





<b>Title</b>	<b>Career and leadership development in the field of violence and abuse</b>
<b>Author(s)</b>	<b>Alpert, EJ; Burton, C; Ismailji, T; Schneider, FD; Tiwari, A</b>
<b>Citation</b>	<b>The 7th Biennial National Conference on Health and Domestic Violence (NCHDV 2015), Washington DC., 19-21 March 2015.</b>
<b>Issued Date</b>	<b>2015</b>
<b>URL</b>	<b><a href="http://hdl.handle.net/10722/209393">http://hdl.handle.net/10722/209393</a></b>
<b>Rights</b>	<b>Creative Commons: Attribution 3.0 Hong Kong License</b>

**Career and Leadership Development  
in the Field of  
Violence and Abuse**

Elaine J. Alpert, MD, MPH  
Candace Burton, RN, PhD  
Tasneem Ismailji, MD, MPH  
F. David Schneider, MD, MSPH  
Agnes Tiwari, PhD, RN

Preconference Institute  
National Conference on Health and Domestic Violence  
March 19, 2015



---

---

---

---

---

---

---

---

**Session Objectives**

At the end of this session, participants in attendance will be able to:

- Identify different styles of leadership
- Describe key skills that can help disparate parties come to a negotiated agreement
- Explain advantages and challenges of incorporating cultural awareness and sensitivity into leadership
- Demonstrate confidence in approaching colleagues, opinion leaders, community members, and others to positively impact the field of violence and abuse



---

---

---

---

---

---


---

---

**Topics**

- Leadership theories and styles
- Negotiation skills, roles of leaders
- Cultural awareness and sensitivity
- Advocacy skills
- Advising and mentoring

Session techniques: mini-didactic, video, small group breakout, plenary discussion



---

---

---

---

---

---

---

---

Faculty and Participants  
Introductions



---

---

---

---


---

---

---

---

Who We Are: Brief Overview  
The Academy on  
Violence and Abuse  
URL: [HTTP://AVAHEALTH.ORG](http://AVAHEALTH.ORG)  
  
DAVID CORWIN, MD, PRESIDENT



---

---

---

---

---


---

---

---

Leadership: An Overview

Tasneem Ismailji MD, MPH  
Presentation slides by Susan J. Kelley, RN, PhD  
Georgia State University



---

---

---

---

---

---

---

---

### Why the Need for Leadership Development in Violence and Abuse?

- Globalization
- Visionary leadership to move the field forward
- Improve quality of services to clients
- Reduce costs to society
- Educate and empower professionals to be part of the solution
- Support next generation of leaders



---

---

---

---

---

---

---

### What is Leadership?

---

---

---

---

---

---

---

“Leadership is ultimately about creating a way for people to contribute to making something extraordinary happen.”

• Alan Keith, Genetech

---

---

---

---

---

---

---

“Leadership is in the eyes of other people: It is they who proclaim you as a leader”

- Carrie Gilstrap, former CEO, Hewlett-Packard

---

---

---

---

---

---

---

### Leadership is Contextual

- Does not occur in a vacuum
- Knowledge of organizational behavior, theory, and design is key
- Organizational structure impacts the ability to lead effectively and must be fully evaluated
- One must understand the role of power and influence when leading



---

---

---

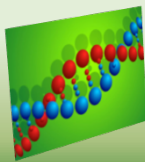
---

---

---

---

Are effective leaders born or can leadership be learned?



---

---

---

---

---

---

---



Where do leaders in our field get their leadership preparation?

---

---

---

---

---

---

---

### Contemporary Leadership Theories

- Transformational
- Charismatic
- Servant
- Emotional intelligence



---

---

---

---

---

---

---

### Transformational Leadership

- Grew out of Burns (1978) seminal work on leadership
- Closely aligned with “Five Practices of Exemplary Leaders” (Kouzes and Posner, 2012)



