National Center For Healthcare Leadership

Leadership Webcast: Best Practices in Healthcare Leadership Academies

July 16, 2010
Discussion Agenda

• Introductions
  Marie Sinioris

• Healthcare Leadership Academies: Our research findings
  Marie Sinioris

• Best Practice Case Study: Catholic Healthcare Partners
  Jon C. Abeles, Ed.D, Senior Vice President

• Best Practice Case Study: Trinity Health
  D'Anne Carpenter, Executive Director, Organization Learning/Development

• Facilitated discussions
  All
Dedicated Leadership Academy – the Growing Need

• Healthcare leaders face unprecedented pressure to transform their organizations in light of the health reform and growing demands for high quality, cost-effective care.

• The quality of leadership drives an organization’s long-term performance.

• Leadership development programs are effective in developing leaders across multiple industries, with the best systems being tailored to support the organization’s mission and strategic objectives.

• Many organizations, especially those in healthcare, under-invest in leadership development.
Dedicated Leadership Academy

The mission of a leadership academy is to create outcome-oriented learning experiences and programs for those at all levels of the organizational hierarchy who exhibit strong leadership potential; these experiences should be structured so as to cultivate their leadership excellence while simultaneously supporting the organization’s strategic goals, in close collaboration with strategic HR, including talent management and succession planning.

Source: NCHL upcoming white paper, The Growing Need for Dedicated Leadership Development Programs in Health Care
# Best Practices in a Leadership Academy

<table>
<thead>
<tr>
<th>Development Phases</th>
<th>Best Practices</th>
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<tbody>
<tr>
<td><strong>Phase 1: Initial set-up and structure</strong></td>
<td>✓ Visible, ongoing senior-level support and commitment</td>
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<td>✓ Sustained funding, even in difficult economic times</td>
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<td>✓ Dedicated, well-respected academy leadership, with programs for those at all levels of the organization</td>
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<td><strong>Phase 2: Academy curriculum and content</strong></td>
<td>✓ Curriculum guided by behavior-based competencies</td>
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<td>✓ Experiential, action-based, real-world learning</td>
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<td>✓ Cross-professional, team-based learning, led by faculty from inside and outside the organization</td>
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<td>✓ Blended learning that leverages technology, uses “embedded” and “away-from-job” learning as appropriate</td>
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<td><strong>Phase 3: Ongoing support of participants through assessment, feedback, coaching</strong></td>
<td>✓ Self, peer, and expert assessments, based on competencies</td>
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<td>✓ Ongoing coaching, mentoring, and other support</td>
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<td><strong>Phase 4: Integration with other aspects of the organization</strong></td>
<td>✓ Mechanisms to ensure alignment with organizational mission and priorities</td>
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<td>✓ Integration with strategic human resource functions</td>
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<tr>
<td><strong>Phase 5: Program evaluation and refinement</strong></td>
<td>✓ Ongoing evaluation and refinement, using metrics tied to organizational performance</td>
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Source: NCHL upcoming white paper, The Growing Need for Dedicated Leadership Development Programs in Health Care

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PURPOSE OF THE LEADERSHIP ACADEMY

Build the leadership capacity of Catholic Healthcare Partners to tackle the strategic complex challenges that exist within the rapidly changing healthcare environment.
DESIRED RESULTS

- Respond more innovatively to the complex and changing environment.
- Work as a more collective, aligned system.
- Leverage identity as strategic advantage.
- Strategically develop talent.
DESIGN REQUIREMENTS

- Design, develop, and deliver an intense developmental experience that:
  - Brings together leaders from different regions.
  - Provides a practice field for leaders to test out different ways of leading.
  - Leverages the mission, vision and values.
  - Aligns and integrates learning and development with business outcomes.
  - Builds leadership capabilities.
  - Includes sustained, visible involvement by top leaders.
  - Stretches people to do more than they think is possible.
CHP Leadership Academy

