

Women in the Workplace: How to Mentor Female Leaders

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AMERICAN ACADEMY OF
FAMILY PHYSICIANS

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Elizabeth Blackwell

" A lady, on his invitation, entered, whom he formally introduced as Miss Elizabeth Blackwell. A hush fell upon the class as if each member had been stricken with paralysis. A death-like stillness prevailed during the lecture... " (First day of school, 1911)



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Mary Putnam Jacobi



"It is perfectly evident from the records, that the opposition to women physicians has rarely been based upon any sincere conviction that women could not be instructed in medicine, but upon an intense dislike to the idea that they should be so capable." (1891)

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Objectives

- Reviewed the inequalities in the workforce
- Discussed the skills important for leader development
- Compiled keys to mentoring women along with how to do individual assessments
- Created a plan to improve leadership skills, knowledge, and attitudes

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Evidence of the issue

Statistics of women in medicine

- In 1960, women accounted for 9% of medical students in US
- Past 15 years, 50% of medical students are women



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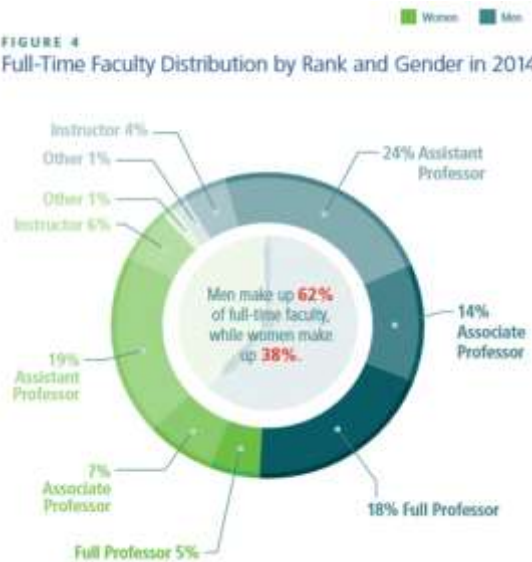
AAMC: The State of Women in Academic Medicine 2013-14

FIGURE 3
Gender Distribution of Medical School Faculty



Research indicates that many women who take **part-time positions** do so on account of dependent children, while most men take part-time positions due to holding other professional positions.¹

FIGURE 4
Full-Time Faculty Distribution by Rank and Gender in 2014



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Evidence of the issue

Pivotal role of culture for women's careers (Penn)

- A culture conducive to academic success significantly moderated the effect of work hours and the effect of work overload
- Supportive cultures lowered levels of work-family conflict--crucial

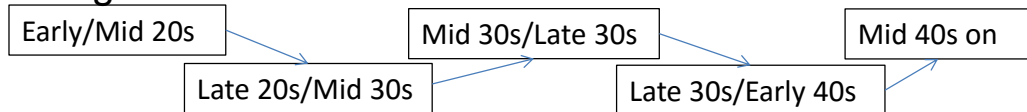
Benefits studied in business

- Positive returns on the date a female director announced
- Fortune 500 companies with the highest representation of senior women experience significantly higher returns on equity

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Careers for women

• 5 Stages of a career:



• “Opting-out” language:

- Sequencing
- Off-ramping
- Downshifting

“We want women to have high aspirations, but women cannot have those aspirations if the people around them do not have high expectations for them.”

—Dr. Virginia Valian

Pamela Stone, Harvard Business School, 2007

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Ref: HBR Opt Out by Pamela Stone

Myths of Opting out

1. Traditional
 2. Not competent or ambitious
 3. Quit because of family
 4. Only leave anyway
 5. Work for bad companies
- Pamela Stone, Harvard Business School, 2007

Employers lose when women exit

- Highly skilled professional talent
 - Diverse experience
 - Leadership
- Mustachioed hypothesis, HBR



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Activity

- Work in pairs
- Write down ideas under each category for what can be done for physician-leaders to succeed in their profession:
 1. Policies
 2. Attitudes
 3. Skills
 4. Knowledge



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What is needed—Policies

Policies which promote retention & advancement

- Formal mentoring programs
- Paid leave for childbearing
- Tenure clock extensions
- Define hiring criteria in advance of evaluating candidates
- Increased temporal flexibility in job structures
- Larger practices to enable teamwork
- Computerized medical record
- Shift work and control over work schedules

Mustachioed Hypothesis

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What is needed—Diversity

- Improving diversity
 - Transparency & diversity-sensitive recruitment, promotion, and networking practices
- Moving towards equity
 - Integration of equity into mission is essential for sustainability
 - Workforce composition & Policy advocacy
 - Training & development

Academic Medicine 2009

Frontiers of Health Services Management

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What is needed—Culture Change

- Heavy work demands were associated with increased work-family conflict: time and strain
 - Turnover & burnout
 - Job & family satisfaction
- Culture Conducive to Women’s Academic Success:
 - Support for work-life balance
 - Equal access to opportunities
 - Freedom from gender bias
 - Chair/chief support.

