

Janis Apted Yadiny, MLS

Interview Profile

Interview #73

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Interview Information

Three sessions: 22 February 2016, 1 March 2016, 4 April 2016.

Total approximate duration: 4.5 hours

Interviewer: Tacey A. Rosolowski, Ph.D.

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About the Interview Subject

Janis Apted Yadiny, MLS (b. 12 January 1948, Toronto, Canada) came to MD Anderson in 1999 to establish the new area of Faculty Development. Since 2008 she has served as the Associate Vice President of Faculty and Academic Development. In this interview, Ms. Yadiny talks about her strategies for developing leadership training for faculty at a time when little was available to support this in academic medical centers. She talks about the philosophy of the MD Anderson approach to leadership and traces its growth and impact over the course of her career. She also reflects on her own style and history as a leader, and how this has influenced the path she has charted for faculty at the institution.

Major Topics Covered:

Education and personal background

Theories of leadership; leadership development approaches

Leadership in a healthcare institution and in the current healthcare environment

Leadership as a shift in identity

History of leadership development at MD Anderson

The Department of Faculty and Academic Development: approaches to leadership development

The human and spiritual dimension of leadership and leadership training

Examples of leadership challenges and providing leadership support

Personal view of leadership

About transcription and the transcript

This interview had been transcribed according to oral history best practices to preserve the conversational quality of spoken language (rather than editing it to written standards).

The interview subject has been given the opportunity to review the transcript and make changes: any substantial departures from the audio file are indicated with brackets [].

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Janis Apted Yadiny, MLS

Chapter Summaries

Interview # 73

Interview Session One: 22 February 2016 (about 1 hour 35 minutes?)

Chapter 00A

Interview Identifier

Chapter 01

A: Character and Personal Philosophy;

An Interest in Moments of Turbulence Feeds an Approach to Leadership

Story Codes

A: Character, Values, Beliefs, Talents;

A: Personal Background;

A: Professional Path;

A: Influences from People and Life Experiences;

B: MD Anderson Culture;

B: Working Environment;

C: Funny Stories;

D: On Research and Researchers;

Ms. Yadiny begins by explaining that she is in the midst of writing a new job description for herself so she can begin to focus more exclusively on her major interest, leadership development. She mentions author Linda Hill's description of the transition into leadership positions as the equivalent of a big life transition. She goes on to reflect on her own qualities as a leader and an individual who has had to make many transitions, leading her to be "interested in moments of turbulence."

Chapter 02

B: Building the Institution;

Establishing a New Department of Faculty Development

Story Codes

B: MD Anderson History;

B: Building/Transforming the Institution;

B: Institutional Politics;

B: Controversy;

C: Leadership;

A: Joining MD Anderson;

Ms. Yadiny sketches how she came to MD Anderson in 1999 to establish a new Department of Faculty Development at a time when there was little research and literature on this new area. She mentions MD Anderson's reputation in the eighties as the "terminal hospital," where

patients came to die, a feeling that persisted into the nineties. She sketches the history of unsuccessful leadership development offerings at the institution.

Chapter 03

The First Successful Leadership Retreat Demonstrates Need for Faculty Development

B: Building the Institution

Story Codes

B: MD Anderson History;

B: Building/Transforming the Institution;

B: Institutional Politics;

B: Controversy;

C: Discovery and Success;

D: On Leadership;

C: Leadership;

Ms. Yadiny explains that, in 2001, a team was put together to make a “last try” to set up a successful initiative. She discusses how the team went about creating a new faculty leadership program that would prove such an initiative could be effective and relevant to MD Anderson faculty. She sketches the process of finding the Executive Development Group. She explains that the team handpicked the sixteen people who would participate in the first retreat, held in The Woodlands. She notes that the response was immediate and unanimously positive and that the curriculum is still largely the same. She sketches other programs that came from that: the Administrative Leadership Program and the Heart of Leadership Program. Ms. Yadiny also begins to sketch how leadership initiatives at MD Anderson evolve within a politicized environment.

Chapter 04

B: Building the Institution;

Faculty Development in a Politicized Context

Story Codes

B: Institutional Politics;

C: Understanding the Institution;

B: MD Anderson Culture;

B: Working Environment;

D: On Leadership;

In this segment, Ms. Yadiny talks about the political environment in which Faculty Development was established and has evolved. She shares anecdotes to illustrate.

Chapter 05

A: The Administrator;

Reflecting on Leadership Qualities

Story Codes

B: Multi-disciplinary Approaches;

C: Leadership;

D: On Leadership;
D: On Mentoring;
C: Professional Practice;
C: The Professional at Work;

In this segment, Ms. Yadiny reflects on her own leadership qualities and discusses leadership in general. She tells another story of Marshall Hicks, head of the Division of Diagnostic Imaging, as an example of someone who has used the coaching services of Faculty Development to help him through leadership transitions and life transitions. She notes that the Executive Coaching service was established in 2008 to support new chairs and that Ethan Dmitrovsky is expanding coaching services. She notes that she earned her coaching certification. She lists her leadership traits (noting that she is a good idea person, “but this doesn’t mean I’m a good manager”) then talks about models of leadership she has discovered in her reading of literature. Ms. Yadiny then explains that, even though self-reflection is a key element of leadership training, many people “are terrified of it.”

She tells an anecdote that demonstrates how seemingly small issues can have a big impact on initiatives. Ms. Yadiny then notes that MD Anderson has had a “case study of leadership” over the past years, since Ronald DePinho came on a president. She notes that she would love to have a conversation with him about what he has learned about leadership and shares an anecdote that suggests he has been thinking about the subject.

Chapter 06

A: Educational Path;
A Wide Range of Interests Leads to Library School

Story Codes

A: Personal Background;
A: Influences from People and Life Experiences;
A: Character, Values, Beliefs, Talents;

In this segment, Ms. Yadiny talks about her family background and her educational path to Library School at McGill University. She talks about her love of reading, her skills with drawing and sports, and her love of life outdoors. She talks about the interests that led her to study literature at the University of Guelph in Ontario, Canada (BA in 1970) and her decision to go to McGill University in Montreal for her MLS (conferred 1973).

Chapter 07

A: Professional Path;
International Work and an Interest in Power Dynamics

Story Codes

A: Influences from People and Life Experiences;
A: Personal Background;
C: Evolution of Career;
C: Professional Practice;
D: On Leadership;

Ms. Yadiny discusses her early jobs with the Royal Society in London, then with the World Health Organization in Geneva, then in Tunisia. She tells anecdotes of the interesting characters she met in London; one of the stories allows her to demonstrate how she became interested in the master/slave relationship and how power factors into communication and power. She notes that she has encountered leaders who can be submissive or sadistic in their relationships with others. She describes the work she did in Geneva with the WHO, the lessons learned from her international experiences, and her reasons for leaving international work.

Chapter 08

A: Professional Path;

An Evolving Focus on Leadership Development

Story Codes

C: Mentoring

C: Leadership

A: Personal Background;

In this segment, Ms. Yadiny discusses the series of positions she held that solidified her focus on leadership development. She first talks about her work at the Houston Academy of Medicine in the Texas Medical Center Library ('79 – '90) where she did staff development programming and came to love working with leadership issues. She describes this as a "turning point in her life." She describes the positive work situation and the experience in leadership development she gained.

[The recorder is paused.]

Next, Ms. Yadiny talks about her work at the University of Michigan in communications ('90 – '99). She was able to complete a year-long "Planned Change Internship" that enhanced her skills. She talks about meeting Larry Lippitt, whose at the time work provided a basis for the understanding of organization development and how individuals behave within groups.

Interview Session Two: 1 March 2016 (about 1 hour 45 minutes)

Chapter 00B

Interview Identifier

Chapter 09

B: MD Anderson Culture;

Faculty Development: Offering Support in a Stressful Environment

Story Codes

B: MD Anderson Culture;

B: Working Environment;

B: Gender, Race, Ethnicity, Religion;

B: Critical Perspectives on MD Anderson;

D: On Texas and Texans;

D: Cultural/Social Influences;
C: Women and Minorities at Work;
A: Experiences Related to Gender, Race, Ethnicity;
C: Leadership

Ms. Yadiny discusses the stressful work culture at MD Anderson and the challenges that leaders face. She tells a story about a department chair who shed tears during a coaching session and a meeting with his department. She notes that the culture makes faculty members feel unsupported, and they come to Faculty Development for support.

She also discusses cross-cultural issues that contribute to the stress, touching on issues that international faculty face and also on issues that arise because of U.S. regional, north/south, differences. She notes that the staff wields informal power, and gives examples of faculty women who have problems with staff members, who call them rude and demanding and often raise enough issues that the female faculty member “ends up in front of a Chair or HR.” Ms. Yadiny notes that Faculty Development and the institution in general has not done enough to orient faculty to the southern dimensions of MD Anderson culture.

She comments on the fact that 70% of employees are female, but MD Anderson “is a male institution.” She comments on her own experience of gender issues and the slow progress made on addressing them since she began her professional life.

Chapter 10

B: Institutional Change;
Changes in Academic Medicine over the Past Decades

Story Codes

D: Understanding Cancer, the History of Science, Cancer Research;
D: The History of Health Care, Patient Care;
D: On the Nature of Institutions;
B: MD Anderson Culture;
B: Working Environment;
B: Institutional Mission and Values;

After reflecting briefly on the discussion in Interview Session one, Ms. Yadiny sketches how academic medicine has changed in the past decades. She notes the increase of expenses, patient volume, and structural changes to the healthcare system as well as the increasing competition for research money. She gives examples of how these contextual issues play out in the lives of faculty and leader.

Ms. Yadiny comments on the challenges of mentoring faculty in this environment. She states that Dr. Ronald DePinho has positively “raised the level of the discussion” about research at MD Anderson, noting that this is threatening to those who aren’t of the highest caliber.

Ms. Yadiny comments on the challenge of balancing a commitment to compassionate care with a forceful pursuit of hard-driving science. She notes that MD Anderson is a unique institution because it is an academic-corporate hybrid.

Chapter 11

B: Building the Institution;

The First Several Years of the Faculty Development Initiative

Story Codes

B: Building/Transforming the Institution;

B: Growth and/or Change;

B: Education;

B: MD Anderson Culture;

B: Working Environment;

C: The Professional at Work;

C: Collaborations;

C: Leadership;

C: Mentoring;

Ms. Yadiny fills in details about the evolution of the Department of Faculty Development. She explains why Margaret Kripke, the VP of Academic Affairs in 1999, supported a leadership development initiative. Ms. Yadiny then talks about her activities as Director of Faculty Development between 1999 and 2001, when the first formal course of the Faculty Leadership Academy was put together by a collaborative committee.

Ms. Yadiny explains that in 2001, academic medicine trailed the corporate world by about 15 years in understanding leadership. She explains why leadership is so important and notes that MD Anderson had no succession planning and no real culture of leadership.

She explains the success of the Leadership Academy and discusses the coaching sessions that are provided to participants and new leaders.

Chapter 12

B: Building the Institution;

Creating the Faculty Health and Well-being Program

Story Codes

B: MD Anderson History;

B: MD Anderson Culture;

B: Working Environment;

C: Discovery and Success;

B: Building/Transforming the Institution;

B: Multi-disciplinary Approaches;

B: Critical Perspectives on MD Anderson;

C: Offering Care, Compassion, Help;

C: Professional Practice;

C: The Professional at Work;

Ms. Yadiny recounts the story of how the Faculty Health and Well-being Program was established. She tells the story of the suicide of plastic surgeon, Steve Kroll, in 2001. She notes that when the institution did nothing to address this event, a group of individuals approached then-president John Mendelsohn about doing something for the faculty. This group included: Walter Bayle, MD; Warren Holleman, PhD; Ellen Gritz, PhD; Janis Apted, MLS. This group formed a committee and they set in place a response plan for addressing trauma.

Ms. Yadiny next recounts how this initiative evolved into a program. She mentions groundbreaking work the Ellen Gritz and Warren Holleman did on burnout.

[The recorder is paused]

Ms. Yadiny then talks about several initiatives in Faculty Development. First she talks about Dr. Walter Bayle's use of Interpersonal Communication and Relationship Enhancement to teach communication and leadership. She then talks about Faculty Development's sponsorship of the Houston production of the play, "Wit." Focus groups with clinical faculty related to this production were audio taped and used to produce of the video, "On Being an Oncologist."

Chapter 13

B: MDACC in the Future;

Preparing for Coming Challenges to Faculty Development

Story Codes

A: The Leader;

A: The Mentor;

C: Leadership;

C: Mentoring;

B: MD Anderson Culture;

B: Working Environment;

D: The History of Health Care, Patient Care;

D: Cultural/Social Influences;

Ms. Yadiny briefly comments on the goals she envisioned for Faculty Development when she became Executive Director in 2002. She then sketches the large-scale changes that MD Anderson will face as national demographics and the healthcare system continue to shift. She reflects on working with new staff members. She explains that she went back to school to earn her certification as a coach so she could be a better support to faculty.

Next, Ms. Yadiny lists the faculty's fears and frustrations and notes that most people who need help are not asking for it.

Interview Session Three: 4 April 2016

Chapter 00C

Interview Identifier

Chapter 14

B: Overview;

An MD Anderson Way of Leadership Training

Story Codes

B: Institutional Processes;

B: MD Anderson Culture;

B: Working Environment;
B: Building/Transforming the Institution;
B: Institutional Politics;
B: Education; D: On Education;
C: Leadership; D: On Leadership;
C: Mentoring; D: On Mentoring;
C: Obstacles, Challenges;
C: Understanding the Institution;
C: The Professional at Work;

In this segment, Ms. Yadiny characterizes the “MD Anderson way of leadership training.” She explains that in 2002 her office settled on a skill-based approach that differed from the theoretical focus of earlier programs. She notes that Dr. Margaret Kripke advocated adoption of this approach and that the program for women faculty, Executive Leadership in Academic Medicine [ELAM], served as a model and was enthusiastically welcomed by all faculty.

She next gives examples of challenging situations that MD Anderson leaders can find themselves in (e.g. emotional blackmail and manipulation). She notes that a psychologist at Rice University introduced her to the idea that transition into leadership is a turbulent process akin to an identity crisis.

She talks about the learning curve for developing as a leader and emphasizes that MD Anderson is a very complex culture: some leadership consultants have characterized it as the most challenging and toxic they have encountered.

Chapter 15

B: An Institutional Unit;
Faculty Development: Directions for Future Growth

Story Codes

B: Institutional Processes;
B: MD Anderson Culture;
B: Working Environment;
B: Building/Transforming the Institution;
B: Institutional Politics;
B: Education; D: On Education;
C: Leadership; D: On Leadership;
C: Mentoring; D: On Mentoring;
C: Obstacles, Challenges;
C: Understanding the Institution;
C: The Professional at Work;

Ms. Yadiny explains that programs in Faculty Development will increasingly be organized around the idea that transition into leadership catalyzes an identity crisis. She explains a plan to conduct assessments for leadership potential (that could not come to fruition). She discusses motivations that individuals may have for aspiring to leadership roles and notes that most leaders say they get the most satisfaction from training the next generation of leaders or professional in their field. She notes that MD Anderson chair people have demanding roles with more responsibility than their colleagues at other institutions.

She explains the growing number of populations that Faculty Development serves at the institution, noting that the faculty is not required to take mandatory classes in leadership (unlike staff people). She discusses preliminary efforts to offer leadership programming for fellows and graduate students. She discusses the advantages of having outside consultants conduct programs and offers a personal anecdote about offering tough feedback.

Chapter 16

A: The Administrator;

Growth as a Leader

Story Codes

A: Character, Values, Beliefs, Talents;

A: Faith;

C: Discovery, Creativity and Innovation;

C: Faith, Values, Beliefs;

C: Evolution of Career;

A: Personal Background;

A: The Leader;

A: Professional Values, Ethics, Purpose;

A: Critical Perspectives;

B: Education; D: On Education;

C: Leadership; D: On Leadership;

C: Mentoring; D: On Mentoring;

C: Obstacles, Challenges;

C: Understanding the Institution;

C: The Professional at Work;

Ms. Yadiny evaluates her own growth as a leader since she “began as a freshman” in Faculty Development at MD Anderson in 1999. In this Chapter she also talks about the importance of emotional intelligence.

She begins by discussing what she learned about herself by handling challenging leadership situations. She talks about her (excellent) working relationship with Robert Tillman [Associate Director, Faculty Development] and describes how some problems arose because of her strong working relationship with Janet Simon. She notes a theory that in workplaces, individuals recreate their family of origin around them.

Ms. Yadiny then talks about the importance of the emotional brain to leadership development. She notes that she reads a sacred literature to learn more about this and that MD Anderson can “shrink” this dimension of self. She talks about conversations she has with a psychologist who is also a practicing shaman, José Luis Stevens, when she senses distance from her emotional brain. She tells an anecdote about discussing a work challenge with Provost Ethan Dmitrovsky, MD. She lists the serious consequences leaders face if they do not cultivate the emotional dimensions of themselves.

****Clip?** She talks about how MD Anderson has made her grow and [comments on how leaders can be bullies to cover their own shame and vulnerability MOVE TO BELOW?](#) [56:35+]

Chapter 17

B: An Institutional Unit;

Faculty Development: Caring for the Soul of MD Anderson's Faculty

Story Codes

A: Character, Values, Beliefs, Talents;

A: Faith;

C: Discovery, Creativity and Innovation;

C: Faith, Values, Beliefs;

C: Evolution of Career;

A: Personal Background;

A: The Leader;

A: Professional Values, Ethics, Purpose;

A: Critical Perspectives;

B: Education; D: On Education;

C: Leadership; D: On Leadership;

C: Mentoring; D: On Mentoring;

C: Obstacles, Challenges;

C: Understanding the Institution;

C: The Professional at Work;

In this segment, Ms. Yadiny characterizes the essential role of the Department of Faculty Development: to caretake the soul of MD Anderson's faculty. She begins by talking about a retreat held recently to help a department deal with issues of retaliation. She discusses her own experience consulting with this department and recounts an anecdote she heard Bill Johnson (CEO of Heinz) tell about coach.

Next, Ms. Yadiny explains her goals in the years remaining before her retirement: she would like the institution to "understand the full scope of what Faculty Development does." She says that the department is "like a shaman" that brings in the whole person and provides a place of hope for faculty.

In the final minutes of the interview, Ms. Yadiny discusses why her work has a spiritual dimension. She acknowledges that she has "played a pretty significant role" at MD Anderson, setting up programs and services to minister to faculty however they require.

Janis Apted Yadiny, MLS

Interview Session One: February 22, 2016

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Chapter 00A ***Interview Identifier***

Tacey Ann Rosolowski, PhD

[0:00:01]

We are recording. Yes I think it's going. Okay, so let me just put the identifier on again. Tacey Ann Rosolowski, and today I am on the seventh floor of Pickens Academic Tower, in a satellite room, and I'm speaking with Janis Apted Yadiny --MLS is your degree. This is for the Making Cancer History Voices Oral History Project, run by the Historical Resources Center at the Research Medical Library at MD Anderson Cancer Center in Houston, Texas. Janis Apted Yadiny, came to MD Anderson in 1999, to establish and direct the Faculty Development program, and today she serves as the Associate Vice President of Faculty and Academic Development. I did get that right?

Janis Apted Yadiny, MLS

[0:00:43]

Yes.

Tacey Ann Rosolowski, PhD

[0:00:43]

Okay, cool. A role she has occupied since 2008. Today is February 22, 2016 and the time is about fourteen minutes after one. So thanks, a lot.

Janis Apted Yadiny, MLS

[0:00:57]

You're welcome.

Chapter 01

An Interest in Moments of Turbulence Feeds an Approach to Leadership

A: Character and Personal Philosophy;

Story Codes

A: Character, Values, Beliefs, Talents;

A: Personal Background;

A: Professional Path;

A: Influences from People and Life Experiences;

B: MD Anderson Culture;

B: Working Environment;

C: Funny Stories;

D: On Research and Researchers;

Tacey Ann Rosolowski, PhD

[0:00:58]

Sorry we had to repeat that little exercise. So you said you wanted to start today, new job description, to focus on creativity.

Janis Apted Yadin, MLS

[0:01:04]

In writing this job description, I've taken a deeper dive into some of the leadership development literature, which I seem to be swamped with, but I find it fascinating. One of the things that I'm reading is by Linda Hill, who's at Harvard. She wrote a fabulous book called, *Becoming a Manager*, and another one, *Becoming a Boss*. And in there, she describes the transition into management and leadership as fraught, as the transition of people, young people who leave the house and live on their own for the first time, or who get married or who have children or who retire. So she's emphasizing that these transitional moments have a huge emotional and intellectual impact on the individual. And so I'm in a lot of transitional moments all at once, and writing this job description has been really tough, because what I'm trying to do is tease out a part of the work of that department for myself, and leave all the rest of it, and the management of it, to Bob Tillman, who is excellent. But I found myself saying to my boss, I went out to dinner with him, my husband and I went out to dinner with him and his wife on Saturday night. I said, "I feel like I'm in Pamplona, running with the bulls," and he laughed he said, "Why is that?" I said well, I have two bulls right behind me, Bob Tillman and Chris Taylor, in my department, and they're really good, but they are around 40 years old and I'm 68 and what I want out of my life now is not to run so hard like this and so competitively. I want to enjoy the scenery, right?

Tacey Ann Rosolowski, PhD

[0:03:09]

It's also true that, because you mentioned, you wanted the opportunity to be more creative.

Janis Apted Yadiny, MLS

[0:03:14]

Yes.

Tacey Ann Rosolowski, PhD

[0:03:15]

And that takes some leisure, I mean not—

Janis Apted Yadiny, MLS

[0:03:18]

Time to think.

Tacey Ann Rosolowski, PhD

[0:03:19]

Time to think, reflection, integration.

Janis Apted Yadiny, MLS

[0:03:22]

Yes, right, right. I have developed this job description that focuses on leadership development of the faculty, although there's a need to bring faculty and staff together and integrate them. So as you can see from my CV, I don't find myself—I'm not very good at tooting my own horn or even keeping track of all the things I've done, which is a pity because I've done so much. I've lost sight of many of the things I've accomplished because I just keep running to the next thing that I'm interested in or I'm doing. I think the department has been very adaptive and successful, because frankly, I was able to see things, like needs. Okay, so we really need to do something on this, and we need to focus on this, and so as a creative person, that's the way I think. The thing I have done, I think best of all, is hiring the right talent to look after those things, so I have a team that I'm very proud of and they do some tremendous things. They do things I can't possibly do and you know, they always say there's the adage, you should always hire people who are smarter than yourself, but you also need the ego strength to manage them, because you find out very quickly, yes they are smarter than you in many areas and they can add tremendously to what you're doing, but you have to be able to stand there and manage them and help them develop their careers. So it's challenging, but it's one of the reason that I love faculty development. I find, although I have very good relationships with my colleagues in human resources and I work closely with them on some projects and development issues, dealing with staff is very different from dealing with faculty.

Tacey Ann Rosolowski, PhD

[0:05:25]

How so?

Janis Apted Yadiny, MLS

[0:05:27]

Faculty have—they have a different set of values. They have invested an enormous amount in their careers generally. They have spent a long time studying to become either a physician or a research scientist. Some of them haven't even started practicing until their later thirties, you know, they're brilliant, their minds move very fast. They want to be intellectually challenged. The other thing is, they're not emotionally, sometimes as mature as one would think they would be at the ages they are, and this is because they've been in these very difficult training programs, for years and years and years, and so sometimes the social part of their personality or the emotional maturity is a little lacking. But, when you put them down to teach them something or to put them in a program, a leadership program or something like that, you have to pitch it at the right level or they'll just turn off, it will be boring. So, for my colleagues on the HR side, they have 18,000 people they need to train. I have about 6,000, now that we've added in the trainees, so let's say there are 20- or 21,000 people here, so they have about 13,000 and I have about 6,000. But they're dealing with a different kind of clientele for the most part, and it's very telling, when you try to plan programs together, because they'll have ideas for a program that they think will really work and I'll have to say time out, no way, I'm not putting that in front of the faculty, it won't work, I can tell you it will not work. So, it's astonishing, not being faculty myself, but dealing with them as a customer is kind of walking inside their minds, you know, all day long, and trying to figure out what is really of importance to them. And also, having the chance to just sit down and listen to them as they grapple with some of these transitions, and they go through this intellectual, emotional turmoil that's involved with suddenly becoming a manager.

Tacey Ann Rosolowski, PhD

[0:07:54]

What are some of the reference points of that, or you know, what are the themes that come up in making that transition to leadership?

Janis Apted Yadiny, MLS

[0:08:03]

Well, you mean how is it they become leaders or what is it they're doing?

Tacey Ann Rosolowski, PhD

[0:08:09]

No, I guess you know, once—because you mentioned that this coming to leadership, it plunges you into this enormous life transition. How do you know you're in it, you know, like what comes up?

Janis Apted Yadiny, MLS

[0:08:19]

Because you feel so uncomfortable and you feel like you don't know what to do, or you try things and they backfire or you create a problem for yourself, because you didn't have an appropriate conversation with someone, you mishandled it, so now you've got a problem on your hands. Or, you don't know how to develop the team, you just want to sit in your office and be the chair, but also just go to your lab and do

the work you've always done, but you know your assistant, your department administrator to divvy up the budget or whatever. That's not leadership. Then suddenly, you have people on your doorstep, if you're in a chair position for instance, who want your help and they want your guidance and they also want to politically maneuver you. So there are all the power dynamics that become enlivened once you take that position. You, not knowing exactly which levers to pull, what should I do first, not even knowing sometimes, how to run an effective meeting or how to manage people or how to get performance feedback, all of that.

Tacey Ann Rosolowski, PhD

[0:09:30]

I have to say that over the course of the interviews that I have done, there have been many moments when people have said this was how I learned to be a leader or these were the mistakes I made, that I had to come back from to learn how to be a leader, I mean it's, it's huge.

Janis Apted Yadiny, MLS

[0:09:48]

Yeah, yeah, it is huge. So, hopefully, some of what we do is help them learn things pretty quickly, that will help them avoid these mistakes. But really, I think what I'm interested in, because this is the sixth country I've worked in and lived in, so I've made a lot of transitions in my life and I've adapted fairly well to new circumstances, fairly well. I find myself not feeling quite as nimble as I used to feel, but transitions all have a similar element, which is they disorient you. They put you in the land of not knowing and of being scared and anxious and doubting yourself sometimes.

Tacey Ann Rosolowski, PhD

[0:10:51]

I was going to ask you, you know as I was—you mentioned your CV, and I was reading over your CV it was kind of interesting, because suddenly, you come to MD Anderson to work with Faculty Development, and there was sort of no indication before there.

Janis Apted Yadiny, MLS

[0:11:04]

That I had done it.

Tacey Ann Rosolowski, PhD

[0:11:04]

That you had ever done it or were interested. You know, obviously, that had to be there.

Janis Apted Yadiny, MLS

[0:11:10]

No, not necessarily.

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Tacey Ann Rosolowski, PhD

[0:11:12]

Well, but the interest was there.

Janis Apted Yadiny, MLS

[0:11:13]

Interest was there.

Tacey Ann Rosolowski, PhD

[0:11:14]

And I mean, you've just mapped out how you've gone through all these intercultural experiences, moving, demanded a kind of flexibility emotionally, intellectually, practically, maybe spiritually, you know a lot of dimensions of that. So I can see where you're interested in these sort of crisis moments or transitional moments for other folks and you know, as we talk, I'm going to be interested in what were the key points for you, in the course of your development, that made you say yeah, this is there I want to focus, this is important.

Janis Apted Yadiny, MLS

[0:11:46]

Can I tell you something very funny?

Tacey Ann Rosolowski, PhD

[0:11:47]

Sure.

Janis Apted Yadiny, MLS

[0:11:47]

And I don't know if I'll allow you to use this, but it is interesting.

Tacey Ann Rosolowski, PhD

[0:11:49]

That's fine.

Janis Apted Yadiny, MLS

[0:11:52]

I stepped into this transition myself a couple of years ago, three years ago, when I remarried. I hadn't been married for 16 years, and so I remarried the man that—or the boy I met in Paris in 1975, and we were together three years and then we split up and then he found me again, and so I took this giant leap and got remarried. Let me tell you, that was really—that has been a major transition. But I got so concerned about what I was doing with my life and how I felt, that in talking to a very good friend that I have here, who's an executive development consultant and whom I consult frequently on issues with programs and so on, he's done some work for me, he had told me for quite some time, "Oh, I have an

energy person I work with, a shaman I talk to in New Mexico.” So I thought you know what? I need some information that’s not research oriented, that’s not validated by a gazillion tests. I need that outside perspective that comes from somewhere else. So I talked to this guy for an hour and it was fascinating. He said, “You’re a rolling stone, you’ve had a very dynamic life.” I said, “Yes.” He knew nothing about me, all he saw was a picture that I sent him. And he went on from there, he said, “You’ve had a lot of changes, you’ve done a lot of stuff, you’ve probably lived in a lot of different places.” Mm-hmm. He said, “You have chosen to have a complex life.” I said, “Well that’s interesting, why would I choose that?” Because that’s how you learn, you learn from complexity. I thought well, you know, maybe you say that to a lot of people but for me it went, “Bingo!” because a lot of these things that I had done and transitions I had made were not easy, they were painful, and they caused a lot of turbulence inside me. So I think more than anything, I’m interested in those moments in a life, when you feel like you’re in the crosshairs a little bit, or you’re not really sure of what’s going on and how you feel. And it either causes tremendous growth and insight, or it destabilizes you, or sometimes it does both for a while, until you figure it out, what’s going on.

