



A Model for Professional Development in Radiologic and Imaging Sciences

ELWIN R. TILSON, EDD. RT(R)(M)(QM)(CT), FAEIRS
COORDINATOR, ONLINE MS DEGREE IN RADIOLOGIC AND
IMAGING SCIENCES

CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

Rodney
Dangerfield used
to say "I don't
get no respect"



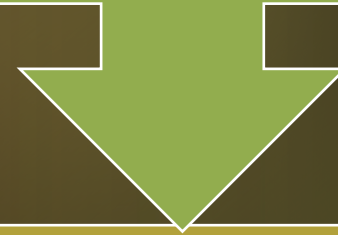
First, we
are not
legally a
profession

US statutes state a profession has 50% or more of its practitioners with a baccalaureate degree or higher

Also, the statutes says that professions must develop and manage their own body of knowledge

Second, we lack a
systematic
process to grow
leaders to
represent us

Related to that is our unfortunate
history of not promoting the
profession either in clinical
practice nor with the public



The good news is that is
changing rapidly

How are these two things connected?

When there are no systematic processes to develop the people in the profession, entry-level clinical practice becomes a dead-end job

Also, the associate degree is seen by many as the end-all education need

A two-prong approach is a major step in the right direction

1

Developing leaders through the educational process

2

Developing leaders through the practice-based processes

What is
a
Leader?



Kinds of Leadership Styles

Servant

Charismatic

Autocratic

Many others

Characteristics leaders have in common:

Vision to see beyond here and now

Ability to communicate vision

Extraversion

Bold

Assertive

Risk-taking

Intelligence

Characteristics leaders have in common:

Vision to see beyond here and now

Ability to communicate vision

Extraversion

Bold

Assertive

Risk-taking

Intelligence

Characteristics leaders have in common:

Vision to see beyond here and now

Ability to communicate vision

Extraversion

Bold

Assertive

Risk-taking

Intelligence

Characteristics leaders have in common:

Vision to see beyond here and now

Ability to communicate vision

Extraversion

Bold

Assertive

Risk-taking

Intelligence

Characteristics leaders have in common:

Vision to see beyond here and now

Ability to communicate vision

Extraversion

Bold

Assertive

Risk-taking

Intelligence

Characteristics leaders have in common:

Vision to see beyond here and now

Ability to communicate vision

Extraversion

Bold

Assertive

Risk-taking

Intelligence

Characteristics leaders have in common:

Vision to see beyond here and now

Ability to communicate vision

Extraversion

Bold

Assertive

Risk-taking

Intelligence

Competencies all leaders have



Fundamental
professional
competencies



Leading
change



Leading
people



Producing
results



Building
coalitions

Are
leaders
born or
made?

Research says
about 1/3 of leader
are "natural"
leaderships and
2/3 learned how to
become leaders.

Developing Leaders – Staff

CONTINUAL LEARNING

FLEXIBILITY

PROBLEM SOLVING

WRITTEN COMMUNICATION

Developing Leaders – Team Leader

DECISIVENESS

NEGOTIATION

TEAM BUILDING

PROFESSIONAL CREDIBILITY

Developing Leaders – Supervisor

Accountability

Conflict management

Developing others

Leveraging diversity

Developing Leaders – Manager

Creativity

Innovation

Financial management

Political savvy

Strategic thinking

Developing Leaders – Leader

Entrepreneurship

Externally aware

Vision



Using education to develop Leaders

How do practitioners see themselves relative to the profession?



IS IT A JOB?



IS IT A CAREER?



IS IT A PROFESSION?

What Do Educators Need To Do To Grow Leaders?

Do a better job of inculcating students into a professional and leadership mindset while in the educational process.

A light gray downward-pointing arrow indicating a flow from the first box to the second.

Indoctrinate students at every opportunity

A light gray downward-pointing arrow indicating a flow from the second box to the third.

Repeat, Repeat, Repeat!

