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## Background

- Leadership is inherent to the role of the physician, but specific skill sets are often under-developed and need attention.<sup>1</sup>
- Leadership development must address three broad areas: 1) curriculum; 2) mentorship (coaching) and 3) experiential opportunities.<sup>2</sup>
- Our organization implemented a cohort-based Physician Leadership Academy (PLA) program in 2008.
- Participants completed a variety of learning experiences including +/-22 hours of classroom experience, DISC profiles, peer coaching and leadership projects.
- Through the 2015-2016 academic year, 141 physicians successfully completed the PLA program.

## Objectives:

- To retrospectively analyze the impact of the PLA program by surveying a 5-year cohort (2009-2013) of previous participants.
- To prospectively survey current Section Chiefs to determine their leadership development needs (December 2015).

## Methods

- A 16-item anonymous survey was sent to previous PLA participants.
  - Emphasis on program content and outcomes.
  - Open-ended item about future interests.
- A 9-item needs assessment survey was sent to a new cohort of Section Chief leaders.
  - Emphasis on current roles and duties, role “mechanics,” (protected time, job descriptions, incentives) and specific needs.

## Results – Previous Participants (36% Response Rate)

PLA had positive impact on my [ ] skills (%):

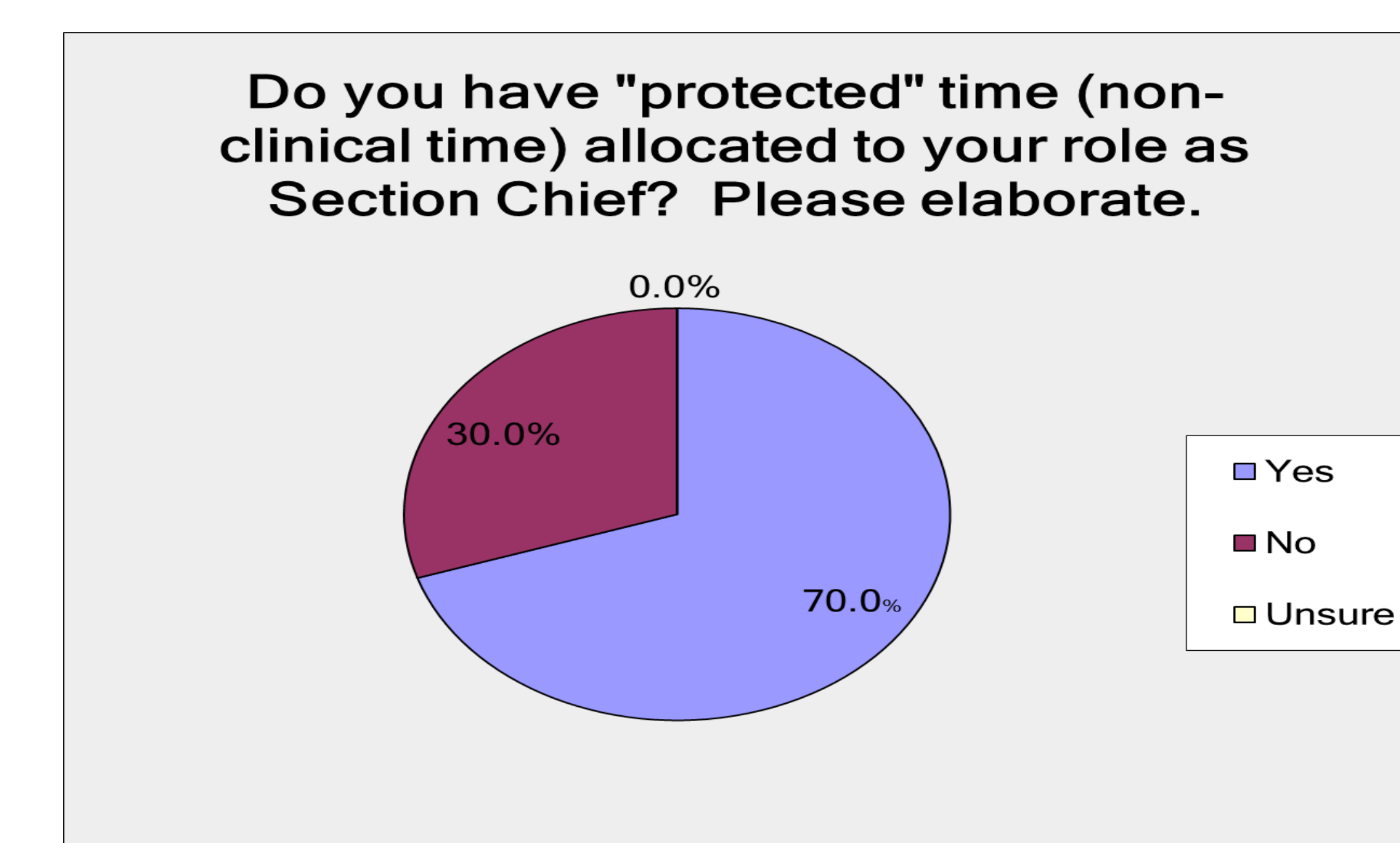
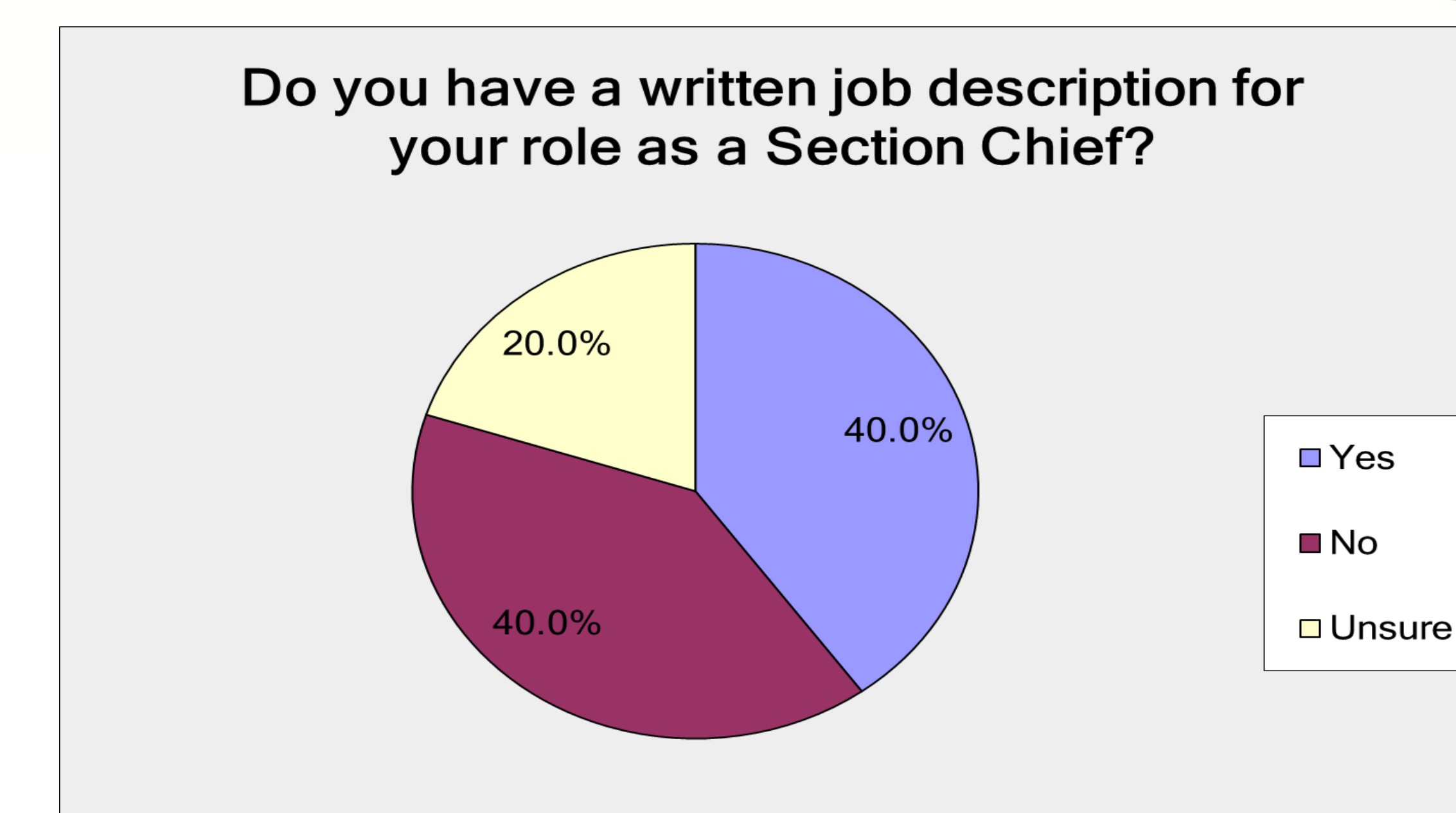
Question	S Agree	Agree	Neither A/D	Disagree	S Disagree
General Administrative	11	36	43	9	0