Chapter 02

Establishing a New Department of Faculty Development

B: Building the Institution;

Story Codes

B: MD Anderson History;

B: Building/Transforming the Institution;

B: Institutional Politics;

B: Controversy;

C: Leadership;

A: Joining MD Anderson;

[0:14:36]

So when I moved down here, the reason I got this job was, I'll tell you Tacey, it was chutzpah. I had been the assistant director over at the Jones Library, the Houston Academy of Medicine, Texas Medical Center Library, and we had a board of directors, and on that board of directors was Robin Sandefur, who worked here. He was a representative for MD Anderson, and I got to be friendly with Rob Sandefur and I knew his wife, and then I moved up to Michigan and I hadn't talked to him for years and suddenly, I got a phone call from him about eight years into my Michigan experience and he said, "Well, what are you doing, how are you doing?" I told him what I was up to and I was looking for a new challenge. He didn't have anything, but a year later, this Faculty Development thing was dropped in his lap. He was associate vice president for Biomedical Communications, it was called, and he hadn't a clue how to do and so he called me and he said, "Would you know how to do this? I'd like to bring you down as a consultant." I said well I do—I've had training in consulting and I'm working with a number of faculty here, in their departments, on how to set up their administrative structure, so yeah, I'll come down. I did a little reading. There wasn't much out there on faculty development at that time, because it mainly was, faculty development was considered teaching, faculty teaching skills.

Tacey Ann Rosolowski, PhD

[0:16:12]

Oh, interesting, okay.

Janis Apted Yadiny, MLS

[0:16:13]

Yeah. It really didn't have much to do with career development.

Tacey Ann Rosolowski, PhD

[0:16:17]

Yeah, and this was in 1999, so there's still not a lot. One would think that there would have been a lot by then but no.

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Janis Apted Yadiny, MLS

[0:16:24]

There was hardly anything.

Tacey Ann Rosolowski, PhD

[0:16:25]

Amazing.

Janis Apted Yadiny, MLS

[0:16:26]

Yeah. There were a few things that I found. I did my research and I found some good people. He brought me down and I consulted and I didn't have anything to lose, so I met with Steve Tomasovic [oral history interview] and I met with some other people and they asked me, well what would you do, and I said well, here's what I would do, I had some ideas, and so they offered me this job. Now I had, at that point my daughter was 13 and I was a single parent, and my parents, my father had just died and my mother was living in Toronto, which was easy for us to get back and forth to. I went to my mother and said, "They have offered me a job for \$30,000 more than I make now, \$30,000," and she said—my mother was in her late eighties, she said, "You have to take this," and I said, "But mom, if I take it, it means I'm going to be in Texas, that's far away from you." She said you need to take it. You have to bring up Zoe and you have to put her through college, you know we'll figure it out. It was very brave of her to do that. So I came down here and I just made it up as I went, and the first thing I did, because I'd had a year-long of training as a consultant, the first thing I did was spent six months going and listening to people and talking to people and writing down notes.

Tacey Ann Rosolowski, PhD

[0:17:54]

Now, just let me—I'd like to be a little bit more of an insider into your thought process. This was kind of your first real encounter with MD Anderson thinking about itself in a growth mode, you know we want to put in this new area of activity. What impressed you? I mean obviously the money was really nice, but I'm sure that wasn't the only reason.

Janis Apted Yadiny, MLS

[0:18:18]

No, it wasn't.

Tacey Ann Rosolowski, PhD

[0:18:19]

So, I mean, being a person who wants complexity in her life, yeah. So, you're intrigued by the complexity that this is offering. What were you seeing, I mean what was the environment like that was appealing, what were the challenges of the job? Tell me about what you were looking at, that terra incognita.

Janis Apted Yadiny, MLS

[0:18:41]

Well, when they brought me down for the interview, I had lunch with Margaret Kripke [oral history interview] and Steve Tomasovic, and in that lunch I realized, I wasn't afraid of them. I felt like they were colleagues, I felt a comfort that they were curious and they were open, and they didn't have the answers, they had ideas. I just felt like these are really interesting people that I can work with, and that appealed to me enormously. I had only known MD Anderson from across the street in the '80s, when we considered it. It was called the terminal hospital, right? You went if you were terminally ill and you were lucky if they saved your life, but it wasn't the MD Anderson that I encountered when I came for an interview. At that point, there were 8,000 people working here and everybody was saying it's too big. It's too big, it's too complex, and the faculty were complaining that they didn't know each other anymore. So, I could see it was a flex point for the institution. I was told that Dr. Mendelsohn [oral history interview] and Leon Leach [oral history interview] had very ambitious plans for growth, that many new buildings were going to be put in, and nobody had ever done this program before, so it was, you know, virgin territory really.

Tacey Ann Rosolowski, PhD

[0:20:18]

What did they want, I mean what were they hoping would happen from it?

Janis Apted Yadiny, MLS

[0:20:24]

They didn't know. Andy von Eschenbach had been at a conference when he was—what was he, a vice president, I guess. He's been at a conference where people were talking about faculty development, and so he came back and he said we need a faculty development program. And Margaret had just done ELAM, the program for women in leadership and academic medicine, so she had an idea, this is interesting stuff, we should be really be doing faculty development, career development, leadership development. So she had a bit of an inkling of what that would look like. Most of the others didn't, although they had been to workshops since. So Steve and Margaret have participated in the Rice University Leadership Development program that we did in 1994, 1995, and that was a program that was designed for both faculty leaders and high level administrative leaders, brought them together, and actually I think it went pretty well, but then they hit the managed care crisis in 1995, '96, when Mendelsohn came, and they withdrew the money, they didn't continue the program.

Tacey Ann Rosolowski, PhD

[0:21:41]

And this is MD Anderson.

Janis Apted Yadiny, MLS

[0:21:42]

MD Anderson.

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Tacey Ann Rosolowski, PhD

[0:21:43]

Right. Rice still had the program.

Janis Apted Yadiny, MLS

[0:21:44]

Well, Rice, they were sort of a collaborative program that Randy White, a consultant that MD Anderson was using, used Rice facilities, and I think some of the Rice business professors, but it wasn't really a Rice owned program, it was a collaborative thing. So it ran, I think it only—I don't know how many cohorts it even ran, maybe just one, a single cohort through, but the ones who went really got a lot out of it and really enjoyed it. So then in 1998, just before I arrived, they launched another program, this came out of HR and it was called Excellence in Leadership, and it was run by UT Austin Business School, so it featured business school professors. I came just as it was starting and asked if I could go through it and they said sure. All of the programs were held at the Houstonian and they were two days a month, and they had very flashy materials and binders and PR stuff and all that, and for each day, each day long program, a professor would come in and lecture. There was very little interactivity, there was very little discussion, really, and there were a lot of references to my research at Ford, my research at Nike, you know, my research for Microsoft, that kind of thing. So the faculty voted with their feet and left in droves, and so it was considered a massive failure and it was expensive too. I think it was over \$1 million to put that program together.

Tacey Ann Rosolowski, PhD

[0:23:32]

Wow.

Chapter 03

The First Successful Leadership Retreat Demonstrates Need for Faculty Development

B: Building the Institution

Story Codes

B: MD Anderson History;

B: Building/Transforming the Institution;

B: Institutional Politics;

B: Controversy;

C: Discovery and Success;

D: On Leadership;

C: Leadership;

Janis Apted Yadiny, MLS

[0:23:36]

So, in 1991, Margaret approached me and Steve Tomasovic and said, "I have convinced John Mendelsohn that we have to have a leadership development program, but this is the last time we're going to try it, so this better work."

Tacey Ann Rosolowski, PhD

[0:23:57]

Okay, so that was 1991?

Janis Apted Yadiny, MLS

[0:23:59]

Oh sorry, 2001.

Tacey Ann Rosolowski, PhD

[0:23:59]

Okay, I just wanted to make sure that was 2001.

Janis Apted Yadiny, MLS

[0:24:02]

No, 2001, right. So we put together a small team. We had the vice president of HR in there, Jim Dorn, and Bill Klein a chair, and Steve Tomasovic and myself, and I think Susan Gilbert was in that taskforce, and a few others. So it must have been eight or nine. Janet Bruner [oral history interview] was in there.

Tacey Ann Rosolowski, PhD

[0:24:29]

Yeah, she spoke a lot about all of this in her interview.

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Janis Apted Yadiny, MLS

[0:24:34]

We looked at various programs, we looked at elements of programs, we looked at business schools, and then nobody told us we needed to do a request for a proposal, so what we did was we organized conference calls with various consultants across the country. These were people, primarily I had identified by calling colleagues and just looking around out there. I don't think there was any searching the Internet at that point, but so we did, I think four or five of these conference calls with various consultants, and the consulting group we ended up with, I called a wrong number. I thought I was calling this Randy White guy from the executive development group, but I called another executive development group in New Jersey, and I ended up talking to this woman who said, "What is it you want?" She had this very New Jersey kind of accent, "What is it you want?" Anyway, I said, "Well, I need a leadership development program for physicians and scientists," and she said, "We do that. We've done that at the NIH, at Howard Hughes Medical Institute," blah-blah-blah. She said, "What you need is you need a program for people who are individual contributors but haven't any clue about what it means to be a manager or a leader." I said, "Yeah, that's it exactly." So, Steve Sperling came down, flew himself down.

Tacey Ann Rosolowski, PhD

[0:26:06]

What was the group?

Janis Apted Yadiny, MLS

[0:26:08]

It was called Executive Development Group.

Tacey Ann Rosolowski, PhD

[0:26:09]

Executive Development Group, okay, and Steve Sperling you said?

Janis Apted Yadiny, MLS

[0:26:15]

S-P-E-R-L-I-N-G. He came down and did a presentation to our little committee. Now, we had already spoken then, to three or four consultants. We had already spoken then, to three or four consultants. We had spoken to Dave Ulrich, that's U-L-R-I-C-H, from University of Michigan, I had been at University of Michigan, so I knew about his work, and his partner, Norm Smallwood. Steve Tomasovic and I visited Norm Smallwood when we were out in Park City, Utah, so we had a good sense of him. They did something called results based leadership, so we talked to them. Dave was \$20,000 a day, Norm Smallwood was \$8,000 a day. This is in 2001 we're talking about, right?

Tacey Ann Rosolowski, PhD

[0:27:03]

Wow.

Janis Apted Yadiny, MLS

[0:27:06]

Then we talked to—

Tacey Ann Rosolowski, PhD

[0:27:07]

So are you getting the feeling we're in the wrong field here? (laughs)

Janis Apted Yadiny, MLS

[0:27:11]

Then we talked to George somebody or other in California, who was a partner with Randy White, and they done, I think they were doing a program at University of Southern California, and based on the work that Randy had done with Rice, it was kind of that kind of program. We liked George, we thought that was good, but we didn't like the connection between Randy White, and he was coaching Dr. Mendelsohn and Kripke and Leon Leach, and the whole leadership team, and we said ah-ah, that connection, we didn't want that connection.

Tacey Ann Rosolowski, PhD

[0:27:48]

Why not?

Janis Apted Yadiny, MLS

[0:27:50]

Confidentiality. A couple of people on the committee knew Randy. I didn't even know him. Knew Randy White and just didn't want to go there, they wanted to keep those worlds separate. So, and then we talked to another consultant, I can't remember who the other one was, but they were all—and then Sperling came in and he was \$2,500 a day, and not only that, he had no chip on his shoulder. He had nothing he was selling, like a leadership model, this is how you do it. He was quite willing to partner with us and oh, I know, Kathleen Sazama was on the group. Kathleen Sazama had also done ELAM. She was vice president for academic affairs here at that time. Kathleen insisted that we have a program that reflected some of ELAM, that had focus on self-awareness and emotional intelligence, and then other elements, you know we build off of that. I had never heard of that.

Tacey Ann Rosolowski, PhD

[0:29:01]

Is that unusual? I mean, as I was doing some of the background research, I found presentations that you had given and other people from Faculty Development had given, and it's very striking, the portion of each that is focused on self-awareness. That was unusual?

Janis Apted Yadiny, MLS

[0:29:19]

I don't think it was unusual in the professional leadership development world. It was probably unusual in

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academic medicine, but there was very little in academic medicine that was going on at that time. Very few institutions had the money to put into these kinds of programs.

Tacey Ann Rosolowski, PhD

[0:29:39]

Interesting.

Janis Apted Yadiny, MLS

[0:29:39]

But, the good programs were all featuring something about, you know it's all about you, because you're the instrument of leadership, so what do you know about yourself? The first retreat we did, I remember this was so funny. I remember Margaret circling up to Steve Tomasovic and myself, oh, no, Rob Sandefur and myself. She came up to us at a reception the night before we launched this, the first Leadership Academy, and she just said, "This better work." I said, "It's going to work, it's going to work." So the next day, we had a two and a half day retreat, we had it up at the Woodlands, and we made people stay overnight. We paid like \$20,000 every retreat that we did up there, and the faculty complained like mad that they had to miss a weekend, be away from their families, drive all that way up there. We did the first five or six retreats up there and it worked out really well because they had to just concentrate on this stuff, yeah?

Tacey Ann Rosolowski, PhD

[0:30:52]

Oh, yeah. In disconnecting, there's a real value in going through that symbolic process of disconnecting from your habitual life.

Janis Apted Yadiny, MLS

[0:30:59]

You bet, you bet. So we had Mendelsohn in there, Leon Leach, we had Margaret in there. We handpicked the 16 people that we put in the program, apart from those leaders, and they were generally chairs, people who had been chairs three years or less, and then we put in a few people we thought would be easy adopters. Jan Bruner was one of them who was in the program, and it worked brilliantly well. It was fabulous because they came out saying, on Sunday morning, I didn't know any of this stuff, this is exactly what I need to know, to be able to manage myself and my team.

Tacey Ann Rosolowski, PhD

[0:31:50]

What were some of the topics that were covered and what was the way of presenting it that really jazzed people or really had an impact?

Janis Apted Yadiny, MLS

[0:31:56]

It was very interactive, there were a lot of assessments. So they did a full Myers-Briggs and they got their

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feedback on that, it was hysterically funny. They're all sort of, you know, well what's your profile, what's...

Tacey Ann Rosolowski, PhD

[0:32:08]

They're all introverts.

Janis Apted Yadiny, MLS

[0:32:10]

No!

Tacey Ann Rosolowski, PhD

[0:32:10]

They're not?

Janis Apted Yadiny, MLS

[0:32:11]

No. There were a lot of extroverts and Margaret and John and Leon, I think was an introvert, or ENTJ, there were a lot of ENTJs, which was telling, and then there were three Ss in the room, three out of all those people. I remember Steve Sperling saying, "This is why you have a thousand ideas a minute at MD Anderson, with all these intuitives, and three people to make the rubber hit the road." The three people were Genie Kleinerman [oral history interview], Jeff Medeiros, and I've forgotten the third one, but and they just stood there and said...

Tacey Ann Rosolowski, PhD

[0:32:53]

I can't be the only workhorse.

Janis Apted Yadiny, MLS

[0:32:55]

Yeah.

Tacey Ann Rosolowski, PhD

[0:32:57]

And I'm sorry, I'm forgetting what S stood for.

Janis Apted Yadiny, MLS

[0:33:01]

Sensor.

Tacey Ann Rosolowski, PhD

[0:33:02]

A sensor, okay.

Janis Apted Yadiny, MLS

[0:33:02]

Yeah, so the detail oriented people, data analysis that kind of stuff, five senses, concreteness. Not the big picture. They see the trees, not the forest and all the other people see the forest, the hell with the trees, I have no interest in the trees. So, it was really so enlightening for everybody, everyone really enjoyed it, had a great time. We had great food and great dinners, lots of wine, and then very interactive.

Tacey Ann Rosolowski, PhD

[0:33:35]

Well, and what I've always found is I know that at the time, Myers-Briggs, and even before then, Myers-Briggs was sort of being pooh-pooed and oh, it's a hokey business thing. But what I found it did, whether or not you believed in the actual practical, what did each letter stand for, it was a great way of opening up a conversation about a team. You know, what do I do, what do you do, what does that person do, and how do we compensate for each other, how do we mesh in a work environment to get something done.

Janis Apted Yadiny, MLS

[0:34:08]

Well, and it's all about preferences. I, as an introvert, prefer not to go to the bar at night and talk to a bunch of people, that is not going to energize me, but the ease, we're all about oh, let's—and they stayed downstairs at night and drank and talked and hung out, and the Is all scurried off after dinner. But they got the point that, Oh my God, I can be white, female, close to you in age, born on the same continent, educated similarly, and yet, you and I have less in common than this Nigerian guy sitting next to you, right? Because he sees, he's an introvert too, and he's an F, and he's an NFP, just like me, and we process things very similarly, but not you, you're an ESTJ, completely different. Your way of processing, seeing and energizing yourself and making decisions, what you base your decisions on, is completely different. It was mind altering for people. We chose the MBTI because it's incredibly well validated all around the world, so it's got a lot of research behind it. Now, you know, we do have faculty occasionally who will say oh, this is pseudo-science, but we go with it and say look, just play the game, because this is not about science right now, this is about preferences, we're going to see how it works out.

Tacey Ann Rosolowski, PhD

[0:35:44]

What happened coming out of this? You have this retreat, everybody's kind of jazzed, what, what—how did it start making itself known or what was the impact?

Janis Apted Yadiny, MLS

[0:35:56]

It was immediate.

Tacey Ann Rosolowski, PhD

[0:35:57]

Really, wow.

Janis Apted Yadiny, MLS

[0:36:00]

Margaret went into work Monday morning and the word on the street was so positive that her head was reeling, because she got nothing but congratulations, lots of emails, ‘Thank you so much, this was a fabulous program.’ ‘I don’t know how you put this together but this is amazing, these are the things we need to know about ourselves and other people.’ She just was swamped with positive feedback. There wasn’t one negative voice, and believe me, in the other two programs, in the one that was launched in 1998, she took unbelievable negative feedback from that she had to deal with. The Rice one, not so much, but there were a few negatives, but it was better than the Excellence in Leadership. So, she was thrilled and we picked an easy audience. These guys, one of them said, at the end of that retreat, “I would have not made it as a chair if I had not done this, because I was sinking, I didn’t know what I was going to do.”

Tacey Ann Rosolowski, PhD

[0:37:07]

Wow.

Janis Apted Yadiny, MLS

[0:37:08]

There were others who felt the same way. It was like a big life raft was launched, you know, they all got in it, and that was just the first—that was the retreat to bond them, and then we had seven or eight more monthly sessions, so they went on from there. The outline of the program, we’re at our 15th cohort, is more or less the same. We’ve tweaked it, we’ve added content, we’ve adjusted things, but I can tell you, Tacey, it’s more or less the same, and it still works really well. People come out of there going, I wish I’d had this like 20 years ago, which is why now, you see there’s a big push nationally, to push what they call leadership development, self-development in a way, emotional intelligence and so on, down to the student level, so that you get students starting to be more aware of themselves and others, and then starting to understand that in order to really have the impact they think they want to have, they need to understand management and managing self and others, and leading others, and then leading managers, that’s another—you know, that it’s progressive, that there are skill sets you can acquire as you go up the leadership ladder, more sophisticated skill sets that you need, and it can be learned. So that, it just defined a whole new landscape for leaders at MD Anderson, and then two years later, a similar program was introduced to the staff, called the Administrative Leadership program, and that came out in 2004. And then 2004 also, because there was such a demand from other faculty saying I want this but I’m not a chair

and I'm not a division head, so how do I get this, we designed the Heart of Leadership Program, which just took elements of the Faculty Leadership Academy and compressed them. So they got the interpersonal skills, the self-awareness, they got the MBTI, they got something on conflict resolution, using Thomas-Kilmann Conflict Mode Instrument. Then they got teamwork, had to establish what teams are all about, what makes teams function effectively. What else did we have in there? That was about it actually, it was a four-day program, now it's four and a half days, we've expanded it a bit.

[0:39:50]

So, we've been running these consistently since 2002. There was one stop, which is when we hit the finance problem in 2009, and I got a call from Adrienne Lang and she said, with great delight, I think, "We're not doing to FLA next year, there's no money."

Tacey Ann Rosolowski, PhD

[0:40:10]

Why? Why great delight?

Janis Apted Yadiny, MLS

[0:40:12]

She was like that and she's a friend of mine and I like her a lot, but she never believed in things like that, leadership development.

Tacey Ann Rosolowski, PhD

[0:40:21]

Interesting.

Janis Apted Yadiny, MLS

[0:40:23]

I wasn't then, knowledgeable enough to say—which I would say now. Knowledgeable enough to say this is a big mistake, you don't pull money from an institution that's—you don't not do leadership development, because these people have to know how to manage their staff and faculty.

Tacey Ann Rosolowski, PhD

[0:40:51]

They have to know how to save the institution.

Janis Apted Yadiny, MLS

[0:40:53]

Save the institution and keep the morale somewhat stable, right, but they pulled it one year, so there we are, we had that one year of hiatus. The first two years, we did two cohorts a year, that's a lot of work.

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Tacey Ann Rosolowski, PhD

[0:41:12]

Amazing, amazing.

Janis Apted Yadiny, MLS

[0:41:13]

Yeah, just to kind of get a lot of people through it.

Chapter 04

Faculty Development in a Politicized Context

B: Building the Institution;

Story Codes

B: Institutional Politics;

C: Understanding the Institution;

B: MD Anderson Culture;

B: Working Environment;

D: On Leadership;

Tacey Ann Rosolowski, PhD

[0:41:16]

As you look back at that critical time, 1998, 1999, the early year, when the decision was being made, okay let's blow the million dollars and do this, you know, or however much it ended up being for that first year, what was going on at the institution or with the individuals who were in a decision making place, where they could allow themselves to take the risk, or that they could see—even though they couldn't see definitely, what was going to happen, that they were willing to make the commitment to go ahead and try? What was going on? I'm asking because it seems that MD Anderson seems to be able to step up and do that, and I'm wondering why. You know, is it the people, the culture?

Janis Apted Yady, MLS

[0:42:03]

Well I'll tell you something very interesting. It was because of Margaret Kripke. We got the Faculty Leadership Academy launched, was because of her, and because she believed in it and she'd done that ELAM program and she saw the results for herself, and Margaret was a learner and she convinced John Mendelsohn. He was a bit reluctant, but when he got the proposal from us, for what the program would look like, and Margaret was totally behind it, he said okay. So, we had to go—that was Jim Dorn, the Vice President of HR, Steve Tomasovic, and I, went to the, what was then called the management committee, and it was the division heads plus Dr. Mendelsohn and Dr. Kripke, and Leon Leach and Dan Fontaine, and do a presentation about this program. So we got in there and we're sitting on the side and they're around the conference table; this was on R-11, where the executive suite was, terrified because I was never invited into these meetings. Mendelsohn comes in and he puts this proposal on the table and all the division heads have it and he said, "This is a fabulous leadership development program." You know, what he wanted them to do was just sign off on it, and so he said, "I want you to hear the presentation," so the presentation was given by Steve Tomasovic, and then it was very interesting, Tacey, I could see the dynamic between Mendelsohn and the division heads. The division heads were not going to give him an easy signoff. One of them said, "What is this, amateur night at the rodeo?" I'll never forget that. I thought, kind of, like what? A few others said, 'This better work, because if you want me to release my clinicians to go to something like this, it better be good.' 'How do you know this is going to work, who is this group? You've had these two failures already.' But it was clear that they felt that their

role was in opposition to Mendelsohn. ‘We’re the division heads, our job is not to rubberstamp anything you bring to us.’ I’m guessing, but that was the dynamic of the room and I could see the look on Margaret’s face, she got a bit white there for a minute, and then she stepped up and said, “This is going to work and we’re going to do it.” She could be really tough, but she knew when to play it tough and when not to, and they said well... And that’s why, when the word on the street was positive Monday morning, she had a huge coup on her hands. She was like whew, whoa.

Tacey Ann Rosolowski, PhD

[0:44:58]

No kidding, no kidding.

Janis Apted Yadiny, MLS

[0:44:59]

A huge triumph, huge.

Tacey Ann Rosolowski, PhD

[0:45:02]

Very interesting, very interesting.

Janis Apted Yadiny, MLS

[0:45:03]

So you see the politics inside MD Anderson. It’s a very, very political environment and to master it in any way, you have to be very politically astute and know when to talk and when not to, when to push your agenda and when not to. And, quite frankly, the people at the top, they’re not experts in leadership development. They may be experts in leading, but they don’t know how to do leadership development per se. They’ve all been involved in our program, so that’s great and they support that, but just recently, this morning I got an email, with an assignment that has come down to Oliver Bogler [oral history interview], and he has to put together a proposal on—one is on a leader development issue, based on the principles of servant leadership, it says in there. I read that and I just rolled my eyes, because that got thrown into, that term servant leadership, got thrown into some kind of document by HR, about 18 months ago, and the executives have latched onto it. Servant leadership is 45 years old and informs all of the leadership development we do, but they don’t know that because they don’t know the theories of leadership development. So now they’re saying put in servant leadership, but everything we do is based on servant leadership. We just didn’t use the term servant leadership because it’s kind of old fashioned now.

Tacey Ann Rosolowski, PhD

[0:46:40]

Interesting.

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Janis Apted Yadiny, MLS

[0:46:43]

So, you know, that's when you somehow have to play the game, put in servant leadership everywhere, knowing that you've already done it, it's already in there. One of the reasons this program works so well is it's based on the principles of servant leadership. Encourage the heart, empower others, you know it's not all about you, it's about them. Those are the values that we've built these programs on.

Tacey Ann Rosolowski, PhD

[0:47:13]

Really interesting. Well, it's also just another lesson about how, you know so many times it's all about education, it's all about repeating your message in different ways.

Janis Apted Yadiny, MLS

[0:47:26]

In different ways, yes.

Tacey Ann Rosolowski, PhD

[0:47:28]

So different people will hear it.

Chapter 05

Reflecting on Leadership Qualities

A: The Administrator;

Story Codes

A: Overview;

A: Definitions, Explanations, Translations;

B: Multi-disciplinary Approaches;

C: Leadership;

D: On Leadership;

D: On Mentoring;

C: Professional Practice;

C: The Professional at Work;

Janis Apted Yadin, MLS

[0:47:29]

You know, *Master and Commander*, that series of novels, right?

Tacey Ann Rosolowski, PhD

[0:47:35]

Yes.

Janis Apted Yadin, MLS

[0:47:38]

You learn about early management on those ships and how they were organized. I mean, you can go back in history, I don't know, right back to the beginning and how we organize civilization. It's all about management essentially, how tribes manage themselves, and were led. Same stuff really, but it's really understanding yourself and others, and being in tune as much as you can, with what motivates people and allows them to commit, or engages them fully.

Tacey Ann Rosolowski, PhD

[0:48:14]

A phrase that I heard, I think it comes from Carl Jung actually, and I heard this a long time ago from a leadership consultant is, "You are your own instrument." And that whole process of asking the question, well what kind of instrument am I, what kind of instrument are you? Not the same, but what are they, how do you understand who you are and how you maximize what you do well and mute what you don't do so well or find help for that. And then how do you create an interface using your instrumentation with other people, I mean it's just a very complicated thing, and self-awareness is so much a part of it.

Janis Apted Yadin, MLS

[0:48:57]

Yeah, and that's why, when we started off and I was talking about transitional moments. I'm very struck by the way Linda Hill puts it in her work, that these transitions create tremendous emotional and intellectual upheaval. They destabilize you. They call into question everything you knew about yourself and how the world worked, and if you're smart, you realize that you are going to, as you move up through the ranks, you're going to be destabilized at every step of the way because you don't know yet, what your identity is going to be up here. You've kind of figured it out here and then here and then here and here, but it keeps changing.

Tacey Ann Rosolowski, PhD

[0:49:41]

And I think, you know, the worst thing people can do is to shy away from it, because it means you're denying yourself the opportunity to move into, (a) growth, but (b) more sophistication in doing what you want to do.

Janis Apted Yadiny, MLS

[0:49:57]

Right, right. My example of a fabulous person here who's embraced the leadership development journey, is Marshall Hicks. We started working, we, that's Fred Schmitt. Fred Schmitt came onboard in 2004, with the EDG Group. He was involved with them, but they brought him into the institution, he's been incredibly popular here. Marshall really took a liking to Fred and Fred has been his executive coach since then, since 2004, that's 12 years. And at that time, Marshall had maybe eight or nine faculty working for him, maybe ten, maybe, and now he has over a thousand people, he's a division head.

Tacey Ann Rosolowski, PhD

[0:50:45]

What's the division, I'm sorry.

Janis Apted Yadiny, MLS

[0:50:46]

Diagnostic Imaging. Every step of the way, he brought Fred in, to work with his various leadership teams, and he's kept Fred, you know he talks to Fred all the time, because Marshall says, I don't know what's coming around the corner next, but I can now assume that there will be aspects of it that I don't understand or won't know quite how to respond. So he has long talks with Fred at night. Fred has given him hundreds of hours of free coaching. They're really good buddies now. Marshall can call up Fred and say I've got this situation, here's what I'm thinking of doing, tell me what you think, and Fred will say that falls right into your biggest Achilles heel doesn't it, so you know what's going to happen if you do that. And Marshall says yeah, I just wanted to, you know. I mean, he knows him that well, so that to me is a fabulous example of what happens when you have a leader/learner, because leading is learning, and leading is debriefing with your staff and your group and saying how did that go, what did we learn, what do we know from this and how can we do it better.

