



Leading From Where You Stand: Insights from PGY-3 Chief Residents

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Cone Health Internal Medicine Residency Program

AAIM Conference 2025

Introductions

Rayann Atway, DO
PGY-3 Chief



Katie Masters, DO
PGY-3 Chief



Carolyn Guilloud, MD
Former PGY-3 Chief



Julie Machen, MD
Faculty



Building a PGY-3 Chief Network

- Database
 - Workshop materials
 - PGY-3 Chief email list
- Scholarship & Survey



Learning Objectives

1. Understand the unique challenges of PGY-3 Chief Residency
2. Apply emotional intelligence effectively during challenging conversations with faculty and peers as a PGY-3 Chief Resident
3. Learn the 6 leadership types and apply them to common PGY-3 Chief Resident scenarios



Cone Health IM Residency

- Community-based, university-affiliated program in Greensboro, NC
- Established & accredited in 1968
- 22 residents (6 categorical, 4 prelim)
- 2 PGY-3 Chiefs per year since 2013

**Spend 3 minutes talking with
someone from a different
program.**

Who are you? Where are you
from? How does your PGY-3 Chief
year work?



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The Traditional (PGY-4) Chief Role

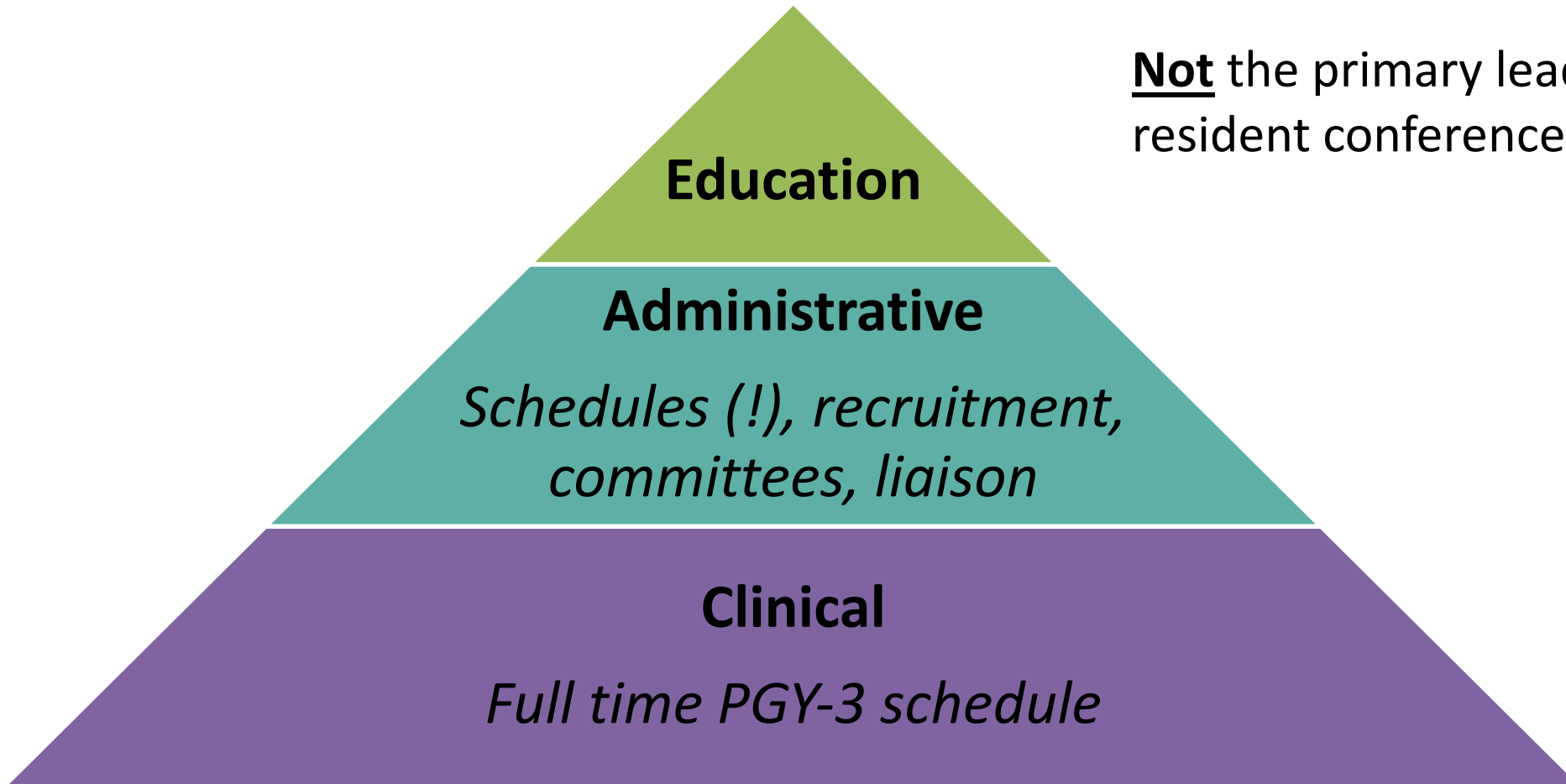
- Usually served after completion of residency training
- Considered an academic achievement, often a "stepping-stone" to an academic career
- Internally appointed without ACGME regulation
- Duties are not standardized but often include administrative, educational, and clinical roles

