

LEADERSHIP PROGRAM EVALUATIONS

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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 for a list of the articles you require.

QUESTION

How are medical leadership programs delivered in hospital settings evaluated?

RESULTS

PEER-REVIEWED JOURNAL ARTICLES – MOST RECENT FIRST

Articles are grouped by theme:

- Kirkpatrick Model
- Qualitative Evaluations
- Mixed Methods
- Surveys

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

KIRKPATRICK MODEL

Lyons, O., et al. (2025). **Impact and outcomes of the Emerging Leaders Programme: a mixed-methods evaluation of a leadership development programme for healthcare professionals.** *BMJ leader*. Advance online publication. [Click for full-text.](#)

- Kirkpatrick's framework was used as a basis for evaluation
- Participants rated themselves before and after the programme in Primary Colours Questionnaire (PCQ), Medical Leadership Competency Framework Questionnaire (MLCFQ) and Brief Resilience Scale (BRS).
- Qualitative data were collected via follow-up interviews conducted via video-call (3–5 years after programme completion). Interviews were 20–30 min in length, conducted by one or two researchers and were digitally transcribed and anonymised.

Cook, J. S., et al. (2024). **Living, Leading & Medicine: A two-tiered leadership development programme for family medicine residents.** *The clinical teacher*, 21(5), e13765. [Click for full-text.](#)

- p. 4. Post-session and exit surveys
- Utilised the modified Kirkpatrick framework for programme evaluation to present outcomes from the first 3 years for each tier.

Gascon, G. M., et al. (2022). **Evaluation of the Processes and Outcomes of a Physician Leadership Program: The Continuous Feedback Loop Design.** *The Journal of continuing education in the health professions*, 42(4), 284–290. [Click for full-text.](#)

- Page 6. Likert scale survey of outcome measures as viewed through Kirkpatrick Model.

Mayowski, C. A., et al. (2022). **Evaluation of two longitudinal faculty leadership training programs: behavioral change and institutional impact.** *Journal of health organization and management*. Online ahead-of-print. [Click for full-text.](#)

- The evaluation employs the Kirkpatrick Model for Evaluation (Kirkpatrick and Kirkpatrick, 2007) which explores the impact of training on four levels.
- p. 812. Pre- and post-intervention survey. 25 items measuring confidence in leadership skills related to core components of the program
- p. 814. 30-min semi-structured interviews.

Thakur, A., et al. (2019). **The Development and Validation of a Workplace-Based Leadership Program for Senior Residents in Psychiatry.** *Academic Psychiatry*, 43(1), 123–127. [Click for full-text.](#)

- The program was evaluated using Donald Kirkpatrick's four-level evaluation framework.
- The workshops were self-rated by the residents on a 4-point Likert scale ranging from a score of 4 for "excellent" to 1 for "unsatisfactory."
- Qualitative methods in addition to surveys were an essential part of an evaluation process to communicate impact.

Hopkins, J., et al. (2018). **Designing a physician leadership development program based on effective models of physician education.** *Health care management review*, 43(4), 293–302. [Click for full-text.](#)

- Table 4. To understand Level 1, participants' reaction to the course, participants completed ratings at the end of each session on the effectiveness of the speaker. In addition, at the end of the final day, a rating was provided on the overall effectiveness of the program.
- To assess Level 2, learning, participants completed a presurvey at the beginning of the first session and a postsurvey at the end of the last session. Survey questions included ratings of knowledge, skills, and attitudes related to leadership and organizational management.

Throgmorton, C., et al. (2016). **Evaluating a physician leadership development program - a mixed methods approach.** *Journal of health organization and management*, 30(3), 390–407. [Click for full-text.](#)

- The authors applied the theoretical framework of Kirkpatrick's four levels of evaluation and used surveys, observations, activity tracking, and interviews to evaluate the program outcomes.
- Page 398. Likert scale of participants evaluation of the program.

- Page 399-400. Interviews and participation measures.

QUALITATIVE EVALUATIONS

Li, S. A., et al. (2022). **Learning while leading: a realist evaluation of an academic leadership programme.** *BMJ leader*, 6(4), 263–270. [Click for full-text.](#)

- Individual, semistructured interviews and thematic analysis. [Interview guide.](#)

Pradarelli, J. C., et al. (2016). **A leadership development program for surgeons: First-year participant evaluation.** *Surgery*, 160(2), 255–263. [Click for full-text.](#)

- All interviews were conducted in person and one-on-one by an independent, non-surgeon evaluator (CHL) at the time of completion of the program.
- A standardized interview guide was used, and each interview explored the following topics: new knowledge and skills that the surgeon gained as a result of the program (i.e., program effectiveness), specific aspects that the program should do differently in the future (i.e., potential improvements), and the impact that the program had on the surgeon's professional development (i.e., career impact).
- The interviewer took comprehensive notes on all participants, which were then collated and transcribed anonymously.