How educational programs can help develop leaders



Educational
advancement
expectations



Involvement
in
professional
societies



Involving
students in a
faculty
development
agenda



Modeling
professional
behavior

Education advancement as a normal professional expectation

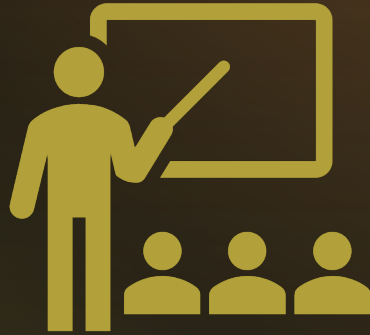


GARDENING APPROACH
TO LEADERSHIP



STUDENTS ARE LIKE
PLANTED SEEDS

Involvement in professional societies



Model the professional behavior that you would like to see in your students when they are staff



Find ways to involve students into professional society activities

Involve students in professional activities

Students help you with projects

Public education activities

Professional talks to civic groups

Political engagement

Develop student associations that have leadership positions

Involve students in professional activities

Students help you with projects

Public education activities

Professional talks to civic groups

Political engagement

Develop student associations that have leadership positions

Involve students in professional activities

Students help you with projects

Public education activities

Professional talks to civic groups

Political engagement

Develop student associations that have leadership positions

Involve students in professional activities

Students help you with projects

Public education activities

Professional talks to civic groups

Political engagement

Develop student associations that have leadership positions

Involve students in professional activities

Students help you with projects

Public education activities

Professional talks to civic groups

Political engagement

Develop student associations that have leadership positions

Student professional activities

Allowing students to be involved in student government activities even if it means modifying their clinical schedule

Senior students as mentors to junior level students

Having students involved in competitions

Encouraging students to apply for scholarships to further their education

Student professional activities

Allowing students to be involved in student government activities even if it means modifying their clinical schedule

Senior students as mentors to junior level students

Having students involved in competitions

Encouraging students to apply for scholarships to further their education

Student professional activities

Allowing students to be involved in student government activities even if it means modifying their clinical schedule

Senior students as mentors to junior level students

Having students involved in competitions

Encouraging students to apply for scholarships to further their education

Student professional activities

Allowing students to be involved in student government activities even if it means modifying their clinical schedule

Senior students as mentors to junior level students

Having students involved in competitions

Encouraging students to apply for scholarships to further their education

Working with Healthcare Organizations (HCOs) to develop leaders



Recent Study Shows Employer
Want 11 Skills in New Hires

7 of the 11 are Leadership skills



Radiology Departments and Imaging Center are desperate for leaders

- In recent study in California 50% of Director position required a master's degree

