



Background

- The developmental nature of leadership is of particular interest to MCH training programs, as each year the network supports over 2,000 long term trainees.
Understanding how the MCH Leadership Competencies can be utilized to examine individual leadership skill development has the potential to strengthen leadership training within this network...
In 2009, MCH published a conceptual framework for leadership development and twelve validated leadership competencies. The MCH Leadership Competencies are a clearly defined set of leadership competencies situated in an evidence-based conceptual framework.
Examining Trainee Perceived Leadership Competence (TPLC) through the MCH Leadership Competencies Self-assessment has the potential to further inform our understanding of the developmental progression of leadership development within MCH training programs.
This poster will describe how the NH-ME LEND program utilized the MCH Leadership Competencies to examine TPLC across five cohort years.
Did participation in the NH-ME LEND Program result in an increase in TPLC scores in each sphere of influence over time within each cohort?
Did the cohorts differ in the extent to which individual TPLC scores on the MCH Leadership Competencies Self-Assessment changed over time?
Did the cohorts differ in the extent to which their individual TPLC scores changed over time when controlling for age, discipline,

Participants (n=102)

Table with 3 columns: Discipline, Totals, % Overall. Rows include Family member, Social work, Education, Communication Sciences & Disorders, Occupational therapy, Nutrition, Other, Nursing, Medicine, pediatric, Public health, health administration.

"If I have the belief that I can do it, I shall surely acquire the capacity to do it even if I may not have it at the beginning." —Mahatma Gandhi

Methods

- Five cohorts of NH-ME Leadership Education in Neurodevelopmental Disabilities trainees (n=102) completed the MCH Leadership Competencies Self-assessment at three time points.
Paired-sample t-tests examined TPLC scores. A one-way analysis of variance tested for statistically significant differences in mean difference scores.
A General Linear Model was used to examine the extent to which TPLC scores changed when controlling for specific variables.

Results

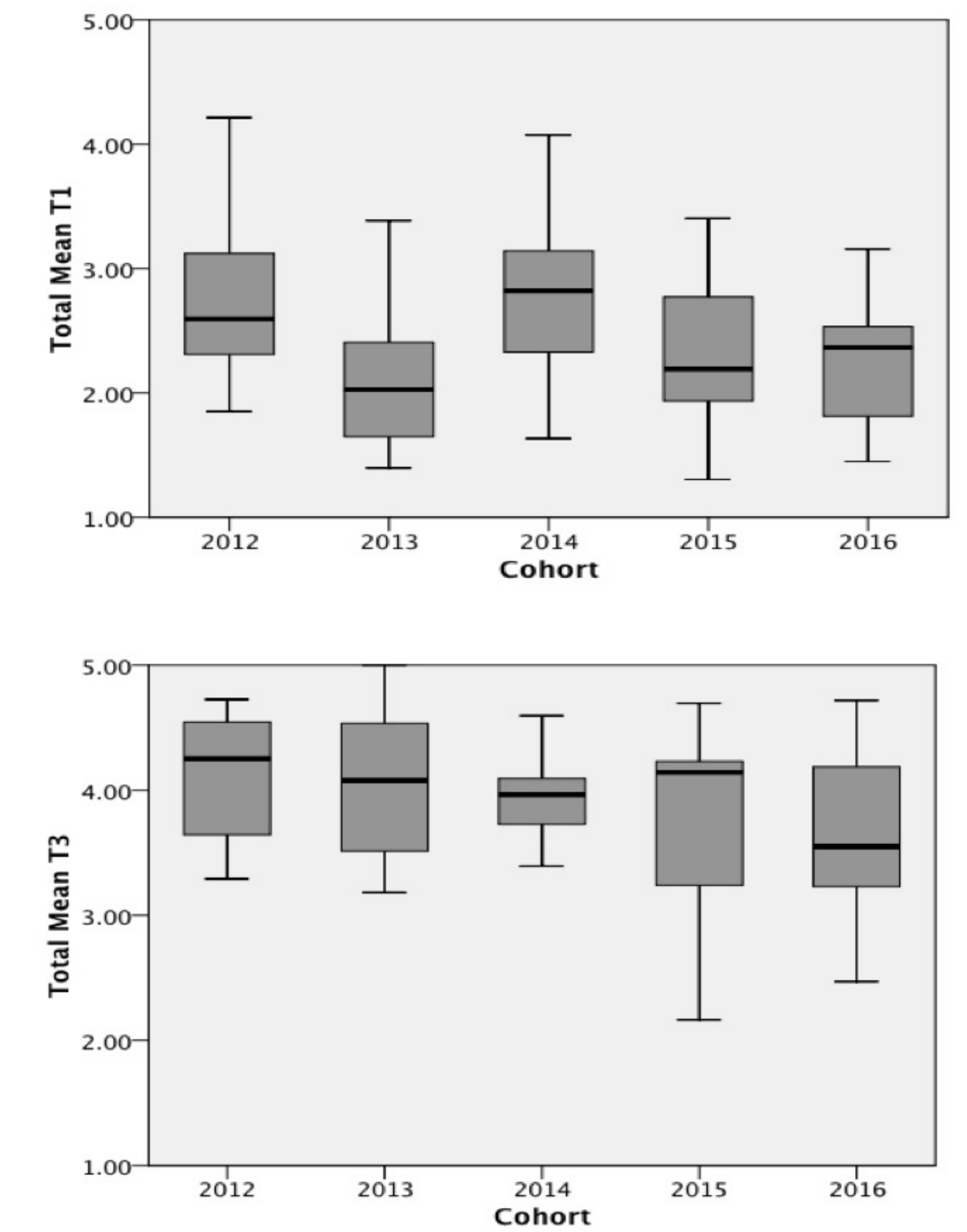


Figure 1. Comparison of MCH Leadership Competency Self-Assessment total mean scores at time 1 and time 3 by year

Discussion

- Results suggest that participation in the NH-ME LEND Program consistently supported the development of leadership self-identity.
Future research in this area could also be used to validate the MCH Competencies by examining links between self-evaluations on the competencies and the actual demonstration of leadership skills in the field.
Small sample sizes limit the ability to draw definitive conclusions from these results. Further study with a larger sample may reveal relationships between cohort characteristics and change scores.