

Leadership Portfolio

Anne Matlow MD FRCPC ACC
Faculty Lead PG Leadership



Post MD Education
UNIVERSITY OF TORONTO

The failure of Canada's health care system is a disgrace – and a deadly one



ROBYN URBACK

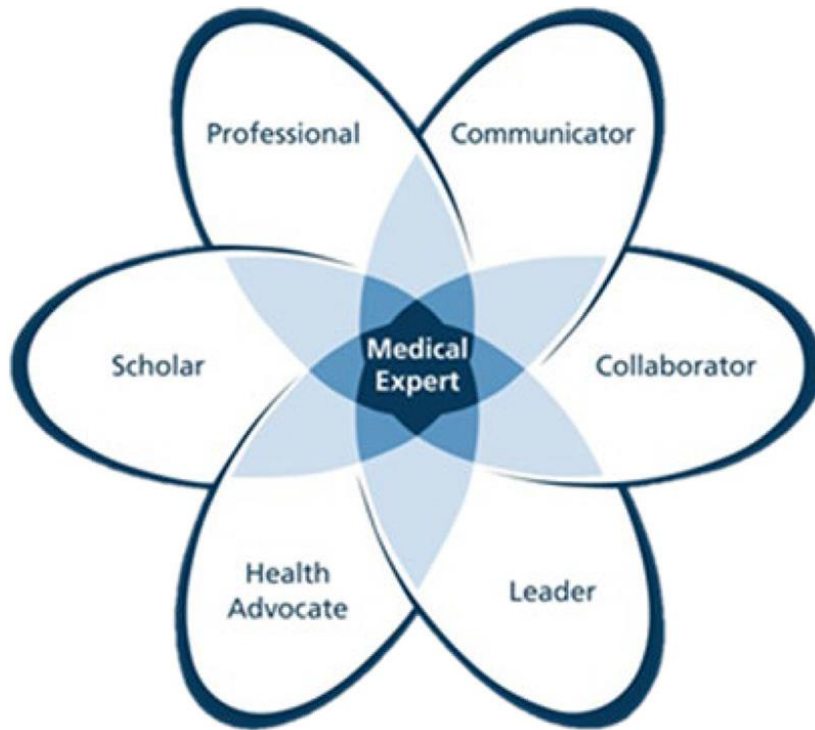
Published April 18, 2024

Updated April 18, 2024

FOR SUBSCRIBERS



From Leader to Leadership



Source: Copyright © 2015 The Royal College of Physicians and Surgeons of Canada. <http://rcpsc.medical.org/canneds>. Reproduced with permission

Leadership...



“...is the collective capacity of an individual or group to **influence** people to work together to **achieve a common constructive purpose: the health and wellness of the population we serve.**”

Cultivating Leadership across PGME: Key Programs

Postgrad Leadership Certificate Program

Multisource Feedback for PDs

FORMAL CURRICULUM SCHEDULE			
Date & Theme	Fire Side Chat 5:30-6 pm	Topic 6:45-8:15	Small group session/ readings Readings Assigned for SGS
September 19, 2023 Introductions to PPGLC and Healthcare Leadership LEADS book, Ch 3-5	<p>Welcome and Introduction to course: Drs Lisa Bahrey and Anne Matlow</p> <p>Bringing LEADS to Life: Dr. Graham Dickson</p> <p>Fede?? ?? Personal experience, comments, advice going forward on how to maximize learning this year...</p>		<p>SGS1 Sept 19- Oct 24. General Leadership 1 networking 2. Goleman D. Leadership that get results. Harv Bus Rev, March -April 2000 (R00204) 3ALP presentations JAs</p>
October 24, 2023 Lead Self LEADS book Ch 6, https://www.16personalities.com	<p>Living your values Dr Amr Hamour</p>	<p>Character Based Leadership Lisa Bahrey</p> <p>Leading from the inside out: a glimpse through a personality test Reflected Best Self exercise: Anne Matlow</p>	<p>SGS 2 Oct 24-Nov 21 1. Discuss results of 16 personalities 2. Goleman D, Boyatzis RE. Emotional intelligence has 12 elements. Which do you need to work on? HBR February 8, 2017</p>
November 21, 2023 Lead self Engage Others LEADS book Ch 7	<p>Conflict management Janice Stein 6-7</p>	<p>Teamwork Marty Koyle (7:30-8)</p>	<p>SGS 3 Nov 21-Dec 12 Wolfe AD. Teaching Conflict resolution in medicine. MedEd Portal. 2. Zajac Overcoming challenges to teamwork Frontiers in communication. omm.2021.606445/full</p>
December 12, 2023 Achieve Results LEADS book Ch 8	<p>Aligning your vision with your values 5:30-6 Karen Devon</p>	<p>Personal Vision and achieving your goals 6:30-7:30 Dr. McKyla McIntyre</p>	

