SRTP - Project Description Form #236

PART I:

Name of Schulich faculty member who will supervise the project	Jacqueline Torti
Supervisor's Schulich, Western, Hospital or Lawson Email	jtorti2@uwo.ca
Schulich Department	Medicine

PART II - Project Description

Title of Project	Applying Character-Based Leadership to Medical Education

Background

Character-based leadership is an approach to leadership education that stresses the development of and commitment to values and principles in the face of everyday situational pressures. Character-based leadership emphasizes humanity, commitment to values and a sense of a higher purpose, allowing leaders to do the right thing in the face of difficulty. If competence confers the ability to do the right thing, character is the will to do it consistently. This project examines the implementation of a character-based leadership conceptual framework from organizational and business literature to medical education through a post-graduate medical education (PGME) course.

Many medical schools have incorporated longitudinal integrated leadership training into their curriculums. However, these curricula compete with limited time and resources, a lack of consensus on the definition of leadership and a critique of the subjective notion of teaching and measuring leadership competencies. As a result, many of these medical leadership curricula focus on cognitive leadership domains. In a systematic review we conducted on leadership development in PGME, we found that leadership education and training for physicians suffer from a primary focus on cognitive leadership domains and are rarely grounded in conceptual leadership frameworks.

Although cognitive leadership competencies are necessary for effective leadership, they are insufficient. Competencies reflect what a leader can do, but character influences how leaders decide what they do, which is critical for effective leadership. Our PGME character-based leadership course focused on developing various dimensions of character, including humanity, transcendence, drive, collaboration, integrity, humility, justice, temperance, accountability, and courage. The use of character-based leadership as a conceptual leadership framework moves us beyond focusing on cognitive competencies and allows us to articulate dimensions of character that promote effective leadership.

Hypothesis

As this is a qualitative research study focused on program evaluation, we did not set out to test a particular hypothesis; rather we describe the purpose and intent of our research.

The purpose of this research is to explore the implementation of a character-based leadership conceptual framework from the business discipline to medical education. We want to explore the cross-cutting nature of this conceptual leadership framework and explore participants experiences with this framework in the context of post-graduate medical education.

Proposed Methodology

This project uses qualitative methods to explore participants experiences and evaluate the implementation of a character-based leadership course in post-graduate medical education. Individual interviews are conducted at the beginning and at the end of the course with participants enrolled in the course to explore their experiences with character-based leadership as a conceptual leadership framework and to evaluate the effectiveness of this approach

within the medical education context. In addition to individual interviews, observational data from the course are available to supplement qualitative interviews. All field notes and interviews will be transcribed and subject to a thematic analysis.

Expected Outcomes
This research will provide important insights into leadership development in medicine. This information can be used to help physicians in training and practicing physicians to further their leadership potential. This research can help inform strategies to promote character-based leadership through educational practices and professional development opportunities.

Research Environment – Description of the number of research personnel, primary location of research, size of lab, etc
The Centre for Education Research & Innovation (CERI) is a Senate-approved research centre at the Schulich School of Medicine & Dentistry and provides an excellent opportunity for the student to gain exposure to research. CERI is guided by mandates that would provide the student with a positive research experience in the early phases of their medical training. These mandates include a thriving interdisciplinary education research community that is well respected and internationally recognized as a producer of innovative knowledge. The research project the student will be working on will be under the supervision of Dr. Jacqueline Torti who will provide mentorship during the training program. The student's workstation will be located in CERI with other faculty and staff including directors, research scientists, research associates, assistants and a program assistant. In addition, we have numerous masters' students and research fellows. The student will also have access to the wider CERI community consisting of physicians, social scientists, and medical educators.

As a potential supervisor, I would encourage the student to develop a scholarly approach to the practice of medicine. This would involve meeting with the student on a regular basis to review their project and progress, providing feedback on their written reports at the end

Names and titles of other individuals who will be involved with the research project?
Dr. Nabil Sultan and Dr. Wael Haddara, Affiliates of the Centre for Education Research and Innovation, have collaborated with Dr. Torti in this initiative and will also be available to provide mentorship to the student.

Can this project be done remotely?	Yes
Duration of Project	One Summer

Expected Objectives/Accomplishments for Student?
The student will be introduced to the foundations of qualitative research and learn the basics of data collection and data analysis. The student will finalize their data collection and analysis. It is anticipated that the student will be able to submit an abstract based on their research for presentation at CERI's Annual Research Symposium and other local venues. In addition, the study will assist in preparing a manuscript for submission to an academic journal.

Throughout the summer the student will have the opportunity to participate in weekly team meetings and have the ability to continually build and refine their research and analytic skills through access to guest speakers, seminars and workshops offered through CERI.

PART III - Certifications

If the project will require any certification - Human Ethics
approvals from one or more of the
following offices, please check the
appropriate box below.

Human Ethics: If you have the protocol information, please enter it below (or enter the status of the approval).	Approved Protocol #109570

Note: certification approval should be obtained prior to the start of the summer. Projects without this approval will not be a priority for funding.