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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.¹
- Leadership development must address three broad areas²:
 - Curriculum
 - Mentorship (coaching)
 - Experiential opportunities
- Our organization implemented a cohort-based Section Chief Leadership Academy (CLA) program in 2016.
- Participants completed a variety of learning experiences including +/- 16 hours of classroom experience, DISC profiles and peer interaction.
- A total of **53 physicians** successfully completed the CLA program over two years (2016 and 2017).

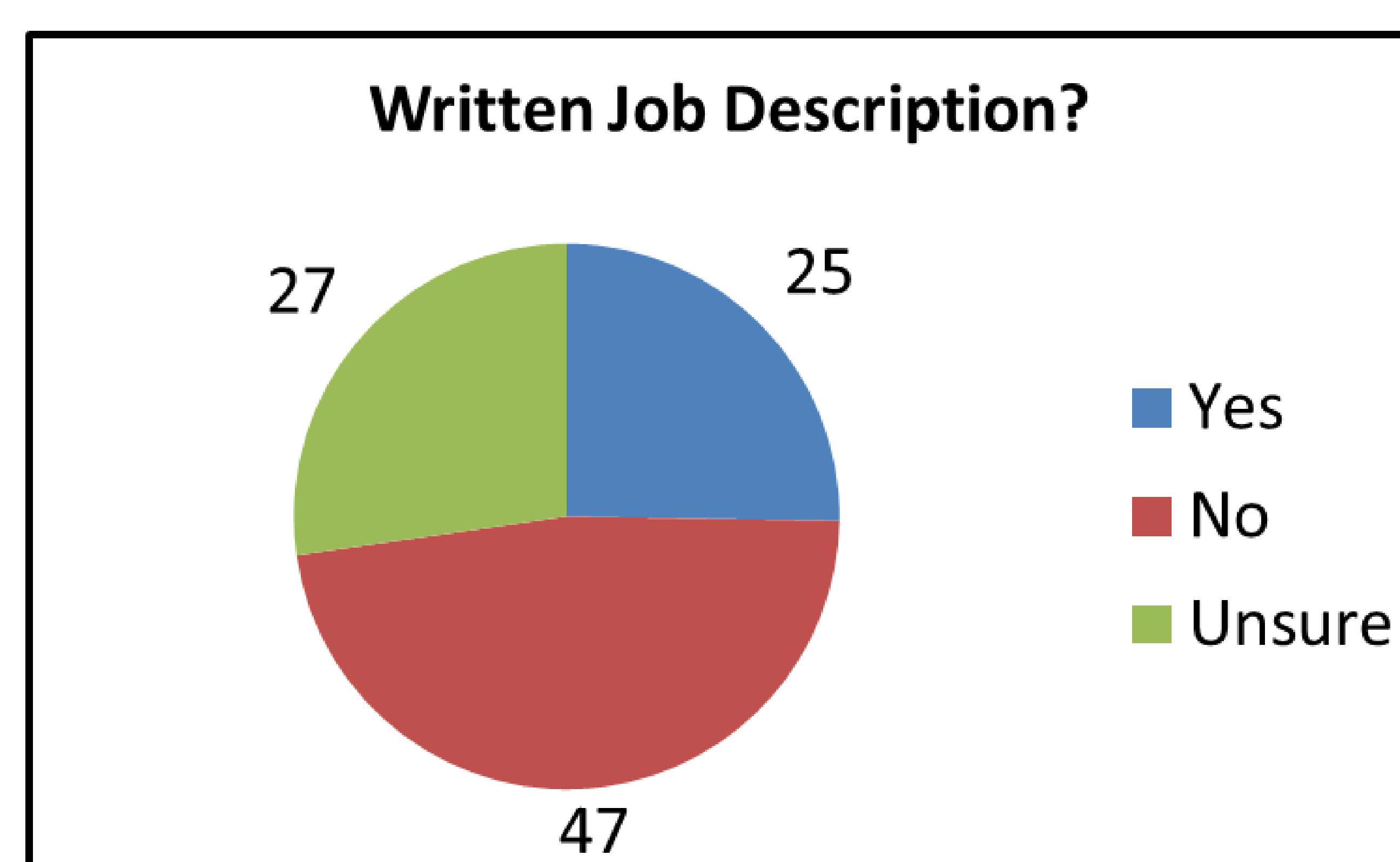
Objectives

- To retrospectively analyze the impact of the CLA program by review of pre- and post-surveys of participants' experiences.
- To prospectively identify future leadership development needs and program outcomes.

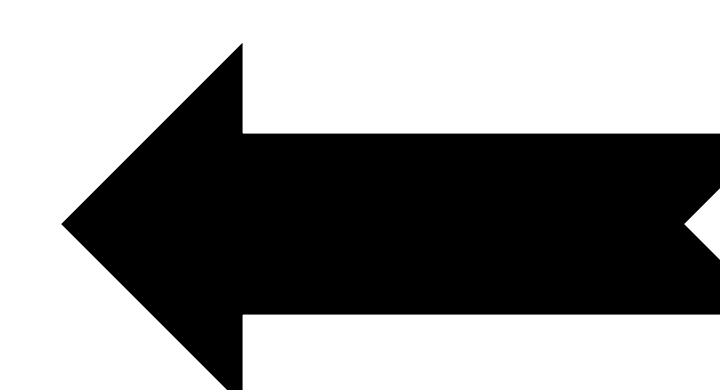
Methods

- 53% of participants (N=30) completed a 9-item **pre-survey** and 55% of participants (N=29) completed an 11-item **post-survey**.
- Included open-ended items asking for feedback on the program and specific topics of future interest.

