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LEAD 2.0: An Interprofessional Leadership Curriculum

JOSHUA D. HARTZELL, MD, FACP, FIDSA

Walter Reed National Military Medical Center, Bethesda, Maryland

Associate Professor of Medicine, Uniformed Services University

Todd Villines MD; Patrick Young MD; Erin Seefeldt MD; Laurel Neff MD

Lisa Moores MD; Clifton Yu MD

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“All physicians (*nurses, pharmacists...*) take a leadership role at some point in their career; while most exert influence in their practices and communities as **informal leaders, some are appointed to **formal leadership roles** with great responsibility.”**

Stewart Gable, MD

Accidental leadership...

“Physicians (*nurses, pharmacists...*) find themselves in leadership positions at some point in their career, and most have **no formal leadership training** or experience.”

Steinhilber S and Estrada C. J Gen Intern Med 30(5):543–5.

LEAD 2.0 Overview

- **Adult Learning Theory and Kolb Learning Cycle**
- **Based on PITO Model**
 - **P - Personal**
 - **I - Interpersonal**
 - **T - Team**
 - **O - Organization**

Core Leadership Topics

- P**
- Leadership 101: Fundamentals of Leadership
 - Mentoring and Coaching
- I**
- Emotional Intelligence
 - Conflict Resolution
 - Feedback
- T**
- Managing Effectively
 - Building an Effective Team
- O**
- Implementing Change



What sessions look like?

- **Pre-course work**
 - Readings
 - Videos
 - Self-assessments
- **Mini-lecture**
- **Small groups, Pair-share**
- **Panel discussions**
- **Case studies**



Walter Reed GME Leadership Certificate

8 Core Topics

- 15 hours
- Anytime during residency

3 Electives

- 5 Hours
- Learner choice
- USU, WRNMMC, or outside speakers

Mentoring

- Ongoing
- PD or designee

LEAD 2.0 Outcomes

- **Completed first cycle of all 8 sessions**
 - **JAN 16 to AUG 16**
 - **3 of 8 speakers from outside Walter Reed**

- **207 total attendees**
 - **Physicians (medical students to staff, n = 190)**
 - **Nurses (n=10)**
 - **Allied health (n=7)**

Leadership 101

- **Recognize all health care providers are leaders**
- **Differentiate between leaders and managers**
- **Develop a personal definition of leadership**
- **Recognize characteristics of effective leaders**
- **Characterize the differences between leading with influence versus leading with authority**
- **Understand different leadership styles and situational leadership**

Leadership 101

What Sort of Leader are You?

Helping You Develop Life Skills

The key to being an effective and long-lasting leader is being able to lead in a variety of situations and with a variety of different people. In order to achieve this you need a good mix of leadership styles.

This quick quiz will help you to identify which leadership styles you are good at and which you may need to develop further.



The quiz is based on the six leadership styles identified by Daniel Goleman, namely:

- Coercive (or Commanding)
- Pace-setting
- Authoritative
- Affiliative
- Democratic
- Coaching

Leadership 101

- **The speaker inspired me to take on more of a leadership role.**
 - **85% (17/20) agree or strongly agree**
- **The speaker inspired me to learn more about leadership.**
 - **95% (19/20)**
- **Following the class, I understand the different levels of leadership in healthcare (frontline vs. service vs institutional) more fully.**
 - **90% (18/20) agree or strongly agree**

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Leadership 101

- **The leadership styles inventory (online quiz) was a good use of my time.**
 - **80% (16/20) agree or strongly agree**
- **I consider everyone in healthcare a leader.**
 - **Prior to class 70% (14/20)**
 - **Post class 100% (20/20)**

