Utilizing developmental readiness to modify leadership education for residents

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2017 The International Conference on Residency Education
La conférence internationale sur la formation des résidents

> I do not have an affiliation (financial or otherwise) with a pharmaceutical, medical device or communications organization.

Je n'ai aucune affiliation (financière ou autre) avec une entreprise pharmaceutique, un fabricant d'appareils médicaux ou un cabinet de communication.

Impact of leadership development programs – some concerns

- Leadership training **does not always** result in effective leader development, Beer et al, 2016; Kellerman, 2004

- Most studies **report proximal learning outcomes** (reaction to the program and self-reported knowledge), Frich et al 2015 (syst. review)

- A few studies do demonstrate **positive correlations** with system results & leader performance outcomes – but >50% undergoing leadership development have not had an impact on either self (career) or system, e.g. Straus et al, 2013

Individual factors e.g. psychological capacities,

> open-ness to experience,
>
> influential role models,
>
> previous experience in leadership roles etc….
>
> - Popper et al, 2007

foster leadership development in some persons more readily than in others…..

Suboptimal impact of many leadership development programs is likely **because these ignore the preparedness of the learners** (Reichard & Walker, 2016)

LEADER DEVELOPMENTAL READINESS

DEVELOPMENTAL READINESS
to
make meaning of and incorporate new leader competencies into existing knowledge structures
&
changes in identity to deploy acquired competencies.

DR is a function of at least two general parameters:

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Motivation
to Develop

• **Learning Goal Orientation**
• Seek new experiences, interpret task feedback as developmental

• **Developmental Efficacy**
• confidence in their ability to acquire specific competencies

• **Motivation to Lead**
• Keen on leading, see themselves as a natural fit to lead others

</td><td>

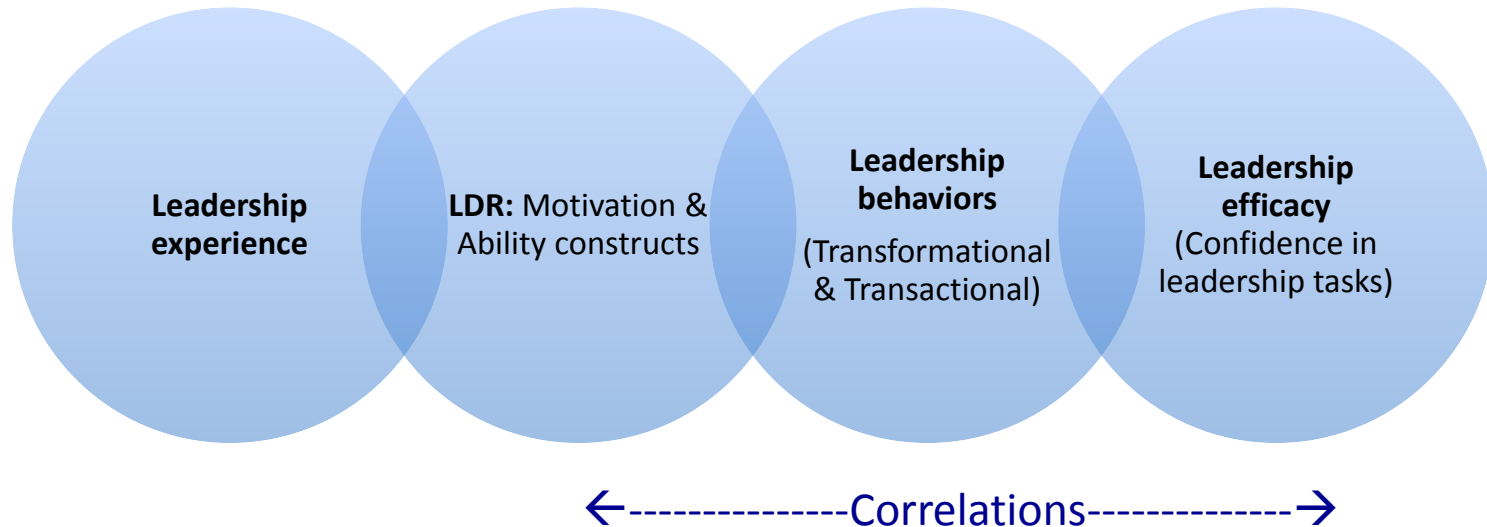**Ability**
to Develop

• **Self Complexity/Awareness**
• the extent to which self-beliefs are clear, confidently defined, internally consistent, and **stable**

