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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 areas: 1) curriculum; 2) mentorship (coaching) and 3) experiential opportunities.²
- 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 (%):

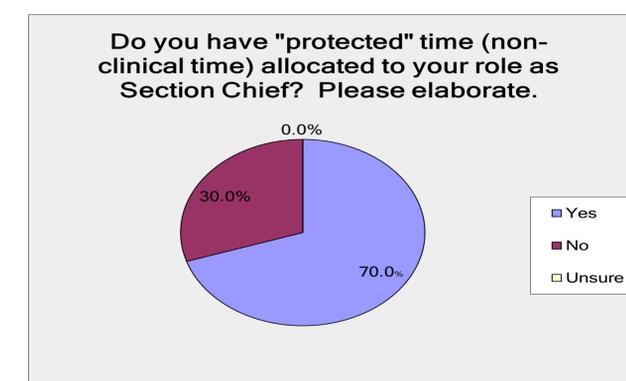
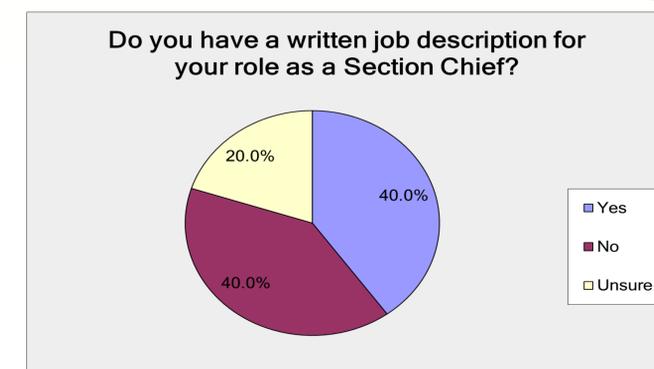
Question	S Agree	Agree	Neither A/D	Disagree	S Disagree
General Administrative	11	36	43	9	0
Decision Making	11	32	50	7	0
Business & Financial Management	9	57	30	2	2
Career Development	9	41	45	2	2
Strategic Planning	12	47	37	2	2
Communication	18	55	25	2	0
People Mgmt & Mentoring	16	61	20	2	0
Change Mgmt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

