



Improving Leadership Development

Evaluating the AAMC's Leadership Programs
Using the Principles of Instructional Design

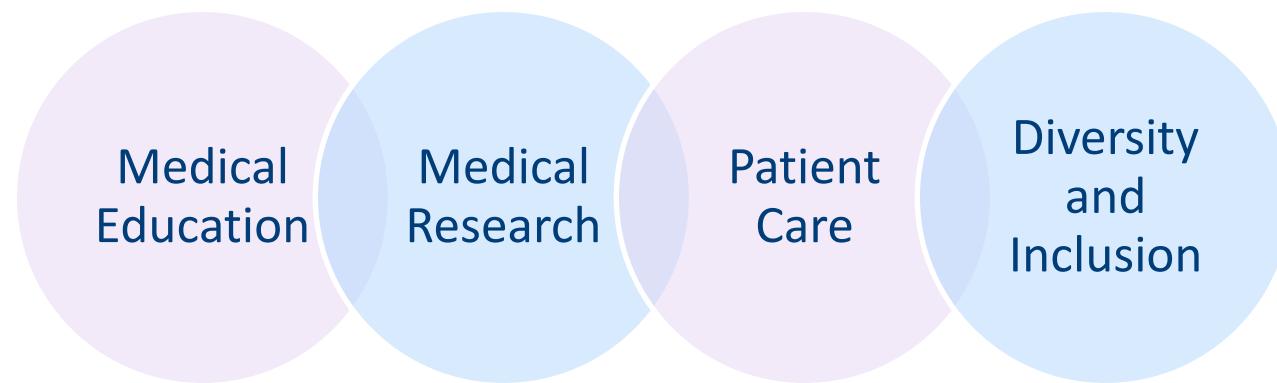
Nancy Moeller, Ph.D.
Jacqueline Loweree, M.A.
Alexandrea Pitzer, M.A.

Learn
Serve
Lead



What is the Association of American Medical Colleges (AAMC)?

A not-for profit association, the AAMC is dedicated to transform health care by supporting the following mission areas:



Established in 1846, the AAMC supports:

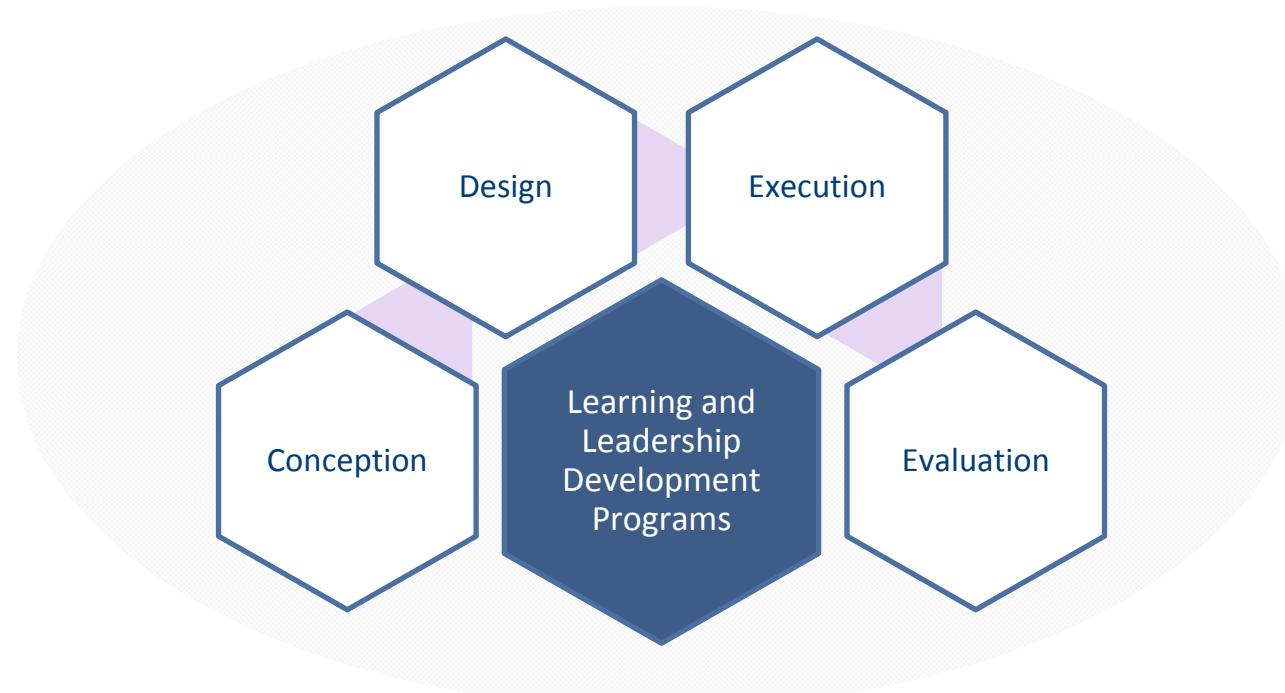


Learning, Leadership Development, and Evaluation at the AAMC

To support the AAMC's multi-faceted mission areas, the new group Learning, Leadership Development, and Evaluation (LLE) was created.

mission

Further enrich members' learning and leadership development by offering more robust learning experiences by improving existing/newly developed programs.

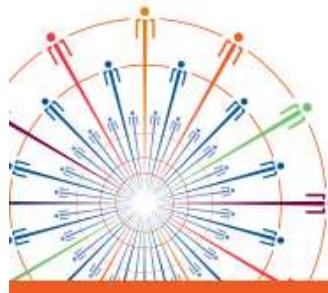


2017 Group on
Information Resources (GIR)
Leadership Institute



AAMC Council of Teaching Hospitals and Health Systems 2017 CEO Roundtable

Being a Resilient Leader



Leadership and Management Foundations
for Academic Medicine and Science



 LEADERSHIP DEVELOPMENT
CMO (Chief Medical Officer)
Leadership Academy



2017 Council of Deans Spring Meeting



Early Career
Women Faculty
Leadership
Development
Seminar



TRANSFORM

2017 AAMC NATIONAL PROFESSIONAL DEVELOPMENT CONFERENCE
FOR INSTITUTIONAL ADVANCEMENT
Sponsored by the Group on Institutional Advancement

Minority Faculty
Leadership Development
Seminar



Challenges with Learning & Leadership Development Programs



Consistent language

Lacking a **consistent language** to distinguish the myriad of learning and leadership development **offerings across the organization**.



Consistent quality

Lacking **consistently high-quality** and cutting-edge learning and leadership development experiences for members **across all multidisciplinary programs**.

From Challenges to Solutions

Lacking a consistent language

Started socializing **explicit definitions** to differentiate learning offerings as **conferences, seminars, or workshops.**

Lacking consistent quality

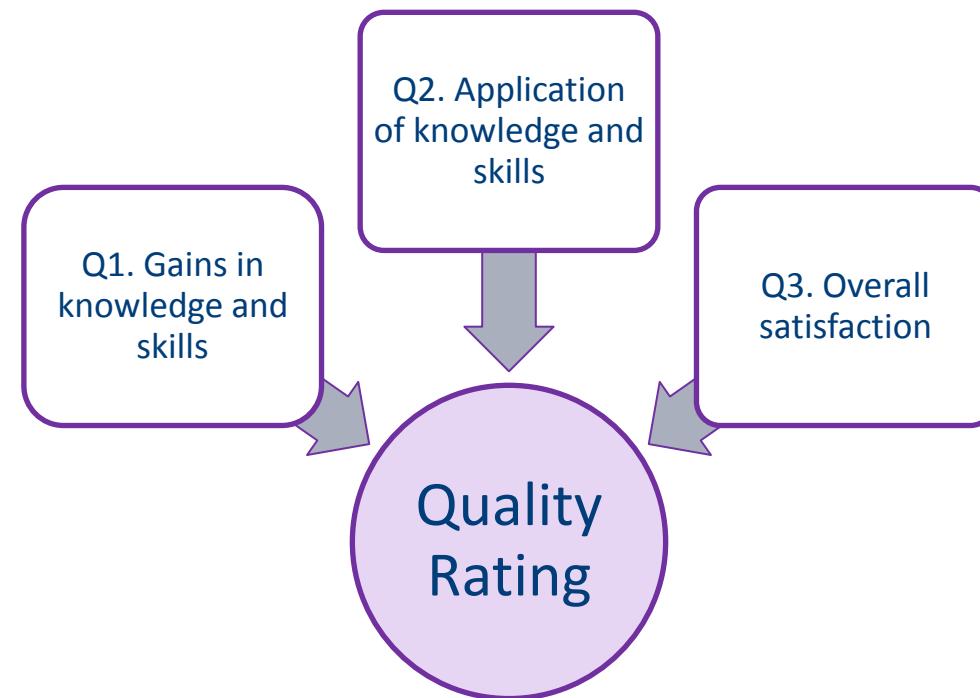
Created a team of internal **evaluators** to develop a **consolidated effort** to **monitor** and **evaluate** the **success** across programs using both **evaluation** and **instructional design best practices.**