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Tacey Ann Rosolowski, PhD

[0:52:06]

I glitched and missed Fred's last name.

Janis Apted Yadiny, MLS

[0:52:09]

Schmitt. S-C-H-M-I-T-T.

Tacey Ann Rosolowski, PhD

[0:52:15]

Great, interesting.

Janis Apted Yadiny, MLS

[0:52:14]

So, leader/learners, that's what we try to develop. We've had several of them who've taken to coaching. I know one who has two coaches. He has one that I provide and he has another guy that I know, who's a consultant, and he uses the two different coaches for different things presumably.

Tacey Ann Rosolowski, PhD

[0:52:40]

Sure.

Janis Apted Yadiny, MLS

[0:52:41]

But you know, coaching has caught on like wildfire here, because it gives you the opportunity to have those personal conversations with somebody who's completely neutral and confess your fears, like I don't know what the heck I'm doing and something is not working right. I'm having all kinds of problems with my faculty or I have faculty who are not performing the way they should or who are insisting we hire more faculty, but I'm not really sure that's the right answer to the problem. So you have somebody that you can work these things through with. It's enormously helpful. So that, the executive coaching, was started by Dr. DuBois and myself in 2008, and we decided then, I think did we say? Yeah, we would offer eight hours of executive coaching to faculty who became new chairs and I'll tell you, it was so wildly popular that when Ethan Dmitrovsky [oral history interview] got here, he didn't know anything about coaching, he said, 'What is this?' He has expanded it enormously. It's in retention packages now, it's offered to section heads. I sometimes just go ahead and offer it to section heads who are having some difficulties, because they have these strange positions where they don't really have authority over people, so they're trying to work through people by influence and it's tough. Ethan has embraced it fully, and so we have tremendous coaching opportunities.

Tacey Ann Rosolowski, PhD

[0:54:23]

That's very interesting.

Janis Apted Yadiny, MLS

[0:54:25]

And then I went off and did a coaching certification for two years, and so I do a lot of coaching too. It's really helped me as a leader and as a—yeah, as a leader, so I've coached a lot of faculty now.

Tacey Ann Rosolowski, PhD

[0:54:39]

How would you describe yourself as a leader, you know what's your style, what are your strengths, what are the things that you find you need support with?

Janis Apted Yadiny, MLS

[0:54:51]

I'm a good big picture person, I can identify and spot trends pretty quickly. I'm not afraid of bringing in new ideas and I hire pretty good people and give them a lot of room. I am a voluminous reader, not just of leadership stuff, because a lot of it is garbage or if not, it's boring, but I'm a big reader of literature and history, and so I learn from that almost more. There's a wonderful scholar named James March, at Stanford, and he says you can't teach leadership development, it's all about character. So, he teaches leadership development through the great works; Cervantes, Shakespeare, Racine, Moliere, you know, yeah, Thomas Mann, I mean he's got the—George Bernard Shaw. He's got articles, and they're not easy by the way, but he's saying, it's not easy to read them because they're very scholarly and very deep, but he says you've got to look at human behavior, you have to look at yourself, and you look at these characters in Shakespeare, you know, what drives them. Where are their flaws, their fatal flaws? When do they get jealous, when do they get envious, when do they fail to read the politics?

Tacey Ann Rosolowski, PhD

[0:56:27]

What are some of your favorite instances from literature or history, that kind of really framed key leadership issues for you?

Janis Apted Yadiny, MLS

[0:56:37]

That's a big question. Well, I would certainly say the Shakespearean plays, which I studied a lot, because I'm an English major. I'm always interested in the Hamlets and the Macbeths and the Othellos, and how easily they fall victim to themselves, you know? I'm interested in those kinds of behaviors, and the human personality, the insight into the human personality. Someone who'd influenced me a lot is Rumi, the Islamic poet, and Idries Shah, who was head of the Sufis and a great scholar, died maybe 15 years ago. I read a lot of his work and he said, you can't possibly know anything about spirituality unless you read literature, philosophy, psychology, cultural anthropology, history, I mean like it's all about human beings and their nature and what they do. So I learned a lot from him. Who else? Colette, whom I adore, and her self-revealing kind of way of going through life examining herself and being very open about who she was and mistakes she made and well, things she did. I like those kinds of writers, who are able to go

inside themselves and really, you know. I always thought I'd be a writer like that, but I'm afraid of that exposure.

Tacey Ann Rosolowski, PhD

[0:58:38]

Interesting. Do you find that—I'm not sure how to ask this question. It's a question about people's willingness to be self-reflective if they're not in the habit. Do you find that people expect, coming to a Faculty Development program and expect to be self-reflective, is that a surprise, do they resist it? What have you discovered about people in that particular facet?

Janis Apted Yadiny, MLS

[0:59:06]

Some people are very self-reflective, naturally and willingly do it, and some are extremely guarded. We had one cohort where two division heads literally said this is bullshit in the middle of it, and got up and left. One of them is no longer a division head, one is still a division head but known for that kind of inability, unwillingness to go there. So, you know, some of them, they just were terrified. It made them extremely uncomfortable, but then when you see everybody else around you, you're sitting down having a conversation with four other people, about your Myers-Briggs and so on, it kind of melts them a little bit. But there are some who seem to get it but then walk out and nothing changes for them, and there are others who are very defended. Younger ones are much more open.

Tacey Ann Rosolowski, PhD

[1:00:05]

Interesting.

Janis Apted Yadiny, MLS

[1:00:07]

They're kind of used to this stuff, you know, they've been exposed to a certain extent.

Tacey Ann Rosolowski, PhD

[1:00:11]

Well, there was a whole shift in even primary and secondary education, to group projects. Suddenly it was no longer, you have to do your own book report and make sure nobody copies you, but now suddenly, you're supposed to do a group book report, you know.

Janis Apted Yadiny, MLS

[1:00:26]

See, I would hate that. I love the, I'll do it on my own, thank you very much.

Tacey Ann Rosolowski, PhD

[1:00:31]

Yes. But then I wouldn't mind creating something where everybody gives their own book report, but we all collaborate on the event, you know?

Janis Apted Yadiny, MLS

[1:00:38]

Exactly, exactly. What I have learned is that—and I was amused, because I was reading this last night in the preface to the new book by Linda Hill that I just bought, and the guy who wrote part of the preface is actually, he partnered with Linda on the actual writing. He's a writer plus he's done leadership development. He was talking about working for some guy named Sterling, I don't know who it was, but a guy who taught and developed many theories around leadership development, was a terrific teacher, but he said the guy was a horrible manager and he knew it. I mean, he wasn't a great leader, he was a lousy leader. I sometimes think that of myself, you know, that I'm a good idea person and I'm creative. I'll tell you, I can attract consultant a mile a minute, because I can relate and I get excited and I read their stuff and then, you know, we get on the same wavelength, there's sort of an intellectual connection. That doesn't mean that I'm a great leader or manager, and those are two separate roles of course. I think I've been, in the bigger sense of the word, a leader within MD Anderson, but I don't consider myself a brilliant leader of my—I'm introverted. I like to go in my office and work on my own, make my own connections. I don't like being in teams where people have to all participate, believe it or not, and yet I go in and work with teams and participate with them and blah-blah-blah. See, the blah-blah-blah, you heard the blah-blah-blah, that's how I feel sometimes, it drains me.

Tacey Ann Rosolowski, PhD

[1:02:26]

Sure.

Janis Apted Yadiny, MLS

[1:02:27]

It drains my energy and I don't get excited by it, I get pissed off.

Tacey Ann Rosolowski, PhD

[1:02:34]

But it's different when, you know, because it sounds to me like a lot of the situations where you work on teams, you're almost on the margin of the team. You can go into the team and say let me help you do X, but then you can go away, you can back away from it. That's a different structural position with a group.

Janis Apted Yadiny, MLS

[1:02:50]

Now I would—I was always fascinated by people like Bill Gates, who would take reading vacations. Bill Gates, before he was married and had kids, would take two vacations a year and take 20 or 30 books with him, and he'd spend ten days and he'd read through all this stuff. He sometimes had a girlfriend with him

or a friend with him and they would talk about that. I like that kind of thing, because I understand a mind like that. You know, you can get very bogged down or taken up with the dailyness of things, and then when you try to pick up a book at night... I usually have five to ten books going at the same time, and when I'm really distracted, I can't get into any of them, and I like to lose myself. I like to be so engrossed that nobody could possibly pull my nose out of that book. I have a couple now, that I know are going to be like that. So that's what I need. I need those kinds of vacations where I take piles of books. When I travel, I take piles of books, and on the plane I just lose myself. But, I'd bring these things back, I just don't like—I bring them back to my work, they inform my work. We had a meeting this morning and it was really policy and procedure and all that. Oh my God, I just hate it. That's why I've redesigned my job.

Tacey Ann Rosolowski, PhD

[1:04:20]

That's right, well and you have the luxury of doing that right now.

Janis Apted Yadiny, MLS

[1:04:23]

Yeah, and I talked to my boss and said I'm going to—you know, I need to give these guys a chance to manage this and do what they want to do, and I want to do what I want to do for the next couple of years, when I'm still here. It's not going to be easy, because it means setting up advisory groups and some of it's stuff I just don't like, but because I want to finish this piece of work, I'm pretty motivated around it. But you know, I think if you're self-reflective you say, you know I'm pretty good at this but I'm really lousy at that, so I need two or three people who can do these other things, because I have no interest and I'm not good at it. Social media, I'm terrible at social media. Janice Simon is brilliant, loves it, she is the social media guru over there, and she doesn't mind putting her name out and quotes and here's what I did this weekend, that kind of stuff, so good for her.

Tacey Ann Rosolowski, PhD

[1:05:26]

Different gifts.

Janis Apted Yadiny, MLS

[1:05:26]

Yeah, right, different gifts.

Tacey Ann Rosolowski, PhD

[1:05:29]

The world runs on no one.

Janis Apted Yadiny, MLS

[1:05:30]

Exactly.

Tacey Ann Rosolowski, PhD

[1:05:31]

And we were all the same. I mean, when I did Myers-Briggs, as I was part of an organization that was trying to make some positive change, I realized that the person I enjoyed working with the most was very much like me, which of course meant that we had all the same weaknesses and we shouldn't work together, because there were certain things that never got done. That was a really good lesson for me, so yeah, organizational universes work with different gifts, that's really key. Absolutely, absolutely.

Janis Apted Yadiny, MLS

[1:05:57]

We had a team we worked with, Fred Schmitt and I. Fred Schmitt and I have done quite a few team alignments around the country. Around the country, around the institution a lot actually, and he's done far more than I have, but I've been very lucky to work with him on many of them. I'll tell you, the behavior you see is unbelievable sometimes, because Fred doesn't back off, he doesn't give them a pass, you know? So when they're showing bad behavior in front of their chair or in the team or whatever, he really pushes them on it, and he stands there and he says, "So what's that all about?" So how do you think you're going to deal with that. And we came across a team that had stalled out entirely, because two guys had a massive blowout over authorship, and that team stayed twisting in the wind for two years, sitting on \$50 million that a donor group had given to them in order to make progress on this specific cancer. And so behind that were patients waiting for results, right, and they couldn't get past it. These multidisciplinary teams of course, have come from different parts of the institution, so each of these guys had a different chair, and the chairs couldn't resolve it, the division heads.

Tacey Ann Rosolowski, PhD

[1:07:25]

I mean, as you're telling this story, I mean I've been with, worked with consultants that have addressed those kinds of issues too, and what's amazing is that everybody thinks that the critical issue is some little interpersonal problem, and they don't want to spend the time or the money, or endure the social discomfort of addressing it in a meeting, and yet look at the consequences that you just outlined, and there are consequences like that for all kinds of institutional fracas that come down to a "little interpersonal issue." People want to shy away and shy away. It's just astounding to me that more people, they don't—people don't understand the value of stepping up and address it, or that they don't appreciate the people who have the skills to do it, so it's very instructive.

Janis Apted Yadiny, MLS

[1:08:14]

Look at even the election going on now, the presidential election, or you look back in history, just the last three decades say, at what's happened with various presidents and where they have been successful or had impact, and where they haven't, and the mistakes sometimes are just one sentence that they have said during the middle of a stressful busy day when they're exhausted. You can see the exhaustion on their faces. I mean I'm fascinated by Obama. He is brilliant, the guy, I'm sure is going to write some

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fascinating books when he gets out of this presidency, but he's an introvert. He is a real loner. He likes to have his close relationship with his wife and I don't know who else, his two daughters, and a small, small group of people. What's her name, [Valerie] Jarrett, whatever her name is, his advisor, but not—but he was never able to make those relationships across the Congress.

Tacey Ann Rosolowski, PhD

[1:09:25]

He's not built for it, not wired for it.

Janis Apted Yadiny, MLS

[1:09:27]

No, no.

Tacey Ann Rosolowski, PhD

[1:09:28]

He's a scholar, a thinker, not a schmoozer.

Janis Apted Yadiny, MLS

[1:09:32]

Not a schmoozer. And there's Bill Clinton, who's really effective in so many ways, probably very effective around the world with his foundation, really genuinely empathic and a real lover of people, a huge extrovert, full of flaws and he knows it, and he hasn't published much. He's not a scholar.

Tacey Ann Rosolowski, PhD

[1:09:56]

Interesting.

Janis Apted Yadiny, MLS

[1:09:59]

It's fascinating isn't it?

Tacey Ann Rosolowski, PhD

[1:10:00]

It is fascinating.

Janis Apted Yadiny, MLS

[1:10:00]

People who get these jobs, like Ron DePinho. Well, this case study of leadership that we've had recently, over the last four years, and I wonder how Dr. DePinho thinks and how he sees himself. I'd be curious. I would love to sit down and have an hour-long conversation with him about what have you learned. He actually did come to the Leadership Academy two weeks ago, and I sent him in advance—first of all, I sent it to Craig Henderson, an HBR blog item called four things that sink—the four most common things

that sink executives in their first few years, and it was very insightful, I thought it was really good. So I sent it to Craig and I said would he be offended if I sent it to him saying, you know, you're long past the 18 months period, they're talking about executives who failed within 18 months to two years. But there's some really interesting points that are made in here, about the challenge of accepting a leadership role, a big leadership role. Would you be interested in reflecting on any of these? If not, because you're always brilliant when you come in and do a presentation, just talk about what you like. Well, he came in, he had a note card, and he sat there and he reflected on some of the things in the blog. He didn't say, you know Janis sent me a blog item. No, ah-ah, but as I'm listening to him I'm thinking, he read that.

Tacey Ann Rosolowski, PhD

[1:11:37]

He did.

Janis Apted Yadiny, MLS

[1:11:37]

He read it, he's thought about it, he pointed out some things, like for instance, one of the points they made was be careful of the information you get, because unless you get down under your top level, you're going to hear the same thing from everybody pretty much, and they're going to reinforce what you think. So you need to make sure you're hearing from other people. Well that's true enough. You know things like that, about what leaders do that isolate themselves. So he did, he reflected on those things, very well actually, what it means to be a leader. The taking care of self, the complexity, the hugeness of it.

Chapter 06

A Wide Range of Interests Leads to Library School

A: Educational Path;

Story Codes

A: Personal Background;

A: Influences from People and Life Experiences;

A: Character, Values, Beliefs, Talents;

Tacey Ann Rosolowski, PhD

[1:12:39]

Shall we go back in time a little?

Janis Apted Yadiny, MLS

[1:12:40]

Sure.

Tacey Ann Rosolowski, PhD

[1:12:43]

Where were you born?

Janis Apted Yadiny, MLS

[1:12:44]

I was born in Toronto, Canada, in 1948, which seems so long ago now.

Tacey Ann Rosolowski, PhD

[1:12:52]

What's the date?

Janis Apted Yadiny, MLS

[1:12:53]

January 12th.

Tacey Ann Rosolowski, PhD

[1:12:59]

Tell me a little bit about your family.

Janis Apted Yadiny, MLS

[1:13:00]

Lower middle class family. My father was a plasterer and a contractor, he became a contractor, started his own company. My mother was a stay at home mom. My father was born in London, England, in

1909 and he emigrated with his parents when he was two years old, and then his father was a plasterer too, so they were considered master craftsmen and in the '30s, when the Depression hit, they went back to England to work, there's always work there. So my mother went over and joined him in 1936, and they got married, and in 1938 they had my brother George, and he had a cerebral hemorrhage when he was born, so he was mentally retarded, as they called it then. No, actually the term then was moron. Imagine, right?

Tacey Ann Rosolowski, PhD

[1:14:07]

Painful to hear that now, isn't it?

Janis Apted Yadiny, MLS

[1:14:08]

It's horrible. So, World War II broke out, my father went in the British Air Force. My mother had to smuggle my brother out of England, because you weren't allowed to take mental defectives across international borders. So she took him to a Harley Street physician, he had to have a certificate saying he was well, and when she walked in, the physician took a little rubber duck out of his drawer and my brother said, "Quack, quack." It was the only animal he knew, so he signed it.

Tacey Ann Rosolowski, PhD

[1:14:42]

Oh, wow.

Janis Apted Yadiny, MLS

[1:14:44]

So she smuggled him into New York, on the last passenger ship that left London, because the blitz had already started. So, she brought him to New York. She had \$10 in her pocket and she got—no diapers, nothing, because—that was something else. So took him to Toronto and that's where I was raised, and then I was born ten years later and found out much later in my life, that my parents had me so that I could look after them when they got old.

Tacey Ann Rosolowski, PhD

[1:15:15]

Oh my. Lucky you were a girl. I wonder if they would have made that expectation on a boy.

Janis Apted Yadiny, MLS

[1:15:22]

No, I don't think so. And then I have a younger brother, two years younger.

Tacey Ann Rosolowski, PhD

[1:15:26]

And his name?

Janis Apted Yadiny, MLS

[1:15:27]

Doug. Been happily retired for ten years.

Tacey Ann Rosolowski, PhD

[1:15:34]

Wow, how amazing, a younger brother happily retired.

Janis Apted Yadiny, MLS

[1:15:35]

I know, I know.

Tacey Ann Rosolowski, PhD

[1:15:38]

Yeah, huh. So, tell me about your early education and kind of things that you found you were being really interested in and good at as a young person.

Janis Apted Yadiny, MLS

[1:15:53]

A big reader, I loved to read, I loved to draw, was always drawing, mainly always reading. I was a good athlete, so I was pretty good at all athletics. My mother moved us from an immigrant neighborhood to a WASP, up and coming neighborhood. It would have been like growing up in West U. My parents built a house there and you know, there were 45,000 children all around.

Tacey Ann Rosolowski, PhD

[1:16:30]

Right.

Janis Apted Yadiny, MLS

[1:16:33]

We spent all day, every day, outside, so it was very much an outdoor life, which I loved. You know in the summer, we were outside, playing all day. We were only allowed to come in and get a glass of water and have a sandwich at noon, then we were back outside. No playing in the house. In the winter, we skated and we skied and we tobogganed and all that stuff.

Tacey Ann Rosolowski, PhD

[1:16:56]

It's Canada after all, sure.

Janis Apted Yadiny, MLS

[1:16:59]

In the summers, we spent two months in the summers at my uncle's cottage up north, which you had to

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get to by boat, because there was no road, there was no running water, there was no indoor plumbing, so we spent two months just running wild, five of us kids, my cousins and my brother and myself, it was fabulous. That, more than anything, that summer experience and that outdoor life of Canada, I think has—it's just in my soul. I don't know why, I've never really gone back and lived that kind of life, on a lake or somewhere.

Tacey Ann Rosolowski, PhD

[1:17:35]

What do you mean when you say it's in your soul?

Janis Apted Yadiny, MLS

[1:17:40]

Oh my God, when I think about when I'm happiest or most content, it would be lying on the dock, looking down in the water at those sunfish, you know, just, just—and hearing the water, the rippling water and the wind in the trees. That to me is just heaven, and all the changing seasons, I love that.

Tacey Ann Rosolowski, PhD

[1:18:02]

You must miss that here in Texas.

Janis Apted Yadiny, MLS

[1:18:05]

I really miss that here in Texas, and I don't think you can have a real outdoor life.

Tacey Ann Rosolowski, PhD

[1:18:09]

Yeah, with the heat.

Janis Apted Yadiny, MLS

[1:18:12]

The heat and the mosquitoes and the bugs.

Tacey Ann Rosolowski, PhD

[1:18:14]

Right. I always heard that when I was moving down here, somebody said oh yeah, we have seasons in Texas is the joke; there's summer, still summer, more summer, and deer hunting season.

Janis Apted Yadiny, MLS

[1:18:25]

Right, exactly, that's about it.

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Tacey Ann Rosolowski, PhD

[1:18:29]

I was raised not in Canada, but the Northeast.

Janis Apted Yadiny, MLS

[1:18:33]

New York weren't you?

Tacey Ann Rosolowski, PhD

[1:18:34]

Yeah, so the seasons, I miss those too.

Janis Apted Yadiny, MLS

[1:18:36]

I love the seasons, they really punctuate your life.

Tacey Ann Rosolowski, PhD

[1:18:39]

They do, they do. I remember a distinct kind of shift in mood, you know, and just these magic moments like in the fall, just people stopping and watching the massive flocks of geese going (inaudible) and stopping and seeing the snowdrops or the crocuses coming up through the snow and like wow, nature is speaking to us here.

Janis Apted Yadiny, MLS

[1:19:01]

I know, it's great.

Tacey Ann Rosolowski, PhD

[1:19:02]

It's pretty cool.

Janis Apted Yadiny, MLS

[1:19:05]

I did my graduate degree in Montreal, and we had so much snow one year that people skied to work and took Ski-Doos to work. It was fantastic, but Montreal was a city that came alive in winter, people loved winter.

Tacey Ann Rosolowski, PhD

[1:19:20]

Right, people can set up shop.

Janis Apted Yady, MLS

[1:19:21]

They embraced it.

Tacey Ann Rosolowski, PhD

[1:19:24]

Right, right. So tell me about, you said you did a literature degree in English, when you were an undergrad. Tell me about making that decision.

Janis Apted Yady, MLS

[1:19:32]

Let me see, I did English, French and theater. I don't know, Tacey, it's really interesting. I didn't have a driving—besides reading, I didn't have a driving interest in high school, like you know I wasn't, wow, I'm into science or something. I wasn't. I had a lot of interests in a lot of different things and I read a lot of things, but I didn't have that driving interest. My husband at that time, when I was in Montreal, had flunked out of high school, then got back into high school. He went traveling around Europe, smoked a lot of dope, spent a year over there. Then he got back, he finished high school and he went to University of Guelph, where I was, and he discovered a course that changed his entire life, which was botany. So now he's a full professor at McGill, in biochemistry, molecular biology.

Tacey Ann Rosolowski, PhD

[1:20:35]

And this is your first husband and his name is?

Janis Apted Yady, MLS

[1:20:39]

Gordon, Gordon Shore. So he found that passion for science. I had a passion for renaissance literature and medieval literature. I don't know why, I just was very intrigued by those eras, and Victorian literature, I loved Victorian literature. I loved the Victorian Era and the history and all of that, but it wasn't enough—let me see, when we moved to Montreal, in order to get into graduate school in Canada at that time, you had to have straight As all through, and university was four years, so I did an honors degree, but I did the four years in three, because I went right through the summers. I couldn't get into grad school in English lit, because it was too competitive and you had to have—you know I thought, well what do I want to do? I didn't want to teach, I knew I didn't want to teach, and that stuck with me. I can present and I can run workshops, but I'm not really a teacher. I would hate it. That's one of those things that would drain me dry.

Tacey Ann Rosolowski, PhD

[1:21:58]

Interesting.

Janis Apted Yadiny, MLS

[1:21:59]

Yeah. I sort of fell into English literature. Then I had a professor, my last year of college, in an English lit class, I can't remember even which one, I think it was modern, contemporary literature, and his mother's best friend was dean of the library science school at McGill, and he wrote me a glowing letter of recommendation and I got in. It was a two-year program, I'd never worked in a library, I mean how insane, you would think they would ask you if you worked in a library. No. But I got in and I got really interested in all of it, and I got interested in the management course that we did, management and leadership program. I got interested in the politics of children's literature, and there were a few things like that, that really got me curious.

Tacey Ann Rosolowski, PhD

[1:22:53]

So some of the themes that persist are starting to emerge. So just for the record, I'm going to say you got your BA from the University of Guelph in 1970, Bachelor of Arts, and then 1973 was the Masters in library science from McGill, in Montreal. So, I mean you were looking for a job or a passion, what were you looking for at that time? Or something else.

Janis Apted Yadiny, MLS

[1:23:24]

I was looking for some skill that I could do that would be transportable, that I could make a living from. My mother thought I was insane to go do a Masters degree, because I was married and I was just going to have children and stay home, and I couldn't imagine doing that. So I did my Masters degree and I'll tell you, that was the most portable degree I could ever have, because everywhere I went, I instantly got a job. And then I never really focused that much on librarianship per se, I got into other things. So, I did the Royal Society of Medicine in London and that was fascinating, because I worked for a brilliant woman.

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Chapter 07

International Work and an Interest in Power Dynamics

A: Professional Path;

Story Codes

A: Influences from People and Life Experiences;

A: Personal Background;

C: Evolution of Career;

C: Professional Practice;

D: On Leadership;

C: Funny Stories;

Tacey Ann Rosolowski, PhD

[1:24:09]

Why was that job so fascinating [Royal Society of Medicine in London]?

Janis Apted Yady, MLS

[1:24:11]

Because it was a private society, you had to join it, and world famous scholars came in, like Joseph Needham was writing his whole series on China. So you got to talk to these people and pull out the literature they were looking for. They'd sit at desks all day and just study and take notes, because they were writing books. I mean it was just so fascinating.

Tacey Ann Rosolowski, PhD

[1:24:35]

What was it that really intrigued you about all that, I mean how did you feel yourself evolving through that experience?

Janis Apted Yady, MLS

[1:24:45]

I think it was watching real professional scholars work, what they did, what it took to put a book together, to do something that intellectually challenging. Also, because it was a private society and it was British, it was hysterically funny too. It was kind of like being in a Monty Python skit, because just all the weirdnesses of England. My father was English, had been born there, and I had traveled there, but living there was something else.

Tacey Ann Rosolowski, PhD

[1:25:19]

Yeah, it always is.

Janis Apted Yadiny, MLS

[1:25:20]

Yeah, right. So just the characters who worked there. There was the guy at the front desk who was the guard, had an Oxford accent, but there was no way this guy... I mean, it was considered pretentious, everybody criticized him behind his back because he had an Oxford accent and he just assumed it, and his name was Mr. Makepeace. You know, I mean people had names like this and jobs that matched. And then we had, we had a canteen, it was called a canteen, and the woman who ran it was something like Mrs. Cakebread, that was her name, Mrs. Cakebread. It was like being in a Dickens novel, you know? And then they had stories. Lisa Van Aensbergen, Lisa Van Aensbergen, that's what her name was, was my boss. Lita Van Aensbergen, Lita Van Aensbergen. She was amazing. She was just one of these very quiet, mousy English women who, when you got to know her, had had the most unbelievable sexual experiences you've ever heard in your life and you were like awe struck by these adventures she'd have, and the way she would, she would express herself.

[1:26:38]

I remember one day, I'm sitting there doing something and she said, "I always have an orgasm when the plane takes off." What? How? It's just the reverberation of motors. It was unreal, I mean, oh my God, it was just one thing after another. I'd go home and I'd just be in stitches, laughing about the stuff I had heard.

Tacey Ann Rosolowski, PhD

[1:27:04]

Well it was the '70s after all.

Janis Apted Yadiny, MLS

[1:27:07]

It was the '70s, it was so funny.

Tacey Ann Rosolowski, PhD

[1:27:08]

Women were discovering themselves and yes, the '70s.

Janis Apted Yadiny, MLS

[1:27:13]

Yeah, so she wanted me to meet her husband, who was a writer. He worked for Reuters in Holland and he was also a writer, but she didn't tell me—so she loaned me a book of his to read and then she set up a time for him to come over to our flat and meet me and my husband, my husband and me. I read this book and oh my God, it was pornography really, pornography of the time. It had been published in the States because it was—no, it had been published in Holland and then he said he would always be grateful to Nixon because Nixon lifted the ban on what was considered pornographic. And actually, the story itself was quite fascinating. It was kind of like Pinter's master and slave thing, "The Servant," do you remember that play? This was like that, except that you know, what did I know. As it turned out, this

guy was Dutch and had been in the resistance during World War II. He joined when he was 14. So he had been through, he had seen things, and it informed his thinking about who's the master and who's the slave. And so this book, which is kind of like "Fifty Shades of Gray," you know but "Fifty Shades of Gray" is really cleaned up. This was really people who actually live these lives of you know, one's the dominatrix or whatever, the dominant, and one's the submissive. He saw the politics of that, he was interested in the politics of that, and I don't know why I found that so fascinating but I did, and now I see it. I see it out in life, the submissives and the dominants, you know, who extract things from other people. I see leaders like that. I've dealt with some leaders here that... whoa. I know one leader here that I would call totally sadistic, who had crushed the people working for him.

Tacey Ann Rosolowski, PhD

[1:29:18]

Really?

