

2022 ADEA Emerging Leaders Program
Facilitated by AAL
July 20–23, 2022

Agenda

Purpose:

- Describe and discuss current topics and trends in academic dentistry.
- Build a professional network of colleagues and mentors.
- Create a career plan to focus on activities that will build professional capacities.
- Assess and develop leadership competencies to prepare for future opportunities both institutionally and within ADEA.

Themes:

- Assessment for Development: Personal data on which to build a development plan
- Mentorship: How to find a mentor and how to become one
- Career Development: How to find your niche and develop career opportunities
- Considerations and Expectations of a Faculty Member: Policies and networking
- Wellness and Resilience: Strategies for balancing career with other dimensions of life

Faculty:

Karl Haden, Ph.D., President, AAL

Marnie Oakley, D.M.D., Vice Dean for Clinical Affairs and Faculty Affairs, University of Pittsburgh School of Dental Medicine

Felicia Tucker-Lively, Ph.D., M.P.H., Vice President, AAL

Advisors:

Tracy de Peralta, D.M.D., Ph.D., M.Clin.Ed., Associate Dean for Academic Affairs, University of Colorado School of Dental Medicine

Ibrahim Duqum, D.D.S., M.S., University of North Carolina at Chapel Hill Adams School of Dentistry

Daniel A. Givan, D.M.D., Ph.D., FACP, University of Alabama at Birmingham School of Dentistry

Joan Kowolik, B.D.S., Director, Pediatric Dentistry Clinic, Indiana University School of Dentistry

Fotinos Panagakos, D.M.D., Ph.D., M.B.A., M.Ed. Associate Dean for Research and Post-Doctoral Affairs, West Virginia University School of Dentistry

Herminio Perez, D.M.D., M.B.A., Associate Dean of Student Affairs, Diversity and Inclusion, Rutgers, The State University of New Jersey, School of Dental Medicine

Andrea Zandoná, D.D.S., M.S., Ph.D., Professor and Chair, Department of Comprehensive Care, Tufts University School of Dental Medicine

ADEA staff:

Renee Latimer, M.B.A., Senior Director, Professional Development and Educational Technology

Eric Lund, M.A., Professional Development Manager

Nirah Forman, Meetings Manager

Sessions are numbered by day and session (e.g., 1.1 is Day 1, Session 1). Using the agenda as a reference, any corresponding materials will be numbered according to the day and session and available for download in ADEA Connect.

Day 1: Wednesday, July 20

9:00 – 10:00 a.m.

Breakfast

10:00 – 10:15 a.m.

1.1 Welcome and Introductions

Felicia Tucker-Lively, Ph.D., M.P.H.
Karen P. West, D.M.D., M.P.H.
Karl Haden, Ph.D.
Renee Latimer, M.B.A.

10:15 a.m. – noon

1.2 Learning to Lead

Karl Haden, Ph.D.

This session is an introduction to leadership theory and practice with a focus on character-based leadership. We will explore the origin of the concept of virtue, virtues as character strengths and the relevance of virtues to leadership. Participants will review and discuss their character strengths based on their *VIA Character Strengths* report. Specific focus will include the place of courage in leadership.

Learning Objectives

- Describe a character-based approach to leadership.
- Identify one's character strengths.
- Discuss the role of courage in effective leadership.

Preparing for this session:

- Complete the *free version* of the VIA Character Strengths Assessment found at [Personality Test, Personality Assessment: VIA Survey | VIA Institute \(viacharacter.org\)](https://www.viacharacter.org). Please download, review and bring your assessment to the session. Approximate time to complete: 15 minutes.

CE Credits: 1.75

Noon – 1:00 p.m.

Lunch

1:00 – 3:15 p.m.

1.3 Multidirectional Leadership

Marnie Oakley, D.M.D.

In this session, attendees will learn strategies to leverage their strengths to influence their bosses, peers and subordinates to achieve organizational success. Lecture and interactive small group activities will be used.

Learning Objectives

- Describe the importance of self-awareness and self-management when preparing to lead in multiple directions.
- Explain the value of enhancing and shifting one's identified strengths away from overexpression toward leading with authenticity.
- Recall effective techniques alongside identified competencies when growing in various frames of multidirectional leadership.
- Identify opportunities to address challenges that threaten your multidirectional leadership growth and your organizational success.

CE Credits: 2.25

3:15 – 3:30 p.m.

Break

3:30 – 4:00 p.m.

Group Project Description

Felicia Tucker-Lively, Ph.D., M.P.H.

4:00 – 4:30 p.m.