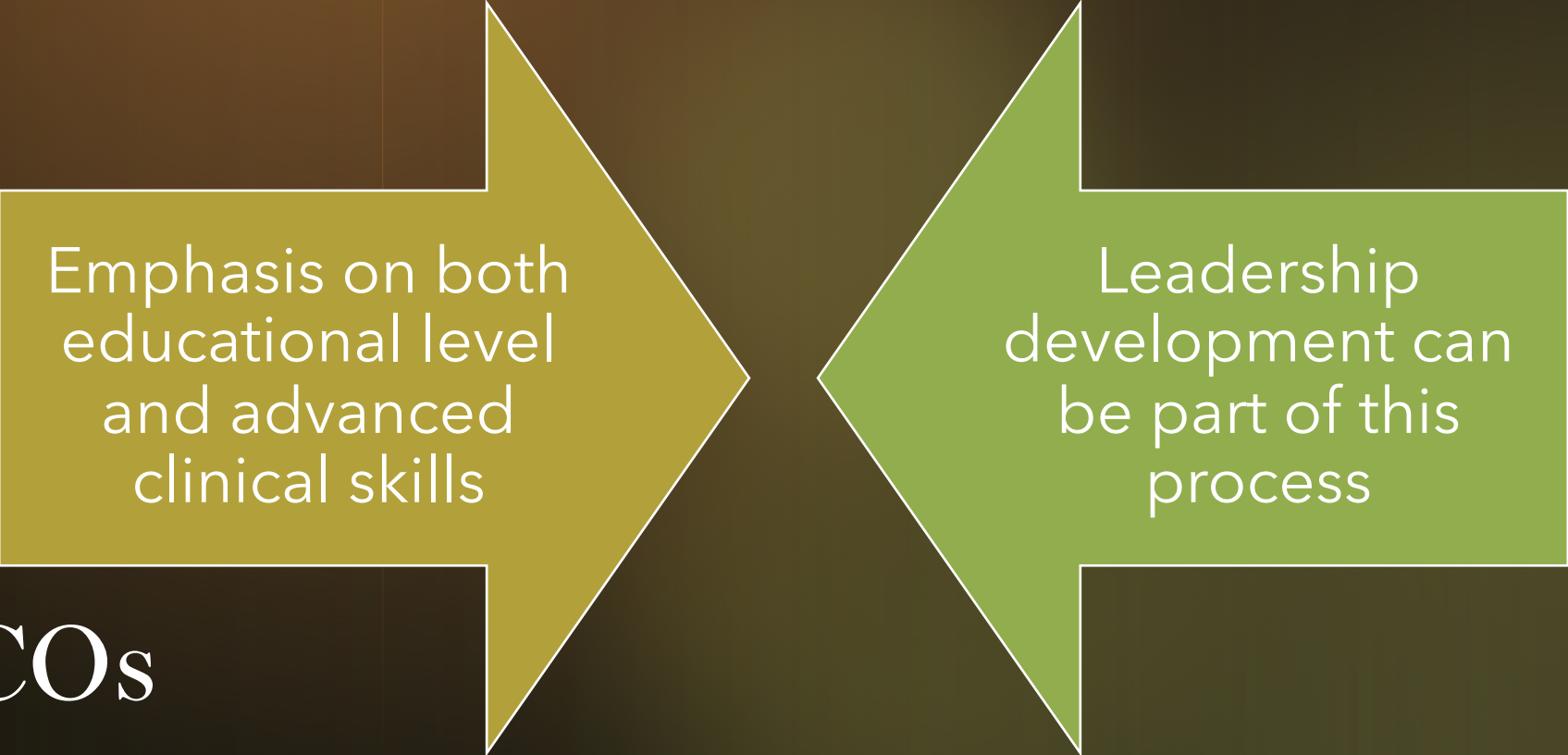
Educational Programs Partner with HC Organizations to Develop Leadership Process