Janis Apted Yadiny, MLS

[1:29:19]

Mm-hmm. And who should have been alleviated of his position years before. He was never alleviated, he finally retired. But you know, Tacey, you see those things, how they play out, you see how masterfully they manage the people above them, and how they turn their sadism on the people below them. So, the power dynamics and the politics of these things absolutely fascinate me, and I think I've been in many situations where I have been psychologically abused, because I didn't know how to deal with the power above me.

Tacey Ann Rosolowski, PhD

[1:30:03]

Or you don't even know it's being exercised sometimes. Interesting. Now when you look back at yourself, you know, when you were in this library job in London and you're thinking about that self-reflective piece which is so important to you, how would you describe that young woman and where she was and her understanding of herself?

Janis Apted Yadiny, MLS

[1:30:26]

Well, I would say she had a great deal of intellectual curiosity but was very self-involved. I don't know if I would have called myself narcissistic, but I would have called myself very self-absorbed, and I kept journals constantly, I have stacks of journals. Sometimes when I go back and I read through them, I flip through them and I think hmm, that's interesting. But at the same time, it's like bad literature, you know, when you've picked up a novel and you think this person is just writing about themselves and it's bad, it's really... So, for some reason, I think because I had two parents who loved me very much but were not emotionally very supportive; they were sort of emotionally absent. My mother was terrified of everything, so she sort of projected on to me, her anxieties and fears about everything, rather than celebrating the things I was really good at, and I was good at a lot of things. I was good at a lot of things. They didn't. So, I grew up with a lot of self-doubt, which is why I think I don't have a PhD and didn't

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push myself to be like a Liz Travis [oral history interview] right now. I've kind of gone under the radar a little bit. I see that now, I see how it was played out now, but I didn't see it then. I was pretty full of myself in some ways, but at the same time insecure. So my husband and I split up and I got a job. We split up when I got a job with the World Health Organization in Geneva.

Tacey Ann Rosolowski, PhD

[1:31:59]

And that was...?

Janis Apted Yadiny, MLS

[1:32:00]

Nineteen seventy-five, '74 or '75, right around there.

Tacey Ann Rosolowski, PhD

[1:32:02]

Seventy-five is what you had on your CV, yeah.

Janis Apted Yadiny, MLS

[1:32:05]

Yeah, '75. Then I really did get an amazing education in world politics and how things worked, and I loved it. I know, it was just, I just had the chance to soak stuff up, you know how did this world run, really.

Tacey Ann Rosolowski, PhD

[1:32:26]

Now, you know what's interesting is we started out talking about leadership, but the theme of politics, institutional politics and politics on a world stage and now international stage, have come up again, and so I just wanted to register that, you know? Because it sounds like leadership from—

Janis Apted Yadiny, MLS

[1:32:41]

Yeah, it's power dynamics. Leadership can be, you know, you can either exercise positive power dynamics or very negative power dynamics, but it's all status and power, and you see it in a place like this, with the PhDs, the MDs, and you know—I've met many who are very insecure and terrified that the guy in the office next to them is much more brilliant than they are, and I've others who are completely and totally secure with themselves, they know what they know, they blast out those papers with no problems. Yeah, an assortment of all sorts of people. So I see, I watch them, how they process the world and how they see themselves and where do they have trouble.

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Tacey Ann Rosolowski, PhD

[1:33:30]

Do you remember being aware of those kinds of—aware of power dynamics, like when you were in school, in elementary school?

Janis Apted Yadiny, MLS

[1:33:37]

Oh yeah, with teachers.

Tacey Ann Rosolowski, PhD

[1:33:37]

Oh, okay, so that was pretty early.

Janis Apted Yadiny, MLS

[1:33:42]

And in my family, there were real power dynamics that were played out there, so I saw it there too. And then I saw it in class situations, because I was—my family, I would say we were lower middle class and we lived in a neighborhood—this is so interesting, that this is coming up. It ties in with our discussion at the beginning about people we know who go on these fabulous vacations. My parents, we lived in this wonderful neighborhood, which now, I would never be able to afford to live in, because the houses are \$1 to \$2 million, \$3 million, \$4 million. They are kind of the... how would I put it? Memorial Area of a suburb outside Toronto. But back then it was where we all lived, right?

Tacey Ann Rosolowski, PhD

[1:34:41]

Right.

Janis Apted Yadiny, MLS

[1:34:42]

But everybody around us were professionals. There were lawyers and accountants and architects.

Tacey Ann Rosolowski, PhD

[1:34:49]

And this is the place where your mom built the house, when you made the WASP.

Janis Apted Yadiny, MLS

[1:34:51]

This is where my parents built the house, yeah, yeah. So, we were sort of a working class family in a sense—my father had the construction business—surrounded by all these professionals. So in a sense it's kind of where I am, you know?

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Tacey Ann Rosolowski, PhD

[1:35:09]

Oh, interesting, yeah.

Janis Apted Yadiny, MLS

[1:35:10]

That's interesting, it's a pattern I guess, that's repeated itself.

Tacey Ann Rosolowski, PhD

[1:35:17]

Well I think when you are culturally displaced, no matter how you're culturally displaced, you are very aware of that difference, and you suddenly become hyperaware and looking at this new context you're in, and it makes you understand yourself differently too.

Janis Apted Yadiny, MLS

[1:35:32]

Yeah, yeah, definitely.

Tacey Ann Rosolowski, PhD

[1:35:32]

So you're always attuned to that. Interesting. So I derailed you from your discussion about what it was you started to see and be aware of when you went to Geneva. And you were a technical officer.

Janis Apted Yadiny, MLS

[1:35:47]

I was working in the library system, but my job was to write grants and design programs that they could take out to developing countries, emerging countries, to teach them how to organize and access biomedical research, printed stuff, because many countries couldn't support their own research, because they didn't have documentation centers or libraries. Some had some really good systems and you would find, like you know, India had some really great libraries because the British set them up. The French countries, not so much. So, it was interesting, to be in Geneva and working on these problems, but also to meet all the people who came in and out of the World Health Organization, and then the International Labor Organization was right next door and the UN was down the hill. It was just, I just liked that, being sort of in an environment in which you're soaking it up. You don't even know quite what you're soaking up but you're soaking, you're absorbing. I met families who'd been living in Kabul. I didn't even know where Kabul was, but they loved Kabul and had raised their family in Kabul, Americans, and now they were in the World Health Organization, in Geneva. A family that had lived in India for many years, he was a doctor and he had five kids and the kids had grown up in India, now he was in Geneva, on his way to I don't know, back to Australia or something. I mean, you just met people from all over. A lot of people from Africa. African men who married, always married Scandinavian women. So you had those mixed couples, the tall, blonde, gorgeous woman, the tall, fabulous looking, you know Nigerian or

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Kenyan or whatever, power of another sort, and symbols and emblems and status, it's what I have, you know that kind of stuff going on.

Tacey Ann Rosolowski, PhD

[1:38:07]

Well in culture too, because I remember even conversations about how Scandinavian women had a tendency to make mixed race marriages, much more so than women from Western Europe, you know Britain, France, and certainly the U.S. I mean it was very, very taboo still at that time.

Janis Apted Yadiny, MLS

[1:38:31]

It was fascinating to see. It was not something you saw, that I had seen much of at all in Canada, and even when I came to the States in—when did I come, 1978 or '79.

Tacey Ann Rosolowski, PhD

[1:38:48]

Seventy-eight, '79, you started at the Houston Academy of Medicine.

Janis Apted Yadiny, MLS

[1:38:52]

You didn't see mixed race couples here like you did—even in Europe, you saw more than you did here. But anyway.

Tacey Ann Rosolowski, PhD

[1:39:01]

And then you went from Geneva, you went to Tunis, '77, '78. Tell me about that kind of block, '75 to '78. How did you grow during that period and kind of refine what your direction was, or maybe you didn't. What happened? Maybe I should ask the more general question. You know, what would you say happened to you during that time that was really informative, informed your next steps?

Janis Apted Yadiny, MLS

[1:39:35]

I thought I would have a career in international work and I loved international work. I loved being very comfortable in the world, out in the world. I loved feeling like I could go into any country and figure out how to get along, get by, so I thought that's what my life would be, would be international work. I was fluent in French and I felt like I had something to offer. And then in Tunis I was attacked and I was raped and that did it, that was the end of that. That's when I lost sense of what do I really want to do in my life.

Tacey Ann Rosolowski, PhD

[1:40:27]

I recalled that and I didn't know if you were going to go there.

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Janis Apted Yadiny, MLS

[1:40:30]

Well it happens, you know, and it changes your whole world view. I became afraid of the world, like I hadn't been before, and I ended up here and married an American that I latched onto, to kind of get out of there.

Chapter 08

An Evolving Focus on Leadership Development

A: Professional Path;

Story Codes

C: Mentoring

C: Leadership

A: *Personal Background*;

Ms. Yadiny

[1:40:30]+

So, then I ended up working at the library here, which was a good thing, because I had a fabulous boss who was Richard Lyders was his name, L-Y-D-E-R-S. Richard Lyders was in his late thirties I guess, I was 30 years old. Most of my colleagues were around my age, early thirties, and he was a wonderful boss and he loved leadership and management, and he was a student of leadership and management. So they hired me in as personnel librarian and before you knew it, I was doing staff development.

Tacey Ann Rosolowski, PhD

[1:41:29]

What is a personnel librarian, tell me about that.

Janis Apted Yadiny, MLS

[1:41:31]

We do all the human resources management stuff, and so I designed, I introduced and designed a staff development program, which everyone loved, and that's how I sort of started on the whole development thing. What time is it by the way?

Tacey Ann Rosolowski, PhD

[1:41:48]

It's just about five minutes of three. Do you want to stop now? Okay, let's just take a quick break, it is five minutes of three, as I just said.

[pause in recording]

Tacey Ann Rosolowski, PhD

[1:41:59]

There we go, we are recording again, it's about one minute after three or so. So I'm glad that you're stitching things together in a new way.

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Janis Apted Yadiny, MLS

[1:42:12]

I guess I hadn't noticed that I have informed my life, really.

Tacey Ann Rosolowski, PhD

[1:42:18]

Lives are interesting things.

Janis Apted Yadiny, MLS

[1:42:20]

Yeah. I'll have to do some writing about it.

Tacey Ann Rosolowski, PhD

[1:42:22]

Cool. Are you a writer in addition?

Janis Apted Yadiny, MLS

[1:42:24]

Journaling, let's put it that way, and inconsistent. I used to be very consistent, but no longer. I don't find myself as interesting any more.

Tacey Ann Rosolowski, PhD

[1:42:36]

That may be a mark of health, you never know.

Janis Apted Yadiny, MLS

[1:42:38]

You know, I get to the point where I started saying you are just too self-absorbed you have to stop this. Close the journal.

Tacey Ann Rosolowski, PhD

[1:42:45]

Close the journal, right move on. Funny. Well, we were in the midst of the conversation about your work with the human resources support.

Janis Apted Yadiny, MLS

[1:42:57]

Oh yeah, so then I got into this—this did change my life, working for Richard Lyders, and I worked for him for nine years or ten years or whatever, but he invested in his young staff, professional staff. I came to the United States with the usual superiority complex, thinking oh, I'm going to be so much smarter and better educated than they are. Holy smoke, wow, all my colleagues were Stanford, UC Berkeley, Oberlin. They were fabulous at what they did and they were really professional, really good, and I learned a lot

from them and I had to pretend that I was better than I was. But what I was good at, that my boss liked was, he said I always had an eye on the world, so he loved that. But he put money behind it, so he sent us to training and workshops and stuff and he invested in us. This was new to me, I mean the World Health Organization didn't do any of that, certainly the Royal Society of Medicine didn't, McGill University didn't. Nobody had any money. In the '70s, all those institutions were broke, I mean they were running on pennies, you know. But he invested money in us and sent us off and got us new training, and it was fabulous, and we grew together as a team and he had us meet together. He was into management by objective, so we all had our objectives and blah-blah-blah.

Tacey Ann Rosolowski, PhD

[1:44:33]

I don't even know what that is.

Janis Apted Yadiny, MLS

[1:44:35]

That was a fad back in the '70s, Peter Drucker, *Management By Objectives*. That's why I kind of, I am a little caustic about management and leadership fads; they come and go. Now, management by objectives has remained solid, but we've moved on from there.

Tacey Ann Rosolowski, PhD

[1:45:02]

Now, I'm sorry to ask this, you know, so you, there are people who go to school to be leadership specialists and all that, and you're not quite an autodidact in that area, but it was something, it was a career that was built partially because of synchronicity, being in the right place at the right time, finding Richard Lyders, who had this interest and was really proactive about supporting staff. So how, you know, did—what was the point at which you said okay, this is what I'm doing and I am now going to really create myself as this kind of professional, or maybe that never happened. Uh-oh, we're checking the time.

Janis Apted Yadiny, MLS

[1:45:56]

No, my husband's green card got here today, that's fantastic, okay. That's perfect.

Tacey Ann Rosolowski, PhD

[1:46:03]

What, it's not all about me? No, I'm kidding.

Janis Apted Yadiny, MLS

[1:46:07]

It means he can go back, and then come back.

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Tacey Ann Rosolowski, PhD

[1:46:10]

And then come back, well cool, congratulations.

Janis Apted Yadiny, MLS

[1:46:12]

Great, oh fabulous, he will be so thrilled.

Tacey Ann Rosolowski, PhD

[1:46:14]

Good milestones, that's cool. No wonder you were very attentive to your phone and the messages coming through.

Janis Apted Yadiny, MLS

[1:46:22]

Oh, fabulous, that's such good news.

Tacey Ann Rosolowski, PhD

[1:46:26]

Excellent.

Janis Apted Yadiny, MLS

[1:46:28]

Bit by bit, by I had no idea. Okay, actually, my job at University of Michigan, I was director of communications and public relations, for all 14 libraries, massive library of eight million volumes and stuff full of PhD specialists. Again, I learned a ton. I had no idea that these centers for East Asian studies and centers for Eastern European studies, were developed after World War II, to train CIA people, so that's what they were. They were Cold War centers, and this whole business of these special centers in research universities in the United States was for that purpose, to give them a language and cultural skills, to be able to infiltrate those countries and work there and spy there and do everything that they were doing there. So again, you know, I wasn't great at the communications stuff. I was good enough. I did a few really brilliant things that were beautiful. I did the best little publication I'd ever done, because I found two people to work with outside of University of Michigan, who were really turned on by the way I sold the project, and came in and gave it their best, and we did a fabulous piece.

Tacey Ann Rosolowski, PhD

[1:48:05]

What was this project?

Janis Apted Yadiny, MLS

[1:48:06]

It was just a brochure on the library, but it was—I picked it up the other day, I have it in my office, and I went, Wow.

Tacey Ann Rosolowski, PhD

[1:48:15]

It stands the test of time?

Janis Apted Yadiny, MLS

[1:48:15]

It is fabulous, fabulous, and actually, I can use it as a model for our Leadership Development brochure. So, I got to play and do things, but I was bored with the job primarily, but I sold my dean on sending me to this program called the Planned Change Internship, and how I found out about it was through... I don't know how I found out about it. There were a couple of things I did there. The Planned Change Internship was run by Larry Lippitt, L-I-P-P-I-T-T, and his wife, Sylvia Carter. Sylvia had been the associate dean of the school of social work I believe, at McGill. I didn't know where at McGill. Larry was the son of Ronald Lippitt, and Ronald and Gordon Lippitt were two of the big organization development gurus in the country. Now, Ron was dead by then, but I didn't know any of this. I had worked in the UN and I'd been in change projects and you know, there I was, in Egypt and in Morocco, and I was in Tunisia, and I was supposed to be the change engine. When I think about it, it's ridiculous, but anyway there I was, and the Planned Change Internship was really all about the theory of how you do whole scale change, and it was based on—you'll love this, this is another thing that's just popped out for me—the theories of Kurt Lewin, who came from Nazi Germany in the '30s, ended up at MIT, determined to figure out Nazism had happened, what the power dynamics were, that everybody voted for this schmuck leader and that this Holocaust had occurred and everything else that had happened, and he wanted to know what the heck was that all about. His grad student was Ron Lippitt.

Tacey Ann Rosolowski, PhD

[1:50:41]

Oh, interesting.

Janis Apted Yadiny, MLS

[1:50:46]

So, they came up with, Ron Lippitt, and I don't know if Kurt Lewin—Kurt Lewin died in the last '40s or early '50s, I believe, but Lippitt did his PhD with him, and Lippitt and some of these other guys set up National Training Labs, and National Training Labs set up, either they started or they were associated with the first encounter groups, in the 1950s. The encounter groups were three weeks long. People took that much time out of their lives to go to encounter groups, and encounter groups were all about who are you anyway and what do you know about yourself.

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Tacey Ann Rosolowski, PhD

[1:51:26]

Right.

Janis Apted Yadiny, MLS

[1:51:27]

And how can you authentically interact with other people. It was tough sledding in counter groups.

Tacey Ann Rosolowski, PhD

[1:51:33]

Well I was going to say, it's exhausting to do that work.

Janis Apted Yadiny, MLS

[1:51:35]

But imagine three weeks?

Tacey Ann Rosolowski, PhD

[1:51:38]

Three weeks, that's what I'm saying, you'd be mush at the end.

Janis Apted Yadiny, MLS

[1:51:41]

I don't know if you'd have an ego left, do you think? I mean, what identity would you have left after you've gone through all this? But anyway, so encounter groups shrunk to three days or whatever. Tavistock Centre took up a lot of this work. It became the foundational work of what became organization development. Group dynamics was part of it, surveying, demographic surveying, the big surveys and all this, but also studying human behavior. It was all about human behavior and how do we act when we're in front of power and when we feel powerless and when we feel like we have power, all of that was part of it, and so this year-long training, Planned Change Internship, put me in front of people who know all the theory. One of them was Kathie Dannemiller, who had started Dannemiller Tyson Associates. Kathie had worked in the Episcopal Church with Ron Lippitt. He was at University of Michigan, I guess. She was in the Episcopal Church. Talk about an autodidact. I think the woman just had a bachelors degree, but she was one of the most powerful women I've ever met in my life, and she was in her mid-seventies, early seventies, when I met her, and she would walk into a room with her cane and she took over. I mean, she had one of those huge presences, very spiritual, that just filled the room. I mean, she could be a bitch, you know tough and full of herself, but she knew it. She did these big contracts with like Ford Motor, when Jacques Nasser was head of Ford Motor and he was known to be a real bastard leader, and she walked in there with her cane and said, "So how long do you want to keep being a bastard? You want to learn how to manage people and manage this or do you want to keep on the way you are?" But she had the presence to do it, no self-doubt about what she knew about people and what people wanted to work for was they wanted to be asked to participate in developing and designing the work of the group, and fully engaged, and so she said get everybody in the room, and she would do

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retreats with 2,000 people and a bazillion flipcharts, and she'd have everybody committing, signing up, you know I want to work on this and this. So she had all the tactics for change. So I did that year-long, it was foundational for me.

Tacey Ann Rosolowski, PhD

[1:54:27]

It was a year?

Janis Apted Yadiny, MLS

[1:54:28]

Yeah, and it was on weekends and nights.

Tacey Ann Rosolowski, PhD

[1:54:31]

Very interesting.

Janis Apted Yadiny, MLS

[1:54:33]

And I loved it and I still have my big binder of stuff.

Tacey Ann Rosolowski, PhD

[1:54:37]

How cool. I hate to do this but it's quarter after and I'm going to have to close this off for today. But no, I'm really glad you told the story about that. Let's plan on going back to that moment, because it sounds like there is more to get out of that moment.

Janis Apted Yadiny, MLS

[1:54:53]

All right, cool, oh yes there is. I need to pull out the binder and have a look.

Tacey Ann Rosolowski, PhD

[1:54:58]

Well let me just say for the record, thank you.

Janis Apted Yadiny, MLS

[1:55:00]

You're welcome, thank you.

Tacey Ann Rosolowski, PhD

[1:55:01]

A pleasure. I am turning off the recorder about thirteen minutes after three.

Janis Apted Yadiny, MLS

Interview Session Two: March 1, 2016

Chapter 00B **Interview Identifier**

Tacey Ann Rosolowski, PhD

[0:00:02]

Okay, so we're recording now, and so just quickly, it's March 1, 2016, the time is about ten minutes after nine, and this is beginning of my second session with Janis Apted Yadiny.

Chapter 09

Faculty Development: Offering Support in a Stressful Environment

B: MD Anderson Culture;

Story Codes

B: MD Anderson Culture;

B: Working Environment;

B: Gender, Race, Ethnicity, Religion;

B: Critical Perspectives on MD Anderson;

D: On Texas and Texans;

D: Cultural/Social Influences;

C: Women and Minorities at Work;

A: Experiences Related to Gender, Race, Ethnicity;

C: *Leadership*;

Tacey Ann Rosolowski,

[0:00:02]+

We were in the midst of a conversation, you were talking about this man who had come for leadership issues, with team initiatives.

Janis Apted Yadiny, MLS

[0:00:20]

He was a chair, a chair who had been here maybe not that long, a few years but not terribly long. Fred Schmitt and I were working with him, and he asked us to both do some process work with him, coaching, and do a team alignment, with his team. This is really, to me it's very important work. It can be personally very deep, because you build a relationship of trust with the leader, and the leader has to feel like they can open up and tell you things. This man certainly opened up and just bared his soul, and by the time we finished the team alignment, he cried in the team alignment, in front of his team, because he felt he had let them down. They were shocked, of course. And then in his office afterwards, when we were debriefing, he sobbed. The man was in his fifties, and I can tell you, Tacey, I've met so many very successful people, successful somewhere else, who come to MD Anderson and they have their first taste of failure, of what it feels like failure, and the failure terrifies them, it disorients them so much.

Tacey Ann Rosolowski, PhD

[0:01:38]

Well, it's an identity blow, I'm sure.

Janis Apted Yadiny, MLS

[0:01:39]

It totally shatters their identity, they feel like they're on thin ice. They've never been on thin ice. They've been A students, they've been the best medical student, the most brilliant researcher, whatever,

and something happens here, within a very short period of time, where they're doubting themselves. Who am I? Am I not good enough for this place, am I not the person I thought I was? Why am I not understanding the signals? What are these signals anyway? The signals seem to be you're really not good enough, lucky you, that you're here. I don't know how we manage to do that to so many people, and I would say that if I were to sit down with the leadership, they would be shocked if I told them that, because I don't feel like it's deliberate, that they mean to give out those signals, but somehow it's become part of the culture, so the culture can seem very cruel and mean and non-supportive, and you have to find your own way. One of the things that I think is really important for new leaders is that they understand that there are people here who get it. You're going to walk into a culture where you're going to feel, at times, terribly unsupported, and come to us and talk to us about it. I can put them in touch with, or one of our consultants can put them in touch with other leaders who felt the same way and who are now very successful at MD Anderson.

Tacey Ann Rosolowski, PhD

[0:03:08]

Let me ask you a quick question, to just go back to that scenario, when that department chair was in the situation with his team. What was the team's reaction to his emotional baring?

Janis Apted Yadiny, MLS

[0:03:23]

Shock. Like so many people who are not used to having this, they're used to patients crying in front of them, but a chair, their chair? They were stunned, they were silent, they weren't—they were shocked, I would say. There wasn't even one comment of sympathy for him. Now, he got caught between a rock and a hard place, and I think that I have seen this as problematic at MD Anderson from time to time, where new people are brought in and then put in very complex political situations, which they don't really know about until they get here, and they have to try to figure out how to maneuver, and they don't know who are their friends and who are their enemies. They don't know who to talk to about it. They try to resolve it in a mature way and they find out that part of the problem is in one silo and part of the problem is in another, and they don't know how to bridge that. I don't know that they could successfully bridge it, you know, it's such a surprise to them.

Tacey Ann Rosolowski, PhD

[0:04:36]

There's also—I don't know, this must come up in your conversations, but there's a difference between this institution being influenced by southern culture, and I think for people who come from the north or from the West Coast, and probably from certain cultures overseas, that's just the way of interacting. Kind of muting of certain kinds of messages is an issue and it takes a while for people to get used to it.

Janis Apted Yadiny, MLS

[0:05:07]

Yes, exactly, and that's a hard thing to parse, you know it's a hard issue to really understand fully, and I think about it a lot. There have been faculty I've coached here, who have told me, I've had more of a

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culture clash, coming from New York City, down to this institution, then I ever thought was possible, because I'm a northerner, and it took me a year or two to figure out, I mean a southern state, but also a southern institution. Now, the interesting thing is, a lot of the faculty, 42 percent or something, as Asian, or minority say, from other places, and a lot of the other faculty, they're not southern. It's the staff, because you have now, we're up to about 21,000 people or 22,000 people; many of the staff here are southern, and about 70 percent of the staff are women. So, I would love to do—I would like to understand what that is really all about, if we did a cultural study. The staff have enormous power, yet they feel powerless. The staff interact with the faculty and they have their own ways of punishing them or controlling them.

Tacey Ann Rosolowski, PhD

[0:06:45]

Can you give me some examples?

Janis Apted Yadin, MLS

[0:06:49]

Yeah. We have recently, in the past year, dealt with four faculty women, all from other culture, all of whom have run up against staff, nurses, PAs, CADs, or whatever, who say they are brusque, rude and bullying. When you talk to the faculty, they say they are not doing their jobs, they're not doing a good job, I have high standards. You hear this from the men too. I have high standards, I really care for my patients, blah-blah-blah. The staff say, whether they're doing a good job or not, who knows, because we're not dealing with the staff. Staff say they are rude, they are demanding, they have this superior attitude, you know, and behind that you can just hear a 'Bless your heart,' right? You can be rude and demanding but watch, watch me. And so what happens is the faculty member ends up in front of the chair or with an EEO complaint in HR. In some way, they're stunned that this has happened. Part of it is our fault in the institution, in that we don't do a welcome to the United States and to Texas orientation for faculty, they should all get it, in which these cultural issues are raised and in which we can say this is a southern culture, here's how a southern culture operates, here's what you might come up against. They expect to be treated politely and respectfully, and when you have to deliver a message that is critical, you need to frame it. We suggest you frame it in this way, so it can be heard.

Tacey Ann Rosolowski, PhD

[0:08:55]

I was going to ask, is there also a gender overlay on that too?

Janis Apted Yadin, MLS

[0:09:02]

The women staff will put up with a lot more from men faculty than they will from women, definitely. Definitely. In fact, the female surgeons, some of the female surgeons, women surgeons, have told me that they can get into trouble very easily in the OR. A man will go in and take charge and say hey, do this, do this, do this, you know, very commanding and very much in charge. When the women do that, the nurses and so on can react badly. I don't know what that looks like but that's how they feel it. Some of the

women surgeons just plow on through and are dominant and commanding, and manage to handle the teams well enough, but some of the women surgeons have complained to me that they feel disrespected in the OR and they're not sure quite how to handle it.

Tacey Ann Rosolowski, PhD

[0:10:03]

Are they feeling as though that compromises their ability to work effectively?

Janis Apted Yadiny, MLS

[0:10:07]

It compromises their sense that they're really doing the job that they want to do, because they're in an environment in which, you know, people are looking at them and not quite trusting them.

Tacey Ann Rosolowski, PhD

[0:10:21]

Right, right.

Janis Apted Yadiny, MLS

[0:10:22]

As surgeons. There are a lot of issues here that we really should examine more fully, I think, within the institution. I think it would be worthwhile, you know, hiring in cultural anthropologists. People like you, doing oral histories, are really important. People who can come in and observe the dynamics over a period of time, with male and female faculty, in different contexts, and really draw a map of what is going on in this institution.

Tacey Ann Rosolowski, PhD

[0:10:59]

You know, I've never really heard any—I mean there's no official statement from MD Anderson that this is a southern institution, I mean that's not brought out as an official part of the identity of the institution. What it's really focused on is more, we've grown beyond the time when this was really a Texas institution, and now it's international. I've heard faculty members say, yes this is a southern institution and if you don't figure that out pretty quickly when you get here you're in trouble, and you probably will end up leaving if you can't make the adjustment, because it's so strong. So I wonder what's that about. Do you have any suspicions, or maybe it's nothing. Why doesn't the institution kind of acknowledged this and has put it into the mix of understand itself?

Janis Apted Yadiny, MLS

[0:11:55]

That's an excellent question and I don't know that I know, because those of us who go around saying it's a southern institution have come across that through our work. We say it to each other, but I've never heard it said by leaders. The leaders tend to come from elsewhere, north, west, somewhere else, so I'm

not sure that they even would agree, you know, if we put it out. If I were to sit down with people on the 20th floor and say this is very southern culture and here's how it operates, they may not agree with that.

Tacey Ann Rosolowski, PhD

[0:12:38]

Well, it was kind of interesting, I interviewed one person on that floor who said—I don't think it was—I think it was just the throwaway line, off record, you know, I'm from the north, I do things this way, you know, and it was like okay, hitting home.

Janis Apted Yadiny, MLS

[0:12:48]

So there is some, yeah, there's a difference, yeah.

Tacey Ann Rosolowski, PhD

[0:12:52]

And I said, "Yeah, I do it that way too, I'm from New York too."

Janis Apted Yadiny, MLS

[0:12:55]

You know, when you think about it, is it a criticism, is it demeaning? Is it... what is it, I mean, if you go saying it's a southern institution.

Tacey Ann Rosolowski, PhD

[0:13:10]

Yeah, yeah, what is that about.

