

How to Have an Effective Annual Career Conference (ACC)

Center for Faculty Development



Goals

- **Provide guidelines to ensure consistent and effective annual career conferences**
- **Provide resources for leaders and faculty**

Chief Training and Faculty Support

Why Chief/Division Chief Training?

- Asked by chiefs for assistance
- Not all Chiefs/Division Chiefs may know how to do this
- Standardize the process
- Dr. Torchiana supports as important tool and feels this is critical for success

Why Faculty Support?

- Help faculty understand this is a positive thing for their career, and not another “thing to do”.
- Help them plan, get their CV in order
- Help them be prepared for the discussion

Chief Training and Faculty Support

Chief/Division Chief Training

- Provide guidelines to ensure consistent and meaningful annual career conferences

Faculty Support

- Provide tools and resources to help them prepare for a meaningful annual career conference

Tips for an Effective ACC

- **Preparation**
- **Set expectations**
- **Dialogue**
- **Document**

Leaders Prepare for the ACC

- **Recognize role in helping faculty advance**
- **Consider your groups overall goals**
 - Determine how faculty member fits with goals
- **Define your expectations of faculty**
- **Be familiar with HMS promotion criteria and where each faculty member sits**
- **Request faculty preparation for ACC**
- **Promote resources available to faculty**

Prior to ACC, Supervisors Share with Faculty:

- 1. Goals for Annual Career Conference**
- 2. Resources available for faculty**
- 3. Expectations that faculty prepare by;**
 - Updating CV – highlighting this year's achievements
 - Speaking about contributions or barriers to reaching department and career goals, proposing solutions
 - Reflect on career goals and HMS trajectory
 - Discussing progress with mentorship including mentoring they've done

A wooden picture frame with a white center containing the text "Framing Your Expectations". The frame is made of light brown wood with a dark brown outline and a white center. The text is in a black serif font, centered within the white space.

Framing Your
Expectations

Categories of Expectations

- **Publications**
- **Clinical contribution**
- **Administrative roles**
- **Scholarly activities**
 - Includes teaching and mentoring activities
- **National contributions**
- **Contributions to group/division/lab success**
- **Working relationship with leaders, colleagues, members of the team**

Sample Expectations

- 1. I expect you will publish 2 original manuscripts within the next year**
- 2. I expect you to attend on service for X weeks a year**
- 3. I expect you to actively participate at unit based meetings (e.g. case review, M+M)**



Managing Expectations

- **Clearly articulate your expectations**
- **Encourage dialogue and negotiate as indicated**
- **Expect they will follow up and keep you informed of progress**



Conducting the ACC

Evaluator Questions to Initiate Dialogue during ACC

- ✓ **What are your career goals?**
- ✓ **How have your job & responsibilities changed in the last year?**
- ✓ **Describe your accomplishments in reaching personal and departmental goals this year?**
- ✓ **What barriers do you face in reaching these goals? How are you addressing them?**
- ✓ **Are you clear on the HMS promotion criteria and what it will take for you to advance?**
- ✓ **Do you feel you've received adequate mentorship?**
- ✓ **What mentorship have you provided to others?**
- ✓ **What support do you need?**

(modified from "How to Say It, Performance Reviews", M. Runion, J. Brittain and MGH ACC form)

Components of a Coaching Conversation

- **START** doing ...
- **STOP** doing ...
- **CONTINUE** doing...

Closing the ACC Conversation

- **Verify understanding of expectations and next steps**
- **Provide support as needed during the year by providing positive and constructive feedback**
- **Sign off and submit completed ACC form**

Evaluation vs Feedback



Evaluation

– Summative:

- Comes after the fact and presents a judgment; is expressed in normative statements, peppered with adverbs and adjectives
- Usually after the fact



Feedback

– Formative:

- Presents information; not judgment; is neutral and composed of nouns and verbs
- Often used in challenging situations; at the appropriate time; closer to the incident

Resources for Leaders and Faculty

- **Individual consultation with:**
 - Office for Clinical Careers: Ted Stern, MD, Director
 - Office for Research Career Dev: Tayyaba Hasan, PhD, Director
 - Office for Women's Careers: Nancy Rigotti, MD, DirectorCall (617) 724-0818 to schedule
- **Center for Faculty Development (CFD)**
<http://www2.massgeneral.org/facultydevelopment/>
 - Faculty tips sheet for a successful ACC
 - HMS Promotion Criteria
 - HMS CV format
 - Book lending library
- **CFD Academic Career Development series**
- **MGPO Physician Leadership Development Certificate Program**
- **Difficult Conversations training**

Standard ACC Form

ANNUAL CAREER CONFERENCE for MGH FACULTY

Faculty member should fill out this form prior to meeting with the Chief or Division Chief. The completed form and an updated C.V. should be brought to the meeting.

Date of Conference: _____	
Name: _____	Degree(s): _____
Hospital Dept: _____	Division/Lab: _____
HMS Title: _____	Hospital Title: _____
Preferred contact information (Office/lab phone; email; mailing address)	

1) Please rank the following activities according to your present commitment (1 – most, 5 – least).

Patient Care	_____
Teaching	_____
Research	_____
Admin/Committee Work	_____
Other	_____

2) a) What were your 2-3 most important goals for last year?

b) List your 2-3 most significant accomplishments for last year.