MIXED METHODS

Fassiotto, M., et al. (2018). **A long-term follow-up of a physician leadership program.** *Journal of health organization and management*, 32(1), 56–68. [Click for full-text.](#)

- Long-term assessment consisted of: a follow-up leadership survey among past program participants compared to a matched group of non-participants; analysis of promotion and retention of program participants and non-participants; and in-person interviews with a random sample of past program participants.
- p. 61 survey questions – self-evaluation of leadership competencies.
- p. 68 – interview guide.

Lyons, K., et al. (2017). **The University of North Carolina Medical Center pharmacy resident leadership certificate program.** *American journal of health-system pharmacy*, 74(6), 430–436. [Click for full-text.](#)

- p. 434. Likert scale survey.
- Mid-point focus group
 - Two questions – what are the benefits of the program, what are the barriers to the program
 - Responses are recorded on sticky notes and categorised

Healey, C., et al. (2012). **Mixed-methods evaluation of a leadership development programme for higher specialist trainees.** *Psychiatrist*, 36(10), 386-390. [Click for full-text.](#)

- The questionnaire consisted of 15 items broken down into two sections. Section one consisted of ten items on a five-point Likert scale that rated the style, relevance and amount of personal involvement in the programme. Section two consisted of five items on a seven-point Likert scale that covered five aspects of management appreciation.
- A semi-structured interview schedule was drawn up on the basis of the results from the questionnaire. This would allow additional questions to be asked on the basis of responses given. Interviews were conducted face to face and audio-recorded. The transcripts were subject to a thematic analysis.

SURVEYS

Bhanot, N., et al. (2025). **Developing a Physician Leadership Program Through Inter-Organizational Collaboration.** *Journal of healthcare leadership*, 17, 843–850. [Click for full-text.](#)

- p. 847 - Survey of self-reported awareness, confidence, and understanding after program completion.

Nosé, B., et al. (2023). **Leadership Training in Medicine-12 Years of Experience From the Feagin Leadership Program.** *Military medicine*, 188(3-4), e510–e515. [Click for full-text.](#)

- A [28-question survey](#) with six optional free-response questions was distributed to the Feagin Alumni Network, and descriptive statistics were assessed.

Pervez, A., et al. (2021). **Development and implementation of a structured leadership programme for junior doctors.** *BMJ Leader*, 5(1), 59-61.

- A [precourse and postcourse questionnaire](#) assessing preparedness to lead was given to trainees to assess the effectiveness of the course.

Hill, D. A., M.D, et al. (2018). **How To Be a Leader: A Course for Residents.** *Cureus*, 10(7), e3067. [Click for full-text.](#)

- p. 2. Survey. Questions aimed around teambuilding.

Malling, B., et al. (2009). **Combining a leadership course and multi-source feedback has no effect on leadership skills of leaders in postgraduate medical education. An intervention study with a control group.** *BMC medical education*, 9, 72. [Click for full-text.](#)

- Scores of multi-source feedback from the consultants responsible for education and respondents (heads of department, consultants and doctors in specialist training) were collected before and one year after the intervention. [MSF instrument.](#)

