

The Leadership Program for Women Faculty is a cohort program made up of 8 half-day sessions, held from 8:30am -12:30pm at the office of Talent Management and Organization Development at 2024 East Monument Street, Suite 2-1002.

The SOM Vice Dean for Faculty, the Office of Women in Science and Medicine and the Office of Faculty Development are pleased to collaborate with the office of Talent Management and Organization Development to offer the Leadership Program for Women Faculty.

Program Goals:

Develop JHUSOM women leaders who can contribute to future initiatives throughout the school.

Retain emerging female leaders by providing a prestigious and challenging learning experience, which can lead to new opportunities and promotion.

Embrace values for diversity and inclusion, concepts which are critical to the success of the Johns Hopkins School of Medicine.

The Office of Women in Science and Medicine (OWISM) was created in 2008 to increase representation of women in leadership roles, on high level SOM committees and other departmental and institutional decision making bodies. The office helps provide mentoring, educational and networking opportunities for female faculty in the School or Medicine. The LPWF will serve as a vehicle to achieve this mission, by providing female faculty at the Assistant and Associate Professor level, important skills necessary for advancement at the JHUSOM.

The mission of the Office of Faculty Development (OFD) is to support the SOM faculty in achieving success and satisfaction at each stage of their careers in academic medicine. As part of that mission, the OFD organizes leadership and mentorship programs to support faculty in acquiring the knowledge, skills and experience needed for institutional, national and international leadership roles. The OFD also supports faculty equity and the interests of women faculty in increasing their presence, contribution and impact as leaders in the institution and within academic medicine. To provide this program, the OWISM and OFD are collaborating with the institution's office of Talent Management and Organization Development (TMOD) which consults across Johns Hopkins University as a strategic partner in creating an organizational culture where faculty and staff realize their full potential and the institution is recognized as an employer of choice.

Contact Information

For information about faculty development programs in the School of Medicine contact:

Lisa Heiser
Assistant Dean for Faculty Development
Office of Faculty Development
Johns Hopkins University School of Medicine
2024 E. Monument Street, Suite 1-1400
Baltimore, MD 21205
410-502-5521 (office)
410-502-5631 (direct)
lheiser@jhmi.edu
www.hopkinsmedicine.org/fac_development/

For detailed information about any of the courses listed here contact:

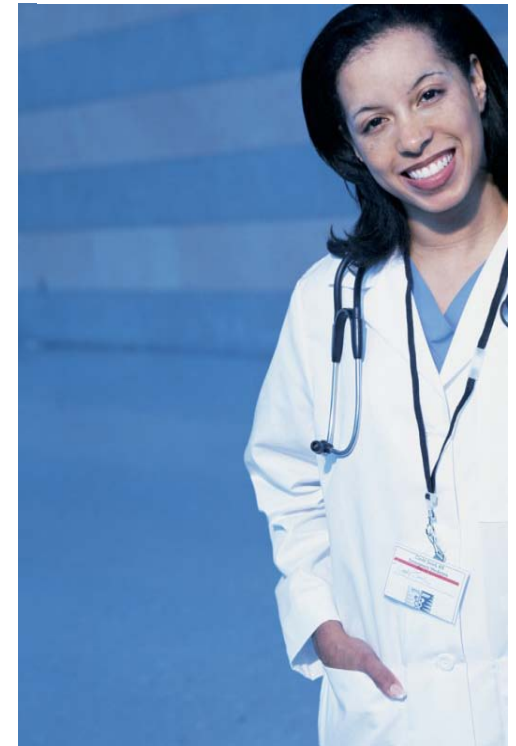
Linda Dillon Jones, Ph.D.
Learning and Development Consultant
Talent Management and Organization
Development
Johns Hopkins University
Johns Hopkins at Eastern Suite A - 117
1101 E. 33rd St
Baltimore, MD 21218
443-997-6804 (direct)
Dillon@jhu.edu

For detailed information about the nomination and selection process, as well as specific questions about the Leadership Program for Women Faculty please contact:

Barbara Fivush, M.D.
Director
Office of Women in Science and Medicine
Division Chief
Pediatric Nephrology
Johns Hopkins University School of Medicine
200 N. Wolfe Street, Suite 3055
Baltimore, MD 21287
410-955-2467
owism@jhmi.edu



JOHNS HOPKINS
M E D I C I N E



School of Medicine
Leadership
Program for
Women Faculty
2010-2011

Course Descriptions

Your Best Year Ever: Managing Your Personal Mission and Sense of Yourself, Susan Robison

Friday, October 15, 2010

As university faculty we seek to make a contribution - to our fields and to the field of higher education while wearing many hats in our complex job descriptions of teacher, scholar, clinician, advisor, and administrator. The beginning of a leadership program is a great time to evaluate how the previous year has gone and plan how to make the coming year even better. This lively, interactive workshop will give you principles, strategies and tips for making this your best year ever. Practical suggestions and exercises derived from the research on wellness, peak performance, and positive psychology will help you reenter the classroom, lab, clinic, and office with a renewed sense of why you are there and how you can be more effective in all your roles.

