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Associate Professor
Co-Chair Section of Family Medicine



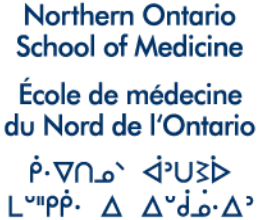
Conflict Disclosure Information:

Presenter: Dr. Barb Zelek

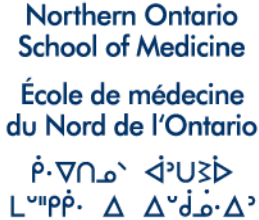
Title of Presentation:

Faculty engagement – What motivates us to say “I do”?

I have no financial, commercial, or personal relationships to disclose .



- Describe current literature on best practices for faculty engagement.
- Identify engagement factors meaningful to NOSM distributed faculty and administrators.
- Strategies for LEG leads and administrators – motivation theory.



Outline

- What the literature says.
- What motivates you.
- Framework to consider.
- LEG specific strategies.



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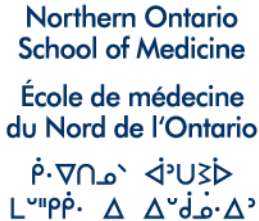
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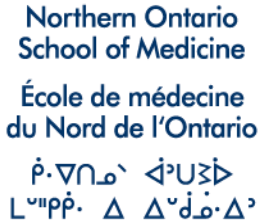
Introduction





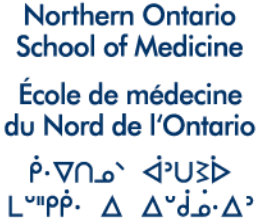
Our stories

- Family physician
- PCTA
- Northern Constellations Workshop
- AFMC – National working group on faculty engagement in DME



Employee engagement

- **Employee engagement** is a property of the relationship between an organization and its employees. An "engaged employee" is one who is fully absorbed by and enthusiastic about their work and so takes positive action to further the organization's reputation and interests. Ref: Wikipedia



Enablers of employee engagement

- Define employee's role in fulfilling organization's purpose.
- Choose employees that are passionate and capable.
- Support and value the employee.
- Create a sustainable reward system.
- Develop feedback and reinforcement mechanisms.

Ref: Halm B. Employee engagement: A prescription for organizational transformation.
Healthcare: Conversations on Research and Strategies, 2011



Physician engagement

- Business literature.
- Last decade - interest in physician engagement in hospitals.
- Canadian and US medical schools are asking the same questions.
- Nothing on distributed faculty engagement.

**AAMC**

- Strong link between faculty engagement and retention and organizational performance.
- Highly engaged faculty are interested in their work and invested in their institution.
- Give more than is expected of them.

Ref: <https://www.aamc.org/services/facultyforward/engagement/>



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Drivers of physician engagement

1. Having confidence in the academic institution's success.
2. Believing that the school cares about its students/faculty.
3. Being satisfied with the teamwork demonstrated among faculty/administrators.
4. Being satisfied with the overall performance of the school.
5. Feeling students are satisfied with the quality of medical education they receive.
6. Perceived usefulness of the supports offered to faculty.
7. Being satisfied with the performance of staff within the immediate work environment.
8. Feeling school cares about quality improvement.
9. Believing that the school treats faculty with respect.

Ref: Morehead Associates. (2012). The State of Staff Physician Engagement: 2011 in Review. White paper. Morehead Research Brief # 05-2012.

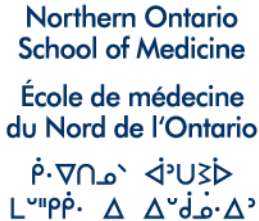


A photograph showing a shark swimming near the surface of the water, with a person in a yellow kayak nearby. The water is clear and blue, and a coastline with hills is visible in the background.



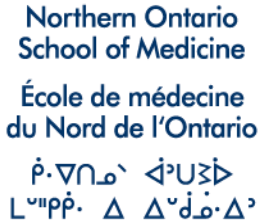
I exercise because...

- A) I like big muscles.
- B) It makes me feel good.
- C) I can muscle my co-workers into taking NOSM learners.
- D) It helps me sleep.
- E) I'm determined to do it.



