

The emerging leader: Developing leadership skills in occupational therapy

Gayla Grinde, MScOT
Cori Schmitz, MEd
Michele Moon, MSc



Meet the team



Gayla Grinde

Associate Teaching
Professor



Cori Schmitz

Teaching Professor &
Associate Chair



Michele Moon

Associate Teaching
Professor & Clinical
Education
Coordinator



No financial disclosures

Phases of inquiry

Phase 1: Educator Reflection

University of Alberta structured reflection for educators on how they understand leadership is fostered in the classroom, in fieldwork, and the workplace.

Phase 2: Student Reflection

University of Alberta structured reflective survey for early career OTs on how they perceive their education informed their experience with leadership as entry-level clinicians.

**Resources provided at the end of this presentation:
Article for Phase 1 and Survey Questions for Phase 2.**

IMPACTING LIVES, COMMUNITIES, AND SYSTEMS



SETTING THE STAGE FOR LEADERSHIP JOURNEYS: DRAWING ON TACIT WISDOM

Gayla Grinde, Shannon Berg, & Cori Schmitz

OCCUPATIONAL THERAPY NOW MARCH/APRIL 2024 VOLUME 27.2



Phase Two: Objective

This study explores how leadership is present and fostered within occupational therapy education and then applied in early entry-level practice.

Survey Findings: Qualitative Data



“Capabilities in working with other disciplines, support[ing] OT team in contributing during team meetings, sharing resources regarding best practices. Leadership mindset is also demonstrated in professional development presentations/building capacity in community organizations with clients.”

“Initially, thought leadership was linked to formal roles/positions, but through opportunities during the program, I realized that it was entirely relational, whether you were in a formal position of ‘power/authority’ or not. This demonstrated to me leadership was how we listen to each other and organize ourselves into collective action to benefit our clients or our team.”



Situated



Ethical



Relational



Reflective



Transformative

“In University, advocacy is a principle we discuss[ed] but there [were] not many opportunities to actually exercise this skill...This is hard to prepare for. Until you’re in it, it’s difficult to anticipate how to respond in these situations.”

On continuing to intentionally develop metacognitive or introspective skills:
“Reflecting with myself, team members on pits/peaks and having mentorship on managing caseload, team sharing information/new ideas, etc.”

“Taking leadership in your own practice (“you are your own boss”) and paving a path for the way I aim to practice.

Fostering Tacit Wisdom for Leadership

“While I still see leadership as a collaborative and relational process, I also see some team members have the ability to take on leadership in different capacities. Not just having more expertise, but who, on any given day, has the capacity to be present, to carry the team through the day. Leadership may also be the people we seek out when we need support, reassurance, or to be steered in the right direction.”
-Graduate Survey

01

In the classroom

Create opportunities to convert tacit to explicit knowledge through storytelling and codifying.

02

In fieldwork

Foster debrief of fieldwork experiences, particularly in domains that students identify as less explicit in the curriculum (e.g. ethical dilemmas).

03

In the workplace

Share results of survey with students, communities of practice and professional bodies to inform continuing education and professional development opportunities.

References

- Kinsella, E. A. (2010). The art of reflective practice in health and social care: Reflections on the legacy of Donald Schön. *Reflective Practice, 11*(4), 565-575.
- Schön, D. A. (1995). Knowing-in-action: The new scholarship requires a new epistemology. *Change: The Magazine of Higher Learning, 27*(6), 27-34.

Thank you!

1. OT Now Article

Grinde, G., Berg, S., & Schmitz, C. (2024). Setting the stage for leadership journeys: Drawing on tacit wisdom. *Occupational Therapy Now*, 27(2), 24-26.

1. Tacit Wisdom in Leadership Survey

Available to adapt for your own use.



Contact

ggrinde@uablerta.ca