RISING ABOVE: HOW CHARACTER-BASED LEADERSHIP CAN TAKE YOUR PROGRAM TO THE NEXT LEVEL

ICRE Preconference Workshop
Drs. Nabil Sultan, Jacqueline Torti & Wael Haddara
No conflict of interests to disclose
INTRODUCTION
AGENDA

12:00PM-12:30PM INTRODUCTION & ICEBREAKER

12:30PM-1:00PM CHARACTER-BASED LEADERSHIP

1:00PM-1:15PM LARGE GROUP ACTIVITY

1:15PM-2:00PM SMALL GROUP ACTIVITY

2:00PM-2:30PM BREAK

2:30PM-3:00PM PRESENTATION OF SMALL GROUP WORK

3:00PM-3:30PM CONCLUSION & WRAP-UP
WORKSHOP OVERVIEW

Together we will:

• Explore how Character-Based Leadership (CBL) can be developed in the medical education setting

• Review the evidence for CBL and draw on a framework adapted from Ivey Business School research
WORKSHOP OVERVIEW

Through this workshop we hope to:

• Help Program Directors operationalize CBL in their residency programs
• We will share the CBL framework with you and provide insights into how the framework has been adapted for graduate education in other disciplines
• Brainstorm practical methods of developing character in PGME will be brainstormed
WORKSHOP OVERVIEW

We will use a variety of approaches including:

• Small group activities
• Large group activities
• Vignette-aided reflection
LEARNING OBJECTIVES

1. Describe CBL its value, theoretical grounding and historical development
2. Identify concepts & methods used to develop and assess CBL
3. Apply adapted CBL frameworks used to develop and assess CBL within the clinical setting of residency training
4. Identify approaches of supporting a ‘culture of character’ within residency programs
WHO ARE WE?

INTRODUCTIONS
WHO ARE YOU?
ICEBREAKER ACTIVITY
Background
Why Character & Leadership?
Actions vs Words

“Who you are speaks so loudly I can’t hear what you’re saying.”

Ralph Waldo Emerson
“People don’t care how much you know until they know how much you care.”

Theodore Roosevelt
Leadership

- Trust
- Character
- Competence
- Commitment

Trust
The 4 Cores of Credibility

1. Integrity
2. Intent
3. Capabilities
4. Results
Character

- Universally accepted values
- Focus on living values
- Aligning world-view with values
- Habit of being
Character & Medicine

- Hippocratic Oath: Benevolence, Justice, Compassion, Truthfulness, Temperance
- Contemporary guidelines: Trustworthiness, Integrity, Respect, Fairness, Kindness, Humility
- Our focus is about relationship of character to leadership effectiveness, not just being ‘a good doctor’
The financial crisis
Great Crash of 2008

Disbelief, and a punter reaches

The plunge in the market yesterday dealt a
new blow to investor confidence, as
the government decided to inject HK$50 million into
counseling services to inject HK$50 million into
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Developing Character in Business Schools

Mary Crossan, Daina Mazutis, and Gerard Seijts

Toward a Framework of Leader Character in Organizations

Mary M. Mark Rer
Western Univers Western Univers

ABSTRACT Whi recently psycho

Developing Leadership Character in Business Programs

MARY CROSSAN
Western University, London, Ontario, Canada

DAINA MAZUTIS
IMD, Lausanne, Switzerland

GERARD SEIJTS
JEFFREY GANDZ
Western University, London, Ontario, Canada

Our objective is to encourage and enable leadership character development in business education. Building on a model of character strengths and their link to virtues, values, and ethical decision making, we describe an approach to develop leadership character at the individual, group, and organizational levels. We contrast this approach to existing practices that have focused on transitional functional content areas rather than values.
Figure 1: Who Good Leaders Are
Ivey Character Framework