Rise of the PGY-3 Chief Resident

- Barriers to PGY-4 Chief structure
 - Limited institutional funding
 - Resident financial constraints
 - Resident career planning
- In 2023 APDIM survey, 36.5% of IM Residency Programs had PGY-3 Chief Residents!

Our PGY-3 Chief Role

Not the primary leaders of resident conferences



**What do you anticipate
to be the toughest
challenge of doing Chief
Year as a PGY-3?**



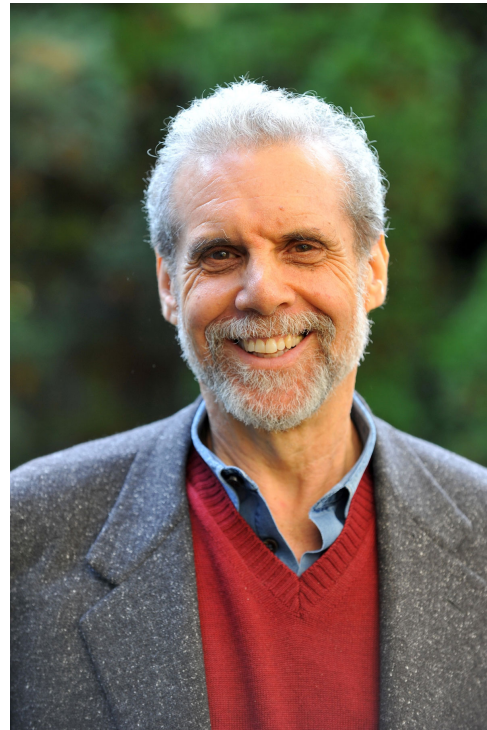
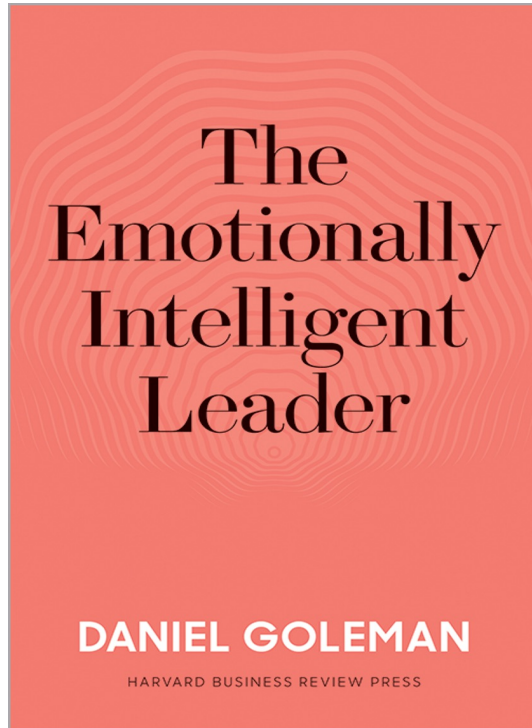
(Some) PGY-3 Chief Year Challenges