Decision Making	11	32	50	7	0
Business & Financial Management	9	57	30	2	2
Career Development	9	41	45	2	2
Strategic Planning	12	47	37	2	2
Communication	18	55	25	2	0
People Mgmt & Mentoring	16	61	20	2	0
Change Mgmt	11	59	27	2	0
Team Leader & Interprofess	18	50	30	2	0
PS/Care Quality	7	44	44	5	0

**80% Agreed or Strongly Agreed that “participation in the PLA program was worthwhile.”**

**57% Agreed or Strongly Agreed that “my confidence in my own leadership abilities was positively impacted by the PLA program.”**

**52% “Definitely Would” participate in a “next level” program designed to assist in development of further knowledge and skills on leadership topics**

## Results – Future Participants (69% Response Rate)



### GREATEST NEEDS STATED BY PARTICIPANTS:

1. Personnel Management Skills
2. Motivating physician colleagues
3. Better understanding of organizational goals
4. Financial Management Skills

## Conclusions

Collecting data at different time periods yielded good insights that helped guide our ongoing leadership development efforts.

A unifying theme from both data sets was the need to ensure that our leadership development programs focus squarely on real-time, practical application of concepts.

## References

1. Steinert Y, Naismith L, Mann K. Faculty Development Initiatives Designed to Promote Leadership in Medical Education: A BEME Systematic Review (BEME Guide No. 19). *Medical Teacher* 2012; 34: 483-503.
2. Stoller JK. Recommendations and Remaining Questions for Health Care Leadership Training Programs. *Academic Medicine* 2013; 88 (1): 12-15.