- Four Intensives over 18 month program
  - Critical Awareness and Actionable Knowledge
  - Guided Practice
  - Independent Application
  - Skilled Performance

- Action Learning spanning 18 month program
Leadership for Mission Practice Field

Session 1
2 Days

Session 2
5 Days

Session 3
5 Days

Session 4
1 Day

Action Learning

Action Learning

Action Learning

IMPACT
WHAT’S DIFFERENT? ACTION LEARNING VS. TYPICAL PROJECT WORK

- Team of non-experts
- Team finds the project
- Team organizes itself
- Team “outside” of organizational structure, joint defines accountability with that structure
- Team coach used to maximize learning

- Team of experts
- Project assigned to team
- Someone organizes the team
- Team is part of organizational structure, accountabilities defined by that structure
- No formal team coach
ACTION LEARNING LEADERSHIP PROCESS

- Process of learning through the accomplishment of and reflection on real work
- Key ingredients: project, team, sponsor, coach
- Why action learning for the Leadership Academy?
  - For the desired outcomes of the program, learning through action and reflection is essential.
  - Investment in the Leadership Academy will not only serve to develop participants’ skills and competencies, but will help CHP advance its strategic agenda
- The *leadership* work of the action learning team: generating direction, alignment, and commitment for the project within the broader organization
CRITERIA FOR ACTION LEARNING PROJECTS

Action learning projects should:

• Require the team to *make something happen*, not just study something

• Require the team to *engage actively with others* throughout CHP (and beyond), not just gathering information but involving others and enlisting their support

• Be *beyond the core expertise* for all team members (a stretch for everyone)

• Focus on *strategic issues* and central concerns of the organization

• Involve *challenge and complexity*

• Contribute to *enhancing the capabilities* targeted by the Leadership Academy
ACTION LEARNING IMPACT

- The importance of creating alignment and generating commitment as part of accomplishing group goals
- Learning how to enact leadership with a group of peers (as compared to a group of subordinates)
- Understanding team dynamics and strengths
- Building trust as part of teamwork
- Learning to understand differing styles as part of understanding each other
- Building relationships—which led to more creative processes and more meaningful work
HIGH IMPACT RESULTS…

• Respond more innovatively to a complex and changing environment.
• Work as a more collective, aligned system.
• Leverage its identity as strategic advantage.
• Strategically develop its talent.

Winning the hearts & minds of the marketplace.

CHP Core System Wide Leader Competencies

<table>
<thead>
<tr>
<th>Model Passion for the Mission</th>
<th>Embrace a Bias for Action</th>
<th>Develop Others</th>
<th>Demonstrate Strategic Agility</th>
<th>Lead Change and Transition</th>
<th>Inspire Through Servant Leadership</th>
</tr>
</thead>
</table>

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Program Effectiveness

- 76% participant retention
- 36% have been promoted; Many have had expanded scope/scale of responsibility

Evaluation / Research Findings

• Extent to Which Leaders Have Learned
  - And whether this has led to important business value
  - Participants reported:
    » Increased competency in specific leadership behaviors
    » Fostering a systems perspective & building mutually beneficial relationships across organizational boundaries
    » Increasing leadership capacity by preparing participants for expanded roles
    » Increasing self awareness and personal reflection regarding leadership style and impact on others

• Survey respondents reported that participants become better at the following behaviors and are using them:
  - 91% understand, communicate and stay focused on the organizations vision
  - 95% are able to influence and motivate others, including “managing up” toward a common vision
  - 86% seek and use feedback; are patient listeners
  - 86% handle criticism effectively
  - 87% seize new opportunities; create needed change in the face of opposition
  - 82% bring out the best in others; offer challenging assignments and opportunities to grow
  - 77% analyze problems and make clear decisions; know what is most critical
  - 69% work effectively across organizational boundaries
Presentation Objectives

• Summarize some of the best practices incorporated in Trinity Health’s approach to leadership development

• Provide a brief description of the Trinity Health Leadership Series

• Describe our high-impact approach and provide an example.

