Reviewer’s report

Title: Strategic elements of residency training in China: Transactional leadership, self-efficacy, and employee-orientation culture

Version: 0 Date: 23 May 2019

Reviewer: Glen Bandiera

Reviewer's report:

The manuscript would benefit from a thorough copy editor review since there are many grammar errors. In the current form, the paper is difficult to read and I fear that some of the statements are not properly understood by the reader due to imprecise grammar or phrasing.

Page 5, line 24: Please spell out EOC the first time it is used (it is defined in the abstract but not in the paper)

Page 6, line 28: Please clarify what "…name lists of training residents with different grades.' Means.

Independent of these concerns, I have two major questions that will need to be addressed if this paper is to be considered further.

One, please explain how the TLS behavior of teachers was linked to resident performance. Specifically, how do the authors know which teachers worked with which residents and how were the duration, intensity and nature of these interactions taken into account? In other words, how can the reader be sure that the approach taken by a single teacher has an effect on a given learner when that learner presumably would have also been taught by other teachers with potentially different TLS approaches.

Two, on page 10, line 20: I think the cultural differences between Chinese and Western educational environments should be addressed earlier on in the paper. Are there contextual studies that address how TLS approaches are received in China versus in other cultures. For example, some of the teaching behaviours (publicly criticizing residents, 'allowing' them to stay and learn further as a reward) could be seen as highly risky behaviours in some cultures that struggle with intimidation issues and workload/stress/burnout issues. Ironically, the authors muse that these strategies may have some mitigating effect on the observed burnout rates.

Are the methods appropriate and well described?
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Not suitable for publication unless extensively edited

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