Measuring Consistent Quality

Initial efforts to measure consistency were to **standardize some** of our existing and newly developed post-program **evaluation survey questions** across all learning and leadership offerings.

Survey questions focus on the program's

- Overall outcomes
- Peer-to-peer learning experiences
- Design and development
- Logistics



The quality rating was calculated by combining the scores of the three standard questions for overall outcomes (**Where: 1=Strongly Disagree to 5=Strongly Agree**).

Raising the Bar on the AAMC's Learning and Leadership Development Programs

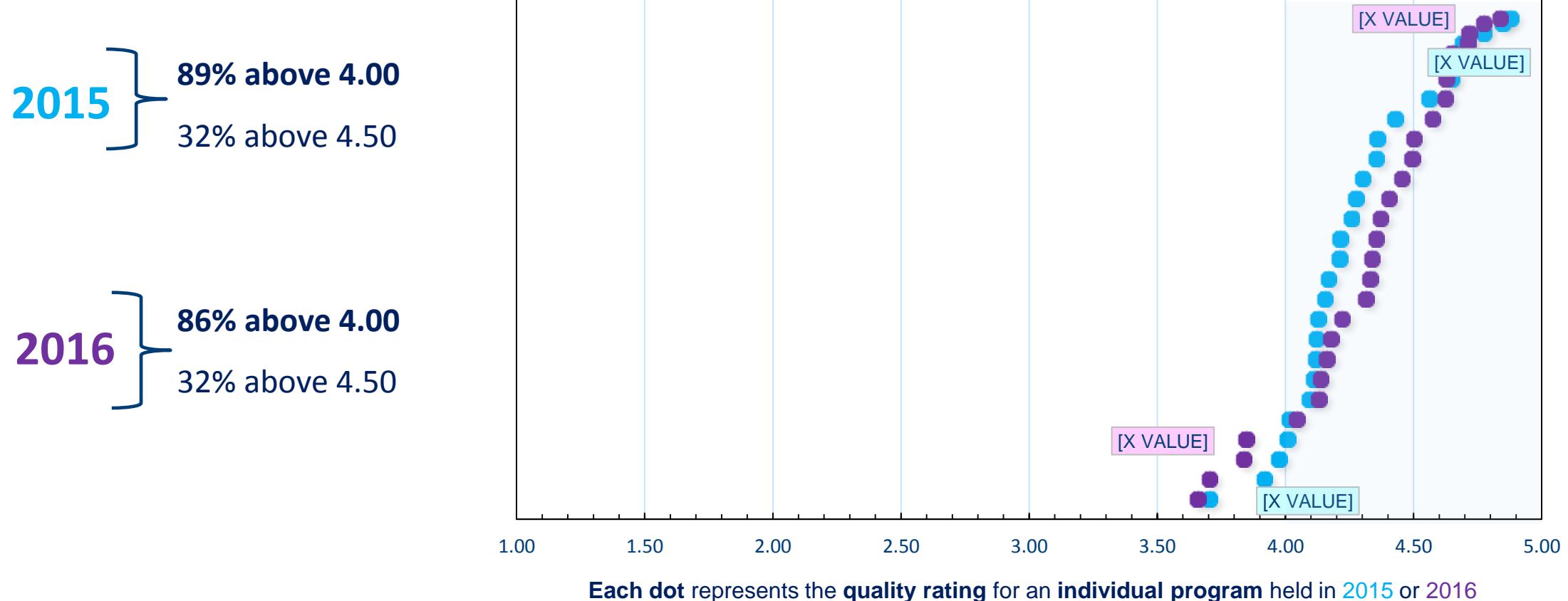
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Achieve an overall **quality rating** of 4.00 on 85% of learning and leadership development offerings.