Leading by Example Education Series for Academic Half Days and Retreats

Emotional Intelligence – a key to leadership success
Physician as Self: Identifying your goals
Moral Distress and Second Victim Syndrome- Resilience May Not Be Enough to Prevent Burnout
A journey in quality improvement
Lifelong learning Defines Me
Stress and burnout recognition and management
Learning from Failure
Adapting to the situation - nurturing our nature
Optimizing Teamwork
Navigating Power Differentials and Time Management
Navigating Power differentials and bias
Leading and Managing: Why both are essential for Physician Leaders
Accountability
Achieving your leadership goals
Culture eats strategy any time
Change Leadership
Conflict management
Advocacy

UNIVERSITY OF TORONTO LEADERSHIP INVENTORY FOR PROGRAM DIRECTORS	
1. COMMUNICATION AND RELATIONSHIP MANAGEMENT	<p>1.1 Presents complex information clearly and succinctly</p> <p>1.2 Keeps people appropriately and efficiently informed</p> <p>1.3 Listens well</p> <p>1.4 Ensures their relationships with residents, staff and faculty are open, respectful, and honest</p> <p>1.5 Able to manage conflict (i.e. between self and others, between individuals or groups)</p> <p>1.6 Is appropriately accessible for time-sensitive and routine matters</p>
2. LEADERSHIP	<p>2.1 Builds consensus around a common set of values for running the organization. (e.g., Re: diversity, rights, and confidentiality of residents and teachers)</p> <p>2.2 Facilitates efforts to implement change</p> <p>2.3 Advocates for program with relevant leadership (e.g., division, department, decanal leaders)</p>
3. PROFESSIONALISM AND SELF-MANAGEMENT	<p>3.1 Demonstrates priorities anchored in a greater good rather than own interests</p> <p>3.2 Acts as a positive role model (e.g., setting a personal example, modelling best practices, organizational values)</p> <p>3.3 Follows through on commitments</p> <p>3.4 Solicits feedback on their performance</p> <p>3.5 Maintains a connection with students, staff, and faculty through outreach and visibility</p> <p>3.6 Demonstrates recognition of faculty, staff, and resident contributions</p>
4. ENVIRONMENTAL ENGAGEMENT	<p>4.1 Acts as an effective liaison between external environment and postgraduate program</p> <p>4.2 Takes advantage of relevant opportunities to improve the program</p> <p>4.3 Plans for changing trends, priorities, and policies relevant to postgraduate medical education</p>
5. MANAGEMENT SKILLS AND KNOWLEDGE	<p>5.1 Creates a climate of accountability</p> <p>5.2 Ensures that processes and procedures for efficient operation of the program are in place</p> <p>5.3 Delegates effectively</p> <p>5.4 Considers all issues relevant to effective decision-making (e.g. perspectives, information, timeliness, complexity, resources, consequences)</p> <p>5.5 Assumes responsibility for risks and unpopular decisions</p> <p>5.6 Makes clear decisions</p>

Leading by Example Education Series

Emotional Intelligence – a key to leadership success
Physician as Self: Identifying your goals
Moral Distress and Second Victim Syndrome- Resilience May Not Be Enough to Prevent Burnout
A journey in quality improvement
Lifelong learning Defines Me
Stress and burnout recognition and management
Learning from Failure
Adapting to the situation - nurturing our nature
Optimizing Teamwork
Navigating Power Differentials and Time Management
Navigating Power differentials and bias
Leading and Managing: Why both are essential for Physician Leaders
Accountability
Achieving your leadership goals
Culture eats strategy any time
Change Leadership
Conflict management
Advocacy