More supportive culture experience lowers work-family conflict

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What is needed—Blogging

- Dr. Stephanie Abbuhl, 22 Nov 2015
 1. Element of intimidation by the role
 2. Lack of role models
 3. Worried about work-life balance
- Keya’s Story, 7 Dec 2015 Running for governing bodies
 1. Odds are not in your favor you need the odds changed (break the silence and tell stories)
 2. Find allies and align with like minded women (strength in numbers)
 3. Start the conversation
 - Yale Women’s Campaign School at www.wcsyale.org



Professor of Emergency Medicine at the Hospital of the University of Pennsylvania

www.womenleadrsinmedicine.com

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What is needed—Focus

- FOCUS at U of Penn School of Medicine mission:
 - Support the advancement and leadership of women in academics
 - Promote education & research in women’s health and careers
- Program offerings:
 - Annual Fall Conference for all women in academics
 - One-hour lunchtime seminars on women’s health research, professional development, current “hot topics”
 - Research & Networking meetings for mentoring
 - Faculty recognition award for achievement in promoting women
 - Junior faculty investigator award <http://www.med.upenn.edu/focus/index.shtml>

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What is needed—Retention

University of Washington (UW) Faculty Retention Toolkit:

1. System to monitor decisions
2. Encourage transparency in operations, sharing information
3. Foster supportive environment
4. Recognize important faculty contributions in all areas
5. Utilize a variety of resources to recruit & retain
6. Recruit & support diverse faculty & value diverse careers
7. Offer opportunities: professional development, collaboration & networking
8. Advocate flexible and accommodating policies & practices
9. Gather information from faculty through one on one conversation, groups, chairs, deans, and exit interviews to identify solutions to **remove barriers**
<http://advance.washington.edu/resources/facretention.html>

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What is needed—Mentoring

- UW ADVANCE Center for Institutional Change
 - Bridges for mentees and connect them to community
 - Provide feedback on papers, proposals & teaching
 - Help navigate the organizational structure and politics
 - Collaborate on projects of mutual interest
- Group Mentoring Programs
 - Pre-tenured faculty workshops
 - Workshops for chairs, deans & emerging leaders
 - For Women—Mentoring for Leadership Lunch series

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What is needed—Negotiation

Margaret Neale, Professor Stanford School of Business

- The goal is not to get a deal, it is to get a good deal



- 3 questions to prepare women to enter a negotiation:



Women are better in negotiation when competence pairs with a “communal” approach that considers the good of the organization

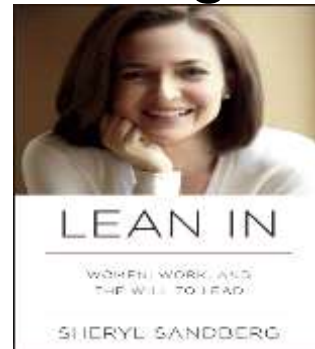
<http://cdn-media.leanin.org/wp-content/uploads/2013/03/Negotiationfinal3.15.pdf>

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What is needed—Networking

Lean In—women tend to:

- Speak up less
- Advocate for themselves less
- Get caught up in being perfect
- Help others to our own detriment
- Be less ambitious



Networking begins with knowing yourself and ends with you presenting an honest, accurate, and compelling person at an event

<http://cdn-media.leanin.org/wp-content/uploads/2013/03/Negotiationfinal3.15.pdf>

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What is needed—Language

- Socialized to speak differently
 - More likely to use undermining language:
 - just, sort of, sorry
 - Use fewer “power verbs”:
 - claim, believe, ensure



The difference between the right word and the almost right word is the difference between lightning and the lightning bug”
—Mark Twain