---

---

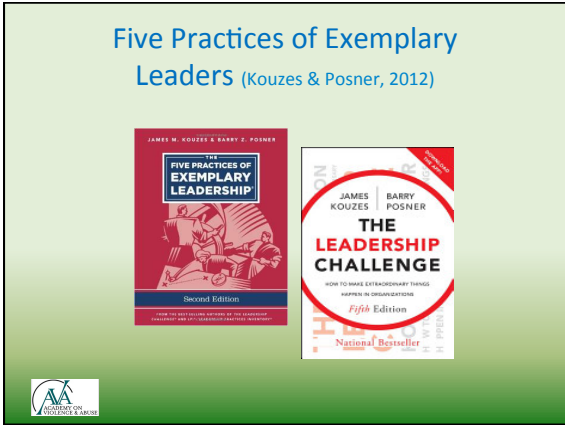
---

---

---

---

---




---

---

---

---

---

---

---

---

### Five Practices of Exemplary Leaders

<b>Model the Way</b>	<ul style="list-style-type: none"> <li>• Clarify Values</li> <li>• Set the Example</li> </ul>
<b>Inspire a Shared Vision</b>	<ul style="list-style-type: none"> <li>• Envision the Future</li> <li>• Enlist Others</li> </ul>
<b>Challenge the Process</b>	<ul style="list-style-type: none"> <li>• Search for Opportunities</li> <li>• Experiment and Take Risks</li> </ul>
<b>Enable Others to Act</b>	<ul style="list-style-type: none"> <li>• Foster Collaboration</li> <li>• Strengthen Others</li> </ul>
<b>Encourage the Heart</b>	<ul style="list-style-type: none"> <li>• Recognize Contributions</li> <li>• Celebrate the Value and Victories</li> </ul>

---

---

---

---

---

---

---

---

### Characteristics Managers vs. Leaders

Transactional	Transformational
<ul style="list-style-type: none"> <li>• Influences through task-focused behaviors</li> <li>• Directed toward task accomplishment</li> <li>• Motivates by promises of reward for good performance</li> <li>• Rule and policy driven</li> <li>• Maintain the status quo</li> </ul>	<ul style="list-style-type: none"> <li>• Provides vision and sense of mission</li> <li>• Inspirational: incorporates emotion, values to motivate</li> <li>• Focuses on innovation, improvement</li> <li>• Change "status quo"</li> <li>• Individualized interest in employees; coaches and advises them</li> </ul>

---

---

---

---

---

---

---

---

### Transformational Leaders

- Identify themselves as change agents
- Exhibit courage
- Trust people
- Value driven
- Advocates of life-long learning
- Possess the capability to face complexity, ambiguity, and uncertainty
- Imaginative, creative, innovative, and visionary
- Capacity to empathize
- 



---

---

---

---

---

---

---

---

### Charismatic Leadership

- Uses power to serve others
- High levels of self-confidence
- High levels of trust and expectations for subordinates
- Ideological vision and purpose displayed through personal example
- Open, two-way communication
- Develops and supports followers

(Luthans, 2011)



---

---

---

---

---

---

---

---

### Response to Charismatic Leadership

- Loyalty, inspiration
- Confidence
- Connectedness
- Trust in leader's value's, behaviors, and vision
- Learning to think independently and questioning leader's views



---

---

---

---

---

---

---

---



## Servant Leadership

- An emerging leadership paradigm, also known as “principled leadership”
- A type of leadership that seeks to serve: View themselves as “leader-coach” first, and leader-expert second
- An approach to managing people that “begins with a clear and compelling vision that excites passion in the leader and commitment in those who follow” (Blanchard & Hodges, 2003)
- Values others’ strengths and talents
- Uses performance coaching



---

---

---

---

---

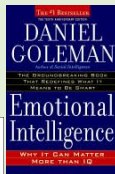
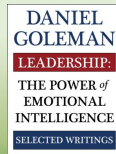
---

---

---

## Emotional Intelligence

- Involves the self-assessment of one’s own feelings and the feelings of others to guide one’s own thinking and action



---

---

---

---

---

---

---

---

## Emotional Intelligence Characteristics

- Self-awareness
- Self-management or regulation
- Self-motivation
- Empathy or social awareness
- Strong social skills
- “It’s so much easier to understand those around you if you first understand yourself”



---

---

---

---

---

---

---

---

### Emotional Intelligence (cont'd)



The most dangerous weakness is the one you have but think you don't.