• Peterson & Seligman synthesized empirical literature on character from education, philosophy, psychology & sociology
• 24 Character-strengths identified (Values in Action – Inventory of Strengths)
• Ivey team underwent qualitative (focus groups and interviews) and quantitative (surveys & longitudinal research design) research involving over 2500 leaders in the public, private and not-for-profit sectors
• Outcome was Ivey Character Framework
Judgment
- adaptable, analytical, cognitively complex, critical thinker, decisive, insightful, intuitive, pragmatic, situationally aware

Transcendence
- appreciative, creative, future-oriented, inspired, optimistic, purposive

Drive
- demonstrates initiative, passionate, results-oriented, strives for excellence, vigorous

Collaboration
- collegial, cooperative, flexible, interconnected, open-minded

Humanity
- compassionate, considerate, empathetic, forgiving, magnanimous

Humility
- continuous learner, grateful, modest, reflective, respectful, self-aware, vulnerable

Integrity
- authentic, candid, consistent, principled, transparent

Temperance
- calm, composed, patient, prudent, self-controlled

Justice
- equitable, even-handed, fair, proportionate, socially responsible

Accountability
- accepts consequences, conscientious, responsible, takes ownership

Courage
- brave, confident, determined, resilient, tenacious
Courage
Brave, confident, determined, resilient, tenacious

Recklessness
Cowardice
Humility
Self-awareness, modesty, reflectiveness, gratefulness

Arrogance  Self-abnegation
INVICTUS

His people needed a leader. He gave them a champion.
Transcendence: appreciative, creative, future-oriented, inspired, optimistic, purposive
Drive: demonstrates initiative, passionate, results-oriented, strives for excellence, vigorous
Collaboration: collegial, cooperative, flexible, interconnected, open-minded
Humility: continuous learner, grateful, modest, reflective, respectful, self-aware, vulnerable
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Judgment
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Character Assessment

Leadership Character Insight Assessment

LCIA
Research on Character & Leadership

- Foundational for effective decision-making
- Influences information sought & considered
- Influences how information is interpreted & reported
“Our core proposition is that high character-competence entanglement will lead to extraordinary performance over time”
Character: Sustained Excellence +3

% of LEADERS

DEVIAION FROM THE NORM

-3 -2 -1 Norm +1 +2 +3

IVEY Business School
WESTERN UNIVERSITY - CANADA
Character Elevates Competency

Character needed to resist gravitational pull from many forces

% of LEADERS

DEVIAION FROM THE NORM

FORCES

IVEY Business School
Western University, Canada
Character Elevates Competency

Character needed to resist gravitational pull from many forces

% of LEADERS

FORCES

CHARACTER

DEVIATION FROM THE NORM

ивеy
Business School
WESTERN UNIVERSITY - CANADA
Where is Character in Med Ed today?
Paullin, Osler and Judgment

“Just before I got to the entrance of the amphitheater, someone came up and ran his arm through mine and asked me where I was going. I looked up, and behold, there was Dr. Osler! I told him I had started toward the pathologic laboratory, and he said, “Why go there? I thought you might be coming to my clinic.”

I said, “Dr. Osler, I’m not yet a third-year medical student.” “All the better. Come along with me.””

TOO BUSY TO BE A GOOD SAMARITAN
Entanglement

Behaviour

Values

Virtues

Traits
LARGE GROUP ACTIVITY
LARGE GROUP ACTIVITY

Character activation activity
“Does the right thing even though it may be unpopular, actively discouraged and/or result in a negative outcome for him/her. Shows an unrelenting determination, confidence and perseverance in confronting difficult situations. Rebounds quickly from setbacks.”
ELEMENTS OF COURAGE

• **Brave:** Does what one believes to be right even in the face of adversity. Stands up for personal beliefs and values. Stands up for others.

• **Determined:** Displays resolve and stays committed to see things through.

• **Tenacious:** Finishes things despite obstacles, difficulties, or discouragements along the way. Works hard over extended periods and follows through to achieve goals.

• **Resilient:** Endures and withstands difficult conditions. Recovers quickly from setbacks.

• **Confident:** Demonstrates self-assurance in his or her abilities, decisions, or actions.
COURAGE
ACTIVATION
ACTIVITY

AIRPLANE
“The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy.”