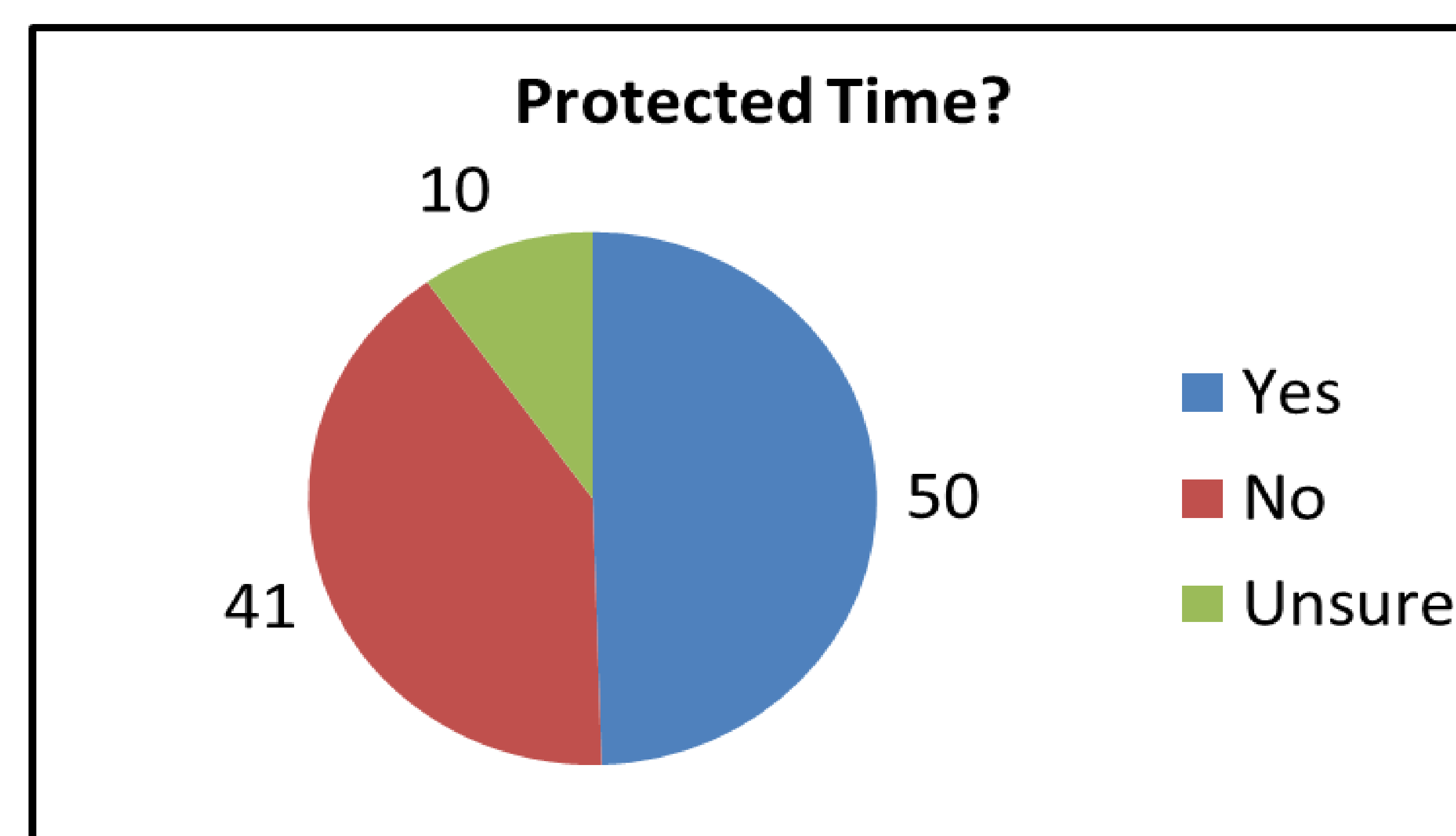
Results



Pretest Item 1



Pretest Item 3



CLA Positively Impacted My Skills in:	PERCENT AGREED
General Administrative	40
Decision Making	39
Business & Financial Management	41
Career Development	21
Strategic Planning	39
Communication	55
People Management & Mentoring	79
Change Management	16
Team Leadership & Interprofessionism	54
Patient Safety & Quality Improvement	31

Post Survey Qualitative Themes:

85%

Agreed or Strongly Agreed that “participation in the CLA program was worthwhile.”

73%

Agreed or Strongly Agreed that “my confidence in my own leadership abilities was positively impacted by the CLA program.”

55%

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

Conclusions

Collecting data in a “before and after” format 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

- 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.
- Stoller JK. Recommendations and Remaining Questions for Health Care Leadership Training Programs. *Academic Medicine* 2013; 88 (1): 12-15.

