, macro levels
  - ✓ Frames help assess, plan and change
  - ✓ When stuck – change frames, talk it over with colleague / mentor
  - ✓ Avoid common mistakes
  - ✓ Review references for further study.

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✉ Write to me / email for more info on this presentation or the Grad Seminar on Leadership: [jmorzins@mcw.edu](mailto:jmorzins@mcw.edu)