-Martin Luther King, Jr.
SMALL GROUP ACTIVITY
SMALL GROUP ACTIVITY

• Each group will be assigned a character dimension
• How does the current culture of medicine support or hinder your character dimension?
• What are examples of situational pressures in medicine that challenge this character dimension?
• Can you think of positive examples within your workplace where physicians have exhibited this character dimension? How does this lead to effective leadership?
• What is a character activation activity you could use in medical education to activate this character dimension?
• How you would incorporate this into your post-graduate curriculum?
45 MINUTES
PRESENTATION OF SMALL GROUP ACTIVITIES

30 MINUTES
BACK TO MEDICINE
Osler vs Flexner

MEDICAL EDUCATION
IN THE
UNITED STATES AND CANADA

A REPORT TO
THE CARNEGIE FOUNDATION
FOR THE ADVANCEMENT OF TEACHING

BY
ABRAHAM FLEXNER

WITH AN INTRODUCTION BY
HENRY S. PRITCHETT
PRESIDENT OF THE FOUNDATION
The practice of medicine is an **art**, not a trade; a calling, not a business; a **calling** in which your **heart** will be exercised equally with your head.”
Rudolph Virchow

“Medical practice is nothing but a minor offshoot of pathological physiology as developed in laboratories of animal experimentation.”
MEDICAL EDUCATION IN THE UNITED STATES AND CANADA
A REPORT TO THE CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING
BY ABRAHAM FLEXNER
• Reduce number of medical schools and poorly trained physicians

• Increase prerequisites to medical training

• Train physicians to practice in a scientific manner and engage medical faculty in research
• Widely adopted across North America
• Led to a strong focus on Scientific discovery, research & competence
• Character gradually became less relevant
Competency-Based Medical Education

Ushering in a new era of competency-based medical education

The Royal College is introducing a new initiative to adapt a competency-based approach to medical education to improve patient care. Learn more.
Systematic Review of Leadership Development in PGME

- Nabil Sultan, Jacqueline Torti, Ali Inayat, Hamza Inayat, Wael Haddara, & Lorelei Lingard
- In Press, Academic Medicine
Maybe we need another ‘CBME’..
So how do we develop character in Medical Education?

- Evidence is lacking..
  - Mentorship & role-modelling
  - Reflective practice
  - Small group discussion

- Need culture that values character development
Character Development at Ivey

- Group project & presentations on the character dimensions (engage both heart and mind)
- Reflective Journal: on each class, on the course as a whole and on one’s own vision for type of leader they want to be
- Rich class/group discussions
- Guest lecturers (authentic role models)
- Inspiring film & literature
- Character assessment tool
Adapting CBL to Med Ed

- Mentorship & role modeling: learners paired with character-conscious mentors
- Reflection & Introspection: self-reflection journals, discussions with mentors
- Small group discussions & projects to explore character
- Inspiring literature & media
- Character assessment tool
- Gradually develop a culture that values Character
A subspecialty resident started residency 2 months ago but seems slow to fit into role of senior resident. He is very pleasant, approachable, always punctual, stays late to make sure work is done and has great relationships with nursing staff, allied health care professionals and patients. He volunteers for additional tasks other team members are less willing to assume. However, his medical knowledge is clearly below expected level and he does not show leadership in patient care.

After 1 more month, performance remains borderline: Notes and documentation are incomplete, knowledge gaps are evident and current medical expertise remains below expected level.

As Program Director you have had some first hand experiences with this resident, but you are now being asked to "take action" by other attending physicians in your program.

Discussion Points

1. This situation is usually handled solely through the lens of competency. However, a character-based approach may make explicit competing tensions that are usually tacit.
2. In this case, judgment is needed to balance Accountability vs Humanity and Transcendence vs Integrity.
3. There are no “right” answers in terms of resolution.

Roles

1. Program Director
2. Mentor/Supervisor

Vignette

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Questions, comments, feedback!
CBME Resources
• Jtorti2@uwo.ca
• nsultan@uwo.ca
• whaddar@uwo.ca