

## **MEDICAL LEADERSHIP AND SELF-BRANDING**

[Transforming the Next-Generation of Physician Executives]

**Eugene Schmuckler**

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*The very essence of leadership is that you have to have vision.*

*You can't blow an uncertain trumpet.*

**Theodore Hesburgh**

Congress' approval of The Patient Protection and Affordable Care Act of March 2010, and the Caregivers and Veteran's Omnibus Health Services Act of May 2010, will induce changes in the medical profession during the next four to eight years that are as uncertain as they are inevitable. These changes will necessitate modifications not only in management style but also in practice organization. To quote from the Financial Times (November 9, 2009), "With healthcare accounting for about 18 percent of expenditure in the US and representing sizeable chunks of the economies of other countries, you might expect the industry to feature prominently in business school programs."

This however, is not the case and the article further reports that MBA programs focusing on health care are relatively small in number. A major issue is that management programs oriented to medical practitioners is that it must combine not only the traditional healthcare courses but also business knowledge. Ms. Murray, the journalist who prepared the article states that "while core MBA courses in accounting and finance are increasingly important for healthcare management professionals, some of the business skills most valuable to the sector concern management, people and leadership." Cliff Cramer, director of the healthcare and

pharmaceutical management program at Columbia Business School reports, ‘We deal with issues such as turnaround management and operations management and we have a course on power and influencing and how to get decisions made. The softer interpersonal leadership skills are more important today.’”

When Christopher Barton recently took over as chief of emergency medicine at San Francisco General Hospital, he became responsible for balance sheets, income statements, and a sprawling staff-all with no formal business training under his belt. In order to overcome this deficiency he enrolled in Harvard Business School’s Managing Health Care Delivery; a program designed to get participants thinking critically about ways to improve day to day processes. As part of this program, students study industries outside health care for guidance. Since completing this program, Dr. Barton has implemented changes including annual performance evaluations and plans for a day long leadership retreat for ER physicians and nurses. According to Judy Smith, medical director for the Roswell Park Cancer Institute in Buffalo, NY, another attendee of the Harvard program, “We are coming to grips now with the fact that we are much more similar to other businesses than we are different. Cancer treatment requires careful day to day strategic planning and management, conducive to the organizational mindset taught by business schools.” Management and leadership programs similar to those at Harvard University are in place or are being developed at the University of Pennsylvania’s Wharton School of Business, Duke University Fuqua’s School of Business and Vanderbilt University’s Owen School of Management. (Jane Porter: The Wall Street Journal December 17, 2009.)

Besides effectively managing a single practice, medical practitioners must be prepared to work with optimum service to patients and business success for themselves. Thomas Catanzaro, DVM in *Veterinary Management in Transition: Preparing for the 21<sup>st</sup> Century*, (Wiley-

Blackwell, 2000) explains how to organize and operate a veterinary practice designed to prosper in this new environment. Although directed towards practitioners of veterinary medicine, the information is relevant to any individuals who are engaged in some form of medical or dental practice.

In his presentation, Dr. Catanzaro poses the following series of provocative questions which address issues confronting every medical practitioner. These issues include:

- ) Are you and your practice ready for change?
- ) What is governance?
- ) Why is it needed?
- ) How does it work?
- ) In group practices, how can the leadership role be shared?
- ) What issues do you need to consider when hiring a group administrator, and how do you train him or her?
- ) How can the transition from traditional, single-doctor forms of management to new, more effective forms be made?

In addition, medical practitioners need to strive to avoid what Zenger and Folkman describes as the 10 most common leadership shortcomings which is based on the results 360 degree feedback on over 11,000 leaders. These include:

1. Lack energy and enthusiasm
2. Accept their own mediocre performance
3. Lack clear vision and direction

4. Have poor judgment
5. Don't collaborate
6. Don't follow the standards they set for others
7. Resist new ideas
8. Don't learn from mistakes
9. Lack interpersonal skills
10. Fail to develop others. (The Daily Stat: The 10 Most Common Failures of Business Leaders, Harvard Business Publishing, June 4, 2009)

This current chapter aims to focus on a number of different issues considered critical for any form of medical practice, or other organization, for that matter and will deal with the differences between management and leadership, strategic leadership emotional intelligence and self branding.

## **LEADERSHIP vs MANAGEMENT**

Many times, individuals will use the terms management and leadership synonymously. In actuality the terms have significantly different meanings. Warren Bennis describes the difference between managers and leaders as “Managers do thing right, Leaders the right thing.”