---

---

---

---

---

---

---

---

### Why Do Some Leaders Fail?

- Difficulty in handling change
- Inability to work well in teams
- Poor interpersonal relationship skills
- Poor listeners
- Failure to share power (e.g. delegate)
- Need to micro-manage
- Unconscious incompetence



---

---

---

---

---

---

---

---

### Lessons Learned

- Surround yourself with great people
  - Willingness to hire those may be smarter or better paid
- Admit mistakes and learn from them
- Reflect on our own motives/intentions
- Learn to listen more than to speak
- "Trust, but verify"
- Seek feedback from people who think differently from you or often disagree with you



---

---

---

---

---

---

---

---

### Lessons Learned (cont'd)

- Leadership development is a career long process
  - Attend leadership seminars
  - Read books and articles on leadership
  - Read autobiographies and biographies of great leaders
  - Join leadership groups
- Learn from fields/industries outside of your own
- Respect and learn from individuals within all levels of your organization



---

---

---

---

---


---

---

---

### “Don’t Miss” Reads on Leadership

- Collins, J. (2001). *Good to Great*. New York: Harper Collins Publishers.
- Golman, D. (2012) *Emotional Intelligence: Why it Can Be Better than IQ*. New York: Random House.
- Kotter, J.P. (2001). What leaders really do. *Harvard Business Review*, 25-36.
- Kouzes, J. & Posner, B. Z. (2012). *The Leadership Challenge*, 5th ed. San Francisco: John Wiley & Sons, Inc.
- Luthans, F. (2011). *Organizational behavior*, 10<sup>th</sup> ed. Boston: McGraw-Hill.
- Weisman, L., McKeown, G. (2010). Managing yourself: Bringing out the best in your people. *Harvard Business Review*. 117-122.



---

---

---

---

---

---

---

---

### Negotiation Skills



---

---

---

---

---

---

---

---

## Objectives

- Discuss **negotiation myths** that influence our ability to negotiate
- Learn the **principled negotiation** model for use in your professional and personal life
- Be able to apply these skills to future negotiations



---

---

---

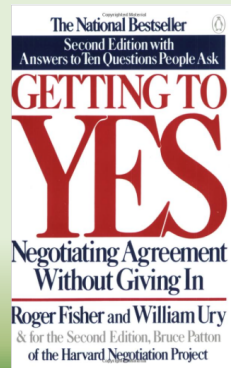
---

---

---

---

---



---

---

---

---

---

---

---

---

## 3 Negotiation Models

- Win-Lose
- Positional Bargaining
- Win-Win or “Principled Negotiation”



---

---

---

---

---

---

---

---

### Model 1: Win-Lose Negotiation

- Assumptions:
  - one group wins / one group loses
  - power (alone) determines winners and losers
- Methods:
  - adopt extreme initial positions; be stingy in concessions
  - use emotional tactics / make threats
  - ignore deadlines
  - regard your adversary's concessions as weakness
  - play on fears and prejudices



AAV  
ACADEMY ON  
VIOLENCE & ABUSE  
ADVANCING HEALTH EDUCATION & RESEARCH

---

---

---

---

---

---

---

---

### Win-Lose Negotiation *only works if*

- No continuing relationship exists (one shot deal)
- You experience no remorse afterwards ("Tough deal -- what counts is **results!**")
- No awareness by the victim



---

---

---

---

---

---

---

---

### Model 2: Positional Bargaining

<ul style="list-style-type: none"><li>• Soft<ul style="list-style-type: none"><li>– Participants are friends -- trust them</li><li>– Goal is agreement</li><li>– Soft on people and problem</li><li>– Stakes are generally low</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Hard<ul style="list-style-type: none"><li>– Participants adversaries-- distrust them</li><li>– Goal is victory</li><li>– Hard on people and problem</li><li>– Stakes are generally high</li></ul></li></ul>
--	---

---

---

---

---

---

---

---

---

### Model 2: Positional Bargaining

- Soft
  - Disclose your bottom line
  - Make concessions
  - Change your position
  - Accept losses to reach agreement
- Hard
  - Mislead about bottom line
  - Demand concessions
  - Dig in to your position
  - Win a contest of wills

---

---

---

---

---

---

---

---

### A Better Model: Principled Negotiation

- Harvard School of Business
- Definition: *“back and forth communication designed to reach an agreement when you and the other side have some interests that are shared and others that are opposed.”*
- Assumptions:
  - Participants are problem-solvers
  - The goal is a wise outcome reached efficiently and amicably