Janis Apted Yadiny, MLS

[0:13:11]

Yeah, what is that about, what does it mean, really.

Tacey Ann Rosolowski, PhD

[0:13:14]

Yeah, and I think if that were going to be made part of the way MD Anderson represents itself, it would have to be thought out, you know how is that done. I mean certainly, if what happened is what you were talking about. So for example, there might be some orientation sessions or some workshops. How do you deal with the specific challenges, interaction challenges that may come up because there is this north/south, or southern overlay. It would have to be done kind of carefully.

Janis Apted Yadiny, MLS

[0:13:49]

Right. There are aspects of it that are very nice, and which brought me back to the South. People are friendly, people are warm, people are curious about you, they're accepting to your face anyway. I don't

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know what's going on behind your back. I found it very disconcerting to move from Houston, up to Michigan. You walk in the stores—you know when I go back home to Toronto, I find the same thing; no smiles, no greetings, hey, how are you today or have a good day or whatever. None of that is going on and I find it cold.

Tacey Ann Rosolowski, PhD

[0:14:28]

It is, and people don't make eye contact, I mean there's all kinds of things.

Janis Apted Yadiny, MLS

[0:14:29]

No. They're not interested in you, really. Down here, I love the warmth and the curiosity and the acceptance, but behind that is a way of dealing with people that's in its own way, pretty ruthless, if you don't get—you know, if they feel like they're not on their side, or in some way, you're making their lives difficult, watch out.

Tacey Ann Rosolowski, PhD

[0:14:57]

We kind of started on this direction because you had mentioned that the staff has a lot of power. I'm wondering if there are other dimensions to that.

Janis Apted Yadiny, MLS

[0:15:09]

It's informal power and it's power that they don't acknowledge or see. The fact of the matter is, that when I say 70 percent, could be a little higher now, of the institution is women, do you feel like it's a women's institution? No, you don't feel it at all. You walk around here and you feel like men are in charge. I've been here since 1999 and that has not changed. Even though the women staff are dominant in terms of numbers, you don't feel it in the culture.

Tacey Ann Rosolowski, PhD

[0:15:49]

Yeah, well certainly the higher up you go.

Janis Apted Yadiny, MLS

[0:15:52]

The fewer there are.

Tacey Ann Rosolowski, PhD

[0:15:52]

Absolutely, yeah. I mean the whole issue with gender was one of the many I wanted to talk about today. I don't know if now is the time to do that or if you'd like to kind of integrate it into other discussions.

Janis Apted Yadiny, MLS

[0:16:08]

Sure. I think it's very important and I downplay it. I have downplayed it in my entire life. Why? I don't know. Partially because I tend to act like a guy in meetings and stuff. I've never had a problem speaking up, putting my thoughts out there. In fact, I feel much more comfortable the higher up they are, because you can be direct and you can just put it out there. As long as you do it appropriately, you know, you understand, you do it respectfully, but you have some knowledge or some insight into something that they don't have, because they're up there dealing with other issues. So, I've not felt personally sometimes, the whole issue that being a woman has put me in a lesser place, but realistically it has.

Tacey Ann Rosolowski, PhD

[0:17:08]

How so?

Janis Apted Yadiny, MLS

[0:17:13]

Let me see. Well, because I think that on the planet, if you're a woman, it does put you in a second class position, and it takes a while to get a sense of that. Now, when I was with the World Health Organization, one of the things that really interested me was the issues of women and children, and that still interests me today, the issues of women and children, because at the World Health Organization, for instance at the annual meetings, when they bring in all the membership, let me tell you, there was always so much talk about the need. We're talking about 1975, '76, '77, in that time span. Oh, we need to address women's health and the education of children and children's health, and until we do that, there's no way we can develop our countries. At that time, some countries in Africa, 85 percent of the population, 85 percent, had one or more tropical diseases. Now, how do you develop a country with people who are sick, who don't have the energy, just don't have the health and strength to do what they need to do? Certainly, the women and children. The men were bad off too, but the women and children were not cared for. Okay, so there was a lot of blah-blah-blah about that. Forty years later, it's still the same, right, really not much has been done. Now you look at the situation with the refugees coming out of Syria and the molesting of these women on the way to Germany, oh my gosh. Now they've had to set up Germany trauma centers, to treat PTSD, because the women who make it, and their daughters, have been so traumatized by being with these men, sometimes strange men, not family men, all around them, and being molested or treated very badly, violently and so on. That is a fact in the world, of the way women are treated. I certainly see it when I go to my husband's country, in Morocco. I see, you know, when I talk to professional women there, one of the things they have a problem with is there are no sexual harassment laws in corporations, and they're treated like they're owned by the men, in some situations. Now they're starting to get, you know, you can meet some fabulous professional women there who are amazing, but underneath it, the issues of women and children are horrific, and I don't know why it's been, maybe because... I don't know why. I have not really—and yet, I've been in situations where certainly, I've been told, you know you're a woman, so don't expect to be—working on Tunisia was no picnic, in the 1970s, so I really got a full dose there, of how badly you can be treated. But on the other hand, I stood up for myself and said, you may want to treat me like this and you may think I'm a European woman, watch me. But here, what I

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have done is not a gender issue, what I've done to myself is not a gender issue, I don't think, it's a personal issue. I've, perhaps—I say it's a personal issue. I don't think it has to do with gender. Realistically, I should have gone and done a PhD, to do this kind of work and to go even further. I got into a PhD and I never finished it, because it got pregnant and I couldn't afford to do \$6,000 a year in tuition, this was the '80s, and have a kid in daycare.

Tacey Ann Rosolowski, PhD

[0:21:18]

Right.

Janis Apted Yadiny, MLS

[0:21:19]

So I had to make a choice, so my choice was my daughter obviously, and then I never went back to finish it, and I do have some regrets around that. I wish I had, but I don't know. Then you know, it is what it is, I've done fine without it, but there's just a linger wish statement there.

Tacey Ann Rosolowski, PhD

[0:21:43]

Sure. Well, you know, and you operate in an environment when those letters after somebody's name matter. They do matter and no matter how Zen and serene and enlightened you are, I think you have to get really Zen and serene and enlightened in order to get to the point where you are simply not affected by that in your environment, and that it doesn't have any effect, that other people need to have those letters there in order to give you, you know.

Janis Apted Yadiny, MLS

[0:22:11]

Right. Right, right.

Tacey Ann Rosolowski, PhD

[0:22:16]

That's pretty hard, so yeah, I get that. I mean, you know, I've got those letters after my name and it does make a difference, you know, it does.

Janis Apted Yadiny, MLS

[0:22:26]

Well, there we are.

Tacey Ann Rosolowski, PhD

[0:22:27]

Yeah, I know, so yeah, those funny regrets.

Chapter 10

Changes in Academic Medicine over the Past Decades

B: Institutional Change;

Story Codes

D: Understanding Cancer, the History of Science, Cancer Research;

D: The History of Health Care, Patient Care;

D: On the Nature of Institutions;

B: MD Anderson Culture;

B: Working Environment;

B: *Institutional Mission and Values*;

Tacey Ann Rosolowski,

[0:22:27]+

Well, one of the things I wanted to do today, I mean we had gotten talking, and so I neglected to ask you, before we turned on the recorder, if there was anything that you wanted to follow up with from our conversation last time. I have a couple of follow-up questions, but I wondered if there was anything you had lingering in your mind, that you wanted to touch on, from last time.

Janis Apted Yadiny, MLS

[0:22:55]

No, I don't think so. I find it really interesting discussion, because in some way it was very healing for me. I think of Ray, Ray was a friend. Not that I knew him really, really well, but whenever I would go and talk to him, we'd have real talks. I think of many others who've come through this institutions, that I've been able to sit down with and talk to, and it's fascinating how many leave feeling ground up. That's not right. That's not right, that people put in so much of their heart and soul, into an institution that they have loved and helped build, and they leave disappointed and feeling disrespected. I've seen, over the last three years or four years, the light go out of some people's eyes, who are so committed. They still do fabulous work with their patients. I know this because I've shadowed clinicians in clinics, and I see how they connect with their patients and how dedicated they are. But once you get out of that clinic and you start talking about the institution, the light isn't there any more, it's like gone. I'm not blaming anybody around this. I think that academic medicine has become what it is across the country. I think we have a national problem, we may have an international problem.

Tacey Ann Rosolowski, PhD

[0:24:38]

I wanted to ask you about that, you know how it's changed over the years, the challenges, the newer challenges that have come up, and they've gotten to the point, you know, that people get ground up, get demoralized, at the ends of their careers, good careers, when they should be really proud and resting on lots of laurels and feeling really good.

Janis Apted Yadiny, MLS

[0:25:00]

Yeah. Well, there are a lot of dimensions to that question. If we look at the national problems, of challenges, of money going out of research science and money going out of—or it getting harder to provide the kind of healthcare that one really wants to provide, because things are so expensive. Why are they so expensive? Because we have new technologies and new drugs and new procedures. All of this ups the ante, ups the cost of running these places. We have pressures for more patients who want to get in, we have patients coming into a place like MD Anderson, with very complex diseases, because they're living longer. There are a whole lot of dimensions, a lot of dimensions to this, and it's easy to say, from the government perspective, or out there if you're not in healthcare, we need to cut the costs. Okay, tell me how. Who's going to suffer the cost-cutting, right? Where is the impact going to be on the individuals? I think that the whole rough around Obamacare is, you know, is just a first step towards trying to get some costs under control. The fact that a lot more people have healthcare is a good thing, but the fact that they have to figure out how to pay for it and go through all this process of trying to figure out these very different plans, I don't agree with that, I think that's nonsense. It just troubles me terribly, that we don't have a healthcare system, we have a healthcare enterprise, with a lot of players in competition with each other. So when it really comes down to the individual, you're sort of at the mercy of... I mean, have you ever read an insurance policy from one end to the other? Nobody can understand them. Try to figure out Medicare, holy smoke. So it's just become incredibly complex, and then trying to bring down the costs within these very complex institutions is phenomenal. It is challenging.

Tacey Ann Rosolowski, PhD

[0:27:11]

So how do you see those challenges playing themselves out in the lives of these individual leaders?

Janis Apted Yadiny, MLS

[0:27:20]

Loudly. Loudly, forcefully, and in ways that make it hard for even them to understand fully, what's going on. There was a faculty member who came down here, this is four years ago, Susan Block, came from Harvard and gave a lecture here, and we had lunch with her. Susan said, "I've just finished an advanced leadership program at Harvard Business School, and it was for people in healthcare," and she said, "Most of the people in there were from the insurance companies," you know, along with clinicians and so on. She said, "We spent almost the entire time"—and I think it was a three-week program—"talking about end of life issues. You know, that's where a lot of the costs go, yeah? And she said, "We all agreed that in ten years, healthcare, as it's delivered in this country now, will be unrecognizable." Now, we've tried to think about that, it's four years into what she said, I don't find it unrecognizable, except where I find it becoming unrecognizable is with the faculty, because they're pushed to see more people. They have clinical productivity, but they have ways of measuring how many people the faculty see, their productivity, and believe me, not all the faculty are really tremendously productive. So you've got a management issue there, which is the management of certain faculty who are not as productive as other faculty. How do you do that? You have faculty who can't see as many patients, because they are doing very complex procedures.

Tacey Ann Rosolowski, PhD

[0:29:16]

Right.

Janis Apted Yadiny, MLS

[0:29:19]

And so how do you measure what they're doing? The really good ones, the really productive ones, are told to see more. They feel like they're making up for the ones on the other end, who aren't seeing as many. I'm working with a group right now, where they've made the mistake, because of such pressure to get clinics fully staffed, they've hired some warm bodies. Never a good thing. So they're dealing with faculty who aren't as good, aren't as skilled, aren't as productive and hey, not as motivated to become productive. So that pressure on the clinical side of the house is real, and so now you have clinicians in their fifties and sixties, this is not the healthcare they signed up for, and they're having to adapt to this and they're wondering, what's this going to mean in the future. On the research side, you have just the tremendous competition for money, and the fact that it's all driven by getting grants. Some of the research faculty, the really, really good ones, tell me I spend all my time writing grants, I'm never in the lab, rarely. You know, I manage a bunch of post-docs and early career faculty, and try to make sure they're productive and blah-blah-blah, but I'm in my office writing grants.

Tacey Ann Rosolowski, PhD

[0:30:42]

You know, when you say it that way, it's almost as if, it's like wow, the problems seem to be simplified, simplified to these things, and I'm trying to think how do you mentor someone through that, you know how do you help them develop leadership, in a situation where their life has become so overly simplified. I spend all my time writing grants, or I have to spend all my time seeing patients or filling out paperwork. How do you get people to see beyond that, to here's how you develop yourself?

Janis Apted Yadiny, MLS

[0:31:17]

Well first of all, you have to really understand their environment, so that they get it, that you stand, you can stand in their shoes to a certain extent and you know what's going on. Then, you have to show them, allow them to see how developing certain skills, like being better communicators, being better at resolving conflict, understanding each of their faculty and what motivates them. Understanding how to mentor or how to give performance feedback, and do it, actually do it, saves them time in the end, makes for a more satisfactory work environment. People want to work with people they feel good about and like. It can lead to greater productivity, may lead to greater, better science. It could. There's a lot of research going on, on teams now.

One of the things I think is phenomenal about what Ron DePinho [oral history interview] has done is he's brought in some exceptional scientists, and for other scientists here, who were accepting and open to this, what they've told me is it's raised the level of discussion, and they feel so much more engaged and

challenge, and like they're really at the cutting edge. That's phenomenal, when you get into an environment like that. Now, that kind of thing can be threatening to scientists who aren't of that caliber, but I know that's what Ron is aiming for, is that caliber of science coming out of MD Anderson, and frankly, I think he's right. Why have a research arm to MD Anderson if it's not going to be the best? Moving people to that level takes bringing in some really exceptional scientists, and then helping some of the exceptional scientists who are here, or have the potential to be exceptional, get to that level, be in that milieu, I get that. I think what's happening for Ron, I would love to talk to him about how he feels about what he's seen as a leader, how he's had to change, maybe his own perspective on things, but leaders at his level are spending a lot of their time raising money. They're not writing grants, they're out asking for money, to keep that very expensive enterprise going. Research science is expensive, that's why pharmaceutical firms gave up on it, the R&D, they've cut way back, which is why they've lobbed research over to the academic milieu, is because they can't afford to do it. But on the other hand, the academic milieu can't run as fast as the pharmaceuticals. So now you've got the academic trying to perform in partnership with pharmaceuticals in a way that kind of pushes science forward a little more quickly than it was. That's, I think why they're doing the Moon Shots.

Tacey Ann Rosolowski, PhD

[0:34:25]

Absolutely.

Janis Apted Yadin, MLS

[0:34:25]

Get these geniuses together around these very complex problems and see what we can do.

Tacey Ann Rosolowski, PhD

[0:34:30]

And it is creating cultural changes within the institution for sure.

Janis Apted Yadin, MLS

[0:34:34]

It definitely would and obviously has to create change, upheaval. I guess the question out there now is what's MD Anderson going to be in five to ten years, but that's the same question Dana Farber is facing, and the Hutch, and Mayo and everyone else, they're all facing that question of who are we. You know, we like to think of ourselves as these care-giving, patient-focused—and we should be—places, yes, yes, yes, but behind the scenes, when you have to drive hard, get money, publish, you have to drive really hard, yes. How do you balance that against—how do you make that... It's kind of hard and soft at the same time. How do you ensure the care, compassion, connectedness unique to patients, the ability to really slow down and listen, with this hard driving science going on in the background, or maybe even at the bedside. We talk about bench to bedside right? So you come out of the bench like, you know, in your Maserati at 150 miles an hour, and you're at the bedside, and then you have to be this other person. It's challenging, it's very challenging.

Tacey Ann Rosolowski, PhD

[0:35:57]

Very challenging, yeah, yeah. Are there leadership issues that you feel are specific to MD Anderson, the unique context here?

Janis Apted Yadiny, MLS

[0:36:12]

Well, it's hard to say, because I have limited experience in other healthcare institutions. My healthcare experience was overseas, and when I was at Michigan, I wasn't in healthcare, I was there ten years. I think what's unique to MD Anderson is kind of like well, it's kind of like Mayo, in a sense, and like Cleveland Clinic, although Mayo, there is a medical school associated with Mayo. You don't think of Mayo as a medical school. In Cleveland Clinic, there's a medical school associated, but that too, you don't associate. It's not a medical school, a medical school with contracts, you know, with other institutions. It's set up in a different way, so it is truly an academic/corporate hybrid, and that—the medical schools are too, but less so, because they have a real focus on education. MD Anderson's focus on education, although we say it's really important, because we do, we train so many residents, thousands. We have a graduate school, we have a school of health professions and so on. That education focus is much less dominant than it is in the medical school, where you're there to educate. So yeah, it's unique in that sense, and I know, when I bring people here from out of state, from Washington, for instance, or Boston or New York, who have never been here, they are shocked at the size and complexity. Now, we're not as big as Mayo, we're not nearly as big. Mayo is three times bigger than we are. Cleveland Clinic is two or three times bigger than we are, even Hopkins is bigger than we are. So it's very interesting to me, that we're always running around saying we're so big and complex, and we are, and yet those other institutions are big and complex too. I don't know if we're more complex or not, you know? I'd have to walk through—I mean, you could spend a lifetime studying them.

Tacey Ann Rosolowski, PhD

[0:38:26]

What do you think the visitors are responding to? I mean, is there something about the culture they're picking up on, that makes an impact?

Janis Apted Yadiny, MLS

[0:38:34]

Well, you know they tend to think of MD Anderson as a hospital, and so you know, you have a big hospital, but oh no, we have 30 buildings or something. We have South Campus, we have the Zayed Building, we have that IMC, we have this whole complex of five or six buildings all together, right? The sheer size is phenomenal, and then it's in the midst of a medical center that most people don't have a clue about, from out of state. They come and they're shocked that it's all here. It's like the best kept secret in the United States, the Texas medical center. Yeah. So I've had people come who really should know something about this and be agog.

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Tacey Ann Rosolowski, PhD

[0:39:23]

Yeah, it's kind of incredible.

Chapter 11

The First Several Years of the Faculty Development Initiative

B: Building the Institution;

Story Codes

B: Building/Transforming the Institution;

B: Growth and/or Change;

B: Education;

B: MD Anderson Culture;

B: Working Environment;

C: The Professional at Work;

C: Collaborations;

C: Leadership;

C: *Mentoring*;

Tacey Ann Rosolowski,

[0:39:23]+

I wanted to go and pick up some details, just to make sure we have everything kind of nailed down from last time, because you were talking about that first retreat and the challenges of that period of time, when Margaret Kripke and Steve Tomasovic and others, were kind of putting their heads around how do we demonstrate that having a faculty development initiative here really is going to gain traction, is going to be worth something. So, you came in 1999 and there was, you said in 2001, was the decision to set up that team, which was really okay, this is the last ditch effort.

Janis Apted Yadiny, MLS

[0:40:09]

Right.

Tacey Ann Rosolowski, PhD

[0:40:10]

So I'm kind of wondering, what happened between 1999 and 2001? What was tried, where did the—you know, how did everybody get to the point where they said okay, now we've got to do it one last time, and what was in place to make that happen?

Janis Apted Yadiny, MLS

[0:40:30]

Well, Margaret Kripke was in as chief academic officer, and she was sending women, every year, to the Executive Leadership and Academic Medicine program, ELAM, so she still had her eye on the ball in terms of leadership development. She felt it was very needed, and Margaret was the one dealing with chairs and division heads, and seeing that there was a need for them to have more exposure to leadership development, that they weren't performing. They were dumping so many things on her and coming to her

with dysfunction in their departments or conflict in their departments, and asking her to fix it, and she said I can't fix all my time fixing these problems in these departments, these leaders aren't really leading the way they need to. So that was what spurred her on. Then she saw, from '99 to 2001, we introduced Scientific Excellence. Actually, Shine Chang came up with that before I even got here and it was very popular. We did four a year, we would bring in three scientists, three faculty. We had things like how to find a mentor and work with a mentor.

Tacey Ann Rosolowski, PhD

[0:41:45]

So were these lectures then?

Janis Apted Yadiny, MLS

[0:41:47]

Yeah, they were these panel discussions up there, and we had beautiful posters around them, and we filled Hickey Auditorium. People were just hungry for this.

Tacey Ann Rosolowski, PhD

[0:41:56]

And I'm sorry, the name of that was leadership and excellence?

Janis Apted Yadiny, MLS

[0:41:58]

No, it was called Scientific Excellence.

Tacey Ann Rosolowski, PhD

[0:42:00]

Scientific Excellence.

Janis Apted Yadiny, MLS

[0:42:02]

Scientific Excellence, and it was very popular. We would pick three great faculty and they'd come in on, you know, developing successful work habits, how to be successful in research science; all those kinds of things that they really needed to know, we did a number of those and they were packed, absolutely packed. So whatever we did worked.

Tacey Ann Rosolowski, PhD

[0:42:27]

And how big is Hickey Auditorium, just to get a sense.

Janis Apted Yadiny, MLS

[0:42:30]

Well it's 250, 280.

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Tacey Ann Rosolowski, PhD

[0:42:31]

Yeah, okay. I've always been struck, it's amazing, people are so busy, and if they take time out of their day to go to something, it's—

Janis Apted Yadin, MLS

[0:42:38]

Yeah, it's important to them.

Tacey Ann Rosolowski, PhD

[0:42:39]

Absolutely.

Janis Apted Yadin, MLS

[0:42:40]

It was easier to get big audiences then, they didn't have the pressures they have now. It's harder to get big audiences at noon. It's hard to get clinicians out of the clinic at noon. Anyway, it worked really well, and we did other things. We did some grant-writing, we did career development workshops. We did a whole bunch of stuff that was successful, people came to, and the evaluations were phenomenal.

Tacey Ann Rosolowski, PhD

[0:43:03]

Now, what was your particular area of activity during this time?

Janis Apted Yadin, MLS

[0:43:07]

I was planning and finding consultants and speakers, and designing the programs and putting them on, and also doing the focus groups and the interviews with faculty. Data gathering.

Tacey Ann Rosolowski, PhD

[0:43:19]

And what was coming out of those conversations that you had with people at that time?

Janis Apted Yadin, MLS

[0:43:25]

It certainly was clear that the early career faculty were not getting the mentoring they needed, they weren't getting help in figuring out how to have successful careers in science, that the leaders felt under-prepared to do their jobs. They weren't really sure that there was something they should learn, but they were finding the burden of being a chair rather significant and left alone to do it. So they didn't have really, you know, groups of chairs that they met with, or there was nothing being invested in them as leaders. So there was a lot of confusion around that. There was just a lot of, this is not a college campus,

so there weren't workshops around how to resolve conflict, for faculty. There were workshops for staff that were starting, but the faculty didn't want to go to those. They wanted to go to workshops where people were talking about their milieu, the milieu they worked in, and had an understanding and sensitivity to their needs. So that's what we did, is we focused solely on faculty and paid attention to them, and took them programs that they loved. Now we have faculty who say, you know, now I'm a full professor, because of what I got out of your programs. This was for seven or eight years, or nine years, they were able to come to these programs and listen to senior faculty talk about how they got to be successful. We put in a mentoring program in 2006. We did a lot of things like that, that were essential for faculty to have in order to be successful in their careers.

Tacey Ann Rosolowski, PhD

[0:45:09]

So in 2001, and the decision to create this executive team to basically plan a retreat or some big event, what were those conversations like, you know this last ditch effort. How did you end up coming up with the idea to do this retreat and the program that came from it?

Janis Apted Yadiny, MLS

[0:45:29]

That's an interesting question. First of all, Margaret put together the advisory committee. I imagine she did it with the help of Steve Tomasovic. The advisory committee all had different expertise that they were bringing to the table. I think I said Kathleen Sazama was on it, and she had done ELAM. She came and she was a very dominant force, I have to say, and good at what she had to say. She spoke about the need to have this self-awareness piece at the beginning. I had never put together a leadership development program, so I didn't know what would be in there. So that was really important, that we have self-development, we have some assessments and so on. Jim Dorn was there, who was vice president of HR. He had had some experience with leadership development, so he put in his ideas about what some of the curriculum should be. Harry Gibbs, who was the Chief Diversity Officer, he came in and he had his ideas around how to address issues of diversity in an institution. Steve Tomasovic had been a chair and he was senior vice president at that point, or vice president, for Academic Affairs. He had his ideas. Everybody brought in something. Bill Klein was there, he was a chair, he had his ideas. Janet Bruner, she had been a chair for quite some time, I guess in 2001, she was a new chair, but a very respected faculty member, and she had—it was just, you know, all of us sitting around talking and participating and sharing, what is it that leaders need to be able to do.

Tacey Ann Rosolowski, PhD

[0:47:21]

What did you learn from those conversations? I mean, you said you'd never done this before, so what emerged for you as big lessons in this whole team process?

Janis Apted Yadiny, MLS

[0:47:30]

Well first of all, the collective wisdom of the group was phenomenal. I never could have done it on my

own, I don't think. I couldn't have, and come up with this kind of program. Leadership development itself, we were able to look at other programs and see what they were doing, get an idea of what should be involved. It was just a learning process of what is it you do that really helps leaders lead. And the experience of having a program that didn't work, Excellence in Leadership, was really on the minds of people, so we knew what we didn't want, which was helpful. I think a lot of people, a lot of institutions went in the direction we had gone. Also maybe learned from some of our mistakes, because I did a fair bit of presenting at the AAMC, and the group on faculty affairs and so on, on our leadership programs, and talked to a lot of people about what we were doing. So the interactivity, the assessments, the 360 feedback, all of this you find now pretty much, in leadership programs, but it was all new to me. So it was a collaborative effort, it was truly a collaborative effort, and it was the wisdom of everybody in the group, that played into the design of the program itself.

Tacey Ann Rosolowski, PhD

[0:49:08]

Now, when did the Sperling Group come in? Was that during this period?

Janis Apted Yadiny, MLS

[0:49:14]

Yeah. They came in towards the—once we had an idea of what we wanted the program to do, and I may have mentioned that when we went to the division heads and said what do you want from this program, all they had, all they said was we don't want it to be a waste of time. We want it to be worth the time. If you want us to send our clinical faculty to something like this, it better be worth the time. That was it. We didn't have a list of outcomes. Margaret did. She wanted leaders who were able to deal with conflict in their areas. She didn't want to have to have everything land on her desk so she had to fix it for people.

Tacey Ann Rosolowski, PhD

[0:49:54]

Well it kind of speaks to a not very sophisticated understanding of what's involved in leadership, at least you know. I mean, I'm not saying that these division heads weren't sophisticated people, but it's like the lingo wasn't there, you know, to say oh, this is what leadership comprehends.

Janis Apted Yadiny, MLS

[0:50:09]

Right, right, because in 2001, we're talking 15 years ago now, academic medicine was 15 or 20 years behind the corporate sector in understanding leadership development and how to actually develop leaders. Even now, consultants who have come in have said to me, we're still 10 or 15 years behind the curve, because the corporate sector has found out we're in trouble. We don't have enough trained leaders, baby boomers are retiring out of here a mile a minute. We have younger people coming along, we have no succession plans. We had no succession plans in 2001, and we still don't totally have succession plans, but we have a better idea about what's involved. So, the Leadership Academy has allowed higher level leaders and division heads to actually spot potential leaders and they've invested in them in various ways. So there's much more growth of leaders within MD Anderson, that was ever going on then. So no, there

was no culture of leadership development at all, at all, and it was—the model was, if you're a really great physician you can do this, you can handle this, you know. If you're a good researcher, you're a smart person, usually a guy, if you're a smart guy you can figure this out, you'll be able to handle it. But there wasn't—then the people found out they couldn't handle it. So Margaret said, within three years of the program running, she said, "I know it's working because I don't have all these problems dropping on my desk anymore." That was huge, and the fact that the faculty were nominating other leaders to come immediately, that was huge too.

Tacey Ann Rosolowski, PhD

[0:52:10]

Wow.

Janis Apted Yady, MLS

[0:52:11]

I know we have changed the culture of MD Anderson, in that it's totally receptive now, to leadership development. Leaders get into positions and realize, there's a lot I need to learn here, this is not just intuitive. There are a lot of mistakes I'm going to make if I don't understand some of these things. So it's been incredibly successful that way.

Tacey Ann Rosolowski, PhD

[0:52:36]

Now was it first called the Leadership Academy, or did it come to be called that?

Janis Apted Yady, MLS

[0:52:41]

No, it was called the Faculty Leadership Academy from the get-go.

Tacey Ann Rosolowski, PhD

[0:52:44]

From the very beginning. And so there was that retreat that was sort of the first big thing, and then afterwards, monthly sessions.

Janis Apted Yady, MLS

[0:52:52]

Monthly sessions, full day monthly sessions, one a month, and that went on for eight months. So it has changed along the way. It's gone seven months sometimes. Then, we've taken pieces out, we've put pieces back, other pieces in. It averages around 56 hours of curriculum, and then now, since 2008... No, I guess since about 2011, when we were doing the program, we budgeted in three hours of coaching for every new chair, every chair who's in the program, every person who's in the program. But we had already started, in 2008, to offer eight hours of executive coaching to all new chairs, and then I think I mentioned to you, Ethan has expanded that considerably and it's been very popular. So, the culture of

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MD Anderson, the acceptance of leadership development is total and it wasn't at all then, there was no culture of leadership development.