Managers are those individuals who have as their primary function managing a team of people and their activities. In effect, managers are those who have been given their authority by the nature of their role and ensure that the work gets done by focusing on day to day tasks and their activities. On other hand, a leader's approach is generally innate in its approach. Good leadership skills are difficult to learn because they are far more behavioral in nature than those

skills needed for management. Leaders are also very focused on change recognizing that continual improvement can be achieved in their people and their activities can be a great step towards continued success.

Perhaps some of the best training grounds for the development of leaders are the military. The Marine Corps slogan is “A Few Good Men” and the military academies at Annapolis (Navy), New London, Connecticut (Coast Guard), Colorado Springs (Air Force), and West Point (Army) all have as their main mission, the development of leaders. This is done by a number of different techniques. At graduation, the new officers, regardless of the branch of service, have been taught, and more importantly, have internalized the following: communicate the missions, sensitivity matters, real respect is earned, trust and challenge your soldiers. It is due to these lessons that many graduates of the military academies go on to positions of leadership in the private sector as well as in government. Communicating the mission refers to conveying to those who work with us what are practice is hoping to accomplish and the role of each employee in achieving that goal. Given an understanding and awareness of the mission, when confronted with a barrier, employees are able to face hard problems when there is no well-defined approach by which to deal with them.

**Sensitivity does matter** - A leader treats each employee with respect and dignity, regardless of race, gender, cultural background or particular role they actually perform in the practice. Consider how many legal suits are filed against any type of organization, whether it is a medical practice or a large manufacturing facility due to perceived disparate treatment towards the employee based on race, religion, gender sexual preference or other non-work related issues.

**Real respect is earned** - Having initials after one's name and the wearing of a lab coat does not automatically entitle an individual to respect. Formal authority has been found to be one

of the least effective forms of influence. Only by earning the respect of your staff as well as your patients can you be sure that your intent will be carried out when you are not present. Setting the example in performance and conduct, rather than ‘do as I say, not as I do,’ level of activity enables one to exert influence far greater than titles.

**Trust and challenge your employees** - How many times have practices sought to hire the best and brightest only to second guess the employee. Eric Schmidt, the CEO of Google, describes his management philosophy as having “... an employee base in which everybody is doing exactly what they want every day.” Obviously there are certain policies and procedures, but at the same time, the leader enables decision making to the lowest possible level. This also enables employees to question why certain policies and procedures are still being followed when more effective and efficient methods are available. (How the Army Prepared Me to Work at Google, Doug Raymond, Harvard Business)

The phrase “Physician, heal thyself” (Luke 4:23, King James Version) means that we have to attend to our own faults, in preference to pointing out the faults of others. The phrase alludes to the readiness of physicians to heal sickness in others while sometimes not being able or will to heal themselves. By the same token, it now is necessary for us to learn how to manage ourselves. It suggests that physicians, while often being able to help the sick, cannot always do so, and when sick themselves are no better placed than anyone else. (Gary Martin, [phrases.org.uk/meanings/281850.html](http://phrases.org.uk/meanings/281850.html), 2010).

“We will have to learn how to develop ourselves. We will have to place ourselves outside the boundaries where we can make the greatest contribution. And we will have to stay mentally alert and engaged during a 50-year working life, which means knowing how and when to change the work we do” (Managing Oneself, Harvard Business Review - Jan. 2005 - pp 100-109, by

Peter Drucker). Although one's IQ and certain personality characteristics are more or less innate and appear to remain stable over time there are individual capabilities that enable leadership and can be developed. Enhancement of these capabilities can lead to the individual being able to carry out the leadership tasks of setting direction, gaining commitment, and creating alignment. These capabilities include self-management capabilities, social capabilities and work facilitation capabilities.

Without question, while it is possible to cram for a test and graduate at the top of one's class, that does not assure leadership ability. We all know at least one person who scores at the highest levels on cognitive measures but would be incapable of pouring liquid out of a boot if the instructions were written on the heel.