Consistent delivery of **high-quality** learning and leadership development programs will position the AAMC well with our members and constituents. This goal also speaks to the ongoing efforts to establish a **culture of excellence** in the **design, development** and **delivery** of learning and leadership development offerings across the AAMC.

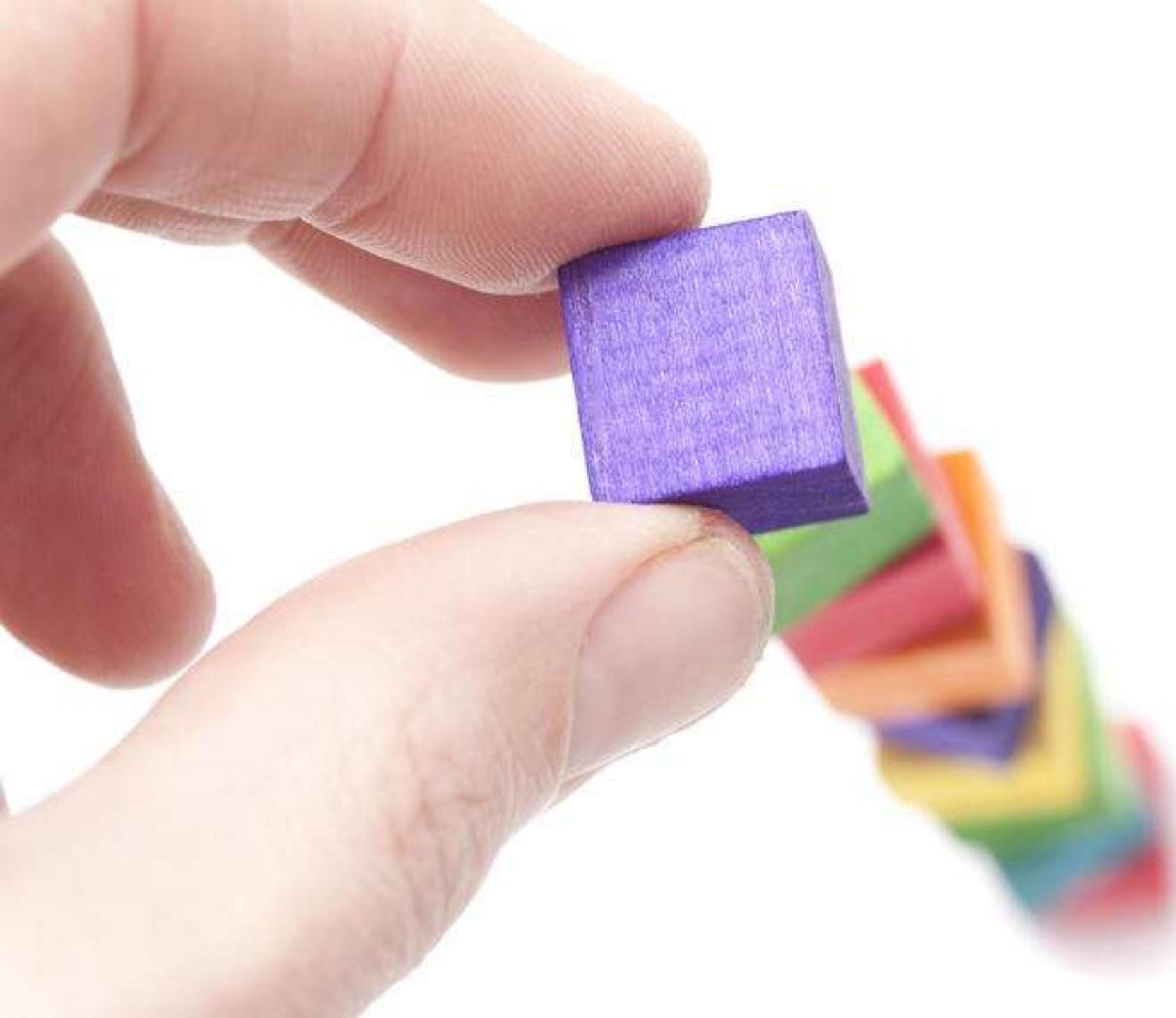
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Overall Quality Ratings for Learning and Leadership Development Programs in 2015 & 2016