PG Leadership Certificate Program

FORMAL CURRICULUM SCHEDULE			
Date & Theme	Fire Side Chat 5:30-6 pm	Topic 6:45-8:15	Small group session/ readings Readings Assigned for SGSS
September 19, 2023 Introductions to PPGLC and Healthcare Leadership LEADS book, Ch 3-5	Welcome and Introduction to course: Drs Lisa Bahrey and Anne Matlow Bringing LEADS to Life: Dr. Graham Dickson Fede?? ?? Personal experience, comments, advice going forward on how to maximize learning this year...		SGS1 Sept 19- Oct 24. General Leadership 1 networking 2. Goleman D. Leadership that get results. Harv Bus Rev, March -April 2000 (R00204) 3ALP presentations JAs
October 24, 2023 Lead Self LEADS book Ch 6, https://www.16personalities.com	Living your values Dr Amr Hamour	Character Based Leadership Lisa Bahrey Leading from the inside out: a glimpse through a personality test Reflected Best Self exercise: Anne Matlow	SGS 2 Oct 24-Nov 21 1. Discuss results of 16 personalities 2. Goleman D, Boyatzis RE. Emotional intelligence has 12 elements. Which do you need to work on? HBR February 8, 2017
November 21, 2023 Lead self/ Engage Others LEADS book Ch 7	Conflict management Janice Stein 6-7	Teamwork Marty Koyle (7:30-8)	SGS 3 Nov 21-Dec 12 Wolfe AD. Teaching Conflict resolution in medicine. MedEd Portal. 2.Zajac Overcoming challenges to teamwork Frontiers in communication. omm.2021.606445/full
December 12, 2023 Achieve Results LEADS book Ch 8	Aligning your vision with your values 5:30-6 Karen Devon	Personal Vision and achieving your goals 6:30-7:30 Dr. McKyla McIntyre	

			Growth vs Fixed Mindset https://medium.com/leadership-motivation-and-impact/fixing-growth-mindset-902e7d0081b3	schools promote a quality culture? Med Teach 2019; 41(6):662-667.
January 16, 2024	Engage others/ Achieve results LEADS book, Chapter 10	Leadership during crisis Kevin Smith	Change Leadership Dr. Anne Matlow	SGS 5: Feb 13-March 19 Lisa Lahey. Immunity to change. https://www.youtube.com/watch?v=6reQY1MIBAB
Feb 13, 2024	Systems Transformation LEADS book, Chapter 10	Co-creating a system that works for everyone: focus on EDIB Dr Jerry Maniate 5:30-6	Complexity and Liberating Structures Dr. Michael Gardam 630-8 pm	Gardam M, et al. Five years of experience using front-line ownership to improve healthcare quality and safety. Healthcare Papers 2017: 17: 8-24.
March 19, 2024	Systems transformation and Course wrap-up	Leading Systems Transformation in Planetary Health Dr. Samantha Green	Accountability Dr. Isser Dubinsky Course Wrap up: Dr. Lisa Bahrey Dr Anne Matlow	
April 16, 2024	ALP Final Presentations			

2023/24 PGLC

“There’s no place like home”
Encouraging FPs to provide

Standardized protocol
for management of



Multisource Feedback Process

Institutional Standard 1.2.4.5:
“There is an effective process using MSF, for **regular** (year 2,5,8 in the role) **and formal** (automated process with 8-10 reviewers, formal debrief) review of each program director’s performance, conducted collaboratively between the academic lead of the discipline and the postgraduate office”.



