

**APGO ACADEMIC SCHOLARS AND LEADERS
ASSOCIATION OF PROFESSORS OF GYNECOLOGY AND OBSTETRICS
2026-2027**

Session: Leadership and Management/Understanding your MBTI personality type as a Leader

Instructor: Elza Mylona, PhD, MBA

Date: Saturday, January 10, 2026; 7:45 am – 10:30 am

Introduction

Leadership and management play crucial roles in academic medicine, where the focus is on educating future healthcare professionals, conducting research, and providing patient care. Despite their significance in the development of medical careers, the teaching of leadership and management has traditionally not equaled that of technical and academic competencies. The constant changes and mega-trends in medical education demand a new generation of leaders and managers who can balance autonomy with accountability, promote teamwork, and drive system-level improvements across multiple organizations (universities, hospitals, and healthcare systems).

In academic medicine, effective leadership requires not only administrative competence but also the ability to inspire, influence, and adapt to change in complex interprofessional environments. To achieve this, leadership and management skills are now recognized as essential competencies—equally important as clinical and academic excellence.

Leadership and management are distinct yet complementary:

- **Management** produces order, structure, and consistency.
- **Leadership** produces change, movement, and innovation.

This session explores what is required of a good leader and manager and how these competencies can best be developed in the context of healthcare education.

Objectives

By the end of this session, participants will be able to:

1. Define expectations and success factors for effective leadership and management in academic medicine.
2. Gain confidence and self-awareness regarding personal leadership and management capacities.
3. Recognize the role of emotional intelligence in leading oneself and others.
4. Apply leadership frameworks to a current professional or departmental challenge.
5. Identify areas for future growth and development.
6. Develop an understanding of the value of the Myers-Briggs Type Indicator (MBTI) and its application to professional interactions and teamwork.

Keywords

Leadership
Management
Emotional intelligence
Academic Medicine
Team Dynamics
Working styles

Required Readings:

1. Kotter, J.P. (2001). "What Leaders Really Do." *Harvard Business Review*.
2. Goleman, D. (1998). "What Makes a Leader?" *Harvard Business Review*.

Optional Reading:

3. Souba, W. (2006). "The New Leadership: Transforming Academic Medicine through Courage and Compassion." *Academic Medicine*, 81(10), 952–957.

Prep Work (to be completed before the session)

To prepare for the upcoming session on **Leadership and Management**, please complete the following assignments in advance. These activities are designed to help you reflect on your own leadership experiences, strengths, and opportunities for growth.

A. Required Readings

1. Kotter, J.P. (2001). "What Leaders Really Do." *Harvard Business Review*.
 - o As you read, consider:
 - How does Kotter distinguish between leadership and management?
 - Which of these functions do you tend to emphasize in your current role?
 - Think of one example from your work where leadership—rather than management—was most needed.
 - Which of Kotter's three leadership tasks (setting direction, aligning people, motivating/inspiring) do you find most challenging?
2. Goleman, D. (1998). "What Makes a Leader?" *Harvard Business Review*.
 - o Reflect on Goleman's five components of emotional intelligence (EI): self-awareness, self-regulation, motivation, empathy, and social skill.
 - Identify one EI strength you already demonstrate and one area you wish to strengthen.
 - Think of a recent leadership moment—how did emotional intelligence (or the lack of it) affect the outcome?
 - How does EI contribute to building trust and teamwork in your department?

B. Myers-Briggs Type Indicator (MBTI)

In addition to the readings above, please complete the MBTI before the session.

- o If you already know your type, review it and reflect on how your preferences influence your leadership style.

- If you are new to MBTI, complete a reputable online assessment or the institutional version if available.
2. **Reflection Questions:**
 - What is your MBTI type? Which preferences seemed most and least accurate?
 - How do your MBTI preferences shape how you communicate, make decisions, and respond to change?
 - In what ways do your preferences support or challenge your leadership in academic or clinical settings?
 - Consider a colleague or team member with a contrasting MBTI profile—how might you adapt your style to work more effectively together?
 3. **Bring your reflections to the session**—we will use them during the MBTI Leadership Styles activity to explore team dynamics and communication strategies.

Bring to Class

- Your notes from the readings and MBTI reflection
- A brief example (“personal best” leadership experience) to discuss during Activity I

Class Format

- Introduction and Session Overview
- Activity I: “Personal Best” Leadership Experience
- Review and Discussion of Readings (Kotter, Goleman, Souba)
- Didactic Session: Leadership and Management in Academic Medicine
- Activity II: Myers-Briggs Inventory and Discussion
- Activity III: Reflection and Integration—Appreciating Diverse Leadership Styles
- Summary and Closing Reflections

References

- Kotter, J.P. *What Leaders Really Do*. *Harvard Business Review*.
- Goleman, D. *What Makes a Leader?* *Harvard Business Review*.
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- Covey, S.R. (1989). *The 7 Habits of Highly Effective People*. Simon & Schuster.
- Shanafelt, T. & Noseworthy, J. (2017). “Executive Leadership and Physician Well-being.” *Mayo Clinic Proceedings*.
- Garman, A. N., et al. (2011). “Healthcare Leadership ‘Competency Models’: A Review.” *J Healthc Manag*.
- IOM/National Academies (2003). “Health Professions Education: A Bridge to Quality.”