Respiratory Therapy became legal profession by using model

Clear institutional expectations that a minimum of BS degree to progress

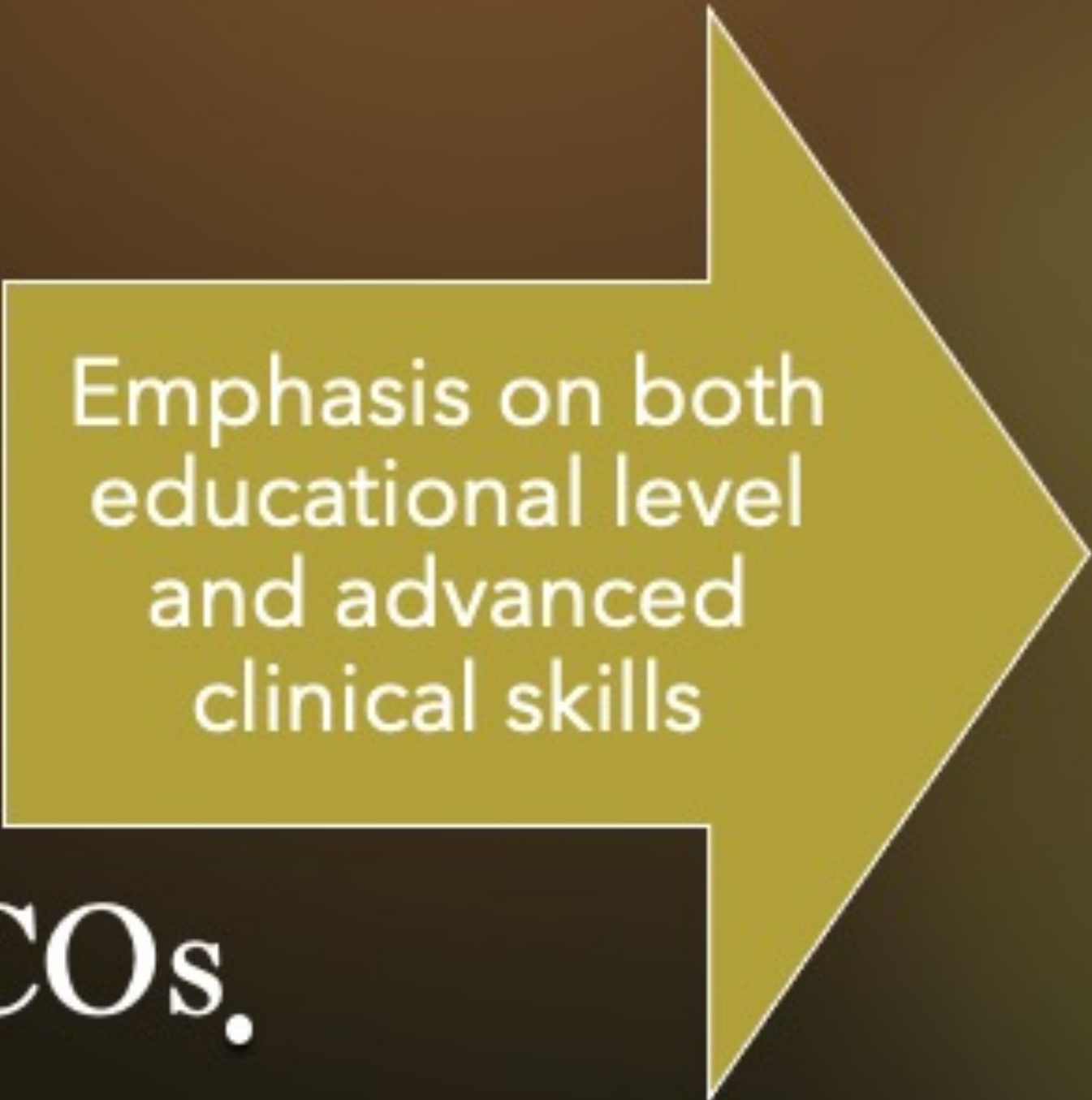
Incentives related to earning the BS degree

Work with HCOs to Develop Career Ladders



Emphasis on both
educational level
and advanced
clinical skills

Leadership
development can
be part of this
process



Emphasis on both
educational level
and advanced
clinical skills

COs.



