

# PEER REFLECTION IN LEADERSHIP PROGRAMS

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Please find following a summary of a literature search and relevant results. All articles can be provided in full - email [library@monashhealth.org](mailto:library@monashhealth.org) for a list of the articles you require.

## QUESTION

What is the available evidence for peer reflection in leadership programs?

## RESULTS

## ONLINE RESOURCES

## THESES & DISSERTATIONS

Grigoryan-Marquez, A. (2022). **Leadership authenticity through story-sharing.** [Click for full-text.](#)

The purpose of this qualitative, action research study was to collect experiential data from leaders to better understand how sharing personal stories of life experiences with followers might support the development of authentic leadership and how reflecting on that practice with peers might further support authentic leadership development. Findings indicated that personal story-sharing, which necessitates vulnerability, requires routine practice and individual and group reflection to promote self-discovery and deeper meaning-making.

Doe, K.M. (2021). **Designing learning experiences for leadership: An IPA study exploring how alums of national service make sense of their learning experiences after program completion.** [Click for full-text.](#)

Study findings include themes of (1) practical experience and support to lead, (2) exposure to inclusive topics and reflection time with peers, (3) navigating challenges and authentic connections, and (4) opportunity to share leadership skills and incorporate perspectives.

McFadden, M. (2021). **Cybersecurity experiential leadership learning.** [Click for full-text.](#)

The findings provide recommendations on how organizations develop cybersecurity leaders and how cybersecurity professionals can improve their leadership skills. This research identified eight key themes of critical importance for developing cybersecurity leadership learning by developing concrete experience (CE) through increased education and training environments, reflective observation (RO) through guided and peer reflection, abstract conceptualization (AC) through organizational and technical knowledge, and, lastly, active experimentation (AE) through culture and leadership experiences.

Remy, G. (2017). **Culturally relevant pedagogy of critical thinking for leadership education: Action research of Korean nurses in the United States.** [Click for full-text.](#)

The culturally relevant strategies included anonymous student-generated avatars and clinical scenarios, comic creation and supporting activities such as reflective journals and peer review throughout. Results revealed students' heightened awareness of the congruence of critical thinking to leadership capital and its relationship to the U.S. nursing role.

### PEER-REVIEWED JOURNAL ARTICLES – MOST RECENT FIRST

Articles are grouped by theme:

- Nursing
- Social work
- Students

*Each article summary contains excerpts from the abstract and an online link.*

## NURSING

Rettig, A.E., et al. (2025). **Team Relationships and Wellness in Radiology: An Evidence-Based Practice Implementation.** *Journal of Radiology Nursing*, 44(1), 88-94. [Request full-text.](#)

A 6-month, hourly, interactive course on caring relationship concepts took place February-July 2019. Imaging leaders engaged in facilitated, intentional conversations during each class and were assigned reflection homework for peer feedback.

## Monash Health Library

Fowler, K.R., et al. (2023). **From the Bedside to the Boardroom: Imposter Syndrome in Nursing Leadership.** *Nurse Leader*, 21(3), e7-e10. [Request full-text.](#)

Nurse leaders have a complex role in patient and staff outcomes. Nurses graduate from nursing schools clinically proficient but may lack leadership and team-building skills. This may lead to an imbalance in the executive suite and result in nurse leaders developing imposter syndrome. Imposter syndrome can occur at times of career transition, and emerging nurse leaders may be particularly affected. Education focused on topics such as peer-mentoring, reflection, and identification of attributes can help combat feelings associated with imposter syndrome and increase authentic leadership capabilities in nurse leaders.

Hyrkäs, K., et al. (2003). **Nurse managers' conceptions of quality management as promoted by peer supervision.** *Journal of nursing management*, 11(1), 48–58. [Request full-text.](#)

Peer supervision or the support provided by it to nursing managers have rarely been a subject of study. Two main categories were formed of nurse managers' conceptions. The first described supportive and reflective characteristics of peer supervision. This main category was described by horizontal, hierarchical categories of support from peer group and reflection. The second main category described nurse managers' conceptions of individual development of leadership during peer supervision. This main category was also described by three horizontal categories: personal growth, finding psychological resources and internalization of leadership.