## **EMOTIONAL INTELLIGENCE**

Many of us have encountered that individual within the workplace who may intellectually be at the upper levels, but whose ability to interact with others appears to that of one who is highly immature. This is the individual who is prone to becoming angry easily, verbally attacks co-workers, is perceived as lacking in compassion and empathy, and cannot understand why it is difficult to get others to cooperate with them and their agendas. Additionally, they have difficulty accepting responsibilities for their own errors generally complaining, "See what you made me do." Emotional Intelligence was first described by E.I. Thorndike, an educational psychologist in 1920. At that time he called the concept, "Social Intelligence." Basically, Thorndike defined social intelligence as "the ability to understand and manage men and women, boys and girls - - to act wisely in human relations." As opposed to interpersonal and intrapersonal intelligence, emotional intelligence is "a type of social intelligence that involves the ability to monitor one's

own thinking and actions” (Mayer & Solovey, 1993:433). Mayer and Solovey define emotional intelligence as the ability to use it to guide thoughts and actions. Emotional intelligence is separate from cognitive intelligence which is what determines whether people will be successful in school and is measured through IQ tests. The work of Mayer and Solovey was brought out of the academic laboratory and into the larger public domain when Daniel Goleman authored a book entitled, *Emotional Intelligence*.” According to Goleman, emotional intelligence consists of four basic noncognitive competencies self awareness, social awareness, self management and social skills. These are skills which influence the manner in which people handle themselves and their relationships with others. Goleman’s position is that the above mentioned competencies play a bigger role than cognitive intelligence in determining success in life and in the workplace. Solovey and Mayer contend that emotional intelligence involves abilities that may be categorized into five domains:

- ) Self awareness: Observing and recognizing a feeling as it happens.
- ) Managing emotions: Handling feelings so that they are appropriate; realizing what is behind a feeling; finding ways to handle fears and anxieties, anger and sadness.
- ) Motivating oneself; Channeling emotions in the service of a goal; emotional self control; delaying gratification and stifling impulses.
- ) Empathy: Sensitivity to others’ feelings and concerns and taking their perspective appreciating the differences in how people feel about things.
- ) Handling relationships: Managing emotions in others; social competence and social skills.

These abilities are important for one to be successful as a manager and even more so as a leader.



However, before we begin an examination of strategic leadership, it is necessary to make the distinction between a manager and a leader. There are many different definitions as well as descriptions regarding leadership and management. Many people talk as though leadership and management are the same thing. Fundamentally, they are quite different. Management focuses on work. We manage work activities such as money, time, paperwork, materials, equipment, and personnel, among other things. As can be found in any basic book on management, management focuses on planning, organizing, controlling, coordinating, budgeting, finance and money management as well as decision making. In effect, managers are generally those individuals who have been given their authority by virtue of their role. It is the function of a manager to ensure that the work gets done as well as to oversee the activities of others. In many organizations we find that those individuals elevate to a managerial position as a result of being a high performer on their previous assignment. A manager receives authority on the basis of role a leader's authority is more innate in nature.

Leaders are more strategically focused and rather than directing employees through tasks, they inspire and motivate employees to drive themselves. Leaders are schooled and adept in the use of what Daniel Goleman has described as emotional intelligence (to be discussed in depth in a later section).

The latter function is a somewhat limited for a manager and generally refers to day to day functions. To differentiate between a leader and a manager the focus of leadership are the more abstract concepts such as vision, inspiration, persuasion, motivation, team work and listening. Additionally, leaders are also involved in coaching, and mentoring. Edgar Shein focuses on the differences between management and leadership by stating, "Leaders work on the culture of the organization, creating it or changing it. Managers work within the culture of the organization.

One difference what which has been widely quoted has been presented by Warren Bennis who states, “Managers are people who do things right and leaders are those do the right thing.” Additionally Bennis states that “underperforming organizations are usually over managed and under led (University of Maryland symposium, January 21, 1988). A follow up to this is that “leadership maintains a focus on: creating a vision and developing strategies; engaging, motivating and inspiring people’ building trust and having courage; and creating action. (Trish Jacobson, “What it Takes to Be an Effective Leader’, in *Canadian Manager*, Winter 2002).

In 1995, a book on Emotional Intelligence (EQ) and was written by Daniel Goleman in which Goleman expanded on the works of Howard Gardner, Peter Salovey and John Mayer. Emotional Intelligence is defined as a set of competencies demonstrating the ability one has to recognize his or her behaviors, moods and impulses and to manage them best according to the situation Mike Poskey, “The Importance of Emotional Intelligence in the Workplace.” Poskey continues his definition by stating that emotional intelligence is considered to involve emotional empathy; attention to, and discrimination of one’s emotions; accurate recognition of one’s own and others’ moods; mood management or control over emotions; response with appropriate emotions and behaviors in various life situations (especially to stress and difficult situations); and balancing of honest expression of emotions against courtesy, consideration, and respect.