Post MD Education
UNIVERSITY OF TORONTO

CENTRE FOR
FACULTY
DEVELOPMENT

UNIVERSITY OF TORONTO LEADERSHIP INVENTORY FOR PROGRAM DIRECTORS

1. COMMUNICATION AND RELATIONSHIP MANAGEMENT

1.1 Presents complex information clearly and succinctly
1.2 Keeps people appropriately and efficiently informed
1.3 Listens well
1.4 Ensures their relationships with residents, staff and faculty are open, respectful and honest
1.5 Able to manage conflict (i.e. between self and others, between individuals or groups)
1.6 Is appropriately accessible for time-sensitive and routine matters

2. LEADERSHIP

2.1 Builds consensus around a common set of values for running the organization (e.g. Re: diversity, rights and confidentiality of residents and teachers)
2.2 Facilitates efforts to implement change
2.3 Advocates for program with relevant leadership (e.g. division, department, decanal leaders)

3. PROFESSIONALISM AND SELF-MANAGEMENT

3.1 Demonstrates priorities anchored in a greater good rather than own interests
3.2 Acts as a positive role model (e.g. setting a personal example, modelling best practices, organizational values)
3.3 Follows through on commitments
3.4 Solicits feedback on their performance
3.5 Maintains a connection with students, staff and faculty through outreach and visibility
3.6 Demonstrates recognition of faculty, staff and resident contributions

4. ENVIRONMENTAL ENGAGEMENT

4.1 Acts as an effective liaison between external environment and postgraduate program
4.2 Takes advantage of relevant opportunities to improve the program
4.3 Plans for changing trends, priorities and policies relevant to postgraduate medical education

5. MANAGEMENT SKILLS AND KNOWLEDGE

5.1 Creates a climate of accountability
5.2 Ensures that processes and procedures for efficient operation of the program are in place
5.3 Delegates effectively
5.4 Considers all issues relevant to effective decision-making (e.g. perspectives, information, timeliness, complexity, resources, consequences)
5.5 Assumes responsibility for risks and unpopular decisions
5.6 Makes clear decisions

Multisource Feedback (MSF) for Program Directors



UNIVERSITY OF TORONTO LEADERSHIP INVENTORY FOR PROGRAM DIRECTORS

1. COMMUNICATION AND RELATIONSHIP MANAGEMENT

1.1 Presents complex information clearly and succinctly
1.2 Keeps people appropriately and efficiently informed
1.3 Listens well
1.4 Ensures their relationships with residents, staff and faculty are open, respectful and honest
1.5 Able to manage conflict (i.e. between self and others, between individuals or groups)
1.6 Is appropriately accessible for time-sensitive and routine matters

2. LEADERSHIP

2.1 Builds consensus around a common set of values for running the organization (e.g. Re: diversity, rights and confidentiality of residents and teachers)
2.2 Facilitates efforts to implement change
2.3 Advocates for program with relevant leadership (e.g. division, department, decanal leaders)

3. PROFESSIONALISM AND SELF-MANAGEMENT

3.1 Demonstrates priorities anchored in a greater good rather than own interests
3.2 Acts as a positive role model (e.g. setting a personal example, modelling best practices, organizational values)
3.3 Follows through on commitments
3.4 Solicits feedback on their performance
3.5 Maintains a connection with students, staff and faculty through outreach and visibility
3.6 Demonstrates recognition of faculty, staff and resident contributions

4. ENVIRONMENTAL ENGAGEMENT

4.1 Acts as an effective liaison between external environment and postgraduate program
4.2 Takes advantage of relevant opportunities to improve the program
4.3 Plans for changing trends, priorities and policies relevant to postgraduate medical education

5. MANAGEMENT SKILLS AND KNOWLEDGE

5.1 Creates a climate of accountability
5.2 Ensures that processes and procedures for efficient operation of the program are in place
5.3 Delegates effectively
5.4 Considers all issues relevant to effective decision-making (e.g. perspectives, information, timeliness, complexity, resources, consequences)
5.5 Assumes responsibility for risks and unpopular decisions
5.6 Makes clear decisions

- Published competency inventory used (*Lieff S et al. The feasibility and utility of a multisource feedback process for the leadership of postgraduate medical education directors. Medical Education 2014; 48:94.*)
- Process now automated
- Year 2 in role as PD and every 3 years thereafter; 22 PDs went through this year
- Opportunities for growth offered including NEAL and coaching.

PRIORITIES FOR 2024 -2025

Enhance PGME leadership education with -

- Repository of on-line resources
- Support for leadership program design
- Leadership day: speakers, posters, etc

Recruit more faculty to be involved with leadership education

Individual and team coaching for PDs to enhance their leadership capabilities