## SOCIAL WORK

Bunders, A.E., et al. (2021). **Leadership for Empowerment: Analyzing Leadership Practices in a Youth Care Organization Using Peer Video Reflection.** *Human Service Organizations Management. Leadership and Governance*, 45(5), 431-453. [Click for full-text.](#)

Team leaders of a governmental organization participated in observing videos of weekly team meetings, noting positive and negative interactions between the peer-team leader and team members. Their observations were analyzed using the four dimensions of psychological empowerment.

## STUDENTS

Sullivan, B. T., et al. (2020). **A Novel Peer-Directed Curriculum to Enhance Medical Ethics Training for Medical Students: A Single-Institution Experience.** *Journal of medical education and curricular development*, 7, 2382120519899148. [Click for full-text.](#)

The Leadership through Ethics (LTE) program is now in its fourth year with 14 faculty-clinician ethics facilitators and 65 active student participants on track for a distinction in medical ethics upon graduation. Early student narrative feedback showed recurrent themes on positive curricular components including (1) clinician mentorship is key, (2) peer discussion and reflection relatable to the wards is effective, and (3) hands-on and interactive clinical training adds value. As a result of the peer-driven initiative, the program has been awarded recognition as a graduate-level certification for sustainable expansion of the grassroots curriculum for trainees in the clinical setting.

Edwards, S., et al. (2018). **Student-led simulation: preparing students for leadership.** *Nursing management*, 10.7748/nm.2018.e1778. Advance online publication. [Request full-text.](#)

It is vital to prepare nurses to become informed leaders with the required knowledge and skills to support effective patient care and outcomes. This article describes an innovative teaching method that enables students to create simulation scenarios based on their clinical experiences, to lead simulations and to take part in self-reflection and peer review activities. The article shows how the method can help prepare nursing students to become future leaders by allowing them to practise 'real-life', real-time leadership skills, and apply theory to practice in the safety of a simulated scenario.

Halasz, S.R., (2016). **Learning to Lead: Facilitating Leadership Skills through Peer and Faculty Feedback in a Team-Based Anatomy Course.** *FASEB Journal*. [Click for full-text.](#)

At Mayo Medical School, 20% (subjective faculty (10%) and peer (10%)) of the final anatomy and histology grade is awarded for performance of non-technical skills. As part of our quality improvement initiative, we analyzed five consecutive years of data regarding leadership feedback in order to better understand: (1) student interpretation of leadership (2) student level of confidence in displaying leadership skills (3) student ability to critically assess leadership skills. Quantitative data from self and peer assessment were compared with qualitative analysis of leader and peer reflections

## APPENDIX

### SEARCH METHODOLOGY

A systematic search was conducted for literature. The results were screened by librarians using [Covidence](#).