As will be seen EQ differs from what has generally been considered as intelligence which is described in terms of one’s IQ. Traditional views of intelligence focused on cognition, memory and problem solving. Even today individuals are evaluated on the basis of cognitive skills. Entrance tests for undergraduate and graduate schools base admissions in large part on the scores of the SAT, GMAT, LSAT, MCAT, etc. Without question, cognitive ability is critical but has been demonstrated, it is not a very good predictor of future job performance. In fact, in 1940,

David Wechsler the developer of a widely used intelligence test made reference to “non-intellective” elements (Nonintellective factors in general intelligence. *Psychological Bulletin*, 37, 444-445.)

By this Wechsler meant affective, personal and social factors. (Emotional Intelligence: what is and why it matters” - Cary Cherniss, PhD, presented at the annual conference of the Society of Industrial and Organizational Psychology, April 2000).

In the 1940s, the Ohio State Leadership suggested that “consideration” is an important aspect of effective leadership. The researcher at Ohio State suggested that those leaders who are able to establish “mutual trust, respect, and a certain warmth and rapport” with members of their group will be more effective (Fleishman & Harris, 1962; Patterns of leadership behavior related to employee grievances and turnover. *Personnel Psychology*, 15, 43-56).

Daniel Goleman became aware of the work by Salovey and Mayer leading to his book, “Emotional Intelligence.” Having trained under David McClelland was influenced by McClelland’s concern with how little traditional tests of cognitive intelligence predicted success in life. In fact, a study of 80 PhDs in science underwent a battery of personality tests, IQ tests and interviews in the 1950s while they were graduate students at Berkeley. Forty years later they were re-evaluated and it turned out that social and emotional abilities were four times more important than IQ in determining professional success and prestige (Feist & Barron: *Emotional Intelligence and academic intelligence in career and life success*. Paper presented at the Annual Convention of the American Psychological Society, San Francisco, 1996.)

Undoubtedly we want to have individuals work with us who have persistence which enables to them have the energy, drive, and thick skin to develop and close new business, or to work with the patients and other members of the staff. It is important to note that working

alongside one with a “good” personality may be fun, energetic, and outgoing. However, a “good” personality does not necessarily equate to success. An individual with a high EQ can manage his or her own impulses, communicate effectively, manage change well, solve problems, and use humor to build rapport in tense situations. This clarity in thinking and composure in stressful and chaotic situations is what separates top performers from weak performers.

Poskey outlines a set of five emotional intelligence competencies that have proven to contribute more to workplace achievement than technical skills, cognitive ability, and standard personality traits combined.

***A. Social Competencies:*** Competencies that Determine How We Handle Relationships  
Intuition and Empathy – Our awareness of others’ feelings, needs, and concern. He suggests that this competency is important in the workplace for the following reasons.

1. Understanding others: an intuitive sense of others’ feelings and perspectives, and showing an active interest in their concerns and interests
2. Customer service orientation: the ability to anticipate, recognize and meet customer’s’ (patients) needs
3. People development: ability to sense what others need in order to grow, develop, and master their strengths
4. Leveraging diversity: cultivating opportunities through diverse people.

***B. Political Acumen and Social Skills:*** Our adeptness at inducing desirable responses in others. This competency is important for the following reasons:

1. Influencing: using effective tactics and techniques for persuasion and desired results.
2. Communication: sending clear and convincing messages that are understood by others

3. Leadership: inspiring and guiding groups of people
4. Change catalyst: initiating and/or managing change in the workplace
5. Conflict resolution: negotiating and resolving disagreements with people
6. Collaboration and cooperation: working with coworkers and business partners toward shared goals
7. Team capabilities: creating group synergy in pursuing collective goals.

***C. Personal Competencies: Competencies that determine how we manage ourselves***

***D. Self Awareness:*** Knowing out internal states, preferences, resources, and intuitions. This competency is important for the following reasons.

1. Emotional awareness: recognizing one's emotions and their effects and impact on those around us
2. Accurate self-assessment: knowing one's strengths and limits
3. Self-confidence: certainty about one's self worth and capabilities
4. Self-Regulation. Managing one's internal states, impulses, and resources. This competency is important in the workplace for the following reasons.
5. Self-control: managing disruptive emotions and impulses
6. Trustworthiness: maintaining standards of honesty and integrity
7. Conscientiousness: taking responsibility and being accountable for personal performance
8. Adaptability: flexibility in handling change

9. Innovation: Being comfortable with an openness to novel ideas, approaches, and new information

***E. Self-Expectations and Motivation:*** Emotional tendencies that guide or facilitate reaching goals. This competency is important in the workplace for the following reasons.