Chapter 12

Creating the Faculty Health and Well-being Program

B: Building the Institution;

Story Codes

B: MD Anderson History;

B: MD Anderson Culture;

B: Working Environment;

C: Discovery and Success;

B: Building/Transforming the Institution;

B: Multi-disciplinary Approaches;

B: Critical Perspectives on MD Anderson;

C: Offering Care, Compassion, Help;

C: Professional Practice;

C: The Professional at Work;

Tacey Ann Rosolowski, PhD

[0:54:03]

Now, right after, so in 2002, you basically were—I don't know if it was a promotion or a change of name or what it ended up being. You went from being director of the faculty development program to the executive director of faculty development. Tell me about that shift and what it actually meant to your scope of responsibility and your goals.

Janis Apted Yadin, MLS

[0:54:30]

Well, when you move up to executive director, you've got more visibility. It was a recognition that we were on the right track with the way we were developing the team. We weren't a big team, in 2004, I guess there were five of us, about five of us, but we were successful at what we were doing to the point where, when we asked for more staff, we were able to get more staff. We got, I guess we got Walter Baile [oral history interview], he was section head of Psychiatry, and he really wanted to move into faculty development, so Dr. Burke moved him in and gave him two staff. That, I think was 2006 or 2007. We were running the Faculty Health program with a committee. We were doing all the programming, setting up all the programming, and that committee was run by Ellen Gritz primarily, and Kathleen Sazama, when she was here, and then Kathleen left and Ellen took over. Again, we were successful enough at showing that what we were doing in that program was substantial, so we were able to put in a director, we got a director with a PhD and she came in.

Tacey Ann Rosolowski, PhD

[0:55:47]

How did you document those things, you know how did you make the successful case?

Janis Apted Yadiny, MLS

[0:55:55]

Well, we wrote reports. I'm trying to remember how we made that case with Ellen. We certainly went to the leadership and—that's a good question, it's hard to remember. We went to the leadership and asked for a director of Faculty Health and one assistant, because we felt there was enough work there, that a person could not only set up programming, but work with the chairs on stress and burnout issues, and do some research and do some publishing in the whole area of stress and burnout in academic medicine. We made that pitch to, it would have been at that time, probably Margaret Kripke, and she accepted it and got us the position. So, Faculty Health ran under me and Ellen Gritz for a while, in tandem, and then it moved under Faculty Health—Faculty Health moved totally under faculty development, I think around 2008, maybe 2007, 2008, and as it got more experience, then the director, Thelma Jean Goodrich, left, and we brought in Warren Holleman, that was a really critical hire and a difficult hire.

Tacey Ann Rosolowski, PhD

[0:57:29]

Why is that?

Janis Apted Yadiny, MLS

[0:57:31]

Because we had another candidate, Ella [Speed?], I think her name was, from UTMB, who was an M.D., and she had an idea of how things should be done. Warren Holleman was over at Baylor, had worked there for 20 years, and the committee was kind of split on who should do it. I fought hard for Warren Holleman, I felt he was the right one to come in, because he'd had a lot of programming experience at Baylor, but he had program experience. He'd set up the whole Compassion and the Healing Arts program, and I felt like—he also had a PhD in religious studies, from Rice, he was a trained family therapist. I felt like he had a bigger view of things than Alice did, as an M.D., and he would bring different skills and a different point of view to the table, and I think he's been, I know he's been tremendously successful, that certainly has been true. He had his own struggles adapting to the MD Anderson culture and I thought we were going to lose him within two years.

Tacey Ann Rosolowski, PhD

[0:58:48]

Oh really?

Janis Apted Yadiny, MLS

[0:58:48]

Yeah, because he came in, probably 2009 he came in, just as we hit that financial crisis, 2008, 2009, he came in and he confronted the MD Anderson way of doing things. One day he found out that the budget he had, had been vacuumed up, right, and it wasn't there anymore, and neither was mine, you know in the middle of the year, like March or April, they just took the money that they could find anywhere in the institution, to bolster the financial side of the house, when we hit this economic difficulty, and he was shocked. It hit him personally, as so unethical, that he'd never experienced anything like that, whereas I

was kind of blasé about it in a sense, because I'd seen it happen before. And so I really, I think I shocked him, my attitude was like yeah, it will all turn out all right in the end. And then he had some—he had a hard time adapting. He had a struggle adapting to the culture that we talked about earlier and on, the kind of tough, wild west culture, this is the way we do it here, get used to it. He was out of a medical school that was a little more contained, I think, than MD Anderson, but he's been incredibly successful.

One of the things that challenged Warren, which was interesting for me to see, is he's very sensitive. So he just was a lightning rod. Well, not a lightning rod, what would you say? He absorbed a lot of the complaining and negativity. People came to him because he was a sympathetic listener, so he filled up with the negative stories and the stress. He was an attractor for that and he got really tired and worn out. I could see it happening to him. We had conversations where you know, there are a lot of people who are suffering here, faculty, but there are a lot who aren't, who are quite happy with MD Anderson the way it is, so you just can't listen to one side.

Tacey Ann Rosolowski, PhD

[1:01:20]

Yeah, it's interesting. I can't remember the exact term, but it's something like sympathetic traumatization [vicarious traumatization], I can't remember the term, but it's basically that, I mean if the person is participating and witnessing or hearing stories of others who are suffering, they do take on some of it and they need support in dealing with that.

Janis Apted Yadiny, MLS

[1:01:43]

Well, yeah, and I feel like we've not done a really good job with our clinical staff, in helping them deal with that, because the clinical staff, think of all the death and dying that goes on at MD Anderson all the time and yet, there are no decompression groups or support groups around that.

Tacey Ann Rosolowski, PhD

[1:02:05]

Right. Conversations about how to handle things in a practical sense, so process the emotion that comes from it.

Janis Apted Yadiny, MLS

[1:02:11]

Right, right, exactly, exactly. I think I mentioned last time, when I talked to Dr. Mendelsohn about it one day, I said this is our own Afghanistan here, it's like a battlefield over there, and we need to go over and give out some hugs. Really.

Tacey Ann Rosolowski, PhD

[1:02:33]

Now, I'm sorry, I missed the year that Faculty Health was established, Faculty Health and Well-being. I'm just curious about the timing.

Janis Apted Yadiny, MLS

[1:02:39]

Two-thousand and one, the committee was established, because Steve Kroll committed suicide, one of the plastic surgeons, committed suicide.

Tacey Ann Rosolowski, PhD

[1:02:50]

His last name again?

Janis Apted Yadiny, MLS

[1:02:51]

Kroll, K-R-O-L-L. He committed suicide in his shower, on a Sunday afternoon, at home, and his 16 year-old son found him. So there was a lot of investigation then, about was there a suicide note? Evidently, there was some kind of note. What was happening at MD Anderson, was it work pressure? And I don't know, frankly, the whole story, because I've never had access to it. There was a note, the wife did come here, there was some pressure at work, but a week before he did this, Walter Baile, a psychiatrist, had lunch with him and didn't pick up anything. He was in great—but that's what suicide people can look like, great.

Tacey Ann Rosolowski, PhD

[1:03:47]

Good coverers.

Janis Apted Yadiny, MLS

[1:03:47]

Like nothing is going on. He was fine. There were some pressures having to do with his department and something that was going on there, and maybe the chair, and there was some talk of anti-Semitism that he felt, but I don't know, I've only heard snippets of stuff. When that happened, nobody talked about it. There was no talk to the faculty or even the department my think, so Walter Baile, Ellen Gritz, and George Thomas, went to John Mendelsohn and said this is a problem, we need to form a committee. We would like to form a committee that deals with faculty health issues, well-being and blah-blah-blah, and he said fine, I'd be delighted for you to do that. There was no procedure for how the executive team should handle an issue like this, you know if a faculty member commits suicide or is terminally ill or is killed in an accident or whatever. So when the team came together, they put me on it, and they started talking about what they were going to do, and there was a three-prong thing. I can't remember all the prongs. Oh, one was programmatic, we're going to offer program and training. One was, they were going to have a policy around what to do when trauma occurs or when these things occur, and so they did that and they put it into effect and they presented it to the management committee and it was accepted and so on. There was a third thing and I can't remember what the third thing was, Tacey.

Tacey Ann Rosolowski, PhD

[1:05:38]

That's okay.

Janis Apted Yadiny, MLS

[1:05:40]

I don't remember. But in any case, it was very useful policy because then, the next tragedy that occurred was when Michael Keeling was killed in a car accident. He was a very popular chair out of Smithfield, and he was killed around Christmas time. DuBois was here by then, it wasn't Margaret Kripke, but the executive team went over and dealt with the issue over there, talked to the staff and so on. So they had a way of responding. Now we have Georgia and her exec EAP team, they go to the departments where there are problems and they have sessions with the staff and faculty, so it allows them to grieve and come to grips with these things, these shocking events. That came out of that committee, that whole process, and then as we went on and we did programming for them, we realized, the programming was getting extensive and the needs were great, so that's why we put in a director position, we requested a director position. One of the things we did, Ellen and I, this was around 2010, I guess. No, it would have been 2007 or so, before we had a director, we wanted to do the Maslach Burnout Inventory on all the faculty, and find out just how burned out were they, you know? And so we went and talked to him and Tom Burke [oral history interview], and he listened to us and he said, "Well, the time really isn't right because we have this all employee survey coming out, so let's see what we get out of that first." Our conclusion was—I think Tom did the right thing by the way—not to do the Maslach Burnout Survey, because then, what would you do if you found out that 60 percent were burned out, or 40 percent were officially burned out? What do you do with data like that? You can't keep it from the faculty, it can contribute to more burnout and blah-blah-blah. Tom didn't say that, but in looking back, Ellen and I both thought that's what he was thinking, like what do you do with that data. So we didn't do a Maslach Burnout Survey.

Tacey Ann Rosolowski, PhD

[1:08:04]

He actually spoke, in his interview, about a period of burnout he went through.

Janis Apted Yadiny, MLS

[1:08:10]

Sure, everybody's hit it, where you're just like so tired of it. How do you keep going? But I think Tom made exactly the right decision, and so we carried on with doing what we were doing. Warren has done sort of informal burnout assessments when he goes out and he does presentations and so on, and as I said, he's sort of absorbed the level of burnout, and then he and Ellen did that research study on stress levels in research chairs, which had never been done, and they got—that was a great article that they did, because it wasn't out there in the literature. There's lots on clinicians but not much, if anything, on research scientists, so I was very proud of that work that they did. And then we did Thelma Jean Goodrich, when she came in, she and Tom Cole—this was a mess actually. It worked out all right, but this is off record, let's take this off record for a minute.

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Tacey Ann Rosolowski, PhD

[1:09:17]

Okay, I'll just pause the recorder.

[The recorder is paused.]

Tacey Ann Rosolowski, PhD

[1:09:19]

Yeah, we're going again, okay, so we're back on.

Janis Apted Yadiny, MLS

[1:09:21]

I don't know exactly how we got to the point where we decided Warren was the one, because the committee was split 50/50. We had them each in for lunch, each candidate met with the committee for lunch, and Warren was very impressive and we made the decision to hire him. I've never looked back in terms of hiring Warren, I think he's done a brilliant job.

Tacey Ann Rosolowski, PhD

[1:09:46]

That's great, that's great.

Janis Apted Yadiny, MLS

[1:09:49]

So that's how Faculty Health came to be. Then, Walter was developing Interpersonal Communication and Relationship Enhancement program, and doing a lot of workshops and so on around that, and getting to be skilled at doing psychodrama and sociodrama.

Tacey Ann Rosolowski,

1:1[0:06]

What's all that and how do those apply in this context?

Janis Apted Yadiny, MLS

[1:10:09]

Well, he uses that in doing communication skills training and he's become very good at it. It's not just role playing, it's actually using the tools of psychodrama, for instance, to get people to—he does a lot of stand behind the chair stuff. What is this person really thinking, this one, what would you—what's going through his or her head. Faculty participate in this, they are fabulous. If you say okay, get behind the chair and say what this person is really thinking, you'll have 15 faculty lined up behind you, all of whom will have something different to say, and it's great, because they get in touch with their feelings about stuff and they get to understand that other people feel like they do, pissed off, or out of control or whatever. So it's very real, it gets very real, and that's what you really need to do when you're having

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difficult conversations or difficult interactions. It's the emotions, the amygdala hijacking, that can really cause you to handle situations badly, so he does a lot of training around that area.

Tacey Ann Rosolowski, PhD

[1:11:20]

What's the name of that program again?

Janis Apted Yadiny, MLS

[1:11:22]

It's called ICARE, Interpersonal Communication and Relationship Enhancement. It was started by Walter and a physician called Robert Buckman, who was at University of Toronto. Rob Buckman was an amazing guy, who was doing a lot of guy in teaching, communication skills. Walter met him somewhere and they partnered together. We started off working with Rob, he had been—he was on TV in Toronto. He was a skilled writer, he was skilled at TV production and so on, and he was one of the funniest people I've ever met. He was a writer for the Beyond the Fringe group in England, so he's a really funny guy. But he was very interested in doing this communication skills, and they did a program called ICARE, which is online, it's online modules on communication skills, clinical communication skills, and Rob plays the doctor. They filmed it in Calgary and they had standardized patients play the roles and so on, and it's been used by people all over the world, because you can get on and do the training and get CME for it.

[1:12:50]

So, they also did with us, a program called *On Being an Oncologist*, which is fabulous. This was such a fun project. We were bringing in, at that time, Megan Cole. Megan is an actress, and she had done, in 1999, I guess, just when I moved here, she was the lead actress in "Wit," down at the Alley Theater.

Tacey Ann Rosolowski, PhD

[1:13:21]

Oh yeah, oh yeah.

Janis Apted Yadiny, MLS

[1:13:22]

Right? She played the lead. She got really interested in the discussion sessions after, when we would have our physicians there, because we cosponsored it. We were a sponsor, one of the sponsors of this. So they would have talkback sessions after some of the performances and she, along with the experts they brought in from MD Anderson, the physicians would talk about the patient experience and the feelings the patient goes through and all that kind of stuff that's part of Wit. So, Walter got involved with Megan, brought Megan in, and Megan and I did the first series of focus groups in 2000 around, how did you learn how to talk about death and dying. We did several of them with clinical faculty. That's where I found out about the suicide of Steve Kroll, was in one of those focus groups with surgeons, and we must have had 12 surgeons in the room, and 45 minutes or 50 minutes into the discussion one them says well, you

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know, things happen, like our colleague, Steve Kroll just killed himself. This is Tuesday night, killed himself Sunday afternoon. It took them that long to get to the point of talking about that.

Tacey Ann Rosolowski, PhD

[1:14:43]

Wow.

Janis Apted Yadin, MLS

[1:14:44]

They were shocked, you know they were stunned. Nobody knew that Steve had any issues. They talked about how, their own culture of being sort of the—being a surgeon is being part of a cowboy culture. You have to go into surgery really confident and sure of yourself, because your biggest fear is you're going to make a mistake and someone is going to die. You're going to nick an artery or you're going to—something's going to go wrong. We've had those mistakes here, we've had bleed-outs in the OR, you know, and nobody wants that and it's a terrifying thing to think of, but they got really real about what it's like to be a surgeon doing this every single day, the really complex surgeries that go on here, that go on for like ten, twelve, fourteen, sixteen hours. So, Megan and I did those focus groups and we've taped, audio taped all the focus groups, and afterwards, in reading the transcripts, I suggested to Megan and Walter we do something with the transcripts, the transcripts were very powerful. So we talked about it and we ended up doing this videotape called *On Being an Oncologist*, and I'm very proud of this. This was my idea too. Just take the words of the physicians as they're said. Megan knew William Hurt, the actor, and he volunteered his time and came in for three days.

Tacey Ann Rosolowski, PhD

[1:16:26]

Wow.

Janis Apted Yadin, MLS

[1:16:27]

And we filmed these scenarios, using the words of our faculty. Rob Buckman was here and helped with it, and it was powerful stuff, but we didn't know quite what to do with it, you know, we didn't have any experience with marketing or any of that, so unfortunately, we sort of underutilized it, but I think it's still on the ICARE website. It's powerful. When you listen to the faculty talk about what it's like internally, to deal with people so sick, and sometimes you deal with the same people for 12 or 15 years before they die, you form real friendships. So they talk about what that's like, you know, what it feels like. It's a good piece of work. I was very proud of that piece of work that came out. That was part of the early ICARE program.

Tacey Ann Rosolowski, PhD

[1:17:25]

And again, what was the year of that? About what year was that made?

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Janis Apted Yadiny, MLS

[1:17:33]

Well, we did the focus groups in 2000. I bet we had that thing done by 2001, 2002, and there was a booklet that went with it, *On Being an Oncologist*. Yeah.

Tacey Ann Rosolowski, PhD

[1:17:47]

It sounds like a wonderful project.

Janis Apted Yadiny, MLS

[1:17:48]

It is, it was, yeah, it really was.

Chapter 13

Preparing for Coming Challenges to Faculty Development

B: MDACC in the Future;

Story Codes

A: The Leader;

A: The Mentor;

C: Leadership;

C: Mentoring;

B: MD Anderson Culture;

B: Working Environment;

D: The History of Health Care, Patient Care;

D: Cultural/Social Influences;

Tacey Ann Rosolowski, PhD

[1:17:53]

So you were telling me about the shift to executive director, how it really measured sort of an increasing respect.

Janis Apted Yadiny, MLS

[1:18:04]

I think that because we were starting to be seen, we had really good poster designs, and at that time you did a lot of—you didn't use email so much, you used flyers and posters to announce programs. We had great attendance and we were able to report back terrific evaluations on programs, and we were responsive. The first six months I was here, I did focus groups and interviews, and I gathered a lot of data about what the faculty really wanted.

Tacey Ann Rosolowski, PhD

[1:18:37]

One thing I didn't ask you was about your own vision and goals for this new initiative. I imagine, by the time you get to 2002, things have changed a little bit, since you were really getting a sense of the lay of the land here. When you were given this new title of executive director, how did you see your role and what was your vision for what you wanted to accomplish in the next few years?

Janis Apted Yadiny, MLS

[1:19:07]

Well, 2002 was the Leadership Academy that came out, and my vision really was to develop a program that was responsible to the needs of faculty, to really understand what faculty needed, but also to have a sense of what was coming, so I could help them prepare for changes in the landscape out there. I had part of a masters degree, I'd done a lot of programs in the '80s, future studies programs, at UH-Clear Lake,

and I was really interested in keeping in touch with trends and so on. I think it's harder now than it was then.

Tacey Ann Rosolowski, PhD

[1:19:53]

Why?

Janis Apted Yadiny, MLS

[1:19:54]

Because so much is happening all at once and because you have so much breaking on the technology side, that it's almost hard to discern what all of this means and what it's going to mean in five years. I think the complexity of the field and of the—hmm, let me see. The complexity of the field itself, academic medicine. The complexity of science and medicine, the sheer volume of information pouring out all the time, the ready access to everything, is like a tsunami every day, of information coming at you. So, how do you discern the patterns in that and how do you discern the real trends, and how do you come up with visions that are new and fresh and relevant. It was much more easy to be relevant back in the early 2000s, because you could see the trends, you could see not much was being done to help the faculty. So now, you know my reading is broad, and I get a lot of ideas from a lot of different sources. I was just thinking this morning, as I was reading this article on leadership in the *New Yorker* --leadership development-- an article in the *New Yorker* about how I need to expand my reading again, into future studies areas, like what, what are the scenarios for 2025. Some of the statistics just are like so phenomenal, about—like what is it, by 2025, 53 percent of the American population will be, is it Hispanic, by then? It could be, I mean there are a whole bunch of statistics I need to look at, I need to think about. I need to look more closely at what's coming out of the AAMC in terms of medical schools, what their curricula will look like, what they're actually going to be teaching. How are we going to meet the need to have enough healthcare practitioners out there? It's a phenomenally rich area, but to have a really clear vision.

[1:22:43]

Now this is interesting too, that you bring this up, because I have new staff, they're doing other kinds of things, like Chris Taylor, and he's doing entrepreneurship and career development. Bob Tillman brings in other scales. They're very focused on trainees. You know what can happen, Tacey, is you end up recreating, reinventing the wheel, if you're not careful. But on the other hand, there's a tension there between recreating the wheel, reinventing the wheel because you did that, but the wheel has turned, and you may have done it 15 years ago, but that doesn't mean it still doesn't need to be done. You know, it's just a different population, but the wheel remains pretty much the same. How do you have a career, how do you plan for a career, how do you find mentors, how much should you publish and when. How do you develop some political dexterity and astuteness so you don't say stupid things or do things that are detrimental to your career. Those things remain the same, you have to repeat them over and over, and as a leader who has come to a certain point in his or her life, you have to be able to say to younger people, Good, that's a great idea, go do it, you know, do it in your way, make it your own. So what is it, as a senior leader, you add to the mix, you have some wisdom but you don't want to say we tried that already. You cannot say that, although I find myself sometimes thinking it, and then I think well, come on, you

know, this is what I used to argue about when I was 40, to more senior people; don't say you've done it already, it has to be done again and again and again and again, in a new way. But then what do you bring to the table? You have to bring new things to the table, new thinking. So a lot of what I've turned my attention to, since 2009, 2010, is I went and got my certification as a coach. That took a lot of work, two years of work.

Tacey Ann Rosolowski, PhD

[1:25:02]

Why did you do that?

Janis Apted Yadiny, MLS

[1:25:03]

Because I was spending so much time talking to leaders and faculty, and it wasn't—a lot of the—I realized, from listening, working with our consultants, that your job is not there to tell them what to do, but to listen and ask good questions. Coaching is really all about asking good questions. It's what you do in oral history, right, you ask the questions. I needed to learn how to do that, I felt, to be more effective, and ask the questions that really mattered, that would allow people to think differently and see things differently or assess things differently. So I did coaches training, institute training for a year, and then I did the certification for a year. It was a heck of a lot of work and I have to say, I've become a much better consultant to the faculty because of that, and coach to the faculty, I've coached a lot of faculty.

Tacey Ann Rosolowski, PhD

[1:26:06]

What have you noticed about your own change?

Janis Apted Yadiny, MLS

[1:26:11]

I don't have to have the answers. I need to have the questions. I've noticed that faculty people, I see faculty, people get hung up at various points in their lives, around different issues. It can be lack of confidence. I see that in some of the early career faculty, even when they've come out of Stanford and Harvard and everywhere else, they come here and they sometimes lack confidence, they're afraid. Fear is rampant in this organization, at all levels. They're afraid they're going to make a mistake, they're not going to get it right, they're not going to be good enough. They're afraid sometimes, to ask questions that will allow them to learn. They're afraid they're alone in the world, that no one else is feeling this way. They're afraid that they've lost the sense of why they got into this in the first place. What's it mean? They're afraid it's going to be like this forever. Am I going to be able to sustain this for 20 years, 30 years? They're afraid they've lost themselves in the midst of this intensity. So, there's a lot of fear, and there's a lot of concern about finding that spot for themselves that will set them on fire enough that they can deal with all the bullshit that's thrown at them all the time, that they have to deal with, like the faxes that don't work in the clinic, the printers that don't work, the lights that are burned out in exam rooms, the schedulers who don't know what they're doing, the poor nurses, if they have to deal with them. Some have fabulous nurses, some don't. The lack of administrative assistance, the lack of a feeling that the

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leaders really care about any of that. So, there's that stuff. Then on the research side, you wouldn't believe how many faculty I've dealt with who have said the light has gone out for me. I'm a PhD researcher, what the heck am I doing? I don't know that I'm good enough to get grants to sustain this. I don't even want to write these things any more, what am I going to do? I'm 45, I've got kids to raise, I may not be able to get these grants in five years, when what, what do I do? So, that's where I'm finding the conversations are leading now.

Tacey Ann Rosolowski, PhD

[1:28:54]

What kind of support is available for a person, for example, in that kind of major career crossroads?

Janis Apted Yady, MLS

[1:29:03]

Well, there's coaching available from me, Bob Tillman does coaching and does that Birkman. I'm being trained in Birkman in April. So he does a lot of Birkmans with people. I do MBTIs with people. I've had people I've coached for over a year here, that I see maybe once a month. Chris Taylor does a lot of counseling around career advancement, that's more for post-docs and young faculty who are looking at entrepreneurship as a way forward. We have a lot of knowledge, so we have a lot of people we can connect people to. You know, if you're interested in writing, you should talk to so and so in scientific publications. You can think about editing, you can think this way or that way, or here's how you might do some self-assessment. We've got a lot of tools we can use now.

Tacey Ann Rosolowski, PhD

[1:30:03]

Yeah, these are rough times. Do you find—I mean I'm just curious, because I can kind of imagine, knowing the people here, that it would be really difficult. You'd have to be very selective about the individuals that you would share information with, that you're in a state like that, if you would share it at all, with colleagues.

Janis Apted Yady, MLS

[1:30:27]

You have to be careful if you're talking to somebody, who is absolutely confidential.

Tacey Ann Rosolowski, PhD

[1:30:31]

Absolutely.

Janis Apted Yady, MLS

[1:30:31]

And not talking to your chair, not talking to your section head, not talking to your colleagues, yes.

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Tacey Ann Rosolowski, PhD

[1:30:36]

You know, which means that I'm sure for a great many people, that means they're wandering around, you know psychically wandering around, carrying this burden pretty much alone. And so to have a place where they can go to speak about this and process it would be pretty valuable, really a treasure, if they allow themselves. Do you find that—I mean obviously, you know the people who show up on your doorstep, but do you have a suspicion or concerns, that there are individual who, because of the culture, the cowboy culture, never come?

Janis Apted Yadiny, MLS

[1:31:09]

Oh yeah, most.

Tacey Ann Rosolowski, PhD

[1:31:11]

Really? Most.

Janis Apted Yadiny, MLS

[1:31:12]

Most never come, and there are people hidden back in those clinics and in those research labs we never see, we never meet, never. They don't show up at any of our programs, they don't reach out for help, or they don't know where to reach out for help. We haven't been really great at putting our name out there. We need to work, this summer, on an article for faculty notes, or something we send to all the chairs and division heads, all faculty, about the range of things that we do and the kinds of services we offer, because in some ways we're not as well-known as we should be. You can become a victim of your own success too. You can end up doing a lot more than you've ever originally thought you would, because the need is so great, and I think we're at a watershed moment right now. This is one of the future trends I'm reading about that scares the heck out of me, which is what is the world of work going to be like in ten years, what are the jobs going to be? And with so much becoming automated... I heard this guy on NPR, just maybe eight months ago, who's an expert in—he's a tech guy, so he's an expert in what's happening in tech, and he was all very bubbly and happy, well you know, and so much becoming—robots everywhere, bionic things being put in bodies that will replace body parts, it's all going to work really well, blah-blah-blah. Towards the end of the interview, the interviewer asked what he was concerned about and he hesitated and he said, "What are people going to be working at?" She said well, you know, "We've had so much change in tech over the last 15 years, are you expecting a slowdown in the next 15?" He just burst out laughing. Well, it was kind of more like a snort. No, he said, "What I'm worried about is it's going so fast, the changes will be so fast, what are people going to be doing to make money?" She said, "You're really concerned about that," and he said, "You bet I'm concerned." Well, you know, we thought that would happen at various stages of tech development and it never did, and new jobs came out of it and blah-blah-blah. He said yeah, but we're talking about really high powered tech and with artificial intelligence or artificial, they call it AG now, AGI, artificial general intelligence, I mean smarter than smart. And so when you think of the rate of change in 20, 30 years, 30 years ago, I was 38. When I think

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about the change, whoa. It's not like it's impacted—yeah it has, it has impacted my life. I was going to say, has it impacted the texture of my life? Yes, in that I work in a very competitive environment. I've worked harder the last three, four years, than I've ever worked in my life. I've put in longer hours, I've read more, thought more, and I don't know what I have to really show for it, except that I've got it sort of in my head, I can talk to leaders and so on, I get it. I've become a coach, that's really significant, because I've been able to use those skills pretty well I think, but I just wonder, where are we headed, you know? And the trends out there, I try not to be a negative attractor, like I was talking about earlier. You can be so attuned to what's negative that you're not attuned to what's positive, but I do see some big things coming out as that I don't know how we're going to deal with.

Tacey Ann Rosolowski, PhD

[1:35:10]

What in particular are you concerned about? I mean, technology obviously.

Janis Apted Yadin, MLS

[1:35:14]

Technology, climate, social issues. I feel like the United States has allowed itself to succumb to some very limited negative thinking about government, not creative thinking about government, and therefore money has been pulled from very important things like general public education, that we should be investing in and we're not, we haven't. States' rights, I think we've given too much to the states, and states like Texas, to me, Texas is very unimpressive in terms of its understanding of what's going to make this state run in 25 or 30 years, as under-invested in general, public education and well-being of its citizens. I mean, it's left so many citizens without healthcare. It's cruel, but more than that, it's a drag on the whole society. My daughter was just out delivering babies in Jasper, Texas, as part of her rotation. Oh my God, first babies born at age 16. A 24 year-old was considered old. Twenty-four year-olds were coming in, having their fourth and fifth babies. They were testing those girls for STDs, a lot of them have more than one, and drug addiction, rampant. That's what those babies are being born into. So, societal problems to me, are huge, there are enormous societal problems and I don't know what we know how to deal with them. So, even within these big complex institutions, running these big complex institutions is tough work. How do I get faculty ready for that? What is it they need to know in five years that they don't know now? We talk about resilience. There's a lot going on in mindfulness and resilience and building resilience, and I can tell you, my own resilience has felt threatened in the last couple of years, from the change I've been through, changes I've been through, three years, and so it's visceral to me. I understand how shaky you can become, from just having to deal with enormous amounts of change.

