

Professional Leadership Development

The Ohio State University Wexner Medical Center (OSUMC) has several residency programs in Columbus, Ohio:

- National Church Residences and The Ohio State University Geriatric Residency ,
- The Ohio State University Nisonger Center and Nationwide Children's Hospital Pediatric Residency,
- The Ohio State University Wexner Medical Center has several residencies: Neurologic Residency, Women's Health Residency, Sports Residency, Orthopedic Residency and three fellowships: Orthopedic Manual Therapy Fellowship, Performing Arts Fellowship, Upper Extremity Athlete Fellowship

All of these programs are directed by John DeWitt at john.dewitt@osumc.edu

The Ohio State University Wexner Medical Center Residencies and Fellowships have made a substantial commitment to the teaching and learning of professional leadership theory and skills. They have developed a program culture which supports the design and implementation of an innovative leadership module which is taught to all program participants.

Key elements of the leadership module

The leadership training is provided to the residents in two parts:

- Developing the Leader Within
- How to lead others.

Both sessions are performed in person with a good deal of group facilitation. Residents are required to complete a personal mission statement, complete a self-assessment (Meyers Briggs) and participate in a discussion about emotional intelligence.

The second lecture focus is on the 4 "Ps" (Personality Trait + Principles + Passions = Purpose). There is no project associated with this course.

The module is taught by Paul Tadak, PT,OCS, FAAOMPY (OMPT Fellowship Director). He has a passion for leadership training and has taken several training courses both within and outside of OSU.

All residents and fellows take the series together at the same time. It is offered in Jan (Course 1) and Feb (Course 2). Fellows will take the course the first month and the resident will take it during their 6th month of the program. We would ideally do it at the time in all programs however we have varying start dates between our residency and fellowships.

What made you decide to develop this module? We developed the series for several reasons. First the resident doesn't always see themselves as a leader. We use the experience to allow them to explore this concept. We also recognized that our residents, when they struggle, do so with professional issues rather than clinical knowledge or application. We needed a more intentional way to train accountability, emotional intelligence, communication, time/stress management, self-awareness, etc.

What were the internal resources that you utilized: We worked with OSUWMC's leadership Academy and Educational Resources to train Paul and consult on curriculum design/content we built for our residents and fellows. Several administrative leaders with OSUMC from Physical Therapy, Dentistry, and Ambulatory Services Admin were brought into a panel discussion to discuss their personal and professional perspectives on leadership. This was done during the first class last year.

What were the external resources you utilized:

- We pulled in Emotional Intelligence from personal experience and used the Meyers-Briggs website (www.myersbriggs.org) to complete the personality profiles. We are currently moving to DISC (Dominance/Influence/Steadiness/Conscientiousness) personality assessments which was performed by faculty at OSU's Fisher College of Business. The DISC facilitation was performed during our annual residency and fellowship mentoring in-service. Free personal mission statement instructions and worksheets from the University of Rochester in NY(<https://www.rochester.edu/careercenter/toolkit/personal-statements.html>) were utilized to help the residents and fellows write their own personal mission. Below are questions we asked them to consider before writing their own personal mission statement:
 - What's special or unique about your story? Are there details related to your personal or family history, personal hardships, or someone who has influenced or mentored you, that might help the reader understand you better?
 - What are your career goals?
 - What skills do you possess? Are you a natural leader, a manager, analytical, etc?
 - Why are you interested in this field, or how did you learn about it?
 - If you have worked or held an internship during college, how did that contribute to your growth?
 - Are there any issues with your academic record that need explaining?
 - How does your personality suit you for success in this field or profession?
 - What sets you apart from all the other applicants? In other words - how can you sell yourself to the reader?

All of this information was wrapped into what Paul called the "4Ps": Personality, Passion, Purpose, and Principles. He just made this up to remind residents/fellows on their importance to professional leadership training.

How did you get your administration on board to develop this leadership segment?

Management has always been supportive of recruiting, developing, and retaining talent. They see professional leadership as a way to complete this goal both within and outside of the residency/fellowship programs. Paul and I are part of the management team which help establish trust and communication on what we are trying to accomplish. Clinicians use already budgeted CE funds to pay for the course so the cost is neutral.

Additionally, there is limited vertical job growth in our system which can create frustration and burnout of our clinicians. We are trying to use leadership training to help our crew know themselves better and identify or better appreciate their “4Ps” to ensure they align their work with their passion. Aside from what we do with our residents and fellows, we are also bringing in LAMP 101 and 201 next year as well as a coaching and talent/culture workshops for 50 of our staff.

What are your plans for assessment?

- Residency and fellowship leadership training (Course 1 – Personal leadership; Course 2 – Leading others)
 - We are still discussing assessments, but will likely use an established tool such as the Leadership Framework Self-assessment.
- For staff training (LAMP 101/201, coaching, and talent/culture)

We received a \$3,500 grant from the Fisher College of Business to implement and assess our 2019 leadership curriculum. Are current aims with this curriculum.

 - Aim 1: Create a profile and characterize physical therapists who have enrolled and completed a 12 month structured leadership training program in an academic medical center.
 - Aim 2: Compare physical therapists’ self-perception of their leadership abilities and acumen before and after a 12 month leadership training program
 - We will assess Aim 1 by collecting demographic, professional experiences, and previous education/training for those who have completed the 2018 leadership training program and for those who enroll in the 2019 program.
 - We will assess **Aim2** by having those who have completed the 2018 Leadership Training Program and those who enroll in the 2019 program complete the Leadership Framework Self-assessment and Leadership Practices Inventory Self tool.
- A couple of residents and fellows are scheduled to take this curriculum, however we didn’t make this mandatory due to time constraints associated with the programs.

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