Quality ratings were calculated for 56 programs (2015, n=28 & 2016, n=28).

Quality rating was calculated by combining the scores (1=Strongly Disagree to 5=Strongly Agree) of the following standard questions: *I gained valuable skills and knowledge; I will apply new knowledge and skills that I learned during this program in my professional role; Overall, I was completely satisfied with this program*



How can we *build* on
the past to
sustain and
improve the
quality of
future
meetings?

“

It is a capital mistake to theorize before one has data. Insensibly one begins to twist facts to suit theories, instead of theories to suit facts.

”

Sherlock Holmes



The answers we seek lie within ...
our evaluation data.

Learning from the past ...

by taking a holistic examination of programs to learn of trending areas of opportunity / or the predominant recommendations for improvements across all programs.

Methodology for Holistic Examination

Meta-Analysis on Evaluation Recommendations



Compiled the recommendations for improvement

- For each evaluation report of AAMC offerings from FY 2015 & 2016

Qualitatively analyzed a total of 57 recommendation sets separately

- FY 2014-15 (n=28)
- FY 2015-16 (n=29)

Conducted qualitative analyses to identify emerging themes on predominant recommendations

- Emerging themes were extracted from each and across recommendation sets by FY (i.e. using thematic and relational analyses)
- Findings were fused from both fiscal years into one master list of emerging themes

Categorized emerging themes in master list using the ADDIE model

Calculated how frequently those emerging themes were suggested

- For each phase of the ADDIE model
- And by offering type: conferences, seminars, and workshops

Conferences, Seminars, and Workshops

What to Consider During Each Planning Phase of the ADDIE Model

conferences

- Often features **keynote presentations** delivered to all attendees and **multiple break-out sessions**. Attendees often expect to receive information about **industry trends** and **developments**.
- **Larger groups** (compared to a Workshop, Certificate Program, or Seminar)
- **Networking opportunities**
 - Substantive interactions with peers / faculty
 - Spark conversations that are important to audience
- **Outstanding speakers** are key
- **New perspectives and ideas**
- **Variety / breadth** of content
- Usually content and sessions are **re-created every year** (little to no shelf life)
- May include **call for proposals / poster sessions**

seminars

- **Educational events** featuring **subject matter experts** delivering information primarily via **lecture and discussion**.
- **Larger groups** (compared to a Workshop or Certificate Program)
- **Networking opportunities**
 - Substantive interactions with peers / faculty
 - Spark conversations that are important to audience
- **Outstanding speakers** are key
- **New perspectives and ideas**
- **Variety / breadth** of content (approximately 3-7 topics covered by different faculty)
- Often includes both **plenary sessions** and **breakout sessions**
- Enduring content and design (**re-useable**)

workshops

- Tend to be **smaller** and more **intense** than seminars
- Participants practice **new skills**
- Smaller groups, more **intimate experience**
- **Expert faculty**
- **Expert process facilitation**
- **Deep dive**, one **overarching topic**
- **Organizing framework or theory**
- Self or 360 **Assessments** (related to the one overarching topic)
- **Skill building and skill transfer** is key
 - Level 3 assessments
 - Post-workshop follow-up and reinforcement



