

A Three-Tiered Approach to Building Collaborative Leadership through Assessment & Coaching, Facilitated Action Learning, and Interactive Classroom Training

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INTRODUCTION

For many nurse, physician, administrative and academic leaders, the process of transitioning from a hierarchical leadership model to a partnership leadership model in healthcare organizations brings unique but worthwhile challenges. The key to successful implementation hinges upon the ability of each partner to work together in service of shared clinical and business priorities. It also requires a core strategy that includes careful selection of partners, structure and a growth mindset.

BACKGROUND

CHI - Texas Division is a rapidly expanding and relatively newly formed healthcare system comprised of four core markets (18 hospitals in total) across a wide geo-span in the greater Houston area. Given the dynamics of this complex and growing healthcare system and the goal of providing value for its patients, the division created a new service line leadership model, where administrative, physician, nurse, and/or academic leaders are partnered at every hospital, service line, and market. CHI-Texas Division partnered with TLD Group to design and customize a multi-faceted Partnership Leadership Academy [Advanced Collaborative Leadership Series or ACLS] to build key partnership competencies using the Leadership Success Model:

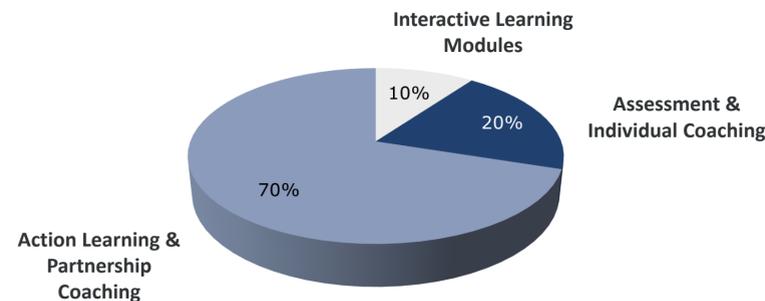
- **Leading Self:** Taking ownership of self-awareness, self-management, and self-development
- **Leading Others:** Building and developing effective teams
- **Leading Change:** Building resilience and change management
- **Leading for Results:** Applying strategy and decision-making for outcomes
- **Leading Collaboration:** Working in partnership to achieve shared goals



DESCRIPTION OF INTERVENTION

CHI-Texas Division's ACLS utilized best practice methods for developing leaders by following the 70/20/10 model of adult learning:

- **Interactive Learning Modules**
 - Structured training courses focusing on development of leadership skills and competencies defined by the Leadership Success Model
- **Assessment & Coaching**
 - Participants and their partners individually completed the Strength Deployment Inventory (SDI), an approved psychometric assessment tool for partnerships, and received partnership coaching calls with a certified expert to examine and develop insights into how their portraits differ and how to work together most effectively.
- **Action Learning & Partnership Coaching**
 - Participants worked in their partnership teams to select a priority organizational project to focus on during a 90-day *Partnership Activation* process. This process allows the partnerships to utilize the concepts learned during the interactive modules and apply them in real time while developing their leadership and partnership skills.
 - Throughout the Partnership Activation process, the teams were facilitated by a certified action learning coach who supported both project and partnership leadership skill development.



METHODOLOGY

Participants included administrative, physician, nurse, and/or academic leaders within the CHI-Texas Division healthcare entities (4 markets comprised of 18 hospitals in total) who function in an executive or service line partnership (n=approximately 70 participants; 25 partnership teams).

The program's pre-determined measures of success were the following:

- Leadership competency development
- Applicability of learning
- Participant engagement (i.e. commitment) in the program
- Participant engagement (i.e. commitment) in their service line
- Achievement of service line goals

Participants were asked to report the level of impact (0=No Impact; 1=Slight Impact; 2=Moderate Impact; 3=Strong Impact) they believed each of the three program components (i.e. interactive learning modules, individual assessment & coaching, and action learning & partnership coaching) had on the measures of success.

RESULTS

Means and standard deviations for the impact of each program component on the five measures of success are shown in the table below.

The average impact scores ranges were as follows:

- **Learning Modules:** 2.24–2.80 (Moderate–Strong)
- **Assessment & Coaching:** 1.88–2.33 (Moderate)
- **Action Learning & Partnership Coaching:** 1.79–2.25 (Moderate)

	Interactive Learning Modules	Assessment & Coaching	Action Learning & Partnership Coaching
Leadership competency development	2.74 (.51)	2.07 (.83)	1.97 (.78)
Applicability of learning	2.74 (.51)	2.30 (.72)	1.97 (.91)
Participant engagement in their service line	2.43 (.74)	1.96 (.76)	2.10 (.82)
Participant engagement in the program	2.80 (.47)	2.33 (.78)	2.25 (.80)
Achievement of service line goals	2.24 (.78)	1.88 (.99)	1.79 (.92)

DISCUSSION

Results of our survey indicate that participants believed the three components of the program positively impacted the five measures of success. Interestingly, participants felt the learning modules had a moderate-to-strong impact, whereas the coaching components received reports of moderate impact.

Over the course of the ACLS, the efficacy of the service line model waned due to leadership departures and unplanned RIFs. This may have impacted the variability in responses for the coaching components of the ACLS program as compared to the learning modules. While some participants worked with their service lines for the coaching component and project work, others were placed on arbitrary teams due to the unexpected RIFs. Anecdotal feedback we received from the program's coaches revealed varying levels of engagement in the coaching seemed dependent on the team's configurations (service line versus arbitrary).

Nonetheless, all three aspects of the program were perceived to be impactful on the measures of success outlined for the program. The participants' anecdotal feedback indicated strong success of all components on the ability to network and build relationships across a large geo-span, a key ingredient to effective collaboration.