

## Designing Accessible Leadership and Management Education: Learning Enablers and Barriers Among Specializing Doctors and Dentists

### Authors:

*Mirkka Forssell, Olli Nuutinen*

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### Abstract

Examining accessibility in leadership and management education for specializing doctors and dentists is essential for the continuous development of the curriculum through systematic student feedback.

Data were collected using a semi-structured survey from three supplementary management and leadership courses within medical and dental specialist training between January and May 2025. The sample consisted of nine participants aged between 25 and 50 years.

Preliminary findings reveal several key enablers of learning. Participants emphasized the importance of clear written instructions, practical examples, and multimodal materials such as visualizations, videos, and audio. Feedback from teachers or peers, peer support, and university-provided services (academic advising, special arrangements) were also seen as beneficial. Workshop-based activities and group assignments supported learning when they encouraged active participation.

Barriers included unclear or low-quality preparatory materials, ambiguous learning objectives, inflexible lecture schedules that conflicted with clinical duties. Additionally, mandatory real-time sessions were difficult to accommodate alongside clinical responsibilities. Many participants expressed a preference for asynchronous content, such as recordings, which allowed them to study at their own pace.

Regarding study formats, participants most frequently preferred independent online learning (5/9), guided online learning (4/9), and hybrid models (4/9), highlighting the need for flexibility and learner autonomy.

These findings indicate that ensuring accessibility in leadership training requires thoughtful educational design. Emphasizing flexibility, clarity, and learner-centred approaches, such as asynchronous content and diverse learning formats can significantly enhance engagement and learning outcomes for medical professionals. Supporting varied learning preferences through diverse materials, peer interaction, and institutional support is key to accessible education.