Leadership
development can
be part of this
process

Work with HCOs to Develop Leadership Activities/Programs



Most managers are overwhelmed by workload



Leadership activities can reduce their load if designed properly

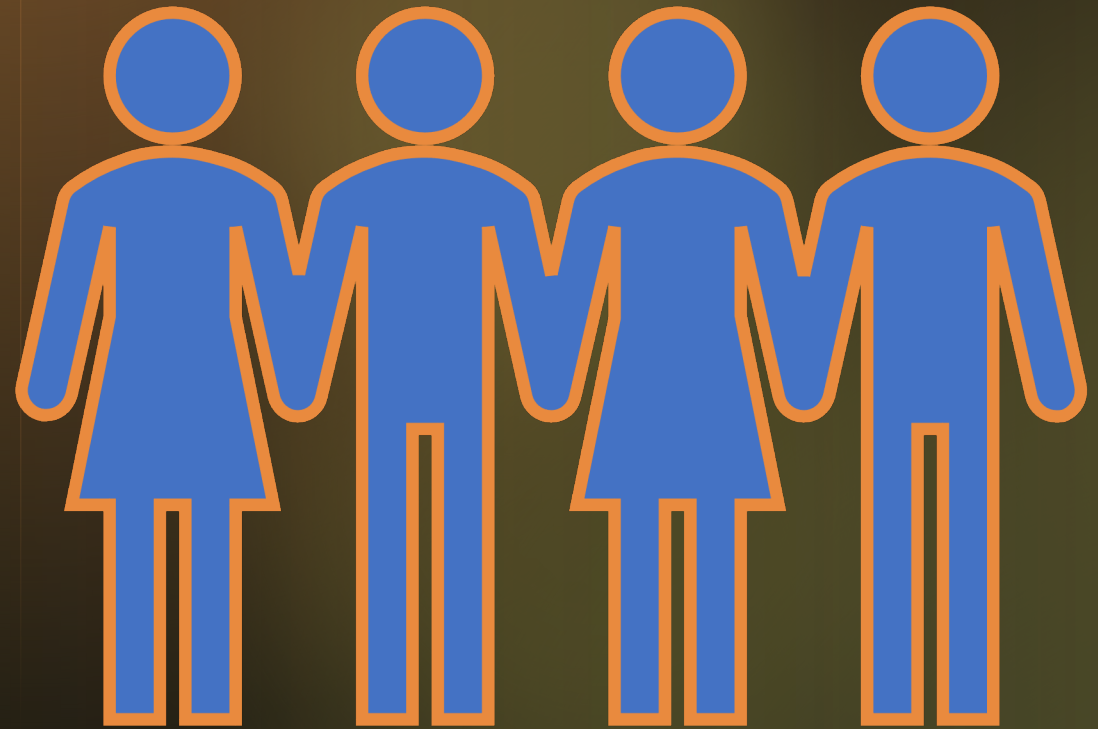


It is a win/win

Develop an incentive
system to encourage
staff to be involved
professionally



Professional Societies and HCOs Partnering



Educators Develop In-Service Programs



Relate continuing education to professional development




Discuss professional value of professional involvement and career enhancement



Submit for CEU recognition so staff gain directly from being there

Working Together to Improve the Profession

By adapting Leadership development into educational programs, we will change the profession over time



By working with HCOs also, we will change the professional sooner



"If we ... change ourselves, the tendencies in the world would also change. As a man changes his own nature, so does the attitude of the world change towards him. " Mahatma Gandhi

Thank You for Listening

Selected References

Arvey, R. D., Zhang, Z., Avolio, B. J., & Kreuger, R.F. (2007). Developmental and genetic determinants of leadership role occupancy among women. *Journal of Applied Psychology*, 92, 693-706.

Arvey, R. D., Rotundo, M., Johnson, W., Zhang, Z., & McGue, M. (2006). The determinants of leadership role occupancy: Genetic and personality factors. *Leadership Quarterly*, 17, 1-20.

Crawford, P. & Fink, W. (2020) From Academia to the Workforce: APLU Series on Employability Skills. Association of Public & Land Grant Universities.

Muller, Alana, Sirianni, Lindsey A, & Addante, Richard J. (2021). Neural correlates of the Dunning-Kruger effect. *The European Journal of Neuroscience*, 53(2), 460-484. <https://doi.org/10.1111/ejn.14935>

Thomas, H. & Volschenk, J. (2021) Reflective practice has become an integral component of the new Bachelor of Science (BSc) radiography programme in South Africa. *African Journal of Health Professions Education*, 13(1):47-51. <https://doi.org/10.7196/AJHPE.2021.v13i1.1249>

PPQPDC (2002) *APHIS Leadership Development Toolkit*.

https://www.opm.gov/wiki/uploads/docs/wiki/opm/training/leadership_toolkit.pdf