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### SEARCH LIMITS

- English-language

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### DATABASES SEARCHED

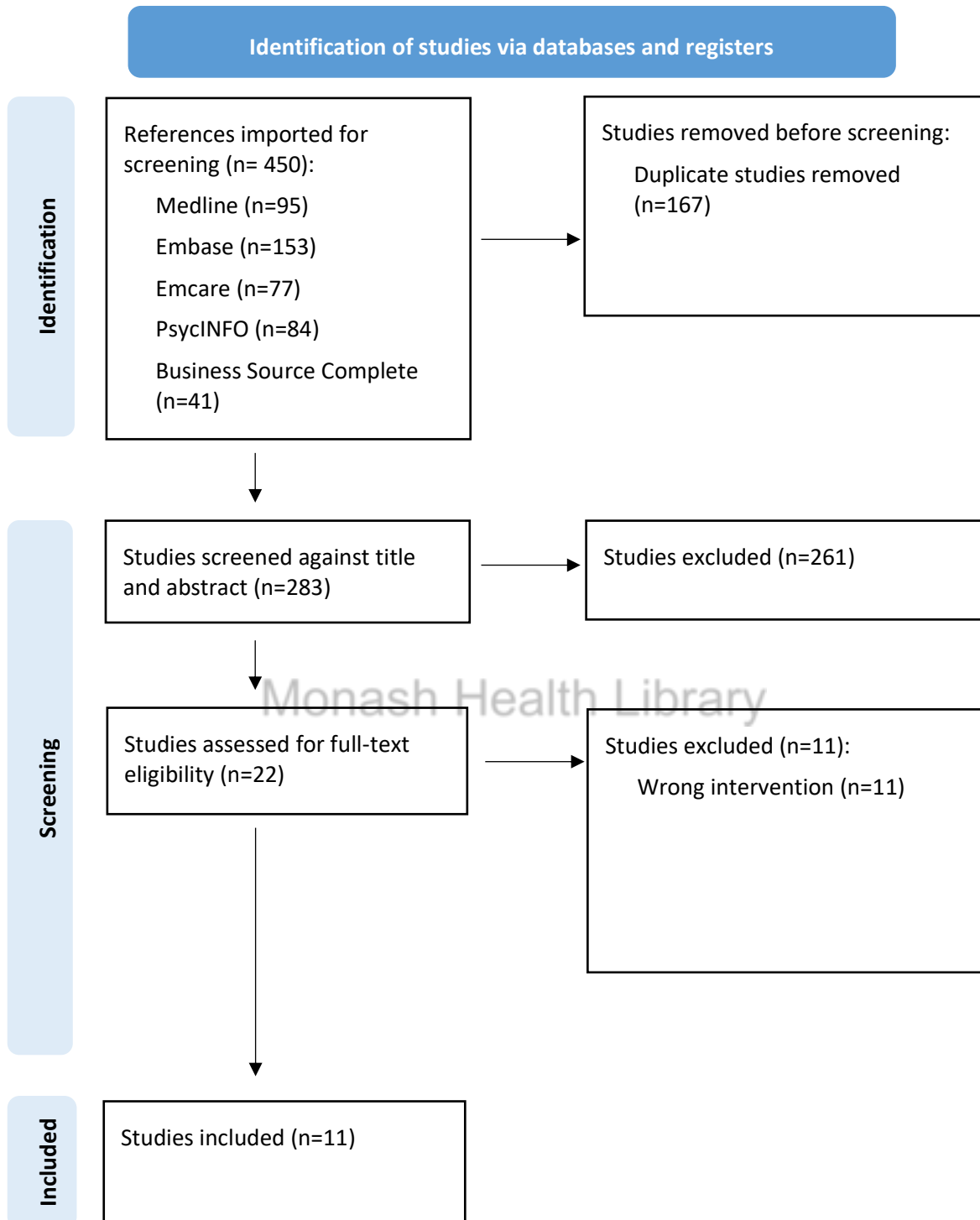
- Medline – index of peer reviewed articles across health sciences and medicine.
- Embase – index of biomed and pharmacological peer reviewed journal articles.
- Emcare – index of nursing, allied health, critical-care medicine and more.
- PsycINFO – index of psychology and psychiatry peer review journal articles and book chapters.
- EBSCO Business Source Complete – index of business, leadership and corporate articles.

### MEDLINE SEARCH STRATEGY

This search strategy was conducted on 09/01/2026 and translated to other databases, as relevant. Searches in each database were conducted on the same day.

- 1 (peer\* adj3 reflect\*).tw,kf.
- 2 Peer Group/ and Cognitive Reflection/
- 3 1 or 2
- 4 (leader\* or lead or manage\*).tw,kf.
- 5 leadership/
- 6 4 or 5
- 7 3 and 6

PRISMA CHART



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