Tacey Ann Rosolowski, PhD

[1:37:43]

We're at five of, should we close off for today?

Janis Apted Yadin, MLS

[1:37:45]

Sure.

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Tacey Ann Rosolowski, PhD

[1:37:47]

And think about setting up maybe a short session for next time?

Janis Apted Yadiny, MLS

[1:37:49]

Perfect.

Tacey Ann Rosolowski, PhD

[1:37:50]

It sounds good, all right.

Janis Apted Yadiny, MLS

[1:37:51]

Thank you.

Tacey Ann Rosolowski, PhD

[1:37:52]

Well thank you for your time this morning.

Janis Apted Yadiny, MLS

[1:37:53]

Thank you.

Tacey Ann Rosolowski, PhD

[1:37:54]

I am turning off the recorder at about six minutes of eleven.

Janis Apted Yadiny, MLS

Interview Session Three: April 4, 2016

Chapter 00C

Interview Identifier

Tacey Ann Rosolowski, PhD

[0:00:03]

All right, and we are recording. I'm Tacey Ann Rosolowski, and today is April 4, 2016. The time is about 20 minutes after one, and this is my third session with Janis Apted Yadiny, and we're going to kind of, I guess finish up today if we can, I assume, and looking forward to—we were strategizing before, so I'm looking forward to the list of topic areas that we settled on, and thank you for giving me this time.

Janis Apted Yadiny, MLS

[0:00:33]

Thank you.

Chapter 14

An MD Anderson Way of Leadership Training

B: Overview;

Story Codes

B: Institutional Processes;
B: MD Anderson Culture;
B: Working Environment;
B: Building/Transforming the Institution;
B: Institutional Politics;
B: Education; D: On Education;
C: Leadership; D: On Leadership;
C: Mentoring; D: On Mentoring;
C: Obstacles, Challenges;
C: Understanding the Institution;
C: The Professional at Work;

Tacey Ann Rosolowski, PhD

[0:00:36]

Well, I wanted to start with that question, is there an MD Anderson way of leadership training that you've settled on over the years and how did that evolve, if so?

Janis Apted Yadin, MLS

[0:00:50]

There actually is an MD Anderson way, at least for the faculty, and we settled on it in 2002, so we've been doing it this way for 14 years. We settled on this particular way of teaching leadership, because I think I mentioned earlier, there were two other programs before this one, one of which was partially successful, one of which was really not at all successful, and they shared some similarities for why they weren't totally successful, and it was because both were heavy on theory. The Rice program in the mid-1990s was a little less heavy on theory. When I say the theory of leadership, I mean bringing in business professors to do lectures on various aspects of leadership, like strategy or managing people or any of that kind of stuff. It wasn't skill-building, and Margaret Kripke, who really was a champion for the Faculty Leadership Academy, she was the chief academic officer and she really persuaded John Mendelsohn to put this Leadership Development Program in, to try it a third time, said we really need skill building. So she was very influential and fortunately, we had, on the original committee that put the program together, Kathleen Sazama who, along with Margaret, had done the Executive Leadership and Academic Medicine Program, which is for women. They had done that in the late 1990s and that program really became kind of the model for ours, to a certain extent, and what both those people found really helpful in the ELAM program, it was called ELAM, was the self-awareness part, piece, in which they used assessments like Myers-Briggs and Thomas-Kilmann and so on. And so Kathleen really insisted that the first part of the

Leadership Academy that we designed, needed to focus on self-awareness skills, emotional intelligence. I'm so glad she did that because that's exactly what we did.

[0:03:15]

We made the whole program a skill-building program, and it's interesting to reflect back on our thinking about that, because we didn't know whether it would work or not or whether the faculty would take to it. In fact, it was such a success, because it got to the things that they had trouble doing. They had trouble talking to people and resolving conflict, they had trouble with teams who didn't seem to come together and how do you manage a team dynamic and how do you manage problems where faculty think that you, as the chair, who were once their best friend, are now the boss, are being unfair or trying to manipulate you, or indulging in emotional blackmail of some kind or other. In fact, last Friday, Walter Baile and I spent over an hour with a chair, a relatively new chair, who was just in that situation with a former friend, who is now one of her faculty, really was, who was indulging in serious emotional blackmail and manipulation. Those are the kinds of things that chairs are not, when they get into the positions, usually they're not prepared to deal with. It stresses them interpersonally, like why can't I handle this and why do I feel this way? Why do I feel ashamed because I can't handle it? Why do I feel weak, or why do I become dictatorial an authoritarian? What is happening here with me? I think it's fascinating to see, and I acknowledge, even in myself. Obviously, I'm kind of my own test case, right? You're emotionally and intellectually challenged as a leader constantly, and certainly a transition into leadership roles is a very turbulent one, and it's a transition that we barely acknowledge. I'm starting to be much more forthright with new chairs now. You are going through a period of identity crisis, in which you are probably going to—it's as big a transition as getting married, having children, getting divorced if you've ever been through that, death of a parent, or retirement. It's that kind of transition because your whole identity is changing, and it is an identity crisis. So when you put it in that way, that this is what you're doing is you're growing in terms of self-development, and you're shifting in terms of your identity, they start to get it, that no wonder this is so hard and so painful, and I feel like I'm walking on thin ice. You are, in terms of your own self.

Tacey Ann Rosolowski, PhD

[0:06:28]

That must be an enormous relief, for people to understand it in that way, as really, an issue of human development, not personal failing.

Janis Apted Yadiny, MLS

[0:06:37]

Well, as I say, I'm only starting to understand it that way myself, and because I did the program over at Rice University, I did part of the Healthcare Certificate Management Program, and Brett Smith over there put me on to some things to read. He does the leadership development piece and he alerted me to that—he's a psychologist, to this is what people are going through, and I thought ah-ha, I need to work this into the work that we do with chairs, and help them understand that this is a growth period in their lives and they are not going to be the same. If they truly reflect on what's happening to them and they're truthful with themselves about how they feel about it, it will really help them grow as individuals and accept the

responsibility. The chair that we worked with on Friday, one of the things we counseled that person to do was to have a really, really, how can I put it? A conversation which would go like this. I'm sorry you feel that our relationship has changed, but in fact, I am now the chair of the department and I have to work with all the faculty in the department, and I have to be fair, and my boundaries have to be clear. So for you and I, that means there has been a shift in the relationship, and I'm not going to be as close to you as I once was. We will be working together and I hope to work with you very successfully, and I know we can do that, but I'm functioning now as your boss and there are certain behaviors, as your boss, that I expect from you. Respect. You know?

Tacey Ann Rosolowski, PhD

[0:08:33]

Right, teaching other people how to have a relationship with you in that new role.

Janis Apted Yadiny, MLS

[0:08:36]

Right, I mean this other person was slamming the door on the chair, was obviously demonstrating behaviors that were insubordinate. She would be shocked to know that those behaviors are really insubordination and disrespectfully. Sorry, can't allow that, that has to stop, because it puts—it's just wrong. It puts the chair in a very awkward position, a chair shouldn't be treated like that. But also, it communicates to the rest of the faculty that hey, I can go in there and slam the door if I don't like what this person has to say to me, what this boss has to say to me.

Tacey Ann Rosolowski, PhD

[0:09:18]

Or if there are other individuals on the faculty who aren't going to do that, nonetheless, I mean that to me sounds like incredibly immature behavior, and who wants to work with an immature colleague?

Janis Apted Yadiny, MLS

[0:09:32]

Right.

Tacey Ann Rosolowski, PhD

[0:09:32]

It makes this individual look really bad.

Janis Apted Yadiny, MLS

[0:09:34]

It makes the individual look bad. The other thing she was doing was trying to enroll people in her point of view.

Tacey Ann Rosolowski, PhD

[0:09:40]

Oh, gosh.

Janis Apted Yadiny, MLS

[0:09:40]

So going around to people and saying, you know.

Tacey Ann Rosolowski, PhD

[0:09:43]

Right, creating a clique.

Janis Apted Yadiny, MLS

[0:09:44]

Stirring things up, yeah. So those are the things that leaders face, and they have to learn how to deal with them appropriately, maturely, without setting off a firestorm. When people explode at them, they have to be able to keep their feelings in check, you know, to self-monitor, self-assess what's going on, and regulate their own emotions around some very difficult situations. It's very hard and they do lose friends, they lose friends.

Tacey Ann Rosolowski, PhD

[0:10:22]

Yeah, I can imagine. What's the learning curve like, for people going through this process? You know, I know that's very individual, but are there some things you've observed over the years, that are truisms about this?

Janis Apted Yadiny, MLS

[0:10:37]

Yeah. I have observed that chairs who will talk to other chairs or me, or other leaders, about these things, and have touched on, has this happened to other people, is this just me that this is happening to? Why does this feel so personal? I had one new chair come to me, he'd been here about two years and he said, you know, "I've made it for two years, but these people have really tried to destroy my reputation." And he told me all the ways in which his faculty had tried to destroy his reputation, nationally and internationally. It was wicked. So, you know, we, we—what needs to happen even more is the chairs need to understand that we're aware of these things and that we can help them navigate these critical times more successfully and depersonalize some of the issues. In fact, Marshall Hicks and his project directors and myself, are putting together an onboarding program for new chairs in that division, and I think it's going to be excellent, because right at the get-go, we're going to have conversations like this. Here's what you're likely to encounter, here are some of the behaviors you may see, here are the things you're going to be taking home and worrying about possibly. This is a time of emotional and intellectual turbulence, it is a time of transition and here's what we want to help you deal with, and please talk about it with us, because we understand these things and we can help you deal with them. I think that simply by

putting this on the table and being very honest about it, we know what people go through. We have 68 chairs here. I've been with many of them on their personal transition into leadership. Now mind you, some of them from a few years ago, I didn't understand this transition myself really well. So now I understand it a lot better and I think I'm a lot better informed and able to help chairs and division heads, transition into MD Anderson. MD Anderson is a very complex culture. I don't mean to say that we're more complex than other academic medical institutions, though I do hear, from consultants I've worked with, that this is the most challenging and perhaps even toxic culture they've worked with. Whether that's true or not I don't know, because I haven't worked in the other.

Tacey Ann Rosolowski, PhD

[0:13:29]

Toxic in what way, challenging in what way?

Janis Apted Yadiny, MLS

[0:13:31]

They're tough on each other, hard to read the signals, the politics are, it's very big. Sixty-eight chairs, sixty-eight chairs? Huge. Understanding the politics, understanding the players, who's in, who's out. I may even find that if I said that to the top executives, they would say there's nothing like that here. Well there is, when you're down here there is.

Chapter 15

Faculty Development: Directions for Future Growth

B: An Institutional Unit;

Story Codes

B: Institutional Processes;
B: MD Anderson Culture;
B: Working Environment;
B: Building/Transforming the Institution;
B: Institutional Politics;
B: Education; D: On Education;
C: Leadership; D: On Leadership;
C: Mentoring; D: On Mentoring;
C: Obstacles, Challenges;
C: Understanding the Institution;
C: The Professional at Work;

Tacey Ann Rosolowski, PhD

[0:14:01]

Well, people at different echelons of the institution see very, very different realities.

Janis Apted Yadiny, MLS

[0:14:06]

Yeah, they do, and they experience them deeply, in different ways. Some feel much more vulnerable and exposed than others do. You know, through the years, there have been some very effective and very strong division heads, and others who haven't been. The ones who are strong and effective protect their chairs. So it's, that's—it's complex. That's what I'm thinking about a lot these days, is the whole identity crisis you go through when you assume these positions.

Tacey Ann Rosolowski, PhD

[0:14:46]

Now is that kind of maturation or becoming more complicated of your own perspective, on the leadership development process, how is that going to have an impact on the curriculum in Faculty Development offerings? Is there future directions of growth that this is going to spawn?

Janis Apted Yadiny, MLS

[0:15:11]

Yes, I hope so. I would like to be able to offer people who are thinking of becoming leaders, an opportunity to have assessments of their leadership capacity. Mayo does this for instance, because they promote their chairs from within the ranks, they don't bring a lot of people from outside. Mayo decided not to bring people in from outside, because they found that it was very difficult for those people to adapt

to the Mayo culture, and that they were much more successful cultivating leaders from within, because they understood Mayo. But what they do is they send potential leaders to PDI in Minnesota, that's Personnel Dimensions International, a very well-known international consulting firm, talent management firm, and they put them through the full day or day and a half—I guess it depends on the level of leadership you're looking at—assessments. So there are psychological assessments, these are all done by industrial psychologists, organizational psychologists, who test you to see how capable are you, how flexible are you, how possible is it going to be for you to assume these demanding leadership roles. Then they put you—in the afternoon, they put you through a huge simulation of the day in a life of a chair for instance, and you're observed, and a whole lot of stuff comes at you and you have to make decisions about what you're going to handle first, how you're going to handle it, maybe interpersonal crises and so on, and they test you to see how you do. Some of the people, they tell them at the end of this, don't do it, no way should you be in this kind of leadership role. Not now, maybe ten years from now or something. Not now or maybe not ever, this is not for you. Others they say, okay, there's capacity here, here are the things you're going to have to work on.

Tacey Ann Rosolowski, PhD

[0:17:15]

Well it's making me think that you know, there must be a real array of motivations for someone to want to become a chair or to take on a leadership role, and I suppose some of it is prestige, ego, and salary bump, and sometimes those could be motivators for people who would not only be more able, but also probably happier, in a role that doesn't involve those kinds of challenges.

Janis Apted Yadiny, MLS

[0:17:43]

Yeah, there is all of that. Ego, power, possibly the ability to do things on a larger scale, to have an impact, more of an impact on a field or on a clinical practice or whatever, yes. When Jan Bruner and I did the focus groups with the clinical chairs, we asked them, the last question we asked them was why do you stay in this role? Because they would spend an hour, an hour and a half, telling us how challenging it was, and difficult. All of them said the high is, the real gratification is, helping younger people have a successful career, seeing them be successful, mentoring, guiding. You know, it's interesting to see that, because to be successful as a chair, you have to—part of the transition too is, it's not all about you any more, it's about these other people and their careers, and the ones who do it really well understand it's not about me, it's about them.

Tacey Ann Rosolowski, PhD

[0:18:51]

It's interesting you say that, because I really can't think of a person I've interviewed who hasn't said that, you know that that's one of the most important things that they feel they've contributed, the people they've trained, people they've mentored.

Janis Apted Yadiny, MLS

[0:19:05]

That's right, and they do have a huge impact that way, because those people that they've mentored or trained, go out to other institutions with those values in their heads and with that training, taking that training with them. It's really important, so I love to hear that from leaders, that that's why they do it.

Tacey Ann Rosolowski, PhD

[0:19:26]

It also, of course helps, you know, assuming of course that they're using the values, effective leadership values, they're helping to build the culture of leadership at this institution, if those younger folks stay. And then of course, you know, helping, as Fred does, healthy leadership values, if they go elsewhere. Very interesting.

Janis Apted Yadiny, MLS

[0:19:51]

Yeah, it is very interesting, because the frustrations are enormous. MD Anderson's chairs have a lot more administrative responsibility than other chairs do. For instance at Mayo, your administrative responsibilities expect to take about 30 percent of your time, but here it takes 70 percent, 60 to 70, sometimes 80 percent of your time. So you really don't have much time for yourself anyway, and what does that do to? Well, the complexity of MD Anderson, the way it's structured, the fact that these big, complex departments maybe don't have enough administrative support, so the chair ends up doing a lot of things, that in other institutions they may not have to do. I don't know, I'm speculating here, with how it's done or why is it so complex. We always say, well it's because we're a state institution. I don't know, maybe there seem to be elements of that, that there are state requirements that require a lot of time and effort. The chairs in our focus groups were saying the unfunded mandates are enormous, things keep coming down on us, you know do this and do that, and executives don't understand that there's no capacity left to do these things. That's why, as part of the strategic planning, they put in the division head role group, that looked at what they do, and then a chair, a clinical chair role group, and they looked at what the chairs do, should be able to do. It's enormous, the job definitions are enormous.

Tacey Ann Rosolowski, PhD

[0:21:42]

Interesting. Well I wanted to make sure we captured all the dimensions of faculty development evolution, you know based on this idea that leadership is an identity crisis. Are there other areas in which you see that having an impact on the services you deliver?

Janis Apted Yadiny, MLS

[0:22:01]

Yes, because leadership development has gone down into the institution. When we started, we were doing chairs and section heads and division heads, and then, I think I told you that by 2004, more early career faculty were saying well wait a minute, we can't do leadership development just when we turn 45 or 50. We want it earlier in our careers because we're leading labs, you know, or teams, or multidisciplinary teams or whatever, and we don't have the skills to do it. So we introduced the Heart of Leadership then, and then even earlier, in 2012, earlier in careers, we realized that we weren't doing

anything for new faculty coming into clinics and into labs. They had nothing and with labs, running labs, it was really critical, it was management that was needed. How to hire people, how to manage performance, how to give feedback, how to strategize, all of those basic management skills they weren't getting. For our clinical people, we introduced that program. Supervision in Management, in 2012, and we have some clinical people in there because they have to give feedback to people for whom, over whom they have no authority, like nurses.

Tacey Ann Rosolowski, PhD

[0:23:26]

Right, right.

Janis Apted Yadiny, MLS

[0:23:27]

You know, or it could be a tech of some sort, that they have to work with, and that person reports up through a different reporting structure, but they have to give feedback. How do you do it appropriately? How do you function as part of a big team, you know. So there are lots of things that need addressing and challenge. On the staff side of the house, they have a whole management curriculum. So as you assume a supervisory role, you have two basic courses you take; Principles and Practices of Management, I and II, and you have to do those programs. We have no mandatory programs for the faculty, and faculty won't go to Principles and Practices of Management, because they don't want to be in there with a whole lot of staff, because the examples don't relate to them.

Tacey Ann Rosolowski, PhD

[0:24:15]

Right, totally.

Janis Apted Yadiny, MLS

[0:24:17]

So we've adapted some of what HR does for staff, to faculty. Now, we're doing leadership development for our postdoctoral fellows and clinical fellows, we've been asked to do that, and even GSBS has asked us to get involved in leadership development for students, because across the country, there are student groups, graduate student groups are being asked to learn some leadership skills.

Tacey Ann Rosolowski, PhD

[0:24:48]

What percentage of these populations really do take advantage of these development?

Janis Apted Yadiny, MLS

[0:24:54]

Programs. Well, interesting, post-docs, fellows, I would say right now, it's a small percentage. We're doing a program for gyn onc fellows, 12 gyn onc fellows. We've done some one-off programs for various fellows in leadership, like leading teams, for residents. We do some teaching in the whole graduate

medical education forum, so the programs that the fellows have to go through, we've had pieces of that, but I don't think—it's not well enough developed, or there isn't a standard curriculum that we do. We don't go in and say you need this, we want to do it. It's usually by invitation, you know come in and do this and this. Part of it is scalability, Tacey. You know, even though I have 15 people, including myself, in my area, everybody's flat out busy. So you look at our target population is about six thousand, and you get into the faculty ranks of chair, division head, or even section head, those programs are demanding, and we don't teach them generally, we have consultants who come in and teach them. Some other institutions use their own faculty, but we use faculty as co-facilitators in those programs, and we invite them in to tell their story of how they did a certain project or got something done that demonstrates certain skills, but our faculty are really so busy, that I can't imagine them stepping forward and saying oh yeah, okay, we'll teach this whole 60-hour curriculum. And frankly, because they don't teach it all the time, they're not as good at it. So we've stuck with outside consultants who know us very well, and who are really good at teaching the skills.

Tacey Ann Rosolowski, PhD

[0:26:53]

Sometimes too, an outside consultant is accepted as a truth teller, in ways that insiders to an institution may not be.

Janis Apted Yadin, MLS

[0:27:01]

That's a very good point, because they can get on a plane and leave.

Tacey Ann Rosolowski, PhD

[0:27:05]

Yeah. And also, if someone is coming in from outside, they're not tied up with the politics or all of that, and so it's like, Oh, huh, here's a fresh perspective, maybe I ought to pay attention.

Janis Apted Yadin, MLS

[0:27:17]

That's a good point. I just did a team alignment, or a team retreat, on Saturday, with a whole department, and I gave them—I did interviews and then I gave them feedback, and it was pretty tough feedback. It was here's what you said, blah-blah. And I realized, as I was doing it, I'm not getting on a plane and leaving, and in fact, on Sunday, I got an email from one of the faculty, saying you said, and that didn't work very well, and I think that that created even more fear of retaliation.

Tacey Ann Rosolowski, PhD

[0:27:49]

How interesting.

Janis Apted Yadin, MLS

[0:27:51]

So, I wrote to the chair immediately and said, I got this feedback, so if you get some pushback from your faculty, I apologize for that. They may have felt that I went too far in exposing them. And I got a great email from the chair that evening saying no, this is what I thought they needed to hear and I'm glad you said it, because we really need to work on these things. So that, you know, there's a piece of learning for me too, about feedback, and I realize now, what I could have done better in giving that feedback. On the other hand, I also know, because I have worked with the team for three years, that there was a lot of stuff that was being said behind closed doors, that people weren't owning up to, but then owning up to it in front of the chair is tough, because they were expecting some retaliation. It's really interesting, when you talk to the leader, on one hand the leader is saying what retaliation, what could I possibly do, or you talk to them and they say oh my God, there's going to be retaliation, this is going to happen and that's going to happen. So, on the one hand you're putting it in the hands of the faculty to say look, you have a piece of this, you know if things are going to change, step up to the plate and address these things with the chair in good faith, don't hang back. But also be appropriate in how you share things, you know, in taking steps to change things, and one of the things you can do that will deep six your whole team is hang back and be cynical, and talk about it behind closed doors.

Tacey Ann Rosolowski, PhD

[0:29:34]

Yeah, yeah, absolutely. It is true though, that sometimes people just don't even know the words to say.

Janis Apted Yadiny, MLS

[0:29:40]

Yeah it's true.

Tacey Ann Rosolowski, PhD

[0:29:41]

And so a facilitator can really help with that, you know framing things, creating a space where the guidelines or the parameters of behavior are really clear, making it safe for people to come forward and say...

Janis Apted Yadiny, MLS

[0:29:54]

Yeah, I have it on my own team, I know there's one person, well I've had it on my own team, who's gone and filed an EEO complaint, twice, against me, and once for retaliation, and I, as a leader, thought what the heck have I done that looks like retaliation? Fortunately for me, when they did the investigation, they didn't find any incident of retaliation, but she feels that way and she doesn't feel safe with me. So, you know, I can think of many ways in which I'm not as good a leader as I wish I were, and I feel personally, very challenged in my own department, so I get it, how hard it is, and how challenging it is personally, to be in charge of people, and how, you know in the past, I've looked at my own leaders and said, well why doesn't he or she do this. I'm much more sympathetic to my bosses. Fortunately, I've had such good bosses here at MD Anderson, I've been so lucky, I've had excellent bosses. Other places, I haven't had such excellent bosses and I've struggled with it, but here I've had excellent bosses.

Chapter 16

Growth as a Leader

A: The Administrator;

Story Codes

A: Character, Values, Beliefs, Talents;
A: Faith;
C: Discovery, Creativity and Innovation;
C: Faith, Values, Beliefs;
C: Evolution of Career;
A: Personal Background;
A: The Leader;
A: Professional Values, Ethics, Purpose;
A: Critical Perspectives;
B: Education; D: On Education;
C: Leadership; D: On Leadership;
C: Mentoring; D: On Mentoring;
C: Obstacles, Challenges;
C: Understanding the Institution;
C: The Professional at Work;

Tacey Ann Rosolowski, PhD

[0:31:15]

I was going to ask you, just to kind of talk about your own evolution as a leader, you know learning about strengths and your weaknesses, you know, and I'll ask you about some particular areas of challenge too. What's the process been like for you?

Janis Apted Yadiny, MLS

[0:31:33]

It's been uneven, I have to say. I think I've had significant growth in this job in particular, since 1999. They brought in a real freshman in terms of faculty development and leadership development, they bet on me, you know, and I was very lucky that they bet on me, and for me it was very tough, just like going through a chair position. There were a lot of things I had to learn, a lot of things I had to learn about myself, and a lot of things I learned about myself under stress.

Tacey Ann Rosolowski, PhD

[0:32:10]

What did you learn?

Janis Apted Yadiny, MLS

[0:32:14]

I learned that I too, can play the enrollment game, when I feel stressed and challenged and scared.

Tacey Ann Rosolowski, PhD

[0:32:26]

And that meaning?

Janis Apted Yady, MLS

[0:32:27]

Call up a colleague and say, do you know what just happened to me, have you ever had... You know, have you ever have—did you ever have that happen to you, do you know this person, do you know what this—you know, that kind of stuff. I've had to sit down and have some very difficult conversations—fortunately for me, I've learned how to have difficult conversations—with colleagues who were looking competitive, like they wanted to eat my area or absorb me.

Tacey Ann Rosolowski, PhD

[0:32:56]

How did you handle that kind of situation? I mean, I know you probably don't want to mention names or anything, but just in a generic sense, a strategy.

Janis Apted Yady, MLS

[0:33:04]

By saying, Is this what I'm seeing? I'm starting to feel a little encroached upon here, and I don't know if that's what you really intend to do. I know we are in parallel areas, where it could be really difficult for us to work together. I certainly don't want to undermine your position, I want you to be successful in what you're doing. You know, so I've had colleagues be able to say to me oh no, no, I don't mean to, you know, but in a sense what was happening was equal competition, you know, and areas were set up that were competitive and could easily have created a whole lot of distress for us. It took some real developing of a more mature personality, to be able to handle those things and have those difficult conversations. Now I find, even working with my team, you know there's further growth that's needed, because my associate director, whom I think very highly of and have full confidence in, he approaches work very differently than I do. He's a much better manager than I am.

Tacey Ann Rosolowski, PhD

[0:34:27]

Is this Bob Tillman?

Janis Apted Yady, MLS

[0:34:28]

Yeah. I'm a good leader in many ways, because I'm intuitive and I'm creative, and I'm risk-taking. He dots the Is and crosses the Ts. He's also a big thinker. So, you know, and I have to—I really respect the way Bob has approached this. He came in, he was the faculty development person at Columbia, but he didn't have a whole lot of people reporting to him, he didn't have a team. So, he's managed to graciously learn things, and I think sometimes, he hasn't had the best, the closest—he hasn't been managed by me,

you know, because I don't manage, but he's appreciated my perspective on things and I've learned to share that perspective with Bob openly. Here's what I see going on and I do know the politics pretty well. I think I've done a pretty good job, Tacey, of saying to myself, okay, I need to get out of the way of Bob, and I need to make sure Bob gets enough legroom here, authority and autonomy, to function without me. So, I've given myself some credit for some things, but I've also seen how, you know, I could have done a better job bringing him onboard.

Tacey Ann Rosolowski, PhD

[0:36:01]

Tell me, let's go back to that kind of early time and you know, tell me some other ways in which you've—moments in which you've learned about yourself or have noticed growth in a particular area.

Janis Apted Yadiny, MLS

[0:36:15]

Well, I noticed, as we started bringing on more people in 2005, 2006, that I allowed my relationship, for instance, with Janice Simon, to color a lot of what I did, because she was my first hire. And I kind of understand what this new chair is going through, because it's not that Janice and I became personal friends and hung out with each other, we didn't, but she would hang out with me as a leader and it was difficult for me to see how threatening that was to other people, that they felt I had this special relationship with her. In a way I did and I relied on her for a lot of things that I wasn't so good at or didn't have time to do, and it's only in looking back that I see how that must have felt to newer people, that she had a step up on them, you know, that she was the favorite.

Tacey Ann Rosolowski, PhD

[0:37:14]

Yeah, I'm making this connection to an article I read this morning, I think it was, in the *New York Times*, about parents having favorite children and what that can do in terms of sibling rivalry, and just what you were describing reminds me a lot of that.

Janis Apted Yadiny, MLS

[0:37:31]

Yeah, and it's like that, there are people that you are just... Yeah. I know my mother liked my brother better than me, but she loved me, it wasn't that she didn't love me. She just found me more difficult. He was kind of, you know, he was the baby, and he was a goof-off, so he figured out how to handle my mother by being goofy.

Tacey Ann Rosolowski, PhD

[0:38:03]

Well, I just you know, think of the way siblings will compete or try to get attention, or try to outdo one another, to attract the attention of the authority.

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Janis Apted Yadiny, MLS

[0:38:12]

To get their needs met, yeah, to get the attention, acknowledgement, they need.

Tacey Ann Rosolowski, PhD

[0:38:15]

Exactly.

Janis Apted Yadiny, MLS

[0:38:16]

So it happens in teams too. We had a consultant a few years ago, and I spent a lot of time talking to him and he gave me his books and his CDs and everything else, and he studied with a very radical psychiatrist in the '60s. Walter Baile told me the name Tad or Ted, somebody, Radovich, or something like this. Anyway, this guy's opinion was that you create your family of origin around you, you recreate it in ways that are unknown to you, until you take a really deep dive into yourself and deal with your own intimacy issues.

Tacey Ann Rosolowski, PhD

[0:38:53]

Yikes.