• **Meta-cognitive Ability**
• Facilitates second order thinking –
 • Knowledge and Regulation of cognition (how we think)

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Project's purpose:
Explore the relationship between

<-One way ANOVAs->

Leadership experience

LDR: Motivation & Ability constructs

Leadership behaviors
(Transformational & Transactional)

Leadership efficacy
(Confidence in leadership tasks)

←--------------Correlations-------------→

To inform: Who would benefit most?

and then think of how can LDR be enhanced?

METHODS

Participants

46 learners (20 women, age range 23-40)

20 Undergraduate medical students

26 Chief residents

LEADERSHIP EXPERIENCE

Informal
Leadership
roles
N=7 UGME

Formal Leadership
roles (<12 months)
N=18
(12 CRs; 6 UGME)

Formal Leadership
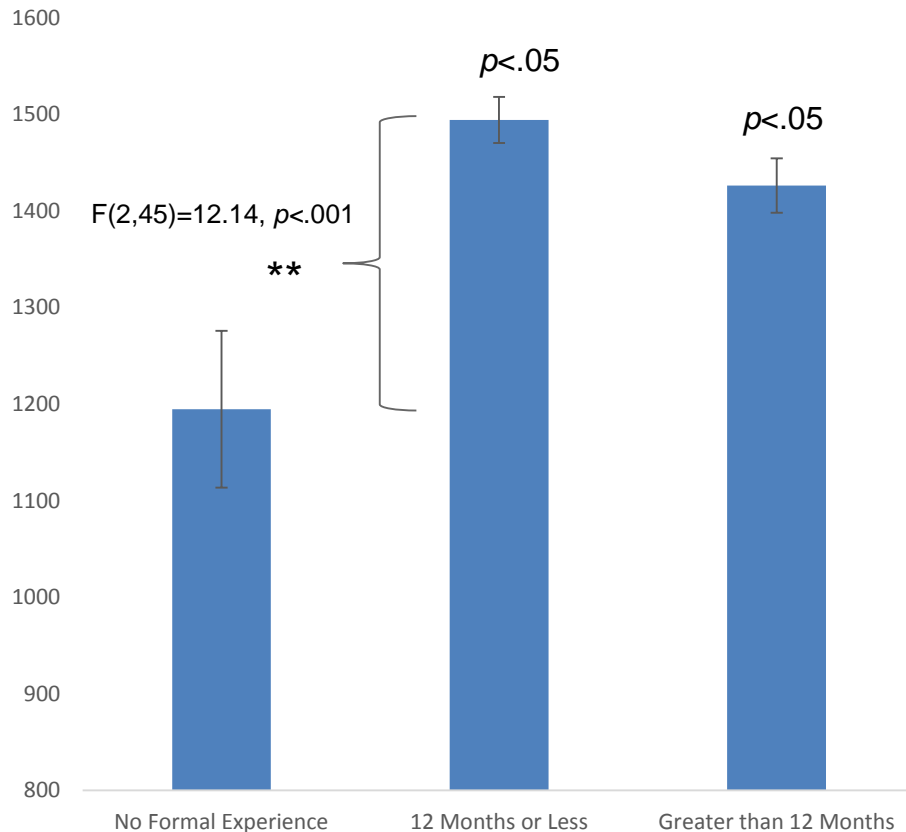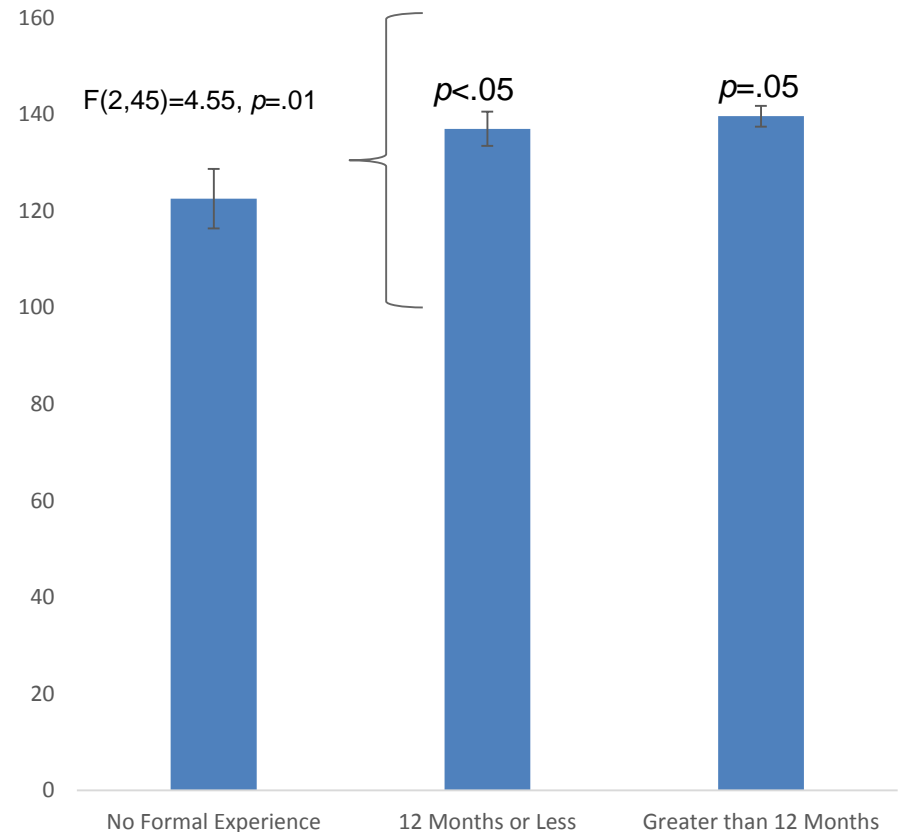roles (>12 months)
N=21
(14 CRs; 7 UGME)