• Briefly address outcomes to-date.
The Trinity Health Leadership Series has been created to provide a clear, well-defined career progression for all levels of leaders.
Best Practices of Leadership Development

- Target All Levels of Leadership
- Integrate with Talent Management
- Apply a Comprehensive Program Design
- Maintain Strong Executive Engagement
- Define Tailored Leadership Competencies
- Align with Business Strategy

Bersin & Associates
High-Impact Leadership Development 2009
Trinity Health has a strong Leadership Development model that incorporates industry best practices.

- Targets all levels of leadership
- Integrates with talent management
- Applies a comprehensive program design
  - Knowledge and skill-building
  - Cross-functional and/or cross-ministry participation
  - High Impact Learning processes, aligning learning objectives and business outcomes
  - Coaching/mentoring
  - Action learning
- Builds the Trinity Health Guiding Behaviors and Leadership Competencies
- Aligns with business strategy
- Maintains strong executive engagement
### Guiding Behaviors

These are aspirational statements that describe the Trinity Health culture and help set expectations in the day to day workplace.

<table>
<thead>
<tr>
<th>Guiding Behaviors: How we work together</th>
<th>Supporting Statements</th>
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<tbody>
<tr>
<td>We Support Each Other in Serving Our Patients and Communities</td>
<td>Convey compassion and care in serving external and internal customers/constituents.</td>
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<td>We Communicate Openly, Honestly, Respectfully and Directly</td>
<td>Listen to and communicate respectfully with others.</td>
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<td>We Are Fully Present</td>
<td>Set aside distractions to center self and assure full attention to each patient, family, and team member.</td>
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<tr>
<td>We Are All Accountable</td>
<td>Align personal actions, measurable performance, and responsibilities to UEM Mission and Goals.</td>
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<tr>
<td>We Trust and Assume Goodness in Intentions</td>
<td>Encourage openness and sharing.</td>
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<td>We Are Continuous Learners</td>
<td>Embrace change and prudent risk to find new ways to support the Mission.</td>
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**Guiding Behaviors**

- **We Support Each Other in Serving Our Patients and Communities**
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- **We Are Continuous Learners**
  - Embrace change and prudent risk to find new ways to support the Mission.

**Supporting Statements**

- **Convey compassion and care in serving external and internal customers/constituents.**
  - Listen to and communicate respectfully with others.

- **Build collaborative relationships throughout the organization in order to share knowledge, skills, and resources.**
  - Articulate ideas and solutions, clearly and succinctly.

- **Focus on finding solutions rather than blaming and complaining.**
  - Listen to people to understand the words and their meaning.

- **Support decisions, once they are made, both publicly and privately.**
  - Accept responsibility for actions, decisions and results.

- **Make decisions in the interest of the UEM.**
  - Seek first to understand, then to be understood.

- **Trust and assume goodness in intentions**
  - Encourage new ideas to serve our patients and communities.

- **Support decisions, once they are made, both publicly and privately.**
  - Accept responsibility for actions, decisions and results.

