

Leader Behaviors: Ask, Listen, Empower

Mary B. Leonard, MD, MSCE
Arline and Pete Harman Professor and Chair, Department of Pediatrics
Stanford School of Medicine
Adalyn Jay Physician-In-Chief,
Lucile Packard Children's Hospital
Director, Stanford Maternal and Child Health Research Institute

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Department of Pediatrics 2015 Climate Survey

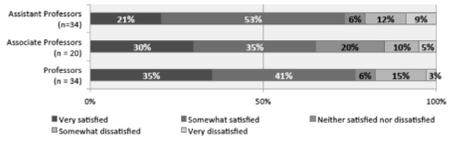
- Conducted in Fall of 2015 by the Office of the Vice Provost for Faculty Development and Diversity at the request of the School of Medicine and the Department Chair Search Committee
- The goal was to help the leadership of the School and the incoming Chair:
 - Understand the climate of the Department
 - Identify areas that need attention
 - Promote a safe and respectful climate for all members of the Department
- Questions from the 2008 Stanford Faculty Quality of Life Survey
 - Supportive leadership and colleagues
 - Culture of diversity, inclusion and equity
- Questions from the University of Wisconsin Clinical Survey
 - What are the most important aspects of a positive and productive workplace
 - Are faculty satisfied with each of those aspects



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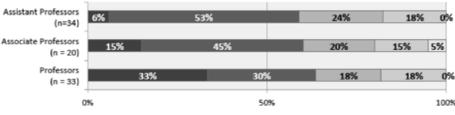
Satisfaction and Inclusion

Overall, how satisfied are you being a faculty member in the Department of Pediatrics?



Faculty Rank	Very satisfied	Somewhat satisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied	Very dissatisfied
Assistant Professors (n=34)	21%	53%	6%	12%	9%
Associate Professors (n=20)	30%	35%	20%	10%	5%
Professors (n=34)	35%	41%	6%	15%	3%

Please rate your sense of inclusion as a member of the Department of Pediatrics?



Faculty Rank	Very satisfied	Somewhat satisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied	Very dissatisfied
Assistant Professors (n=34)	6%	53%	24%	18%	0%
Associate Professors (n=20)	15%	45%	20%	15%	5%
Professors (n=33)	33%	30%	18%	18%	0%



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**Supportive Unit:
Resources, Mentoring and Inclusive Decision Making**

I feel I have adequate access to resources in the Department 

I feel I have received adequate mentoring (informal and formal) 

I feel I have received adequate information and feedback about what it takes to succeed as a faculty member 

I have a voice in decision making that affects the direction of my department 

I feel comfortable sharing my opinions with leaders in my department 



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2016 Task Force Domains

1. Department Decision Making and Transparency
2. Department - Hospital Relations
3. Faculty Mentoring and Inclusion



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**Tsk Force #1
Division Operations: Challenges**

- Divisions and Division Chiefs are the primary unit of interaction and key driver for faculty satisfaction
- Substantial variation noted in:
 - Training and support provided to Division Chiefs
 - Ability of Division Chiefs to advocate for resources
 - Engagement with division faculty
 - Communication of key information regarding LPCH, School of Medicine and Department policies and practices
 - Knowledge of the A&P process
 - Inconsistent leadership, guidance, and sponsorship



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Division Operations: Suggested Remedies

- **Division Chiefs**
 - Define *competencies and expectations*
 - Create a process by which faculty can provide *anonymous evaluations* annually
 - Provide leadership training for current and incoming chiefs
 - Provide professional development regarding A&P process and sponsorship



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ORIGINAL ARTICLE



Impact of Organizational Leadership on Physician Burnout and Satisfaction

Tait D. Shanafelt, MD; Grace Goringe, MS; Ronald Menaker, EdD;
 Kristin A. Storz, MA; David Reeves, PhD; Steven J. Buskirk, MD; Jeff A. Sloan, PhD;
 and Stephen J. Swensen, MD



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TABLE 1. Items Evaluating Physician Opinion of the Leadership Qualities of Their Immediate Physician Supervisor

To what extent do you agree or disagree with each of the following statements about (name of immediate supervisor)?

- Holds career development conversations with me^a
- Inspires me to do my best^a
- Empowers me to do my job^a
- Is interested in my opinion^a
- Encourages employees to suggest ideas for improvement^a
- Treats me with respect and dignity^a
- Provides helpful feedback and coaching on my performance^a
- Recognizes me for a job well done^a
- Keeps me informed about changes taking place at Mayo Clinic^a
- Encourages me to develop my talents and skills^a
- I would recommend working for (name of immediate supervisor)^b
- Overall, how satisfied are you with (name of immediate supervisor)^b

^aResponse options: 5=strongly agree, 4=agree, 3=neither agree nor disagree, 2=disagree, 1=strongly disagree; NA=do not know/not applicable.
^bResponse options: 5=very satisfied, 4=satisfied, 3=neither satisfied nor dissatisfied, 2=dissatisfied, 1=very dissatisfied.



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Leadership qualities of physician supervisors impact well-being and satisfaction of individual physicians

Composite Leadership Score

Emotional Exhaustion Depersonalization Overall Satisfaction with the Organization

- Supervisor scores in each of the 12 leadership dimensions and the Composite Leadership Score strongly correlated with burnout and satisfaction scores of individual physicians (all $p < 0.001$).
- Each 1-point greater Composite Leadership Score (range 12-60) was associated with:
 - 3.3% lower likelihood of burnout ($p < 0.001$)
 - 9.0% greater likelihood of satisfaction ($p < 0.001$)

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At the Division/Department Level

Composite Leadership Score

Burnout within the Division/Dept (%) $R = -0.33$ Satisfaction within the Division/Dept (%) $R = 0.68$

- At the work unit level, 11% of the variation in burnout and 47% of the variation in satisfaction with the organization was explained by the leadership rating of the Division/Department leader.

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The Annual Review: Leadership Behaviors

- Transparent communication: keep people informed
- Humble inquiry: ask for ideas and suggestions
- Facilitation of professional development: sincere interest in career goals, coaching, and mentoring
- Recognition of individual contributions and achievements of those they lead

Shanafelt and Swensen. Leadership and Physician Burnout: Using the Annual Review to Reduce Burnout and Promote Engagement. Am J Medical Quality, 2017

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