

**5B1 (20)**

**Evaluation of factors affecting job satisfaction amongst faculty of healthcare institute in India**

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**Background:** There is lack of literature regarding leadership styles of healthcare professionals belonging to different disciplines working in common institute. Psychological empowerment may be influenced by the perception that the organisation cares about its employees’ well-being and that their work is valued. Leadership style and empowerment may influence job satisfaction.

**Summary of Work:** All teaching staff of our healthcare institute were invited to complete a self-report questionnaire with no identifying information. Leadership style was measured using Bass’s Multifactor Leadership Questionnaire, empowerment was measured with items from Spreitzer’s Psychological Empowerment instrument, and job satisfaction was measured by Warr, Cook, and Wall’s job satisfaction questionnaire.

**Summary of Results:** Out of 364 faculty 293 responded (response rate 80%). The level of empowerment was moderately high. Moderate percentage of faculty was satisfied with factors related to communication, and work environment, salaries and job safety. There was a negative effect of leadership score on the score of job satisfaction.

**Discussion:** Fundamental factors influencing the effectiveness of an organisation are leadership and employee job satisfaction. Transactional and transformational leadership styles have emerged in response to the need to humanize working environment and to improve performance. The present study shows both these styles were related to job satisfaction, as was empowerment.

**Conclusion:** Respondents had adopted different styles of leadership showing different impacts on their job satisfaction. If the leadership style is transactional or laissez-faire type, the job satisfaction decreased, on the other hand transformational leadership was linked to improved job satisfaction.

**Take-home Message:** In a healthcare institute where faculty for more than one discipline work together, leadership style and psychological empowerment influenced job satisfaction amongst faculty. These factors need to be evaluated and worked upon in order to optimise their job satisfaction and ultimately service outcome.

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**5B2 (38)**

**Promoting Success: Mock Faculty Evaluation Committees, a Useful Faculty Development Initiative**

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**Presenter:** Mia Lang (University of Alberta, Edmonton, Canada)

**Background:** Faculty need to know how to prepare for successful tenure and promotion, a high stakes element of an academic career. At our Canadian university, the Faculty Evaluation Committee (FEC) makes the decision to award or deny tenure and promotion.

**Summary of Work:** Promotion workshops are offered that include a mock FEC, with actual FEC members using scripts to role-play the presentation and discussion of two mock faculty (basic scientist and clinician-educator). Participants then vote to award/deny promotion, followed by group discussion with Department Chairs on pearls and pitfalls of the promotion process.

**Summary of Results:** For the mock clinician-educator, 16 participants voted to award tenure vs 22 that voted to deny. For the mock basic scientist, 8 participants voted to award tenure vs 20 that denied. All participants rated the mock FEC very highly, and had high rates of success in their own promotion application.

**Discussion:** Both mock cases were deliberately designed with gaps to jeopardize their promotion success. Curiously, many participants still voted to award tenure. The group discussion after the mock FEC prompted a better understanding from the participants of the needed requirements for promotion success.

**Conclusion:** By seeing examples of mock promotions packages and hearing the Department Chairs debate the two mock candidates, participants learned a great deal about their own requirements for their future promotion process.

**Take-home Message:** An interactive mock Faculty Evaluation Committee can greatly enhance understanding of local tenure and promotion procedures and facilitate successful promotion of faculty.
Background: We decided to analyze two different medicine courses (One public university [G1], 04 years old medicine course and another from a private school [G2], with a 64 years old course) during a workshop on pedagogical planning. Which differences and similarities exist between two faculty groups working in different medicine courses?

Summary of Work: The workshop had two moments: 1. Reflection about pedagogical practice, the value of relationships; identification of integration between disciplines and options to improve it. 2. Teachers working together, divided by semesters, trying to create new possibilities of integration and evaluation.

Summary of Results: They evaluated the workshops positively and necessary. G1(13) identified less integration between disciplines; teachers work more individually. G2(18) noticed a loss of previous integration. Both courses asked for more faculty development initiatives. G1 asked for assessment and education technology; G2 asked for narrative techniques, simulation and reflective moments.

Discussion: The groups have different contexts, practices and structure, but need a flexible and comprehensive faculty development program. The discussion about the need of discipline integration, teacher’s role and lack of communication inside the groups, showed that they have more similarities than differences; the difference is the depth on the approach.

Conclusion: The similarities and differences identified during the workshops show the many possibilities to think a faculty development program based in a community of practices.

Take-home Message: Provide safe spaces to teachers reflect about their pedagogical practice and interact with their peers, expand the vision about themselves, the objective of the teaching-learning process and the general purpose of the medical course.
Qualitative look at a mixed specialty OSTE for Faculty Development

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Presenter: Jessica Servey (Uniformed Services University of the Health Sciences, Bethesda, USA)

Background: OSTEs have been used as a formative faculty development tool to promote teaching skills and reflection. Typically, OSTEs are offered within one department often involving interdepartment standardized learners, faculty learners, and cases specific to that specialty. Mixed specialty OSTEs are rare but may have educational and logistical advantages.

Summary of Work: We developed a two-station OSTE for precepting or difficult feedback. Each station had 2 faculty learners from different specialties and an experienced faculty as the observer. The observer may have been a third specialty. The purpose was to determine how mixing specialties affected OSTE participants.

Summary of Results: An immediate post-OSTE survey showed that the experience was positive. One year later interviews were conducted with the standardized learners, faculty learners, and observers regarding the OSTE experience. Participating with other specialists was seen as valuable. Learners could focus on educational principles without specialty biases.

Discussion: OSTEs have been described in the literature as an effective and labor intensive faculty development strategy. We have some preliminary findings that using a mix of specialists in an OSTE does not hinder and may enhance learning of educational skills.

Conclusion: OSTEs can be expanded now in smaller hospitals or with a more defined group of peers by mixing specialties as participants. It does take a larger variety of cases as well as someone to train each standardized learner and faculty to make it work logistically.

Take-home Message: OSTEs can be a fun and effective way to enhance faculty teaching skills and foster reflection. It can be done within one department but also as a mix of people to potentially foster community and learning through peer feedback as well.