Janis Apted Yadiny, MLS

[0:38:54]

It's very interesting. He called it fifth wave leadership, and so he had what—he calls them accountability groups, but they were like encounter groups. And when he works with—he's got an accountability group he's worked with in some corporation, for 30 years or something, and I'll tell you, those are rigorous. They meet once a week or once a month or something and it's really open, like bare your chest. You know, I screwed up here, I talked about you behind your back and didn't get this done or that done. Wow! And there is like no way you could do that kind of thing here, but you can get groups to say, you know I'm sorry, I messed up on that, I should have gotten that piece of the grant done and I didn't. People can hold forth on their accountability, but they're just not going to go that deep. Now, there could be departments or groups that do work like that here. I'm just not about to try to encourage them to do it, because it could be so unsafe.

Tacey Ann Rosolowski, PhD

[0:40:07]

Right.

Janis Apted Yadiny, MLS

[0:40:08]

Right, very unsafe. And that's where I was headed when we talked about what we would talk about in this session, talking about the rational brain versus the emotional, instinctive brain. So why do I—you

know, I read widely, in various sacred literatures, and I have done a lot in terms of Buddhist studies and meditation and even Shamanism, why? Because I do believe that there are those different parts of the personality, and here, at a place like this, you can get that emotional instinctive part stamped out or shriveled, it can shrivel up on you, and boy, if you let that happen and you're functioning just out of the rational side of your brain, you're missing out on a core piece of knowledge for yourself and for other people as well. You need to bring those things together. That's why, from time to time, I do talk to somebody who's a clinical psychologist and a shaman, out of New Mexico. When do I do it? I do it when I think I'm missing some messages, that I'm not bringing in the messages that I need to hear, that will help me function out of my full self.

Tacey Ann Rosolowski, PhD

[0:41:38]

Can you give me an example of a time when you called on this shaman?

Janis Apted Yadin, MLS

[0:41:44]

Yeah, like last week. (both chuckle) Yes and you know, so what was the question I wanted to ask him? It was really about my work here at MD Anderson, and how I should move forward, and my relationship with Bob, and how I should, you know, approach my last, what could be my last couple of years of work in this institution. He said you know—he reframed it for me, because I can get really down on myself, and I thought you know, I'm being a hindrance to Bob, I should quit. I should quit and get out of his way entirely. I had really been thinking, no I need to reframe my job. I went to the provost [Ethan Dmitrovsky] with my boss and I had a new job description and I said here's what I want to do, and I want to promote Bob, and he was a hundred percent for it, he totally supported me, and he was very insightful as a matter of fact. He said, "How long has Bob been here?" I said, "About three years." And I told him that I'd bring him in and he'd replace me, and he said, so I don't want to hear about when you may go, this is not a conversation about that, but in the meantime, he said, "Five years for Bob is too long and I'm glad you want to promote him." He said, "I did that once, I brought in somebody and said it would be five years and I realized after three, it was too long, so is Bob chafing?" I said, "You know, Bob is too gracious to chafe in an obvious way, but I think Bob does feel restricted and I want to make room for him to do more." He said, "Give him everything. Give him signing authority, give him management authority, give him team management, let him do it all. You focus on this leadership development stuff that we need done and the team science, and the other things you've outlined in this job description and let him do all the other stuff." It lifted a huge weight off me, but at the same time, I still felt like hmm, am I doing enough? So, obviously, Ethan thought I was doing enough by doing this other stuff, because he didn't say oh by the way, I'm going to take the AVP title away from you. No, no, no, he did not say that. He said we're going to promote Bob, you keep this and do what you're doing. He said, I don't want to hear what—you know, if you decide not to retire in two years that's fine, blah-blah-blah, I don't need to know that. So he was very supportive of me and afterwards, Ethan came up to me at the Kripke Legend Award and he said, "I hope I was appropriate in that meeting, I didn't mean to imply." I said, "You were so insightful, it was really helpful, Ethan, it was really helpful." He really was helpful and I appreciated the question, "Is Bob chafing?" Because he hit it, he hit the nail on the head, and he gave me the space to

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do what I want to do and he was behind that, and he gave Bob the space to be promoted and do what Bob needs to do. I shared that with Bob, and I think it was a relief to him, and a relief to me.

Tacey Ann Rosolowski, PhD

[0:45:09]

Well, it's kind of a staggering, you know, transparency, and support. It's like okay, everybody talk about where they are, and now we're going to try to create a situation in which everybody gets what they need and everything is fair, everybody's respected. Wow!

Janis Apted Yadiny, MLS

[0:45:27]

Right. Now, I think Bob, he—I haven't asked him, but I think he would like to be in charge of the whole thing, you know the leadership development and everything. But I said to him, you and I will work on this together, so I'm not going to carve it out and you're not going to be involved. I need him involved, because he is going to be running it, and the way it shapes up in the future has to match up with the way he feels it should be done. So when we do this RFP in the summer and we look at new vendors and so on, and we shape the new program, Bob will be intimately involved in that because the person who will be running the new program and then coming up with newer programs is Bob, presumably is Bob.

[0:46:13]

Now, what I was asking my shaman friend about. Now mind you, this guy is a UC Berkeley clinical psychologist, you know, who has spent 30 years also, in the realm of shamanism, so he brings those two worlds together and he works in the corporate sector a lot, and in healthcare, doing leadership development.

Tacey Ann Rosolowski, PhD

[0:46:36]

Do you want to share his name? I mean it's fine if you don't.

Janis Apted Yadiny, MLS

[0:46:42]

Yeah, he's José Luis Stevens and he runs a group called the Power Path of Shamanism. So, when I called him, I said you know, I worry about maybe being in the way, am I really relevant, and he said, "Okay, let's reframe that." You are really in the perfect place for you right now, and I'm going to encourage you to do it your way. You've already, you've won the—you know, you've done it. So as you work on this next phase, do it your way. You don't need to compete with Bob and this other guy, Chris, you know okay, they're young guys. One is 44, one's 42, they've got a lot of energy and a lot of things to prove yet.

Tacey Ann Rosolowski, PhD

[0:47:35]

And a lot of time.

Janis Apted Yady, MLS

[0:47:36]

And a lot of time. You're not in that, you're in a different phase, so sit back and enjoy it. Do the work you want to do but you don't have to be in at six in the morning or six-thirty in the morning. You don't have to stay until six-thirty at night, you've done all that. If you want to get up—I said, I'd really like to get up in the morning and go work out and get in at eight, he said, "So do it, do it the way you want to do it, enjoy it, enjoy this."

Tacey Ann Rosolowski, PhD

[0:48:06]

What a nice thing to be given permission to do.

Janis Apted Yady, MLS

[0:48:08]

Yeah, well, and the thing is, he knows me well enough to say are you going to give yourself permission to do it that way, but you don't need to do it their way, because they're at a very different stage in life. Now, you know, Tacey, I've been doing—it's not like I've got a full handle on the department right now, Bob's been doing a lot of this already, so the job I have is big enough that it does take a good ten hours a day, really, to do it the way it should be done, nine hours a day say, and I put in an hour or two maybe three times a week, at night, and I put in five or six hours on the weekend. I can't see, even in the next two years, that I'm going to stop doing that, because I would feel like I wasn't getting stuff done otherwise, and I can't stand it, when I come in and I don't know—you know, everything feels out of control. But he was telling me, José, you know, step away from this person who feels like she should beat herself up and suffer, you know, from stress, and do it in another way that is really more healthy for yourself. So that's my challenge, is to really do it that other way, and to allow myself personal growth, because I'm in a different, a much different phase of life than they are and I would love to, wherever I am, look down on them when they're 68 and see what they're doing and how they're doing it.

Chapter 17

Faculty Development: Caring for the Soul of MD Anderson's Faculty

B: An Institutional Unit;

Story Codes

A: Character, Values, Beliefs, Talents;
A: Faith;
C: Discovery, Creativity and Innovation;
C: Faith, Values, Beliefs;
C: Evolution of Career;
A: Personal Background;
A: The Leader;
A: Professional Values, Ethics, Purpose;
A: Critical Perspectives;
B: Education; D: On Education;
C: Leadership; D: On Leadership;
C: Mentoring; D: On Mentoring;
C: Obstacles, Challenges;
C: Understanding the Institution;
C: The Professional at Work;
A: Experiences Related to Gender, Race, Ethnicity;

Tacey Ann Rosolowski, PhD

[0:49:45]

What have you seen to be kind of the consequences, if a leader doesn't pay attention or kind of stays in denial about these emotional dimensions of the process? I'm thinking, you know you see all these leaders, aspiring leaders, going through the leadership training, and I imagine there's some who just, they want to block out that emotional part, it's tough. You know, what, what are the consequences?

Janis Apted Yadiny, MLS

[0:50:17]

Well, affairs, divorce, illness, estrangement from children, families. I see some of the younger ones much more aware of the value of family, and who talk openly about the support they get from their spouse, and the time they have with their children, and enjoying that. There's a terrific article that Clay Christensen wrote, called "How to Measure Your Life." He actually wrote a book based on that. Clay Christensen is the guy who came up with Disruptive Innovation at Harvard, he's at Harvard, and he wrote this article, it's in the *Harvard Business Review*. I'll send you a copy if you want.

Tacey Ann Rosolowski, PhD

[0:51:10]

Yeah.

Janis Apted Yadiny, MLS

[0:51:12]

He wrote it because he said after graduating from Harvard Business School, when he came back for the reunion in five years, everybody was there with their spouses and their children, and their big jobs, and everything was going well, and then at the ten, fifteen, twenty and twenty-five year reunions, he saw broken families, divorces, second, third wives, estrangement from children, you know big, big jobs with lots of money but fractured relationships and family situations. He thought about this. He's a Mormon. He thought about this from the point of view of his faith and he said you know, I'm sure that none of those people went into Harvard Business School saying my strategy for life is to have a great spouse for five years, and then have an affair and get a divorce, and have another, much younger spouse, and then lose contact with my children, get a third spouse, you know, and blow up my whole personal life. He said that was probably not how they went into Harvard Business School, but he said because they weren't thinking in terms of a strategy for their lives, and what their lives were going to be like, and they hadn't defined that, they focused only on their career. They had a strategy for their career and my God, they saw what it was they wanted to accomplish in a career, but they didn't factor in the whole life. I love that approach and I think it's a very wise approach to take as a professional; what is it I want my life to be all about, what legacy am I leaving my children or my grandchildren.

Tacey Ann Rosolowski, PhD

[0:53:11]

Do you find that there are gender differences?

Janis Apted Yadiny, MLS

[0:53:13]

Yes, absolutely. The younger generation want time with their families. I was talking to a guy at this retreat on Saturday and I said, you know, you're such great leadership material, you could be a chair someday. He said, "Absolutely not, I don't want that job. I want to stay in my clinical practice, I want time with my family and children, my wife. I don't want this. This is not the kind of work I want to do," yada-yada..

Tacey Ann Rosolowski, PhD

[0:53:45]

I was going to say, are there gender differences. Are women more attentive to?

Janis Apted Yadiny, MLS

[0:53:50]

I think women get stuck with still, with a lot of the care of families, and when they have, you know, they're really great clinicians and research scientists, they go home and frequently, they're in charge of families, but I see a lot more balance now too. I see a lot more guys saying hey, you know, I'm leaving, I have soccer practice this afternoon, or I'm coaching a baseball team, so I'm out of here, and I love to see that. I love to see that.

Tacey Ann Rosolowski, PhD

[0:54:21]

I'm wondering if well, there's always been the kind of maxim that once men begin to demand time for family life, then institutions will start recognizing that that's an important value to support. So I'm wondering if that is going to help shift some areas of resistance, or some areas where it's been slow to be "family friendly," in the institution. Do you think that's the case?

Janis Apted Yadiny, MLS

[0:54:54]

I think it has shifted things somewhat. I think you see a lot more involved young parents, male, dads, who are doing more, but I also have found that they don't claim paternity leave.

Tacey Ann Rosolowski, PhD

[0:55:08]

Interesting.

Janis Apted Yadiny, MLS

[0:55:09]

You know? Most of them don't. They may take a month, but then they feel compelled to come back. Unlike the Swedes or whatever, where paternity leave, or the Danes, they actually will do it, I think. I could be wrong about that, but I think I've read that they do. But that's a societal thing, right? Here it's just like even though you may want to do it, there's this male thing that's going on, that doesn't really support men doing that.

Tacey Ann Rosolowski, PhD

[0:55:38]

Yeah, yeah, absolutely.

Janis Apted Yadiny, MLS

[0:55:39]

And that the pressure is here. You know, there's no health in healthcare, right? There is no health in healthcare. We're insane, the way we live and work. We're out there preaching don't smoke, don't do this, don't do that, but we're eaten up by stress and lack of sleep and everything else, it's crazy. The competition of academic medicine is fierce, fierce, and I think some chairs have done a much better job of setting up departments in which they're encouraged to take paternity leave, they're encouraged to spend time with their families, they're encouraged to have a life outside of medicine. Chairs can make a real difference in that area. Oh yeah, they really can, they can make a real difference.

[0:56:33]

So, we were talking about the emotional side of things, and emotional intelligence is hard won in academic medicine. I think we need to do a better job of talking about it, of helping people deal with,

grow their emotional intelligence, and be more effective in that part of their lives, and more well-rounded. Yeah, so that's why I talk to my shaman friend, because he talks to me from another part of myself. He addresses another part of myself and he reminds me, you know, don't get out of balance in this way. Do your meditation, do your practices, do your yoga, spend time with your daughter, spend time with your husband, you know take time to get out in nature and go for walks, and understand that life has that part of it too. Sometimes I just need to be reminded. For some reason, I got myself into this kind of institution, right, this kind of work. Isn't it interesting? And I ask myself why, and yet, I've really grown enormously in this context, so I was called to do this for some reason.

Tacey Ann Rosolowski, PhD

[0:58:03]

Interesting. Are there other ways in which you feel you've grown, that you haven't touched on so far?

Janis Apted Yadin, MLS

[0:58:10]

I've become certainly much more aware of my own tendency to make myself wrong and feel shame, so I like the work of René Brown, on shame and vulnerability, because I think a lot of people have, are very vulnerable, and they hide it in so many ways. They hide it with this confident exterior or with this kind of know it all presence, or with being bullies. I could point out a number of bullies here, who hide their own vulnerability under that bullying exterior. Any time you see a bully, you know that there's a self-esteem issue there and a need for power and control.

Tacey Ann Rosolowski, PhD

[0:59:08]

Absolutely.

Janis Apted Yadin, MLS

[0:59:09]

So you see that and you think ah-hah, I get it, what you're doing, do you get it, what you're doing to other people, to make yourself feel better and to feel stronger, less vulnerable?

Tacey Ann Rosolowski, PhD

[0:59:22]

Do people hear it, when you call them on that?

Janis Apted Yadin, MLS

[0:59:23]

Sometimes. And there are some people I would never say it too because they're too dangerous. There's danger around. That's why, the team I worked with on Saturday were appalled when they got their data back, because I exposed them and I may have exposed them too ruthlessly, or too blatantly, because they couldn't get away from it, you know there was no leaving the room or saying oh, that's not my data, because it was their data. But the chair was relieved, because she said to me, it's all out on the table now.

I'm not going to—there's no retaliation here, but we as a team, have to deal with the reality of this data. She said, "I knew it was there, but I couldn't get it out of them in the department meetings." No, because they were—they felt unsafe. So, when we've worked with teams around the institution, and when I've had a consultant work with me, who has been the lead on it, I see him, like—it's kind of like pulling the scabs off in a way. It's a terrible way to put it, but in a way what you're doing is you're saying to the whole team, I hear your pain, but this leader is asking you to step up to the plate here to help out. So we're working with the leader on making it safe, and indicating, in our conversations, you know, there are a lot of people here who don't think you're going to back them up, so if we expose the problems in this way, you better be there to back them up, or you will never get them back, the trust will be gone. So this is your opportunity to help them grow and help you get a bigger, more solid team. That's been an eye-opener for me.

Tacey Ann Rosolowski, PhD

[1:01:30]

That sounds like a really good situation, because sometimes, in these sorts of contexts, the person who calls in the consultant for help is actually the source of the problem, and they may not step up with their piece of what needs to happen to make the situation better.

Janis Apted Yadiny, MLS

[1:01:48]

They may not. I've seen chairs and leaders. It's painful, and I admire them for taking it on, this is not easy work. I really appreciate it when teams understand what the leader is going through too, that they're asking the leader to grow, but you better be prepared to grow yourself as well, because you can't just blame up, right?

Tacey Ann Rosolowski, PhD

[1:02:15]

Right, oh yeah, totally.

Janis Apted Yadiny, MLS

[1:02:15]

You need to take responsibility for the way the team functions. It's hard.

Tacey Ann Rosolowski, PhD

[1:02:23]

Interpersonal dynamics, wow. Yeah.

Janis Apted Yadiny, MLS

[1:02:28]

You know, when you look at how—if we look at the shamanism thing again, it's just human psychology, it was another form. It was the beginnings of human dynamics and human psychology, yes, and leaders in tribes, for instance, were put through various tests, and the medicine man or the shamanic figure,

whoever that was, was put through various tests, personality tests, personal tests, to see if they could grow into the role, because you acquired power, personal power, insight, psychological insight. Some people on that path to power chose the dark side, literally either fell into it or chose that, resonated more with the dark side, and some chose the path of light and of enlightenment or whatever. But you can see that in institutions; people who have chosen the dark side of power, and others who have—and become big bullies and big, you know, I want to say testosterone-driven egomaniacs, and others, you know, even women who have chosen bullying over insight and subtlety and interpersonal knowledge, you know knowledge of self, and others who have become quite enlightened leaders.

Tacey Ann Rosolowski, PhD

[1:04:07]

That's quite the question to ask a leader to look at, you know, have you chosen the dark side or the light side.

Janis Apted Yadiny, MLS

[1:04:13]

The dark side or the light, yeah. I've never asked a leader that.

Tacey Ann Rosolowski, PhD

[1:04:19]

That's the question you ask, you know, in front of your bathroom mirror, you know during a dark night of the soul. You may not want to admit that, or even asking the question sometimes.

Janis Apted Yadiny, MLS

[1:04:30]

Yeah. That's why having a really good coach counts. I heard Bill Johnson, who was CEO of Heinz for 15 years or 16 years, give a talk at a leadership summit, maybe three years ago, and I took extensive notes. He stood up there, he didn't have slides or anything, he had a yellow pad like this, that he'd made notes on, and he had his wife in the audience. He talked about the fact that his executive coach, who helped him write a book on leadership, was the person he'd thrown out of his office more than any other person, and hung up on more than any other person, but he always called her back, because she was the only one who dared to tell him the truth. So he took her to meetings with him, she watched him, worked with his team. She gave him really brutal feedback and she was the one, she was the shaman. She was the shaman for him, and he said he couldn't have done it without her, but he was smart enough to say, I needed her to tell me when I was being a jackass, or I was using, you know power inappropriately, or I was not using my vulnerability. I was so impressed with this guy and he said, I've got my wife, there's my wife back there, and when I come home at night, she's always been the one to say leave that CEO personality at the door, you're not a CEO here, so come on in and set the table. Wow.

Tacey Ann Rosolowski, PhD

[1:06:05]

Well that's, you know, that's another commentary on how easy it is for a person to lose themselves in a role and lose their life in the process.

Janis Apted Yady, MLS

[1:06:12]

Right, yeah, lose themselves, that's a good way to put it, and they do, we can lose ourselves. My husband is that for me. He knows when I'm functioning from the CEO personality and he says stop. Not that I'm CEO, but you know when I'm out of touch with myself. Stop.

Tacey Ann Rosolowski, PhD

[1:06:34]

Very valuable, to have those mirrors around you, mirrors and reminders.

Janis Apted Yady, MLS

[1:06:38]

You know, and there are times when you have to gird your loins. This guy, Bill Johnson, gave an example of when he decided that he had to shut down Heinz Soup, the division, and he brought all the executives and their wives to a hotel, and he brought them into the ballroom, and he delivered the hard message. He said I'm sorry, but we have to shut it down. And he had packages for them and he explained how this was going to work, and the wives were there. This was devastating, these people were losing big, big, big careers, right? But it wasn't making money and they just couldn't continue. He said he went upstairs to his room and cried like a baby.

Tacey Ann Rosolowski, PhD

[1:07:23]

Yeah, I bet.

Janis Apted Yady, MLS

[1:07:25]

But he said that's what it takes. He said you'd better be able to go somewhere and cry like a baby, because you've hurt people. But you had to make that tough decision, you know, and you had to get in there and deliver that message and say thanks and here's what we're going to do for you, but you can't cry in front of them, but you have to go somewhere and cry like a baby because it's tough and you just lost a bunch of friends.

Tacey Ann Rosolowski, PhD

[1:07:50]

Yeah, because it's not just a business moment, it's a human moment.

Janis Apted Yady, MLS

[1:07:52]

No, and you have to help them find other paths and other jobs and everything. I thought, this guy is really real, you know, and he said, I bring my wife to things like this because afterwards, she'll tell me where I was full of shit, you know, or if I wasn't being true to myself.

Tacey Ann Rosolowski, PhD

[1:08:14]

I wanted to ask you too, you mentioned the fact that you're thinking about end of time here with MD Anderson. What is it that you really want to accomplish in whatever time you're going to remain at the institution?

Janis Apted Yady, MLS

[1:08:33]

I want the institution to understand what it is we do in my area, the full scope of what we do, and we need to do a better job of communicating that to them, because many of them don't know. They may know Walter Baile and what he does, they may know Bob, they may know me, they may know Janice Simon, but they don't—or Warren Holleman, but they frequently don't know that we all work together, right? And that my view of the work we do is coherent. I almost say we're kind of like the shaman group in the institution, we carry that way with us, we open up that way for people, so that we're not just talking about, so when are you going to be promoted and what's all that about, and what's this brilliant career you're going to have. We bring in that other side of their lives, we understand that there's that other side. We address the full human, personality, soul, if you will, family person, lover, mate, parent, child, all of that, that we both walk with them on the way, we have some wisdom about what that's all about and how painful it is, how challenging. I've never really found a good way to talk about what we do fully, but I think I'm finding it right now, in what I'm saying to you, that that's what we do, we're kind of the shamans of the faculty, you know? Some of them would roll their eyes if I said it that way but it's Clay Christensen's, how are you going to measure your life? Your life. Not just how many awards are you going to win, how many trophies are you going to get, how many certificates. You know, are you going to get the Lasker Award or are you going to get this award or that award, or even win a Nobel Prize. People who have won Nobel Prizes, at the end of the day, they go home.

Tacey Ann Rosolowski, PhD

[1:10:52]

Yeah.

Janis Apted Yady, MLS

[1:10:55]

So what is home life like, what is your other life like? What is your life?

Tacey Ann Rosolowski, PhD

[1:10:59]

It's kind of interesting, people talk about the heart of MD Anderson, but the soul of MD Anderson is certainly in the faculty, it's in the staff, and the soul needs to be a whole thing. I mean, so you hold the soul of the faculty and make sure that there is a soul for the faculty, that it isn't something that's parked at the door, you know because it's only the brain that's important.

Janis Apted Yadiny, MLS

[1:11:23]

Yeah, and we overvalue the brain here and yet, you know, it's strange to think about it. We're a place of hope and of a lot of death and dying. A lot of people end their lives here, and who's looking after them? The place that I found, the group I found most soulful, and if I were to die at MD Anderson, I'd want to be in their hands, is palliative care. When my friend Elizabeth died in palliative care, it was such a relief, because they carried us, you know, to the other side with her. That was quite an experience and I knew that they got it, what's it like to be a real human being, and they ministered to the whole family, to all of us who were in the room with her for days and days, and to her. It wasn't just about her and her passing, it was about everybody else in the room too, and our acceptance of it and our ability to look at it and be there with her. It was really something. I wrote to Eduardo Bruera afterwards, the chair of the department, and I said we're so lucky to have you and your whole team, and I mean the doctors and the nurses and everybody who came in, they honored the life and the death of Elizabeth.

Tacey Ann Rosolowski, PhD

[1:12:50]

You've mentioned spiritual texts and kind of the spiritual dimension so often, I'm wondering, do you find that the work that you do has a spiritual dimension?

Janis Apted Yadiny, MLS

[1:13:02]

Oh, yeah.

Tacey Ann Rosolowski, PhD

[1:13:02]

How so?

Janis Apted Yadiny, MLS

[1:13:03]

And if I didn't—you know, sometimes, as I say, that's why I call my friends who are consultants but very deeply spiritual people, and I know a number—I have a number of friends who get it, that the work we do is spiritual work, it really is.

Tacey Ann Rosolowski, PhD

[1:13:21]

Why is that?

Janis Apted Yadiny, MLS

[1:13:23]

Because you're working with the complete human being and you're going down to soul level, and when people open up to you and tell you what they've experienced and what has hurt them the most and damaged them the most, it's like what you do Tacey, it's soul-level work, you know people dare to cry in front of you and become very vulnerable. That's the soul. So what are we here on earth to do, what are we here on earth to accomplish? So, what I'm here to do, for some reason, I got planted in MD Anderson, and I think I've played a pretty significant role, and I'm proud of what my group has done, and I want the faculty and the trainees that we work with to understand that we minister unto them, professionally and in whatever way they need us. Some do need us for more spiritual discussions, some need us for more psychological repair and help. Some need us for just what we know and understand; how do I manage this team, how do I develop this team. Okay, we've got all these levels of expertise, experience and knowledge, but at the end of the day, what is it we do? We minister to the souls of the faculty and the trainees, that's basically it, and I think it's hugely spiritual and you have to really honor that, and the only way you can honor it is to honor it in yourself at the same time, self-compassion. It's tough, I'm not so compassionate to myself. So that's what I was talking to my friend on Sunday morning, who is a really first-rate executive development person, deeply spiritual, and we did a two-hour walking meditation that he took me on, and he guided me through the whole thing, and it was unbelievable and just what I needed. He's actually the person who put me on to the shaman guy, so he's done 15 years of very serious spiritual development and I've done a lot of work myself. So I think that's what it is, you know, and I think that people get it when they're with you, that this is who you are and that you can go this way or you can go that way, which way do you want. I'll open up myself to you, I've got a whole range of things, see, see, we can go whatever way you want. Some people, I intuitively sense that they need that deeper conversation, and so that's fine and they'll go there, and other people, they just don't want to go there and that's fine.

Tacey Ann Rosolowski, PhD

[1:16:17]

And with some people it changes. Some people may start and they need a little longer to develop trust, or they may not think that a particular conversation, like an interview like we're doing, like an ostensible conversation about career or leadership development could even take them to that place, but then they start to realize wow, this is actually possible, to go out of that comfort zone or go down a different path.

Janis Apted Yadiny, MLS

[1:16:45]

And I need it.

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Tacey Ann Rosolowski, PhD

[1:16:45]

And they'll take it, yes.

Janis Apted Yadiny, MLS

[1:16:46]

Yeah, I need it.

Tacey Ann Rosolowski, PhD

[1:16:47]

Right. So, I think it's always interesting. I always say you work with people where they are, you know, you don't try to push, you just work with people where they are and do what you do, and allow those possibilities to present themselves, and then the person will take what they're ready to take. I mean, my practice is gentler than yours is, you know, in a sense it's your job to be a bit confrontational at times.

Janis Apted Yadiny, MLS

[1:17:17]

Sometimes.

Tacey Ann Rosolowski, PhD

[1:17:18]

And push people. You need to look at this if you want to advance. Mine is a little bit of a gentler process.

Janis Apted Yadiny, MLS

[1:17:25]

We end up at the same place though, with the real story, the real goods.

Tacey Ann Rosolowski, PhD

[1:17:26]

Yeah, it's very true. Exactly, and with people who appreciate that you've offered them that opportunity, you know? Yeah, it is, it's a very interesting thing, allowing—I always call it opening a space where people can pour out who they are and take a look at it, and how often does that happen in someone's life, where they have that. It's very rare, where it's not oh, I'm going to cut your salary because of what you've revealed, or I'm going to, you know, attack you because of what you've revealed. We're here to make that a growth opportunity.

Janis Apted Yadiny, MLS

[1:18:15]

Right, yeah.

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Tacey Ann Rosolowski, PhD

[1:18:16]

Very cool.

Janis Apted Yadiny, MLS

[1:18:18]

Yeah, it is.

Tacey Ann Rosolowski, PhD

[1:18:19]

Is there anything else that you'd like to add at this point?

Janis Apted Yadiny, MLS

[1:18:22]

No, I don't think so, I think that tied it up beautifully.

Tacey Ann Rosolowski, PhD

[1:18:25]

Oh, good.

Janis Apted Yadiny, MLS

[1:18:26]

And thank you for letting me ramble on there, because I really hit on some things that were meaningful to me, in how to talk about this work.

Tacey Ann Rosolowski, PhD

[1:18:34]

Yeah, well, that's, that's what we're here to do. (laughs)

Janis Apted Yadiny, MLS

[1:18:39]

Thank you.

Tacey Ann Rosolowski, PhD

[1:18:41]

Well, I want to thank you so much for the time you've given to the project.

Janis Apted Yadiny, MLS

[1:18:42]

My pleasure, it's great.

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Tacey Ann Rosolowski, PhD

[1:18:45]

Yeah, it's been a real pleasure. Well, I'm turning off the recorder, at about 22 minutes of three. Thank you again.

Janis Apted Yadiny, MLS

[1:18:54]

Great, thank you.