Working Together: Getting to Know Yourself and Others

Lisa Heiser

Friday, November 12th, 2010 - For this session, you will be expected to complete the Myers Briggs Type Indicator in advance.

If you know yourself well, chances are you will be better able to relate to others. The Myers Briggs Type Indicator (MBTI) is the most widely used leadership style indicator in the world. The data it provides allows not only for self-assessment of leadership style, but also provides for the analysis of inter-relationships among work groups. The thought-provoking activities which dominate this workshop clearly demonstrate the psychological differences which exist among adults. Further, the course offers numerous strategies for improving our daily interaction with people who are observably, and naturally, different from us. This course is designed to build on MBTI self-assessment, so that participants will become more knowledgeable of their personal leadership styles. Further, this course goes beyond self-assessment to deal with the interaction of people as they work together.

Crucial Conversations, Pamela Somers and Lisa Heiser

Thursday, December 9th, 2010

This workshop focuses on the use of powerful conversations that become transformational as they create mutual learning and lead to committed action. Studies have shown that by holding these crucial conversations well, communications become more open, honest, and respectful and problems can be resolved. Participants will learn how to use conversation to strengthen connections and facilitate change. The best individuals, teams and organizations demonstrate an ability to engage in meaningful dialogue as they effectively manage those conversations where the stakes are high, opinions vary and emotions run strong- those crucial conversations. By learning a step-by-step process for dealing with misperceptions, violated expectations and difficult behavior, individuals can become more influential and impactful in their personal and professional lives.

Influencing for Impact: On Being Influential

Linda Dillon Jones

Thursday, January 13th, 2011

We all occasionally feel frustrated by our inability to be heard by others. Women may find that this inability to be heard rises to the level of a problem that limits their effectiveness in the organization. Is it possible for women to be on an equal footing with their male colleagues and consistently contribute at a level that is not compromised by stereotypic views or prejudice? Is it possible that the typical communication styles that women adopt may actually be contributing to the problem? Not being on an equal footing with their male counterparts can impact women's personal effectiveness and limit their ability to influence on both the individual and organizational level. Strengthen your ability to influence others by identifying your preferred influencing styles and strategies. Adopt more productive approaches while maintaining your integrity and authenticity. Learn how the common communication patterns of men and women vary and how conventional assumptions may get in the way of real understanding. Practice strategies that will help you be heard in both interpersonal and group situations.

Who is eligible to participate?

A cohort of participants will be selected from those individuals who have been nominated to create a class that is balanced by a number of dimensions of diversity as well as departmental and divisional representation. The class size is limited to 30 participants.

What will be expected of participants?

To gain the full value from peers who participate as partners in self-discovery, participants should adopt an attitude of active inquiry and experimentation, and participate fully in the program. Participants are asked to complete assigned readings and assessments in advance of each session, and to interact with all classmates to create a dynamic learning community. **Participants are asked to be present for at least 6 of the 8 sessions.**

What is the division's financial obligation?

When individuals who are university employees register and attend, the daily cost is charged to staff development remission. When individuals register, but don't attend or don't cancel with the necessary five working days notice, the cost (\$200/session) is charged to the departmental budget number authorized on the registration form. Exceptions can be made for excused absences, such as unexpected hospitalizations, personal injury accidents and serious illnesses. Conflicts in work schedules do not qualify for waivers. Written documentation is required in all instances.

Opening Breakfast, Friday, October 1, 2010

8:30am-10:00am, Broadway Research Building G-01

Participants will be invited to attend an opening breakfast to meet fellow participants and LPWF leadership.

Closing Luncheon, Friday, June 24th, 2011

Noon-2:00pm, Broadway Research Building G-01

A closing luncheon will be held to celebrate the completion of the program and give participants the opportunity to provide evaluative feedback and guidance regarding further leadership development activities for women faculty.

Course Descriptions continued...