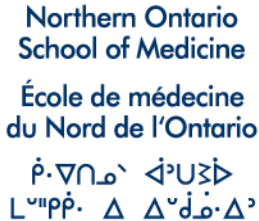
I exercise because...

- A) I like big muscles. **X**
- B) It makes me feel good. **I**
- C) I can muscle my co-workers into taking NOSM learners. **X**
- D) It helps me sleep. **X or I**
- E) I'm determined to do it. **I**



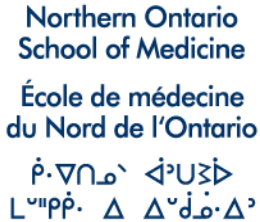
My children do chores because...

- A) The house needs to be tidied.
- B) They want their allowance.
- C) It helps with our family functioning.
- D) I tell them they have to.
- E) They want to learn responsibility.



My children to do chores because...

- A) The house needs to be tidied. **X**
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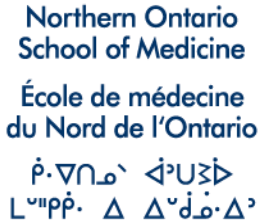
I teach/organize NOSM learners because...

- A) The money is good.
- B) I want to give back to my profession.
- C) My SAC/LEG lead said I have to.
- D) I will get promoted sooner.
- E) I will get a letter Bob Smith telling me what a good teacher I am.
- F) I see myself as a teacher.



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- F) I see myself as a teacher. **I**



Motivation Theory

- Daniel H. Pink – Drive
- Extrinsic motivators
- Intrinsic motivators
 - Autonomy
 - Purpose
 - Mastery

REF: Drive – The Truth Behind What Motivates Us. Daniel H Pink 2012



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Extrinsic Motivators





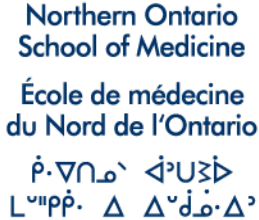
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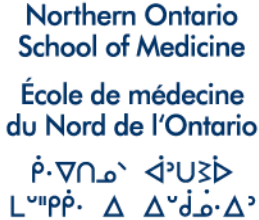
Intrinsic motivators





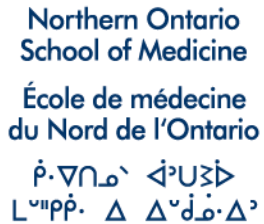
Purpose

- The sense that what we do produces something transcendent or serves something meaningful beyond ourselves.



Mastery

- To keep improving at something that is important to us.
 - Must be engaged.
 - Sense of “flow”.



- Purpose
- Mastery
- Autonomy



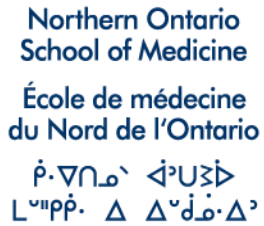
A group of four people are standing on a rocky mountain peak, celebrating with their arms raised. The landscape features a large, dense pine tree in the foreground, a smaller tree, and a vast valley with rolling green hills and distant mountains under a cloudy sky.



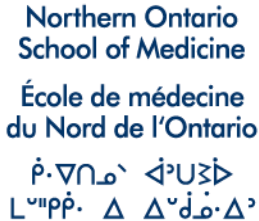
A close-up shot of Yoda, the green-skinned character from Star Wars. He is wearing his characteristic brown robes and a hood. He has a white beard and is looking slightly to the right with a serious expression. He is holding a blue lightsaber, which is illuminated and positioned vertically in front of him. The background is dark and out of focus, suggesting an indoor setting.



A photograph showing two hikers from behind as they walk along a set of railroad tracks that stretch into a dense, green forest. The hiker on the left is wearing a blue backpack and dark shorts, while the hiker on the right is wearing a dark backpack, orange patterned shorts, and a red baseball cap. A small white dog is walking between them. The tracks are made of wooden ties and metal rails, and the surrounding vegetation is thick and vibrant green.



- Organizational
- Attitudinal



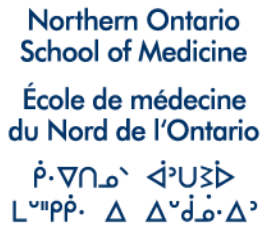
Next steps

- Definition of faculty engagement in DME
- AFMC national working group
 - Dr. George Kim research study
- LEG faculty



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