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## Leadership Competencies

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<tr>
<th>Define and Share a Strategy and Vision</th>
<th>Align Resources Toward Achievement of UEM Results</th>
<th>Grow and Sustain the UEM</th>
<th>Identify, Lead, Embrace Change</th>
</tr>
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<tr>
<td>Engage and inspire others by sharing and bringing to life the organizational Mission, Vision, Core Values, and Guiding Behaviors.</td>
<td>Be accountable and effectively steward people, financial, capital, and informational resources to sustain the Mission of the UEM.</td>
<td>Ensure delivery of quality services to our patients, communities and internal customers is our highest priority.</td>
<td>Exhibit courage to lead change - anticipate and champion change in the work approach and mindset of associates.</td>
</tr>
<tr>
<td>Develop actions to achieve aggressive and balanced objectives.</td>
<td>Prioritize goals and appropriately consider risk and ambiguity when allocating UEM resources.</td>
<td>Make balanced, timely, clear and sustainable decisions in support of the UEM and its organizational goals.</td>
<td>Actively seek feedback in a balanced fashion to adjust strategies and plans.</td>
</tr>
<tr>
<td>Adapt to changing needs and requirements by updating strategies and objectives.</td>
<td>Commit to and take appropriate proactive steps to meet UEM goals and objectives.</td>
<td>Engage others to develop strategies and plans through values-based decision making, Mission discernment, and disciplined business planning.</td>
<td>Make personal changes in leadership approach and style to more effectively serve the Mission of the organization.</td>
</tr>
<tr>
<td>Inspire confidence and commitment to the strategic vision of the organization.</td>
<td>Focus the actions of the team and individuals on UEM goals and objectives, within the team and across the enterprise.</td>
<td>Extend and grow markets and service offerings in order to serve our communities and satisfy patients and customers.</td>
<td>Collaborate, test, and implement ideas across functions, organizational units, and constituencies.</td>
</tr>
<tr>
<td>Ensure alignment of own and others' work with organizational objectives.</td>
<td>Reward and share successes, and work with those who do not meet expectations.</td>
<td>Support associates in their development of skills, experiences and work/ life blend in order to provide excellence in care and service.</td>
<td>Energize people to support change through use of effective change management tools and communication.</td>
</tr>
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</table>

### Supporting Statements

Leadership Competencies: The required skills, knowledge and attributes of leaders. These are principles that guide leaders toward the performance and accountabilities expected of them every day.
**Purpose**: to create a clear line of sight between the learning experience and the desired business outcomes

- **Capability**
  - Key Skills and Knowledge

- **Performance**
  - Important On-the-Job Behaviors

- **Results**
  - Key Job/Team Results
  - Unit Goals
  - Corporate Goals
### Impact Map Example

**Impact Map**

*Using Introduction to Mission-Centered Leadership and Mission-Centered Leadership to Drive Business Results*

<table>
<thead>
<tr>
<th>Knowledge, Skills and Attitudes</th>
<th>Critical On and Off-The-Job Applications</th>
<th>Unit/Work Group-Level Results</th>
<th>Organizational Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>The particular learning outcomes that are most important for the learner to acquire</td>
<td>The few most important ways this learner will use the learning to produce key results</td>
<td>The few most important job results that will be accomplished by applying the learning</td>
<td>Key business indicators that will improve over time as unit and work-group level results improve</td>
</tr>
</tbody>
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- **Knowledge, Skills and Attitudes**
  - Ability to identify and explain the Trinity Health Mission, Core Values, Vision, and Guiding Behaviors
  - Ability to connect the Mission, Core Values, Vision, and Guiding Behaviors to personal values, as well as the goals of the team, the Ministry Organization, and the UEM
  - Ability to recognize examples of leadership behavior aligned with the Mission, Core Values, Vision, and Guiding Behaviors
  - Pride in his or her association with Trinity Health and the Ministry Organization
  - Respect for Trinity Health and the Ministry Organization
  - Confidence to lead others in alignment with the Trinity Health and the Mission, Core Values, Vision, and Guiding Behaviors

- **Critical On and Off-The-Job Applications**
  - Explain and demonstrate to associates and others what the Trinity Health Mission, Core Values, Vision, and Guiding Behaviors are, why they are important in building a positive Trinity Health culture, and how they influence the way we interact with each other
  - Explain and demonstrate to associates and others the relationship between the Mission, Core Values, Vision, and Guiding Behaviors and the learner’s values, the team’s goals, the Ministry Organization’s goals, and Trinity Health’s goals
  - Recognize and take opportunities to model leadership behaviors aligned with the Trinity Health Mission, Core Values, Vision, and Guiding Behaviors

- **Unit/Work Group-Level Results**
  - Increased associate engagement in the new people managers’ work groups, as measured by the standard associate engagement survey
  - Increased patient satisfaction, as measured by Press Gainey and HCAHPS scores for the Ministry Organization
  - Increased retention of both new people managers and their associates, as measured by OTE/HR records and reports