Analysis

- Needs assessments, audience analysis



Design

- Learning goals, delivery format, activities



Development

- Developing program, choosing speakers, scheduling sessions



Implementation

- Delivering sessions, activities



Evaluation

- Measuring effectiveness, assessing outcomes



analysis

Audience's Diversity

Consider the audience's diversity (ethnicities, academic and professional levels/roles, institution type, etc.) by varying the content of the sessions to align to their background

Program Organization

Reconsider program organization (scheduling & timing) so that it aligns with audience's learning goals/capabilities by including relevant activities (i.e. career fairs) and balancing didactic with interactive sessions (initiate with lectures - passive learning - conclude with interactive sessions - active learning)

Engage Constituents

Include and engage constituents during the planning by asking for their contributions (topic suggestions, learning needs, etc.)

design

Interactive Activities

Design more hands-on learning activities in workshops/sessions (i.e. round tables, case studies, applicable real-world examples, strategizing exercises)

Session Tracks

Organize the sessions into tracks to account for audience's diverse interests and help them navigate the program

Keep Current

Keep topics fresh with current and relevant information about emerging policies, trends and hot topics if expecting attendance recidivism

Multidisciplinary Activities

Offer multidisciplinary professional activities and more helpful guidelines for career development

Self-Reflection

Integrate more opportunities for self-reflection (i.e. self-assessments, writing activities, "off" time)

Group Size

Align the size of the discussion groups with the activities' and sessions' learning goals (i.e. more in-depth discussions in smaller groups)

development

Takeaways

Encourage speakers and program staff to offer more pragmatic and empirical takeaways so that constituents walk away with more actionable skills and tools (i.e. online and physical materials, evidence-based approaches, self-assessments, specific guidance, tangible solutions to challenges, real-world examples)

Speaker Diversity

Select diverse speakers who are more qualified/credible leaders in their fields who will also represent the audience's diversity (i.e. role, affiliation, experience level, ethnicity, sexual orientation, etc.) and their areas of interest/learning goals

Speaker Guidance

Offer the speakers guidance on their presentation's content and delivery (i.e. time management, having clearer goals, accounting for audience's diverse learning goals, etc.)

Decrease Session Overlap

Decrease the overlap of sessions of interest in schedule

More Time

Increase time to cover essential topics in more depth

implementation

Networking & Discussion

Facilitate more formal and informal opportunities for networking and/or in-depth discussion across disciplinary fields and multi-level backgrounds (i.e. round tables, post-presentation Q&A, peer to peer sharing)

Clarity on Goals

Clearly communicate and reflect the goals of the meeting, target audience (affinity group distinctions) and agenda beforehand (i.e. send reminders, have an updated website, etc.)

Preparation Tools

Provide tools/reference materials/ assignments pre- and post-meeting (virtual and in-person, power points, paper copies, information in advance, etc.) so that audience can be better prepared with questions/discussion points

Maximize Space

Maximize space and arrangements capacity to meet and accommodate demand

Wider Marketing Net

Market to a wider audience of professionals from a variety of fields and institutions in order to diversify learning capabilities from constituent to constituent

Clarity on Roles

Be clearer about roles/responsibilities of group members

The Impact of Evaluation on a Leadership Workshop

Being a Resilient Leader (BRL)



Being a Resilient Leader is an interactive two-day **workshop** with an aim to build medical professionals' **resiliency** and teach them how to **exercise leadership** so that they can achieve desired results **in spite** of work-related **stress, anxiety, and burnout**.

From Learning to Action

Improvements Made to BRL from Evaluation Recommendations

Analysis

Continued focusing on **self-reflection** and working on “**inner challenges**” as a premise of the workshop

Design

Shortened workshop, adjusted **pace and flow**. Removed less relevant portions **and tightened focus** on leadership development content.

Redesigned sessions to be more **interactive**; **shortened lectures** and illuminated foundational concepts

Built in more time for **personal reflection**; provided support for **self-reflection** (e.g., provocative questions)

Development

Lightened philosophical underpinnings of the course; made language **more accessible**

Provided **handouts**, or participant workbook, to help organize **note-taking** and **aid reflection**

Reconsidered **composition of facilitation team**; the imbalances with respect to content **expertise** and **status** were **distracting**

Implementation

Re-examined **pre-course reading assignments**, reducing the number and density of articles.