APPENDIX

SEARCH METHODOLOGY

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

SEARCH LIMITS

- English-language

DATABASES SEARCHED

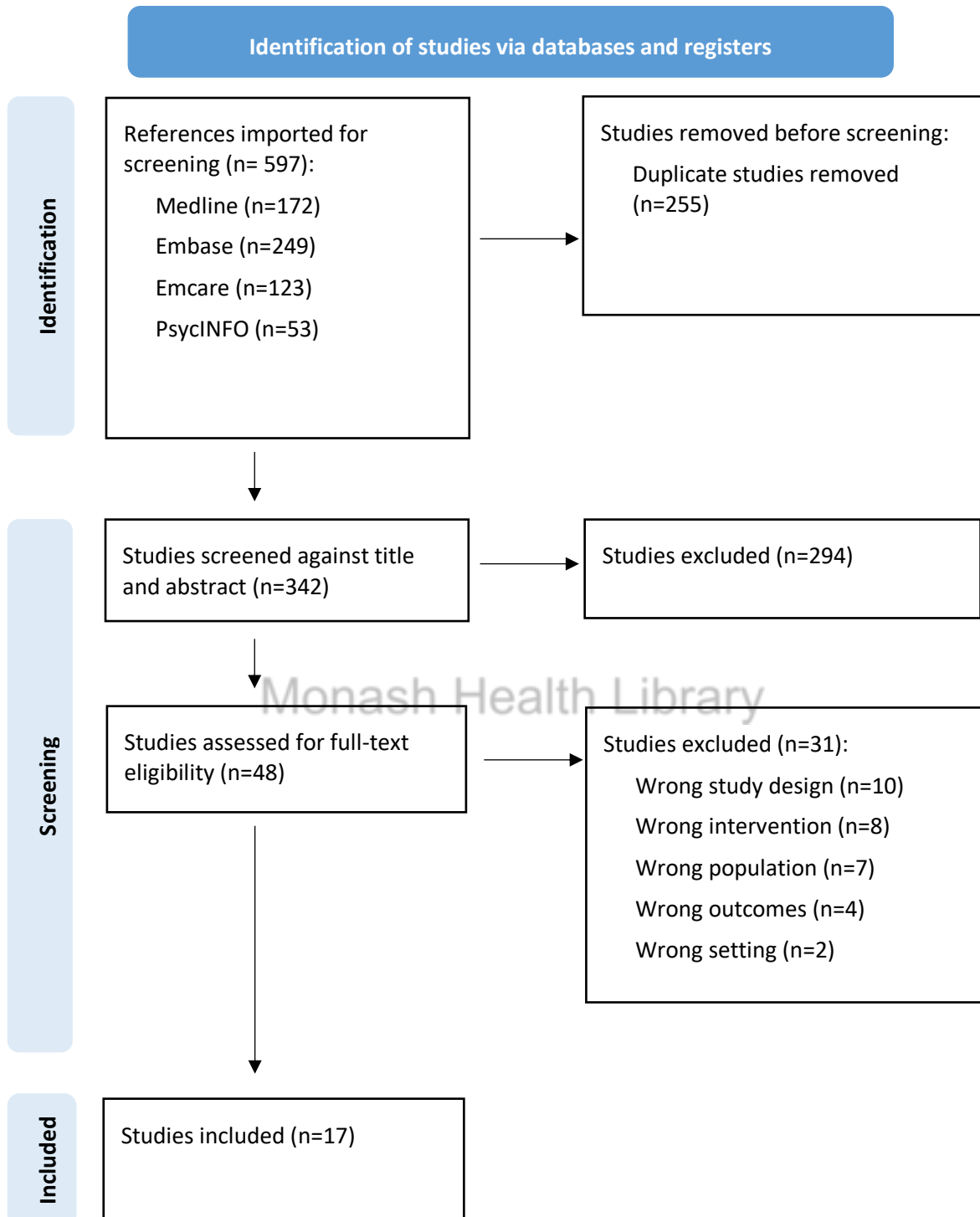
- Medline – index of peer reviewed articles across health sciences and medicine.
- Embase – index of biomed and pharmacological peer reviewed journal articles.
- Emcare – index of nursing, allied health, critical-care medicine and more.
- Cochrane Library – collection of databases containing high-quality independent evidence.
- PsycINFO – index of psychology and psychiatry peer review journal articles and book chapters.

MEDLINE SEARCH STRATEGY

This search strategy was conducted on 12/01/2026 and translated to other databases, as relevant. Searches in each database were conducted on the same day.

- 1 ((leader* or executive* or physician-leader*) adj2 (program* or course* or training or education)).ti.
- 2 (evaluat* or assess* or measure* or effective* or efficacy or apprais* or scale* or review* or audit* or validat* or rate* or rating).tw,kf.
- 3 ((physician* or doctor* or medical* or consultant* or specialist* or registrar* or resident* or andrologist* or an?esthetist* or allergist* or an?esthesiologist* or audiologist* or cardiologist* or dermatologist* or endocrinologist* or epidemiologist* or gastroenterologist* or geriatrician* or gastroenterologist* or geneticist* or gyn?ecologist* or immunologist* obstetrician* or OBGYN* or h?ematologist* or internist* or neonatologist* or nephrologist* or neurologist* or oncologist* ophthalmologist* or orthop?edist* or otolaryngologist* or p?ediatrician* or physiatrist* or psychiatrist* or psychiatrist* or psycho?therapist* or pulmonologist* or radiologist* or rheumatologist* or surgeon* or urologist*) adj3 leader*).tw,kf.
- 4 *Leadership/ and exp Physicians/
- 5 3 or 4
- 6 1 and 2 and 5

PRISMA CHART



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