Peer Group Debrief Meeting

Advisor Groups

4:30 p.m.

Adjourn

5:00 – 6:00 p.m.

Reception

6:00 – 8:00 p.m.

Dinner on Your Own

Day 2: Thursday, July 21

8:30 – 9:30 a.m.

Breakfast

9:30 – 9:45 a.m.

Daily Reflection and Assessment

9:45 – 11:15 a.m.

2.1 Career Development Through Personal Reflection, Effective Communication and Autonomy in Learning

Tracy de Peralta, D.M.D., Ph.D., M.Clin.Ed.

In this session, attendees will discuss strategies, tools and techniques to enhance their careers in academics. Essential to growth in an academic career is effective communication in teaching and professional interactions. Attendees will learn skills for personal reflection, autonomy in learning and writing, and refining career goals to enhance opportunities and productivity in their desired areas of career focus. The importance of understanding the promotion and tenure process at academic institutions will be discussed. Lecture format will be used in combination with small workgroup and discussion activities.

Learning Objectives

- Apply the key skills and aspects of effective communication across academic situations, purposes and audiences.
- Identify skills to enhance your leadership when conducting meetings.
- Explain the importance of self-reflection for identifying career goals.
- Describe how to use autonomy to focus on career outcomes.
- Identify important considerations to prepare successfully for promotion and tenure progression.

CE Credits: 1.5

11:15 – 11:30 a.m.

Break

11:30 a.m. – noon

Peer Discussion

Peer Coaching Based on Level of Experience

Noon – 1:00 p.m.

Lunch

1:00 – 2:30 p.m.

2.2 Aligning Scholarship With Professional Development

Andrea Zandoná, D.D.S., M.S., Ph.D.

In this session, attendees will explore practical ways to increase their scholarly output and publish their own articles. They will learn strategies to make scholarly activity and publication part of their career plan. Lecture format will be used in combination with individual and small workgroup activities.

Learning Objectives

- Apply strategies for publishing within your discipline and academic dentistry.
- Design a research and publishing strategy as part of your career plan.

CE Credits: 1.5

2:30 – 2:45 p.m.

Break

2:45 – 4:00 p.m.

Project Discussion

Felicia Tucker-Lively, Ph.D., M.P.H.

In this session, attendees will continue project discussion with advisors.

4:45 – 9:00 p.m.

Group Networking Event and Dinner

Day 3: Friday, July 22

8:00 – 9:00 a.m.	Breakfast
9:00 – 9:15 a.m.	Daily Reflection and Assessment
9:15 – 9:45 a.m.	3.1 Peer Group Discussion of Myers Briggs Type Indicator (MBTI) Reports Felicia Tucker-Lively, Ph.D., M.P.H. Participants should bring their MBTI reports to this session. This session is based on the MBTI homework and will focus on communication styles. Based on MBTI type and their personal experience and reflection, each peer group member will answer and be ready to discuss the following: <ol style="list-style-type: none">1. When communicating with others, the two words that describe my style best are ... (for example, compassionate listener, logical processor, practical contributor)2. Something that irritates me when communicating with others is ...3. Something I could do to improve the way I communicate with others is ...
9:45 – 11:00 a.m.	3.2 Making Difficult Conversations Less Difficult Marnie Oakley, D.M.D. In this session, attendees will learn how to no longer avoid difficult conversations, but instead, lead them with confidence using best practices through a structured approach. Lecture format will be used in combination with small workgroup activities and practice sessions. Learning Objectives <ul style="list-style-type: none">• Describe the value of reflection and a structured approach when preparing for a difficult conversation.• Explain how to leverage and apply identified tools to reframe your understanding of the individual and the potential issues related to your difficult situation.• Identify best practices that support success when leading difficult conversations.• Recall helpful leadership strategies to prevent difficult situations. CE Credits: 2.5
11:00 – 11:15 a.m.	Break
11:15 a.m. – 12:30 p.m.	3.3 Making Difficult Conversations Less Difficult, continued
12:30 – 1:30 p.m.	Lunch With Facilitators

1:30 – 3:00 p.m.

3.4 Mentorship and Networking

Herminio Perez, D.M.D., M.B.A.

In this session, attendees will learn strategies for identifying and selecting their team of mentors. The importance of establishing mentoring relationships with students, residents and fellow academic colleagues will be emphasized. Professional networking and techniques to develop networks and the importance of effective networking for leadership development will be discussed. Lecture format will be used in combination with small workgroup and discussion activities.