Mentoring and Coaching

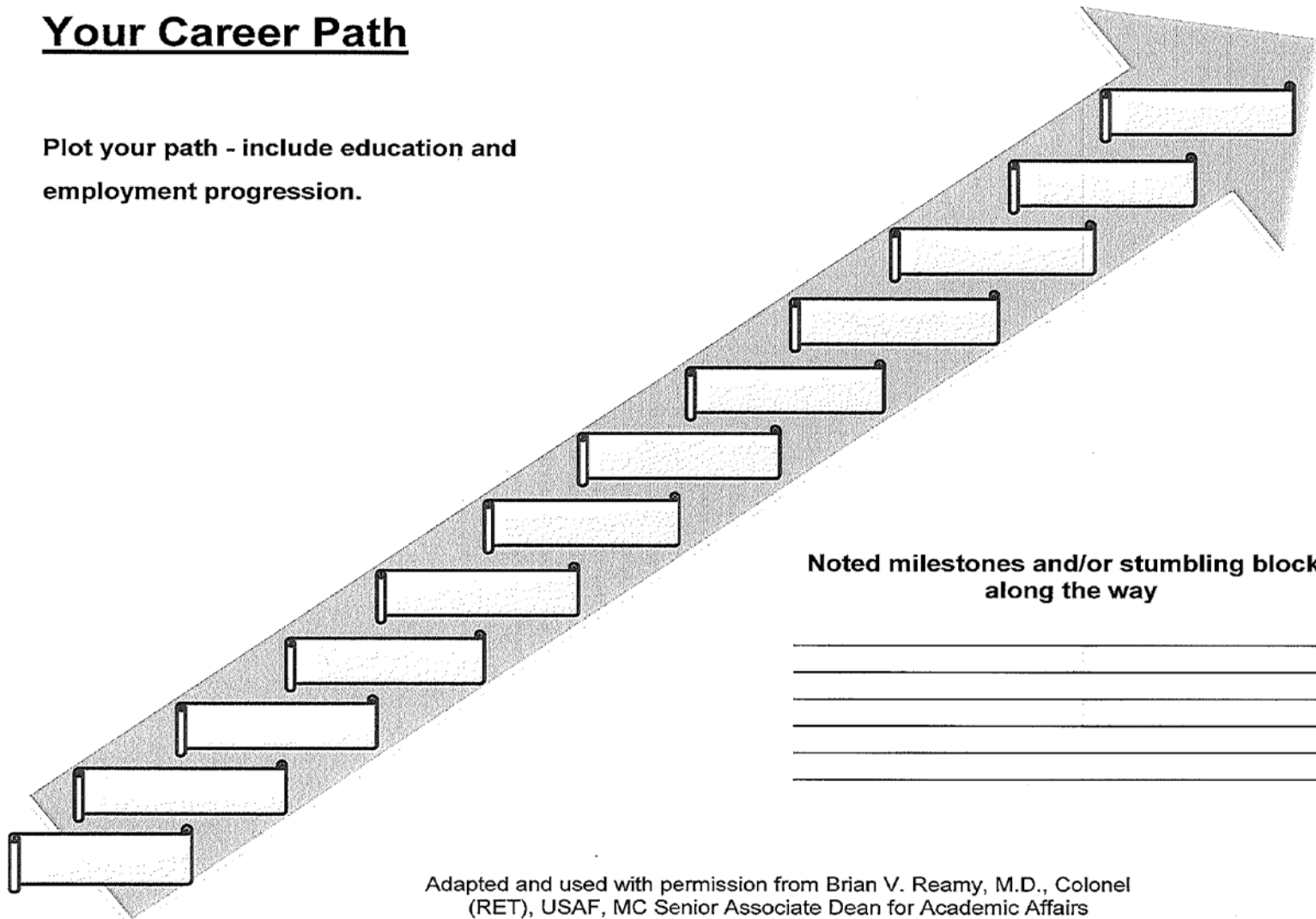
- **Differentiate between mentorship, coaching, and sponsorship.**
- **Describe commonly used mentoring techniques used to establish more meaningful mentoring relationships.**
- **Develop an understanding of the barriers that exist for women and minorities and that sponsorship is one strategy to potentially overcome these barriers.**

Mentoring and Coaching

12/2013

Your Career Path

Plot your path - include education and employment progression.