---

---

---

---

---

---

---

---

### Principled Negotiation

- Method:
  - P: Separate the people from the problem
  - I: Focus on interests, not positions
  - O: Invent options for mutual gain
  - C: Insist on objective criteria
- BATNA: Best Alternative To a Negotiated Agreement

---

---

---

---

---

---

---

---

### Invent Options

- Rules for brainstorming:
  1. Sit side by side
  2. No criticism
  3. Think out of the box
  4. The more ideas, the better
  5. Write ALL ideas down in full view

---

---

---

---

---

---

---

### Invent Options -- Brainstorming

- Assemble the group of stakeholders – ideally 4 to 12 people
- Take the process seriously
- Provide uninterrupted time and space
- Face the problem together -- sit on the same side of the table

---

---

---

---

---

---

---

### After brainstorming

- Star the most promising ideas
- Invent improvements for promising ideas
- Set up a different time to revisit ideas come to an agreement – sleep on it

---

---

---

---

---

---

---



## References

- Roger Fisher, William Ury, Bruce Patton. Getting to Yes, Second Edition. Penguin Books, 1991. ISBN 0 14 01.5735 2
- Roger Fisher et. al. Getting to Yes. 60 minute audio cassette tape. Pocket Books.
- Herb Cohen. You Can Negotiate Anything. Bantam Books, 1980. ISBN 0-553-28109-7



---

---

---

---

---

---

---

---

## Finding Common Ground

*Cultural Competency and Leadership*  
*Tasneem Ismailji MD, MPH*  
*Board Chair AVA*



---

---

---

---

---

---

---

---

Leadership

Cultural Competency

Culture

Diversity

Who am

I



---

---

---

---

---

---

---

---



Who Am I?



---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---

Malala Yousafzai



---

---

---

---

---

---

---

---

### A Broad View of Culture and Diversity

- Race / Ethnicity
- Class
- Gender
- Language and Literacy
- Sexual Orientation
- Disability
- Spirituality
- Geography
- Acculturation / Immigration



---

---

---

---

---

---


---

---

### What is Culture?

Culture is defined as the shared patterns of behaviors and interactions, cognitive constructs, and affective understanding that are learned through a process of socialization. These shared patterns identify the members of a culture group while also distinguishing those of another group

*Center for Advanced Research on Language Acquisition (CARLA) University of Minnesota*



---

---

---

---

---

---


---

---

### Primary Diversity

Dimensions we cannot change

- Age
- Race
- Ethnicity
- Gender
- Physical qualities
- Sexual orientation



---

---

---

---

---

---

---

---

## Secondary Diversity

- Dimensions we can change
- Income
- Education
- Religious beliefs
- Military experience
- Geographic location
- Marital and Parental status



---

---

---

---

---

---

---

---

## Diversity

“State of being different”



---

---

---

---

---

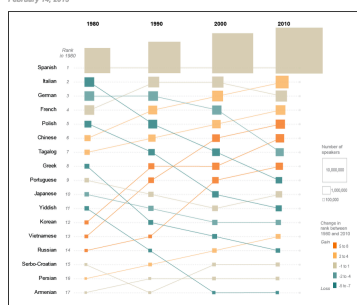
---

---

---

## Being Culturally Competent

Top Languages Other than English Spoken in 1980 and Changes in Relative Rank, 1990-2010



---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---

### What is advocacy?

Advocacy in all its forms seeks to ensure that people, particularly those most vulnerable in society, are able to:

- Have their voice heard on issues that important to them.
- Defend and safeguard their rights.
- Have their views and wishes genuinely considered when decisions are being made about their lives.

Advocacy is a process of supporting and enabling people to:

- Express views and concerns.
- Access information and services.
- Defend and promote their rights and responsibilities.
- Explore choices and options



---

---

---

---

---

---

---

---

### Advocacy and Leadership

- How can advocacy and leadership become mutually advantageous?
- Are you told you do "too much service"?
- What can your advocacy produce?
- Who can help you and what do you need?



