

Leadership training

- Minimizing human-induced variability in quantitative angiography for a robust and explainable AI-based occlusion prediction in flow diverter-treated aneurysms
- Towards a Definition of Physiologic Vulnerability in Pediatric Spine Surgery: Identification of Key Risk Factors in a Cohort Study of Children With Neuromuscular Disease Undergoing Spinal Fusion
- Anatomical digital twins for medical education: a stepwise guide to create perpetual multimodal three-dimensional reconstruction of digital brain specimens
- Effect of race on procedural and clinical outcomes in middle meningeal artery embolization for primary and adjunctive treatment of chronic subdural hematoma
- A pilot study of PAs in leadership: Exploring pathways, barriers, and support systems
- Academic and demographic characteristics of spine societies presidents
- Salvage metastasis-directed therapy versus elective nodal radiotherapy for oligorecurrent nodal prostate cancer metastases (PEACE V-STORM): a phase 2, open-label, randomised controlled trial
- Non-technical error leading to patient fatalities in the Australian surgical population

Surgeons are expected to lead teams/organizations to achieve optimal patient outcomes; however, few receive formal education in leadership. The goals of the study were to: 1) assess the unmet needs and gaps in leadership education for neurosurgeons and residents/fellows; 2) identify factors associated with availability of [leadership education](#), access to leadership positions and the similarities/differences across geographic regions and institutional type; 3) describe the associations between gender and leadership; 4) determine the impact of leadership education.

Methods: International survey of 657 neurosurgeons, residents/fellows. A series of univariate analysis and multivariate were conducted to assess the association between specific variables and leadership outcomes.

Results: Almost half (48%) indicated that leadership education did not exist in their organization. This lack was more notable in non-academic centers ($p < 0.001$), among neurosurgeons with less than 5 years of work experience ($p = 0.03$), and respondents from South America ($p = 0.02$). Nearly two-thirds (61.1%) reported never having leadership training. Significantly fewer respondents in the age range 35-44 years old ($p = 0.02$), those working in the Middle East ($p = 0.02$), neurosurgeons with work experience less than 5 years ($p = 0.004$), working in non-academic center ($p = 0.02$) attended leadership training. In contrast to the differences seen across geographic regions and types of institutions, overall, the proportions of males and females having access to leadership training and being offered leadership positions were similar. Among participants, 87.1% of those with leadership training were offered leadership roles, compared to 65.5% of those without leadership training ($p < 0.001$). Additionally, participants with leadership training experienced a burnout rate of 29.2%, whereas those without leadership training had a higher rate of burnout of 40.5% ($p = 0.02$).

Conclusions: There is a pressing need to develop educational opportunities for leadership in neurosurgery, especially for younger neurosurgeons, neurosurgeons working in non-academic centers, in countries and non-academic institutions where leadership education is less accessible. Leadership education is associated with increased numbers of neurosurgical leaders at all levels as well as reduced levels of burnout ¹⁾.

Effective leadership is imperative and clinically has been shown to improve **team efficacy**, patient **outcomes**, and staff **engagement**, as well as reduce physician **burnout** and **medical errors**. But despite the demonstrated benefit of effective leadership on improving **clinical outcomes** and reducing **burnout**, there is a lack of formal **leadership training** in **residency** programs ²⁾

is a type of training program designed to improve an individual's ability to lead, motivate, and manage others effectively. It typically focuses on developing specific skills and behaviors that are essential for effective leadership, such as communication, decision-making, problem-solving, emotional intelligence, and strategic thinking.

Leadership training can cover a range of different topics, such as team building, conflict resolution, delegation, time management, and coaching. It can be delivered through a variety of methods, such as workshops, coaching, online courses, or self-help materials.

The goal of leadership training is to help individuals understand their strengths and weaknesses as leaders, and to provide them with the tools and techniques needed to build high-performing teams, inspire others, and achieve their goals.

Leadership training can be particularly beneficial for individuals who are new to leadership roles, those who are looking to improve their leadership skills, or those who are facing specific leadership challenges, such as leading remote teams or navigating organizational change.

Overall, leadership training can be a valuable investment for individuals and organizations seeking to improve leadership effectiveness, team performance, and overall organizational success. By developing strong leadership skills, individuals can build more engaged, motivated, and productive teams, and achieve greater success in their personal and professional lives.

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