1. Achievement drive: striving to improve or meet a standard of excellence we impose on ourselves
2. Commitment: aligning with the goals of the group or the organization
3. Initiative: readiness to act on opportunities without having to be told
4. Optimism: Persistence in pursuing goals despite obstacles and setbacks

A note of caution is necessary. Goleman and Salovey both state that emotional intelligence on its own is not a strong predictor of job performance. Instead they contend that it provides the bedrock for competencies that are.

Obviously, EQ is an important attribute and it behooves each of us to promote emotional intelligence in the workplace. A number of guidelines have been developed for the Consortium for Research on Emotional Intelligence in Organizations by Daniel Goleman and Cary Cherniss. The guidelines cover four phases which include preparation, training, transfer and evaluation.

1. Assess the organization's needs: Determine the competencies that are most critical for effective job performance in a particular type of job. In doing so, use a valid method, such as the comparison of the behavioral interviews of superior performers and average performers. Also make sure the competencies to be developed are congruent with the organization's culture and overall strategy.

2. Assess the individual: This assessment should be based on the key competencies needed for a particular job, and the data should come from multiple sources using multiple methods to maximize credibility and validity.
3. Deliver assessments with care: Give the individual information on his/her strengths and weaknesses. In doing so, try to be accurate and clear. Also, allow plenty of time for the person to digest and integrate the information. Provide feedback in a safe and supportive environment in order to minimize resistance and defensiveness. Avoid making excuses or downplaying the seriousness of deficiencies.
4. Maximize learner choice: People are motivated to change when they freely choose to do so. As much as possible, allow people to decide whether or not they will participate in the development process, and have them change goals themselves.
5. Encourage people to participate: People will be more likely to participate in development efforts if they perceive them to be worthwhile and effective. Organizational policies and procedures should encourage people to participate in development activity, and supervisors should provide encouragement and the necessary support. Motivation will be enhanced if people trust the credibility of those who encourage them to undertake the training.
6. Link learning goals to personal values: People are most motivated to pursue change that fits with their values and hopes. If a change matters little to people, they won't pursue it. Help people understand whether a given change fits with what matters most to them.
7. Adjust expectations: Builds positive expectations by showing learners that social and emotional competence can be improved and that such improvement will lead to valued outcomes. Also, make sure that the learner has a realistic expectation of what the training process will involve.

8. Gauge readiness: Assess whether the individual is ready for training. If the person is not ready because of insufficient motivation or other reasons, make readiness the focus of intervention efforts.
9. Foster a positive relationship between the trainers and learners: Trainers who are warm, genuine, and empathic are best able to engage the learners in the change process. Select trainers who have these qualities, and make sure that they use them when working with the learners.
10. Make change self-directed: Learning is more effective when people direct their own learning program, tailoring it to their unique needs and circumstances. In addition to allowing people to set their own learning goals, let them continue to be in charge of their learning throughout the program, and tailor the training approach to the individual's learning style.
11. Set clear goals: People need to be clear about what the competence is, how to acquire it, and how to show it on the job. Spell out the specific behaviors and skills that make up the target competence. Make sure that the goals are clear, specific, and optimally challenging.
12. Break goals into manageable steps: change. That is more likely to occur if the change process is divided into manageable steps. Encourage both trainers and trainees to avoid being overly ambitious.
13. Provide opportunities to practice: Lasting change requires sustained practice on the job and elsewhere in life. An automatic habit is being unlearned and different responses are replacing it. Use naturally occurring opportunities for practice at work, and in life. Encourage the trainees to try the new behaviors repeatedly and consistently over a period of months.
14. Give performance feedback: Ongoing feedback encourages people and directs change. Provide focused and sustained feedback as the learners practice new behaviors. Make sure



that supervisors, peers, friends, family members-or some combination of these- give periodic feedback on progress.

15. Rely on experiential methods: Active, concrete, experiential methods tend to work best for learning social and emotional competencies. Development activities that engage all the senses and our dramatic and powerful can be especially effective.
16. Build in support: Change is facilitated through ongoing support of others who are going through similar changes. Programs should encourage the formation of groups where people give each other support, throughout the change effort. Coaches and mentors also can be valuable in helping support the desired change.
17. Use models: Use live or videotaped models that clearly show how the competency can be used in realistic situations. Encourage learners to study, analyze, and emulate the models.
18. Enhance insight: Self-Awareness is the cornerstone of emotional and social competence. Help learners acquire greater understanding about how their thoughts, feelings, and behavior affect themselves and others.
19. Prevent relapse: Use relapse prevention, which helps people use lapses and mistakes as lessons to prepare themselves for further efforts.
20. Encourage use of skills on the job: Supervisors, peers and subordinates should reinforce and reward learners for using their new skills on the job. Coaches and mentors also can serve this function. Also, provide prompts and cues, such as through periodic follow-ups. Change also is more likely to indoor. When high status persons, such as supervisors and upper-level management model it.

