What works in academic leadership development? The evaluative case of a contemporary program

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Leadership Development Outcomes

Program

Participants

Context

Leadership Development Outcomes
How much of a difference or contribution has the program made to observed outcomes?
Contribution analysis

Theory based evaluation approach which examines the pathways through which a given program contributes to desired outcomes.

Seeks to identify

1. potential impact pathways (deliberate or emergent)
   and

2. The individual and contextual factors that may limit their influence

Mayne 2008, van Melle 2017
New and Evolving Academic Leaders Program
NEAL Program

• 8 months program – 3 x 4-day modules
• Goals
  – Develop the mindsets and skillsets
  – Create an interdisciplinary network
• Curriculum
  – Content – authentic, self, shared and complexity leadership
  – Process
    • Experiential learning and reflective practice
    • Maximize interaction of diversity of perspective
Contribution Analysis Method

Identify attributional evaluation questions
Attributional Evaluation Questions

1. In what ways, does the NEAL program contribute to shifts in leadership mindsets and practices of Academic Health Science Leaders?

1. What are the individual and contextual factors that may limit the influence of these hypothesized claims?
19 Alumni participated

- Program graduates classes of 2014-2016
- 10 female
- 12 MD’s, 7 nonMD’s
- 89% from Toronto
- Interviewed Oct- Dec 2017
4 Coaches

- Senior academic leaders retired from formal roles
- 14.5 yrs of formal leadership experience (range 10—20)
- 4 different health professional / science faculties
- 3 yrs coaching for NEAL –
- Interviewed Dec 2017- Jan 2018
Self-assessment part of 360

- Authentic Leadership
- Collective/Shared Leadership
- Delegating
- Organizational Citizenship Behaviour
  - Individual
  - Organizational
- Empowering Others
Results

Hypothesized 12 contribution claims to be tested
<table>
<thead>
<tr>
<th>Contribution Claim</th>
<th>Outcome</th>
<th>Coaches</th>
<th>Indi / Context Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical performance feedback</td>
<td>Practice change</td>
<td>✔️</td>
<td>Other sources</td>
</tr>
<tr>
<td>Contribution Claim</td>
<td>Outcome</td>
<td>Coaches</td>
<td>Ind / Context Factors</td>
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<tr>
<td>Learning within a diverse class</td>
<td>Increased access / utilization of network</td>
<td>✔️</td>
<td>Workload Style</td>
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<tr>
<td>Contribution Claim</td>
<td>Outcome</td>
<td>Coaches</td>
<td>Self-Assess 360°</td>
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<td>------------------</td>
</tr>
<tr>
<td>Learning within a diverse class</td>
<td>Value &amp; solicit diversity of perspective for leadership work</td>
<td>✔</td>
<td>✔ Collective</td>
</tr>
<tr>
<td>Contribution Claim</td>
<td>Outcome</td>
<td>Coaches</td>
<td>Self-Assess $360^0$</td>
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<tr>
<td>Senior leader exposure</td>
<td>Appreciate the diversity of approaches and mindsets $\rightarrow$ mindset &amp; practice change</td>
<td>✔️</td>
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<tr>
<td>Prompt development of new attitudes &amp; capabilities</td>
<td>Increased confidence &amp; capability</td>
<td>✔️</td>
<td>✔️</td>
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<tr>
<td>Shared leadership</td>
<td>Practice change</td>
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<td>✔</td>
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<tr>
<td>Authentic Leadership</td>
<td>Practice change</td>
<td></td>
<td>✔</td>
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<tr>
<td>Self – leadership</td>
<td>Practice change</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Complexity-informed leadership</td>
<td>Practice change</td>
<td></td>
<td>✔</td>
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</table>
Participants
• Interpersonal Style
• Attitude
• Capability
• Fit with coach
• Workload

Context
• Workload
• Other feedback programs

Class selection
Course design

Mindset & Practice
Network expansion

Leadership paradigms

Experiential learning
Reflective practice

Feedback Coaching
Limitations

- Social desirability bias
- Generalizability
Comments or questions

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## Self-Assessment of Leadership practices and OCB

<table>
<thead>
<tr>
<th>Survey Scale</th>
<th>Pre-program Mean (SD)</th>
<th>Post-program Mean (SD)</th>
<th>α</th>
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<tbody>
<tr>
<td>Authentic Leadership (AL)</td>
<td>5.89 (.49)</td>
<td>6.24 (.42)</td>
<td>.85</td>
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<td>Collective / Shared Leadership (CL)</td>
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<td>Delegating</td>
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<td>6.23 (.67)</td>
<td>6.43 (.44)</td>
<td>.79</td>
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<tr>
<td>OCB - O</td>
<td>6.44 (.53)</td>
<td>6.72 (.34)</td>
<td>.63</td>
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