- Balancing a full clinical schedule with chief responsibilities
- Finding time to study for boards and apply for jobs
- Managing conflict among co-residents, especially when they are same year and/or our friends
- Poor communication with co-chief or PD
- Having tough conversations with peers, including friends
- Not wanting to be a burden by asking for help

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A Series of Three Articles



1. "What Makes a Leader?"
2. "The Focused Leader"
3. "Leadership That Gets Results"

#1 "*What Makes a Leader*"

- Effective leaders are distinguished by a high degree of emotional intelligence (EI)
- Emotional intelligence can be learned through persistence, practice, and feedback from colleagues or coaches

#2 "*The Focused Leader*"

- Focusing on self (inward focus)
 - self-awareness & self-control
- Focusing on others - the "empathy triad"
 - **Cognitive empathy** – the ability to understand another person's perspective
 - **Emotional empathy** – the ability to feel what someone else feels
 - **Empathetic concern** – the ability to discern what someone else needs from you
- Focusing on the wider world (outward focus)
 - Systems awareness, strategy, & innovation

Case 1: "Sick Days"

On Monday morning, your program coordinator informs you that one of your residents called out sick from their elective on Thursday and Friday of the previous week. You are surprised, as you saw photos of them socializing with colleagues on Friday evening. Later that day, you encounter the resident in the physicians' lounge.

Case 1 – Pair & Share

- Using the elements of EI and the strategies of “A Focused Leader”, how you might assess & approach this situation?
- Deliberately focus on:
 - Yourself (inward focus)
 - The resident in question (empathy triad)
 - The bigger picture (outward focus on the situation, the setting of the encounter, and the system)

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#3 "*Leadership That Gets Results*"

- Leadership style is not a matter of personality, but rather a set of tools that can be learned and wielded
- Dr. Goleman defines 6 styles of highly effective leaders, each springing from various elements of emotional intelligence
- The most effective leaders are fluid and utilize multiple styles depending on what the situation calls for



#3 "*Leadership That Gets Results*"



Case 2: "Toughing it out"