**Noted milestones and/or stumbling blocks
along the way**

Adapted and used with permission from Brian V. Reamy, M.D., Colonel (RET), USAF, MC Senior Associate Dean for Academic Affairs

SMART GOALS

<p>S- Specific</p>	<p>What, why, and how</p>	<p>Write a systematic review of leadership curricula with assistance of resident and medical librarian in order to develop GME leadership curriculum at WRNMMC</p>
<p>M- Measureable</p>	<p>How will I measure success (incremental and final)?</p>	<p>Complete literature search by 1 Nov</p>
	<p>What deadlines do I set?</p>	<p>Complete article selection by 1 January</p>
	<p>What defines completion?</p>	<p>Write paper and develop curriculum by 1 July</p>
<p>A- Achievable</p>	<p>How can it be accomplished?</p>	<p>Complete systematic review and submit for publication by July 1 by devoting time each week to the project and learning elements of systematic review</p>
	<p>What are the logical steps?</p>	
	<p>Should stretch you (motivate) but not be impossible?</p>	
<p>R- Relevant</p>	<p>Does it matter to others?</p>	<p>A systematic review is important step in developing GME leadership curriculum at WRNMMC.</p>
	<p>Is the timing right?</p>	<p>Topic of leadership is becoming more frequent at meetings and in the literature.</p>
	<p>Do I have the resources?</p>	<p>We have librarian and interested resident to help.</p>
	<p>Does the goal align with my long term plans?</p>	<p>Developing future leaders is a core personal goal.</p>
<p>T- Time-Bound</p>	<p>How long will it take?</p>	<p>Estimated time to complete this task is one year and I plan to work on this goal during a few mornings each week and on weekends with deadline of finishing of 1 July 2016.</p>
	<p>When will I work on the goal?</p>	
	<p>Do I have the time to devote to this goal?</p>	

Mentoring and Coaching

- **Attendance (and completed survey)**
 - 10 physicians
 - 5 nurses
 - 6 allied health professionals
- **100% agreed (62%) or strongly agreed (38%) session was useful**
- **90% said they would change the way they mentor following the session**
- **85% said they would use the SMART goal format for goal setting in the future**

Giving Effective Feedback

- **Session on feedback was useful. (4.33)**
- **Following the session, I have a better understanding of feedback. (4.3)**
- **Following the session, I feel more confident in my ability to give feedback. (4.0)**
- **Following the session, I plan to try new methods of delivering feedback. (4.2)**

Lessons Learned

- **LEAD 2.0 appears to result in improvements in leadership knowledge, skills, and attitudes**
- **Learners are willing to do pre-session readings and self-assessments**
- **Don't overuse video content**
- **Use paper assessments during class to get meaningful feedback**
- **Difficult to get involvement from some services and non-physicians**

Next steps

- **Increase attendance of non-physicians and some specific physician disciplines**
- **Develop elective offerings**
- **Develop longitudinal program evaluation**
 - **Post course survey**
 - **Qualitative assessment**

Thank you

Questions



BACK-UP SLIDES

Leadership training: what exists

- **Systematic review of leadership programs**
 - **45 studies total - 26 involved trainees**
 - **29 programs for leaders without a title**
- **Survey of Dermatology Program Directors**
 - **91% of program directors and trainees thought leadership could be taught**
 - **78% of respondents agreed leadership training is important**
 - **Only 13% of programs had formal curriculum**

Frich JC, et al. J Gen Intern Med. 2015;30(5):656-74.