---

---

---

---

---

---

---

---

### General Rules of Engagement

- Know your contacts:
  - Where you live
  - Where you work
  - Where you have accomplishments
- Set up appointments (at home or on their turf)
- Be prepared: how can what you want get them what they want?



---

---

---

---

---

---

---


---

**Advocacy beyond practice:  
Working with Legislators**

**Why It's Important**

Politics Drives the Process that sets Policy

- Relationships are as important as issues
- It's not all about money (but it always helps)
- It's How They Think and Then Vote: they need you to show them why it's important
  - The Ideology to Pragmatism Bell Curve
  - Bipolar leave-alones: The Hard Core
  - **The Ambivalent:** Nexus of Change
    - » Morally Ambivalent: belief
    - » Politically Ambivalent: loss/gain



---

---

---

---

---

---

---

---

**Be Prepared**

- **You** are the expert in your field
- Have a written proposal
- **One page**, 5<sup>th</sup> grade reading level, easy to understand
- Be brief
- Engage them on their terms
- **Stories**
- Recognize that *the personal is political*
- Be respectful to all (staff and legislators)



ADVANCING HEALTH EDUCATION & RESEARCH  
ACADEMY ON VIOLENCE & ABUSE



---

---

---

---

---


---

---


---

**A Few Don'ts**

- No badmouthing – you never know who they're connected to
- Don't lose your temper or betray frustration
- Rely on facts not beliefs
- It's ok to get back to them if you're stuck!



ADVANCING HEALTH EDUCATION & RESEARCH  
ACADEMY ON VIOLENCE & ABUSE



---

---

---

---

---

---

---

---

### Pearls

- Not all legislators are created equally
- Find champions
- Strike while the iron's hot
  - **Timing is important**
  - It takes time
  - Thank them quickly and publicly
- Are they against you or *really* against you?



---

---

---

---

---

---

---

---

### WORKING WITH THE LEGISLATURE

- Often useful to consider who is the party in power
- Who chairs the committee that would view your bill?
- Remember: the purpose of committees is to kill bills so that a representative can say they "tried"
- Enlist enough support in both chambers to overcome this



---

---

---

---

---

---

---

---

### Resources

- National Child Traumatic Stress Network (NCTSN)  
<http://www.nctsn.org/resources/topics/culture-and-trauma>
- National Center for Cultural Competence-Georgetown University
- National Institute of Health (NIH)  
<http://www.nih.gov/clearcommunication/culturalcompetency.htm>



---

---

---

---


---

---

---

---

International Issues in  
Advocacy Against Violence  
Aggi Tiwari



---

---

---

---

---


---

---

---

Tolerance of family violence

- May be entrenched in the social norms
- Survivors are blamed and perpetrators absolved of wrongdoing
- Wife beating is believed to be justified in certain circumstances
- Corporal punishment as a form of discipline
- Elder abuse does not occur in Asian communities?



---

---

---

---

---


---

---

---

Challenge and correct assumptions: an example

- “Positive Parenting” Project in Hong Kong
- Based on the UNICEF’s Child Friendly Family framework
- Community-wide participation: parents, children, trained volunteers, and professionals
- Change public’s perception about child abuse
- Empower parents to provide a child friendly environment



---

---

---

---

---

---

---

---



### Addressing the roots of the problem

- Health insurance
- Social security
- Reducing economic burden
- Eradicating poverty
- Improving education
- Creating employment
- Strengthening support systems



---

---

---

---

---

---

---

---

### Culture and tradition influencing disclosure of family violence

The need to:

- preserve the face and honor of the family
- maintain harmony
- sacrifice the self for the greater good of the family



---

---

---

---

---

---

---

---

### Assisting abused women to disclose their abuse to an “outsider”

- A culturally sensitive approach:
  - Disclosure as the first step to restore harmony and essential for preventing the breakup of family ties
  - Use questions that are meaningful to the women
  - Address feelings of shame and fear of ridicule
  - Recognize coping behaviors (e.g. fatalistic voluntarism)