Learning Objectives

- Describe important traits necessary for becoming an effective mentor to peers and students.
- Identify mentorship skills necessary to help develop leadership abilities.
- Employ techniques to develop one's professional networks.
- Explain how to build productive relationships that will lead to a healthy institutional culture.
- Develop skills to enhance your reputation among your peers.

Preparing for this session:

- Participants should have the *3.4a_Case Discussion* document available at the time of the presentation. Be prepared to apply key concepts in this session to the discussion.

CE Credits: 1.5

3:00 – 3:15 p.m.

Break

3:15 – 4:15 p.m.

3.5 Team Effectiveness Discussion

Felicia Tucker-Lively, Ph.D., M.P.H.

In this session, attendees and advisors will discuss how one's behaviors influence one's effectiveness in team dynamics. Peer groups will identify team strengths and opportunities for enhancing effectiveness. This session will incorporate a breakout session for peer-group activities.

Learning Objectives

- Identify individual contributions to team performance.
- Describe team strengths and opportunities for enhancing effectiveness.

Preparing for this session:

- Participants will apply key concepts in this session and refer to knowledge obtained from the MBTI assessment.

CE Credits: 1.0

4:15 – 4:30 p.m. **Project Question and Answer**

Felicia Tucker-Lively, Ph.D., M.P.H.

4:30 – 5:15 p.m. **3.6 Peer Coaching With Advisors**

Attendees should come to program prepared to discuss confidentially a critical issue they face as a leader at their institutions. Often such challenges involve relationships and working with others. Each attendee should be prepared to (1) state the issue, (2) describe why it is important, (3) describe what they have done to date and (4) state what they want their peers to help them with. Peers will provide feedback, ideas and coaching.

Learning Objectives

- Apply a model for peer feedback.
- Develop action steps to address an important issue at one's home institution.
- Build peer group communication skills and support.

CE Credits: 0.75

5:30 – 8:30 p.m. **Reception and Dinner**

Day 4: Saturday, July 23

8:00 – 9:00 a.m. **Breakfast**

9:00 – 9:15 a.m. **Daily Reflection and Assessment**

9:15 – 10:30 a.m. **4.1 Enhancing Leadership Capacity Through Diversity, Equity, Inclusion and Belonging**

Felicia Tucker-Lively, Ph.D., M.P.H.

This session addresses the importance of leadership in building and sustaining a diverse and inclusive community in dental education. The activities, interspersed through the session, are designed for interactive discussion and group exercises to enhance effectiveness in diversity and inclusion efforts.

Learning Objectives

- Describe the role leadership plays in building and sustaining inclusive excellence through access, diversity, equity, and inclusion.
- Discuss potential challenges and barriers for considerations.
- Identify tools and strategies for achieving an inclusive community in dental education.

Preparing for this session:

- Read Livingston, Robert W. 2020 (September). How to promote racial equity in the workplace. *Harvard Business Review*. hbr.org/2020/09/how-to-promote-racial-equity-in-the-workplace.
- Review Appendix B—Diversity and Inclusion Terminology (pp. 163–179) of the *ADEA Faculty Diversity Toolkit*.

CE Credits: 1.25

10:30 – 10:45 a.m.

Break

10:45 a.m. – noon

4.2 Wellness and Resilience

Marnie Oakley, D.M.D.

This discussion-based session will assist attendees with self-examination in relation to life balance, well-being and time management. Discussion will take place with the entire class and in small groups and will include peer feedback.

Learning Objectives

- Assess one's current state of wellness.
- Explore how to develop new habits to improve overall wellness.
- Discuss the relationship between resilience and overall wellness.
- Identify strategies to leverage resilience into habit formation.

Preparing for this session:

- Download and complete the [Princeton U Matter Wellness Self-Assessment](#). Approximate time to complete: 15 minutes.
- Be prepared to discuss any apps you use to help you practice wellness, mindfulness, or other aspects of well-being.

CE Credits: 1.25

Noon – 12:45 p.m.

Team Project Discussion

Advisors and Peer Groups

In this session, attendees will share and discuss career goals and plans. Peer groups will identify the area of investigation for their projects and assign group members roles for the initial project work. Groups also will establish dates, times and mechanisms for ongoing virtual meetings after the program.

Learning Objectives:

- Discuss individual career plans.
- Identify an area of investigation for the team project.
- Establish a work plan for the team project.

CE Credits: 0.75

12:45 – 1:00 p.m. **Take-home Ideas and Next Steps**

1:00 p.m. **Adjourn (Do not depart before 1:00 p.m.)**

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