<http://www.psfk.com/2016/10/keyboard-designed-for-women-assertive-language.html>

Act

How to mentor:

- Types of individual assessments
- Identify personal values
- Skills seminars
- Encouragement

“Mentorship refers to a **dynamic, collaborative, reciprocal, and sustained relationship** in which the mentor assists and guides another colleague...to the acquisition of what they need for success”

—modified from
Abedin et al., 2012

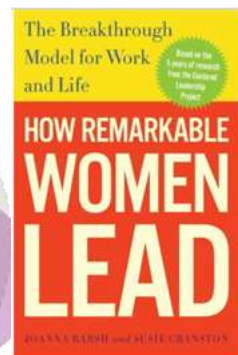
COACH—MENTOR—SPONSOR

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Mentoring women to lead

How remarkable women lead:

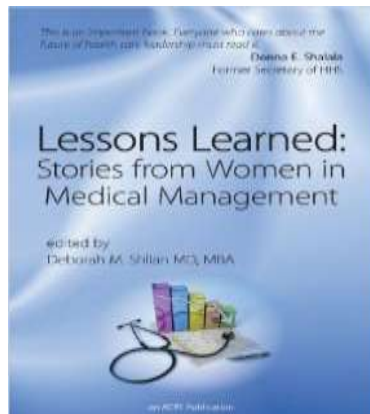
- Meaning
- Framing
- Connecting
- Engaging
- Energizing



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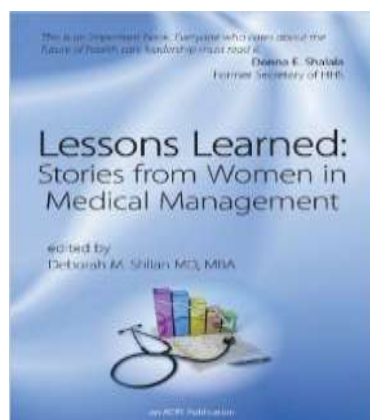
Transitioning to Management

- Making a good manager
 - Motivate
 - Maintain balance
 - Manage change
- Credentials: PEW 2008
 - Develop followers
 - Listen
 - Stimulate “outside box” thinking
 - Inspirational
 - Ethical



Choosing Academics

- A circumstantial choice
 - Academic productivity
 - Mid-career
 - Influence by environment
 - Mentors
 - Interest in teaching



Steps to take

1. Present the report for the AAMC on “The State of Women in Academic Medicine”
2. Become an advocate for women physician issues
3. Create a Skills Fair for junior physicians
4. Start a local mentoring program or Lean In Circle
5. Include men in the conversation about how to mentor and advance women

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Reflection #1

Share with the person sitting next to you:

What is 1 process you have witnessed which has worked to improve the workplace for physicians wanting to succeed in academia?

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Reflection #2

Share with the person sitting next to you:

What is 1 action you can do at your program to improve mentorship of physicians to focus on career development

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Summary

- Looked at the evidence of the issue
- Reviewed the skills sets which need honing
- Discussed what we can do in order to teach and mentor women physicians

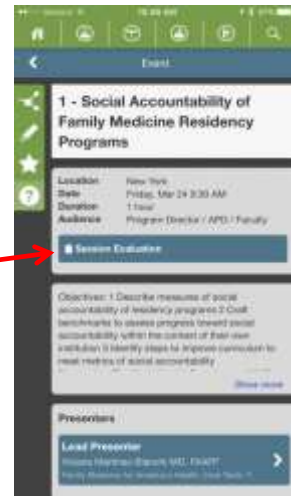
For women, feeling like a fraud is a symptom of a greater problem. We consistently underestimate ourselves. Multiple studies in multiple industries show that women often judge their own performance as worse than it is, while men judge their performance as better than it actually is.”

—Lean In, page 29

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Please...
Complete the
session evaluation.

Thank you.



Resources

- Executive Leadership in Academic Medicine (ELAM)
- AAMC Women in Medicine Workgroup
- FOCUS, U of Penn Initiative: www.med.upenn.edu/focus/
- Women in Leadership Blog: www.womenleadersinmedicine.com
- AAMC Early and Mid-Career Women Faculty Professional Development Seminars (EWIMS and MidWIMS)
- MedEdPortal: <https://www.mededportal.org/about/initiatives/leadership/>
- How to start a Lean In Circle: <http://leanincircles.org/registration/circle/local>