---

---

---

---

---

---

---

---

### Influencing policy

- Lobbying
- Canvassing for ratification of international conventions



---

---

---

---

---

---

---

---

### References

- Guruge, S., Tiwari, A., & Lucea, M.B. (2010). International Perspectives on Family Violence. In: J. Humphreys & J.C. Campbell (Eds.), *Family Violence and Nursing Practice* (pp. 411-446). Springer Publishing Company.
- Mian, Marcellina. (2004). World Report on Violence and Health: What it means for children and pediatricians. *The Journal of Pediatrics*, 145 (1), 14-19.
- Bennett, S., Hart, S.N., & Svevo-Cianci, K.A. (2009). The need for a General Comment for Article 19 of the UN Convention on the Rights of the Child: Toward enlightenment and progress for child protection. *Child Abuse & Neglect*, 33, 783-790



---

---

---

---

---

---

---

---

### Websites

International Network for the Prevention of Elder Abuse

<http://www.inpea.net/home.html>

International Society for Prevention of Child Abuse and Neglect (ISPCAN)

<http://www.ispcan.org/>

Futures Without Violence

<http://www.futureswithoutviolence.org/>



---

---

---

---

---

---

---

---



---

---

---

---


---

---

---

---

## Advising and Mentoring



---

---

---

---

---


---

---

---

## Advising

- Advise (v)
  - Direct
  - Recommend
- Management, task-focused
- Can get advice from multiple sources
- Different advisors for different specific needs
- Primacy of advisor's experience or perspective
- Advisor's view prominent
- "What I'd do if I were you is..."
- "This is what I think you need to do..."



---

---

---

---

---

---

---

---

## Mentoring

- Mentor (v)
  - Guide
  - Listen
- Leadership, goal focused
- Unusually only one mentor
- Commitment is more long-term, extending past single meeting, topic, or need
- Primacy of mentee's needs
- Mentee's view is central
- "How can I help you meet your goals"
- "What is important to you?"



---

---

---

---

---

---

---

---

## Identifying Mentors

- Don't wait for someone to "take you under their wing"
- Can be someone only slightly more senior, much more senior, or one of each
- Can be content or non-content expert
- Be open to what someone outside of our discipline/field can offer
- Convince prospective mentor that you are worth the investment by letting them get to know you before you ask them to commit



---

---

---

---

---

---

---

---

## Get the Most Out of the Mentoring Process

- Formulate objectives and a learning plan
- Nurture the mentoring relationship
- Take initiative and responsibility for learning
- Invite positive and corrective feedback
- Reflect on how you usually receive negative feedback and improve, if needed
- Prepare and get the most out of the experience
- Observe your mentor "in action", if possible



---

---

---

---

---

---

---

---

### Resources on Mentoring

- Professional associations
- Mentoring in Academic Medicine (2010) by Holly J. Humphrey, ACP Press.
- Mentoring in Social Work <http://careers.socialworkers.org/documents/Mentoring.pdf>
- Mentoring in Nursing: A Dynamic and Collaborative Process, 2nd Ed. (2012) by Sheila C. Grossman, Springer Publishing.
- [www.mentoringgroup.com](http://www.mentoringgroup.com)
- [www.growconnect.com.au](http://www.growconnect.com.au)




---

---

---

---

---

---

---

---

### Mentorship: Academic Speed Dating?

Candace W. Burton, RN, PhD, AFN-BC  
Virginia Commonwealth University




---

---

---

---

---

---

---

---

### Mentorship: Combining Advocacy, Cultural Competency, and Leadership

- This is a two-way street: **mentor** <- -> **mentee**
- You want a **career** that has prominence, makes a difference, and gets you where you want to go
- How does it **HAPPEN?**
  - Usually not on purpose...




---

---

---

---

---

---

---

---

### Mentorship: Make a purposeful match

- Find a mentor: not always who you first want it to be
  - Does this person have time?
  - Are they interested in YOU?
  - What can you bring to their party?
  - Do you “click”?
  - Do you share similar work and feedback styles?



---

---

---

---

---

---

---

---

### Mentorship: Making it work

- Publish—if your mentor doesn't want to write with you **MOVE ON**.
  - Must demonstrate history together
- Join working groups: writing, funding, interests
- Learn appropriate use of “no”
  - Advocate for YOURSELF
- Learn how to navigate where you are as well as where you want to go
- Learn how to be REALLY good on committees
  - Start by knowing what your role is or can be!