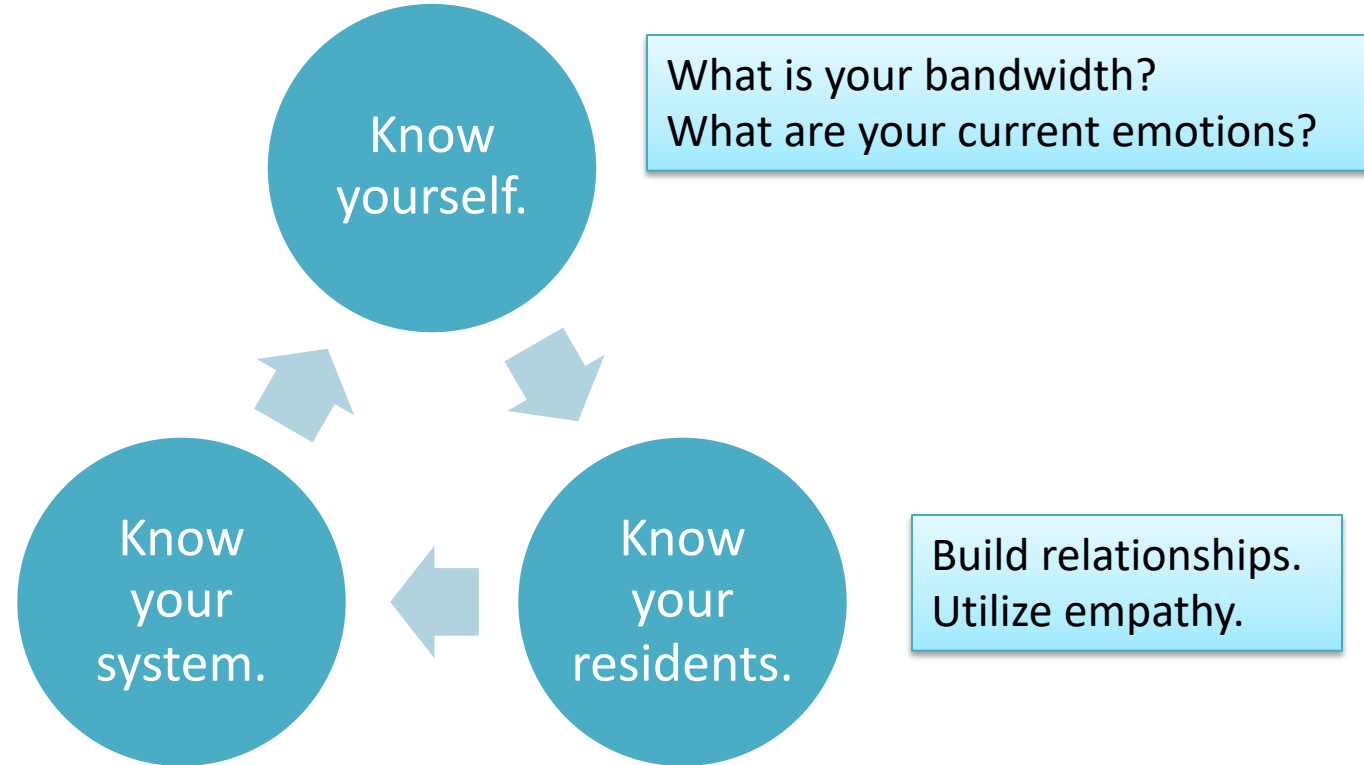
It is Sunday night before the start of a new rotation block, and you receive a call from your PD that one of your co-residents needs to take an unexpected extended leave of absence from Wards. Because you are a focused leader who practices emotional intelligence, you know that morale among the residents is at an all-time low and burn out is high. It is flu season, and the inpatient teams have been faced with a high patient census all month. In addition, many residents have been out sick with the flu themselves. The backup jeopardy coverage system has already been utilized multiple times this month.

Case 2 – Pair & Share

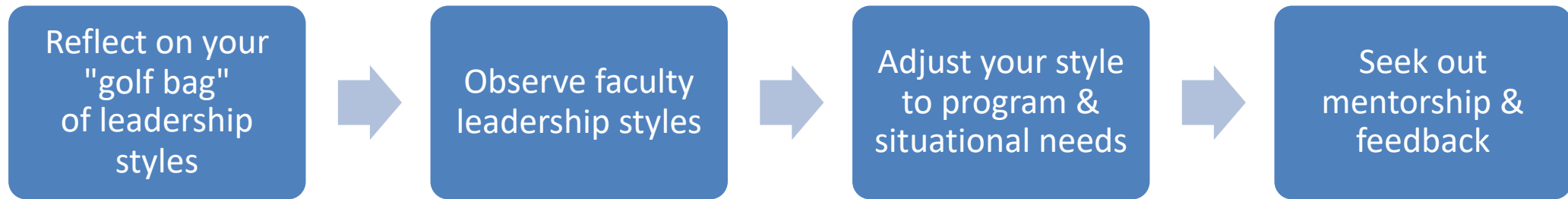
Using what we know from “Leadership That Gets Results”

- Discuss the different styles of leadership & how each might impact outcomes and culture in this scenario
- Identify a style or styles that you think would be best to achieve your wanted outcome (no single correct answer).

Take Home Tips for PGY-3 Chief Leadership



Building your Leadership Style: Take-Home Tips



Ask the experts. What other questions or concerns do you have about next year?



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Resources & References

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