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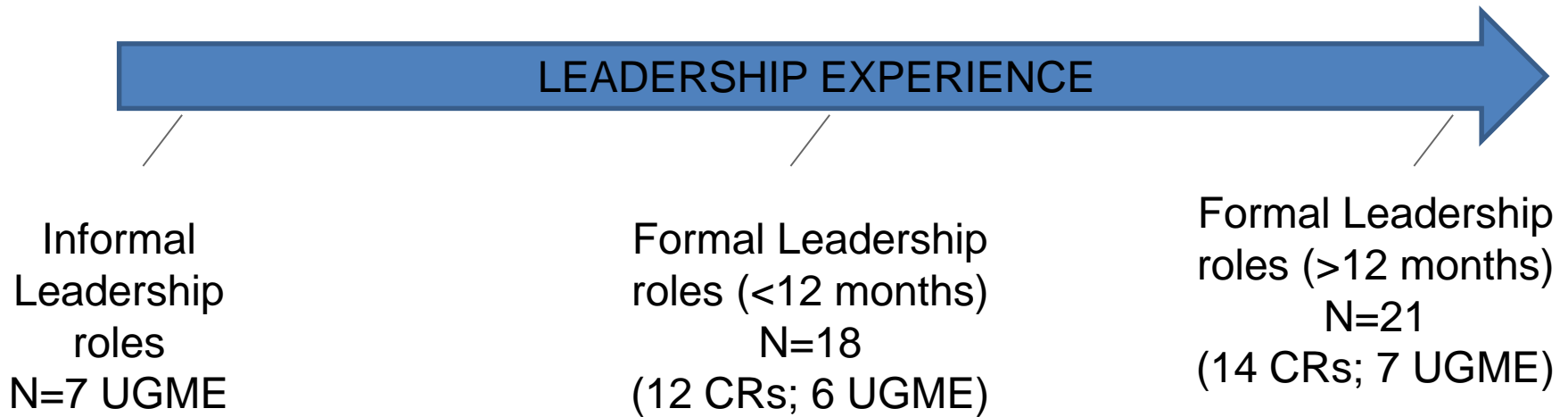
RESULTS & INTERPRETATIONS