---

---

---

---

---

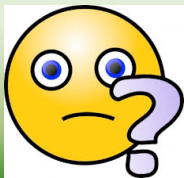
---

---

---

### Mentorship: When to move on

- Unresponsive mentees, unsupportive mentors
- Focus is on the wrong thing
- When a difficult conversation is TOO difficult
- Goals aren't met
- Progress is stalled
- Dealing with your mentor/mentee is worse than writing!



---

---

---

---

---

---

---

---

Mentoring the future leaders  
An example



---

---

---

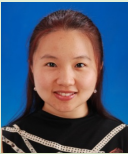
---

---


---

---

---



- BSc (1<sup>st</sup> class honors) (Malaysia)
- MPhil, PhD (Hong Kong)
- Post-doctoral Fellow
- Research training on:
  - Cytogenetic
  - Molecular Cytogenetic
  - Molecular Cell Biology



---

---

---

---

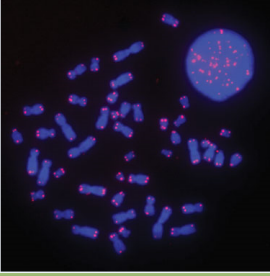
---

---

---

---

Nasopharyngeal epithelial cell by FISH  
(Fluorescent *in situ* Hybridization)



---

---

---

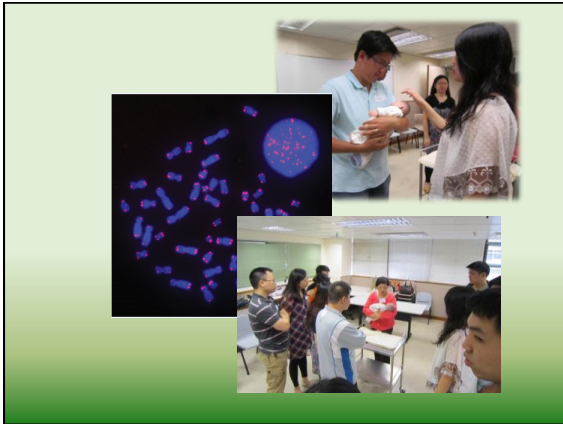
---

---

---

---

---



---

---

---

---

---

---

---

### Creating a mentoring plan

- Clear purpose and potential outcomes
- Skills, experiences, and wisdom required
- Roles and responsibilities
- Expectations and agreements
- Challenges
- Coaching and feedback
- Two-way mentoring



---

---

---

---

---

---

---

### Succession Planning

---

---

---

---

---

---

---



### Succession Planning

- Why?
- When?
- Who?
- How?

---

---

---

---

---

---

---

---

### Why is this important?

- None of us are here forever
- We run out of ideas – don't think of new ways of doing things
- Gives current leadership support
- Preserves the organization's ability to survive (and hopefully thrive) when personnel change

---

---

---

---

---

---

---

---

### When should you think about it?

- The day you start
- Think of succession planning as a leadership development initiative
- Can be formal or informal
- Should be ongoing

---

---

---

---

---

---

---

---

### Who's job is it?

- Those who lead at all levels
- In complex organizations there are tasks needing attention at multiple levels – a plan for absences is crucial
- It's how people learn new skills and maintain interest and enthusiasm – it's also part of retention

---

---

---

---

---

---

---

---

### How?

- Can be formal
- In academic settings – faculty development
- Leadership teams
- External seminars
- Formal degree programs (MBA or MHA)
- Mentoring
  - Career planning/coaching
  - Identify skill gaps
  - Periodic performance appraisals
  - Develop a career ladder program
  - Incentives

---

---

---

---

---

---

---

---

### Thank You!

from Elaine Alpert, Candace Burton, Aggi Tiwari,  
Tasneem Ismailji, and Dave Schneider!

Elaine: [ejalpert@massmed.org](mailto:ejalpert@massmed.org)

Candace: [cwburton@vcu.edu](mailto:cwburton@vcu.edu)

Aggi: [afytiwar@hkucc.hku.hk](mailto:afytiwar@hkucc.hku.hk)

Tasneem: [tasneem.ismailji@gmail.com](mailto:tasneem.ismailji@gmail.com)

Dave: [dschne13@slu.edu](mailto:dschne13@slu.edu)



---

---

---

---

---

---

---

---