21. Develop an organizational culture that supports learning: Change will be more enduring if the organization's culture and tone support the change and offer a safe atmosphere for experimentation.
22. Evaluate: To see if the development effort has lasting effects evaluated. When possible, find on a true set of measures of the competence or skill, as shown on the job, before and after training, and also at least two months later. One-year follow-ups also are highly desirable. In addition to charting progress on the acquisition of competencies, also assess the impact on important job related outcomes, such as performance measures, and indicators of adjustments such as absenteeism, grievances, health status, etc.

## **SELF-BRANDING IN THE MODERN ERA**

In 1987 the magazine Fast Company published an article authored by Tom Peters entitled "The Brand Called You." Although some individuals may shy away from the concept of self-branding in actuality, many of the online social network sites such as Facebook become media by which we in fact brand ourselves. In his article, Peter's stated. "Regardless of position, regardless of the business we happen to be in, all of us need to understand the importance of branding. We are CEOs of their own companies: Me Inc. to be in business today, our most important job is to be head marketer for the brand called you. As a medical practitioner how do you differentiate yourself from others in your specialty and why should a new patient choose your practice above those of the others in the field? Branding is about finding your big idea and building your identity and game plan around it. The bottom line: if you can't explain who you are, and the value you bring to your practice in a short sentence or two, you have work to do. According to Catherine Kaputa, a personal coach she suggests that there are the objective things:

your credentials, the schools you went to, your years of experience, and your skill set, which represent what she refers to as hard power. Then there's soft power: your image and reputation, your visibility in the community, your network of contacts, supporters and mentors. In today's competitive marketplace, soft power plays a vital role in attracting people to you and your practice.

Peters suggests that everyone has a chance to stand out. Everyone has a chance to learn, improve, and build up their skills. Everyone has a chance to be a brand worthy of remark. Corporations spend millions of dollars creating and maintaining their distinct brand. The Olympic Rings are representative of a brand which the International Olympic Committee guards zealously. Professional services firms such as McKinsey, foster self-branding among their employees. Major corporations have as employees those individuals who are smart, motivated and talented. Self-branding allows the employees to differentiate themselves from their peers. For one to engage in self-branding is first necessary to ask the question, "What is it that my practice does that makes it different?" You can begin by identifying the qualities or characteristics that make you distinctive from your competitors-or your colleagues. What have you done lately-this week-to make yourself stand out? What would your colleagues say is your greatest and clearest strength? What would they say is your most noteworthy personal trait? As a practitioner does your customer get dependable, reliable service that meets his or her strategic needs? In addition, ask yourself: "what do I do that adds remarkable, measurable, distinguished distinctive value."

## **ASSESSMENT**

One way in which you can begin to promote yourself is, with a personal visibility campaign; getting yourself on a panel discussion with signing up to make a presentation at a workshop. If you are a writer, try contributing a column on a regular basis to your local newspaper. Community newspapers and professional newsletters are always seeking articles to fill the space. Not only does it give you the opportunity to express yourself it also is an excellent means to expose your practice and your capabilities to a mass audience. While we are on the topic of mass media look at your business card and check to see if it has a distinctive logo on it. Keep in mind that packaging counts.

Getting and using power, intelligently, responsibly, and powerfully are essential skills for growing your brand. One of the things that attract us to certain brands is the power they project. Power, is largely a matter of perception. If you want people to see you as a powerful brand, act like a credible leader. Another technique advocated by Peters is developing loyalty among your patients. In addition, you yourself need to be loyal to your colleagues, your patients and to yourself.

## **CONCLUSION**

Peter's final advice related to self-branding is "You are a brand. You are in charge of your brand. There is no single path to success. And there is no one right way to create the brand called You. Except this: start today; or else!

**COLLABORATE NOW:** Continue discussing this chapter online with the author(s), editor(s) and other readers at: [www.BusinessofMedicalPractice.com](http://www.BusinessofMedicalPractice.com)

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**THE END**