1. Does Leadership Experience Reflect Differences in DR (motivation and ability)?

Motivation to Develop

$F_{(2,45)}=12.14$, $p<.001$
**
$p<.05$
$p<.05$

No Formal Experience | 12 Months or Less | Greater than 12 Months

Ability to Develop

$F_{(2,45)}=4.55$, $p=.01$
$p<.05$
$p=.05$

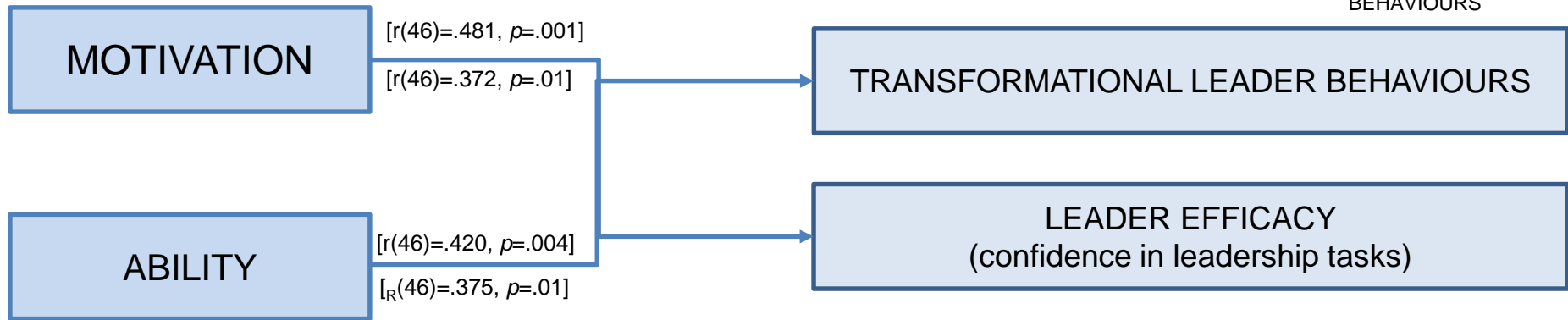No Formal Experience | 12 Months or Less | Greater than 12 Months

Implications: Individuals already engaged in leader roles **are more ready/motivated to develop** and would benefit more from leadership training

Implications: Experienced learners scored higher on ability components and are likely more capable of incorporating new competencies into their knowledge and identity structures

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RESULTS & INTERPRETATIONS

2. Relationship Between DR and Leader Behaviours and Leader Efficacy?

DR

** NO ASSCOCIATIONS WITH TRANSACTIONAL LEADER BEHAVIOURS

| MOTIVATION | $[r(46)=.481, p=.001]$ |
| | $[r(46)=.372, p=.01]$ |

TRANSFORMATIONAL LEADER BEHAVIOURS

LEADER EFFICACY
(confidence in leadership tasks)

| ABILITY | $[r(46)=.420, p=.004]$ |
| | $[_R(46)=.375, p=.01]$ |

➢ **However, by itself** **formal leadership experience (months) was not significantly associated with leader efficacy or leadership behaviours.**
> ➢ **signaling the importance of fostering DR in all leaders, regardless of the amount of leader experience.**

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SO, WHAT NOW?

❖ Leverage leader experience and LDR into leadership development programs.

Content & format evaluated to be relevant and beneficial to leadership development

Understanding LDR has had an
IMPACT ON LEADERSHIP WORKSHOPS

2015
Offered generic topics e.g.
➢ DIFFERENTIATING LEADERSHIP FROM MANAGEMENT
➢ SUCCESS FACTORS FOR EFFECTIVE LEADERSHIP PRACTICES

2016-2017
Incorporate enhancement of LDR & broaden the participant pool
➢ SKILLS AND TRAITS OF EFFECTIVE LEADERS; include various components of the LDR construct
➢ SELF-AWARENESS / COMPLEXITY including EI
➢ Enhance CRITICAL AND CREATIVE THINKING – Distinguishing adaptive from maladaptive reflection

2017-2018
Utilize LDR for
➢ Tailored leadership development map for individual leaders
➢ Use LDR to gauge progression
➢ Identifying high-potential leaders for further development

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Thank you for your time and attention.

QUESTIONS?