- **Organizational Goals**
  - Improved customer service, as measured by Press Gainey and HCAHPS scores
  - Increased associate engagement and desired cultural transformation, as measured by standard engagement survey
  - Increased retention

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The particular learning outcomes that are most important for the learner to acquire:

- **Knowledge, Skills and Attitudes**
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**Organizational Goals**

- Improved customer service, as measured by Press Gainey and HCAHPS scores
- Increased associate engagement and desired cultural transformation, as measured by standard engagement survey
- Increased retention
Creating alignment and engagement

• The primary reasons why training fails to have business impact are:
  – Preparation and readiness failures
  – Learning intervention failures
  – Application environment failures
• Incorporating an Impact Map into an associate learning plan will increase and clarify business linkage by providing a clear line of sight between the learning outcomes and the organizational goals
• Managers can support associate learning and drive improved performance by incorporating the High Impact Learning approach into their associates’ training plans.
Measuring Outcomes

- The level of investment made in Outcome Measurement depends on the development program:
  - Level One outcomes are measured for all programs.
  - Level Two outcomes, such as pre-tests, post-tests, etc., are measured for several programs.
  - Level Three outcomes (surveying the people to whom program participants report to learn what behavior changes are being observed) are measured for two of the most intensive programs.
  - Level Four outcomes (ROI on action learning projects, change in workgroup engagement scores, retention and promotion for program participants) are also measured for the most intensive programs. Example result: % retention and % promotion for participants in the Foundations in Leadership program are above the 90% in the Saratoga database and generally the ROI on the action learning projects is 4 – 5 times the cost of the program.
Building Leadership Capability – Value Proposition

The Trinity Health Leadership Series

- Provides learning experiences that create a comprehensive and progressive career development program.
- Increases efficiencies due to standardizing program development/acquisition and delivery.
- Increases the MO access to benefits and savings by sharing a common approach.
- Builds a shared language and capability among Trinity Health leaders.
- Provides more formal development options as more leaders participating in our Talent Management Program create development plans.
Future State

• Ultimately our goal is for
  – every Trinity Health leader to be well equipped to successfully perform in his/her role, so that he/she chooses to stay and advance within the organization, and
  – for every associate to have an individual learning and development plan, tailored to his/her aspirations, and actively supported by his/her manager.

• So that:

• Trinity Health associates are able to perform their jobs in a manner that enables optimal business processes, advances business goals, and creates enthusiasm and engagement in achievement of Trinity Health’s vision to be a “trusted health partner for life.”
Discussion/Questions
Next Leadership Webcast

No Webcast in August – Leadership Learning Lab on August 26 and 27.

Best Practices in Diversity Leadership and Cultural Competency – Sodexo

Presenters: William Anstee
Senior Director of Diversity
Sodexo

Janice L. Dreachslin, Ph.D.
Professor of Health Policy and Administration
Co-Professor-in-Charge, MBA Penn State Great Valley School of
Graduate Professional Studies

Date: Friday, September 17

Time: 1:00-2:00 pm ET, 12:00-1:00 pm CT, 10:00-11:00 am PT

Have specific questions for our presenter to address?
Submit them to Catherine Maji at cmaji@nchl.org
Upcoming Learning Lab: Leading Clinical Innovation and Excellence

Host: Lucile Packard Children’s Hospital at Stanford University, Palo Alto, California

Date: August 26 – 27, 2010

Presentation/Discussion Focus:
- August 26: Building Pre-eminent Clinical Services
- August 27: Infrastructure and Leadership

Who should attend:
Senior executives including hospital CEOs, COOs, CMOs, CNOs, CHROs, and CLOs
Administrative and clinical executives leading clinical innovation and improvement initiatives

PLEASE RSVP NOW
Please complete the webcast evaluation.

Thank you!

LENS Contact

Catherine Maji

cmaji@nchl.org