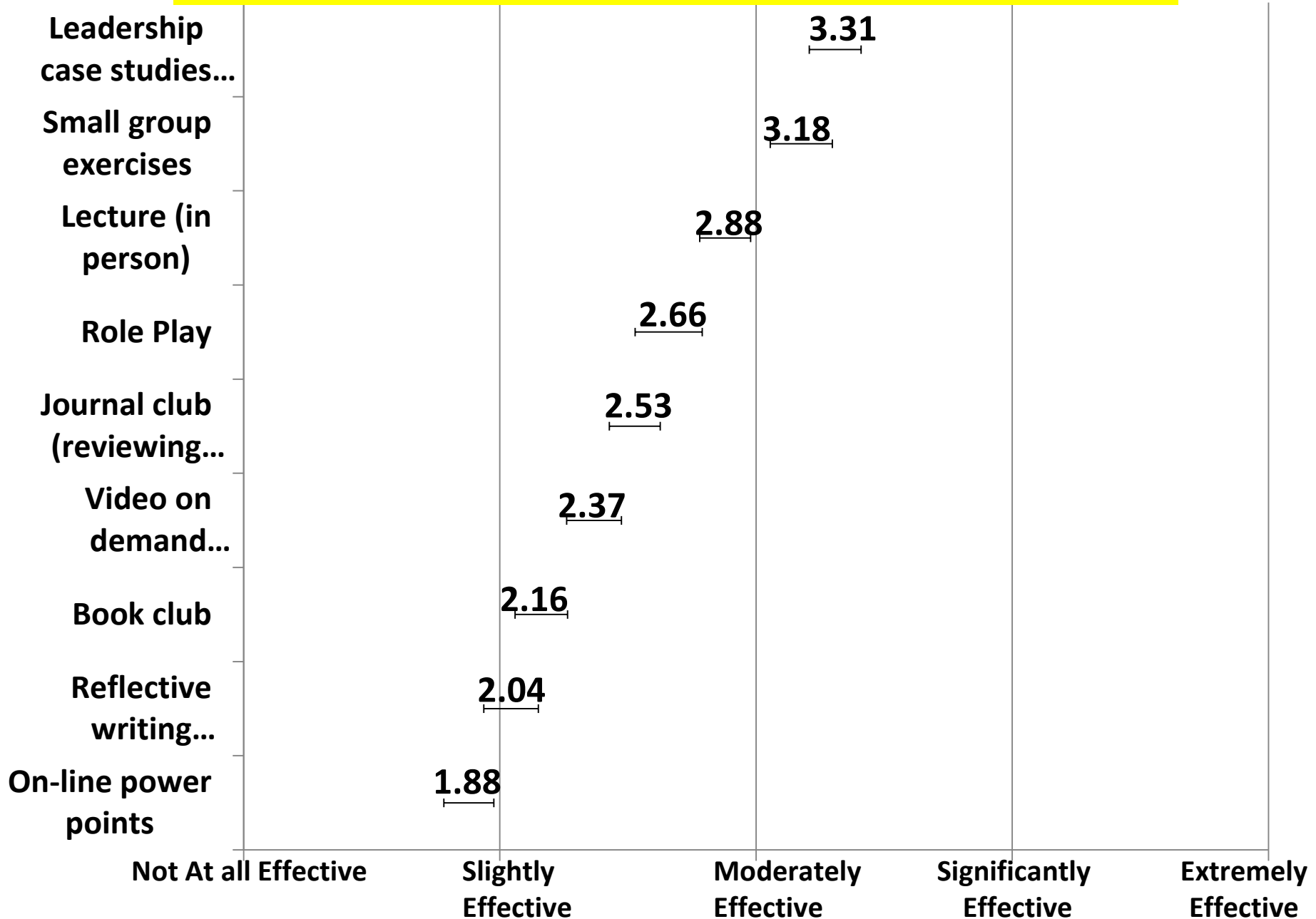
Baird DS, et al. J Am Acad Dermatol. 2012;66(4):622-5.

Top 10 Leadership Topics

Topic	Likert Score
Conflict resolution	4.07
How to motivate a subordinate	4.01
How to implement change	4.00
Providing feedback	3.99
How to mentor	3.96
How to build a team	3.94
Toxic leadership	3.86
How to evaluate	3.83
How to coach	3.82
How to run a meeting	3.79

Topics were ranked from 1-5 on Likert scale (Not at all important to Extremely important). All topics except Myers-Briggs and generational differences were considered at least moderately important.

How effective would the following formats be for teaching leadership to trainees?



Preferred Teaching Methods

Teaching Methods	Likert Score
Leadership Case Studies	3.31
Small group exercises	3.18
Lecture (in person)	2.88
Role play	2.66
Journal Club	2.53
Video on demand	2.37
Book Club	2.16
Reflective writing	2.04
Online powerpoints	1.88

Topics were ranked from 1-5 (Not at all effective to extremely effective).