Debriefed **small group exercises** more robustly; guided, challenged and continued the **discussion** for the benefit of all

More clearly **articulated objectives** of the course and made clear the **connections among topics** and with leadership development



From Action to Outcomes

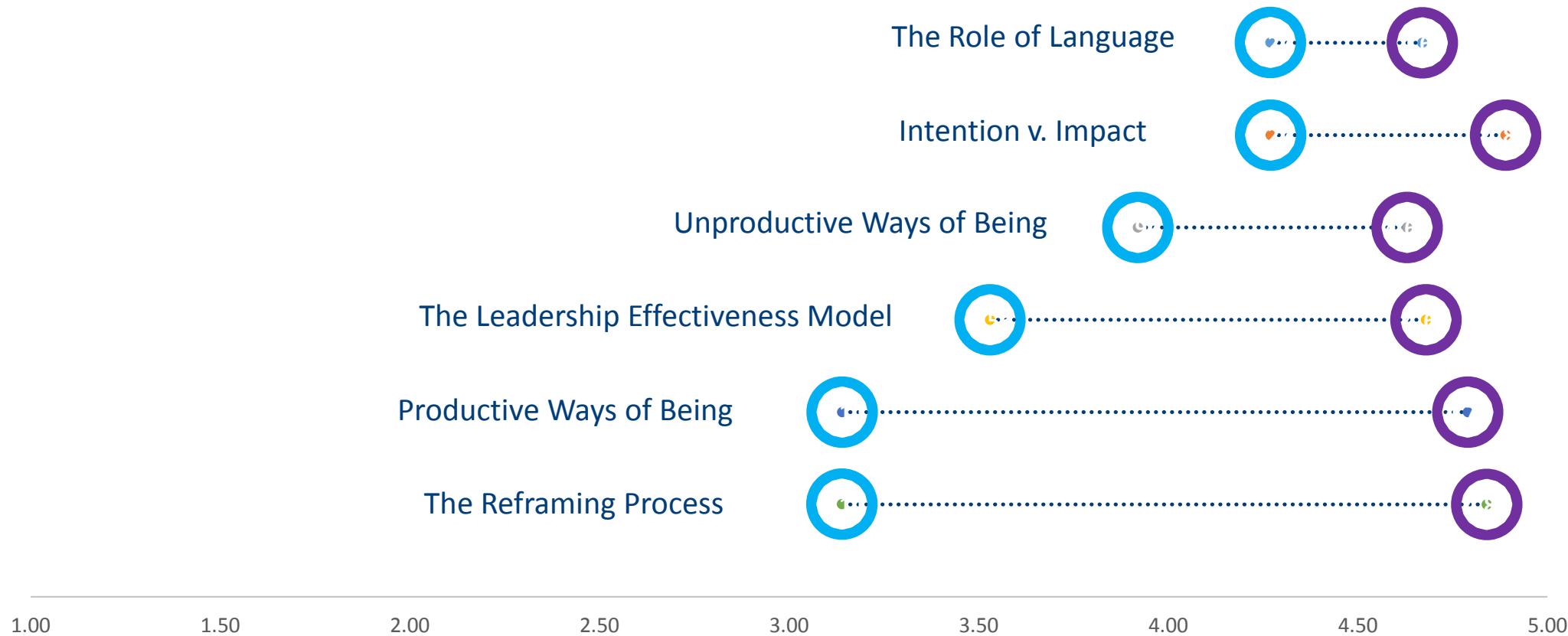
Participant attitudes on BRL's overall outcomes were more positive in **2017** than in **2015**.



Where: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

From Action to Outcomes

Participant attitudes on BRL's sessions were more positive in **2017** than in **2015**.



Where: 1 = Poor, 2 = Fair, 3 = Good, 4 = Very Good, 5 = Excellent

From Learning to Action

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And because we are evaluators, we want your feedback!

How can you use what you learned
with us and from each other to
continue to strengthen your programs?