Influencing for Impact: Influence and Power Case Study – The Secret of Photo 51, Linda Dillon Jones **Thursday, February 3rd, 2011**

What is the potential effect of lack of influence on your career? On April 25, 1953, James Watson and Francis Crick published their ground-breaking discovery of the double helix structure of DNA, the molecule essential for passing on genes and the “secret of life”. But their crucial breakthrough depended on the pioneering work of another biologist, Rosalind Franklin, who died at the age of 37 without ever knowing that they had used a crucial piece of her data without her permission, data that played a vital role in this discovery. The Nova documentary “The Secret of Photo 51” is viewed in the session as a case study that illustrates the potential impact of influencing style, faculty relationships, and gender roles. This group discussion will provide a better understanding of how to leverage your personal power and influence in your work every day.

Negotiation Skills: Creating Agreement and Managing Conflict, Catherine Morrison **Friday, March 11th, 2011**

The environment in which health care professionals practice is one in which conflict and the need for negotiation abounds. The ability to foster agreements and manage conflict within and between workgroups can strengthen relationships, transform ideas into initiatives, and move parties beyond stuck places. This interactive workshop is designed to help participants understand and apply a systematic approach to preparing for, structuring, and engaging in business and health care negotiations. Participants will learn how to diagnose a negotiation or conflict and choose from a spectrum of responses based upon the presenting “symptoms.” Film clips, negotiation cases, and group discussion will provide participants with insight in to their own negotiation and conflict handling styles and the opportunity to practice new frameworks and techniques.

Overview of Decision-Making and Risk-Taking Strategies, Linda Dillon Jones **Thursday, April 7th, 2011**

Building a track record of making smart, effective business decisions is critical to both success and status in any organization. However, being invited to the decision-making table can be a challenge, especially for women. This workshop provides the opportunity to learn about and reflect upon your own preferred decision-making and risk taking style. Identify the barriers which prevent you from confident decision-making and explore a strategic process to increase your visibility and credibility in any organization. Further, a series of useful and practical decision-making tools and strategies will be presented and discussed.

Instructors: All program instructors have advanced degrees in their fields, and are outstanding facilitators of group learning.

Lisa J. Heiser, M.A., is the Assistant Dean for Faculty Development and Equity at the Johns Hopkins University School of Medicine.

Linda Dillon Jones, Ph.D., is a Learning and Development Consultant with Talent Management and Organization Development at John Hopkins University.

Catherine Morrison, J.D., is an Assistant Professor at the Johns Hopkins Carey Business School and an Associate Faculty in the Department of Health Policy and Management at the Johns Hopkins Bloomberg School of Public Health.

Susan Robison, Ph.D. is a psychologist, author, and consultant. A former academic department chair, Susan is a professor of Psychology at the College of Notre Dame of Maryland on leave where she occasionally teaches leadership courses in the graduate program for non-profit management.

Pamela Somers, MSOD, LCSW-C, is the Senior Faculty Development Consultant for the Office of Faculty Development at the Johns Hopkins University School of Medicine.

Karen Storey, CFP, is President and Co-founder of Interactive Training, an organization dedicated to improving communication and leadership skills.

Facilitating Group Decision-Making, Linda Dillon Jones

Thursday, May 19th, 2011

This session presents John Heron’s decision-making model for groups and provides a way to think about the role of the leader in facilitating group decision-making. A simulation of workplace involvement and process improvement called Lego Man provides the opportunity to pre-plan for group participation and debrief to glean Lessons Learned. A variety of tools are practiced and discussed, along with the issues related to making difficult ethical choices and decisions.

Speak Like a Pro, Karen Storey

Choose to attend just one session: Thursday, June 2nd, Friday, June 3rd, Thursday, June 9th, or Friday, June 10th, 2011

Faculty members win grants and build reputations based (to some extent) on their ability to speak with confidence to large groups of people. Speak Like a Pro offers the knowledge, skills, and abilities you need for effective presentations. You’ll learn proven techniques for planning, practicing, and delivering public presentations. Further, you will receive expert feedback from your instructor, as well as personal responses and insights from your classmates. Each participant is asked to prepare in advance a 3-5 minute presentation. Focus on managing stage fright and maintaining composure in front of any audience. Voice and body language are explored as an effective communication tool. Key ways of adding maximum impact are discussed along with ways of preparing quickly and confidently for any presentation.

For this special session, class size will be limited to 10 people per session. Come prepared to speak for 3-5 minutes on a professional topic of your choice. You will be videotaped and receive feedback on your strengths and areas that need improvement.