Building an Advanced Leadership Academy
Henry Ford Health System

November 13, 2012 | Chicago, IL

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Physician Affairs
Building an Advanced Leadership Academy Model

November 13, 2012

Kathy Oswald, SVP, CHRO
Henry Ford Health System
Henry Ford Health System
“The Henry Ford Experience”

7 Pillars of Performance

Mission: To improve people’s lives through excellence in the science and art of health care and healing.

Vision: Transforming lives and communities through health and wellness – one person at a time.

People, Service, Quality & Safety, Growth, Research & Education, Community, Finance

System Values: Respect for people, High Performance, Learning & Continuous Improvement, Social Conscience, Each Patient First

Core Competencies: Innovation, Care Coordination, Collaboration

Organizational Framework: Leadership, Strategic Planning, Patient/Customer Focus, Performance & Knowledge Management, Staff Focus, Safe & Reliable Process Focus, Accountability for Results

Henry Ford Health System

Malcolm Baldrige National Quality Award 2011 Award Recipient
Sustainability Through…

- Workforce culture
- Patient safety culture
- Relentless focus on safety
- Accountability for results – ongoing performance reviews are standard agenda items
- Succession planning and leader development
Succession Planning/
Talent Review & Development – Annual Cycle

**SEPTEMBER**
- ALA Class begins (alternating years)
- LA begins
- IDPs created for all academy participants

**NOVEMBER/DECEMBER**
- Executive Cabinet Meeting
  - Review development opportunities and progress of successors and Talent Pool individuals

**DECEMBER**
- Nancy Schlitching presents to Henry Ford Health System Board

**AUGUST**
- Pre-work begins for ALA and LA
- Mid Year Reviews
  - Individual supervisors discuss career development with high potentials and IDP adjusted to include new learning opportunities
  - Academy participants contacted
  - Development Coach provided to high potentials identified for specific positions
- Executive Cabinet Meeting
  - Approve all bench charts and development opportunities at BU

**FEBRUARY**
- Establish performance and development goals (for all employees)

**MARCH**
- BU Development Committee:
  - Identify critical positions and Committee members
  - Identify success elements of each critical position
  - Identify potential successors

**APRIL**
- BU Development Committee:
  - Identify readiness levels for each nominated individual
  - Identify Leadership Academy participants
- Physician Leadership Institute Launch

**JULY**
- Talent Review Session with Bob Riney and BU CEOs
  - Review all proposed BU bench charts and match potential successors with systemwide development opportunities
  - Identify Advanced Leadership Academy participants

**MAY**
- BU Development Committee:
  - Identify readiness levels for each nominated individual
  - Identify Leadership Academy participants
Why is This Important?: The Business Case

- Failure rates are high when executive talent is hired from outside.²
- Turnover among C Level leaders soared 53% between 2001 and 2007.³
- Half of baby boom leaders will retire within 5 years.⁴
- 75% of survey respondents said their company is chronically short of leadership talent.¹

². *Linkage & DDI. Exec. Succession Management*
HFHS Leadership Development Model

- Potential for Performance Council
- Includes administrative, physician and nursing leaders
- System Priority Projects
- Nominated by CEOs/Sr. VPs
- Focus: HFHS Sr. Exec Competencies

Advanced Leadership Academy (ALA)

- Potential for LEAP
- Includes administrative and clinical leaders (20% physicians)
- Business Unit Projects
- Nominated by BU Sr. Leadership
- Focus: HFHS Strategic Pillar Goals

Leadership Academy (LA)

- New to Leadership
- Administrators, & nursing leaders; some physicians
- Mentor through LA grads
- Focus: HFHS Leadership Competencies

New Leader Academy (NLA)

Physician Leadership Institute (PLI)

- Potential for HFMG Committee seats
- Cohort of 12-15 physicians & researchers
- Business Plans; EI assessments
- Nominated by Chairs
- 6 full days over 8 mos.
- Core faculty: HFHS Physician Sr. Leaders

MD Content

New Physician Leader Workshop

HFHS University Leadership Curriculum
(Courses and development opportunities for all HFHS leaders and Hi-potentials)

HFHS University Employee Curriculum
(Courses and development opportunities for all HFHS employees)
**Focus: The Pipeline…Building Capability and Value through HFHS-U Leadership Academies**

| Target Audience | • Selected via Talent Review Process Bi-Annually  
|                 | • 3-5 year potential for Sr. Exec. Position(s) |
| Outcomes        | • Think/Act like a Sr. Executive of HFHS in 6 identified critical competencies:  
|                 | • “System” mindset on financials, external stakeholders, complex internal relationships, business drivers, etc. and how to impact them  
|                 | • Able to lead innovation and execute across boundaries, multiple stakeholders  
|                 | • Able to inspire followership.. |
| Program Design  | • 1 cohort bi-annually  
|                 | • Blended Learning – Assessments, “System-Oriented” Project, Leader/Teacher dialogues, workshops and integrated expert content to support both project work and competency attainment |
| Assessments     | • Strengths Finder  
|                 | • 360 on “Critical Executive Competencies” |
| Faculty         | • Senior Executive Leadership  
|                 | • Selected External Content Experts  
|                 | • Internal Development Coaches |

**Advanced Leadership Academy (ALA)**

**Leading a Business Unit or Corporate Function with the “System” Perspective**

High Achiever, Leader Behaviors, Broadened Perspective, Aspiration for “System” Role(s)
## Advanced Leadership Academy Curriculum

<table>
<thead>
<tr>
<th>Full Day Session Topics</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Welcome</strong>: Commitments &amp; Expectation of program; IDP creation</td>
<td>System Thinking, Accountability for Results</td>
</tr>
<tr>
<td><strong>Strengthsfinder</strong>: Authentic Leadership</td>
<td>Innovation</td>
</tr>
<tr>
<td><strong>Engagement</strong>: Maximizing and Managing Talent</td>
<td>Innovation</td>
</tr>
<tr>
<td><strong>Learn how to be a Mentor</strong>: Present Strengths to Leadership Academy</td>
<td>Innovation</td>
</tr>
<tr>
<td><strong>Leading Change</strong>: Baldrige</td>
<td>System Thinking, Knowledge of Market</td>
</tr>
<tr>
<td><strong>Influencer</strong>: Action Learning Project application</td>
<td>Innovation, Accountability for Results</td>
</tr>
<tr>
<td><strong>Structured Discussion Groups with Sr. Leaders</strong>: Networking with LA &amp; Sr. Leaders</td>
<td>Innovation</td>
</tr>
<tr>
<td><strong>Project Presentations</strong>: Application of sessions to System Action Learning Projects</td>
<td>Accountability for Results</td>
</tr>
<tr>
<td><strong>Representing HFHS in the Community</strong></td>
<td>Community Representation</td>
</tr>
<tr>
<td><strong>Community</strong>: Tour HFHS Community Health Sites; Healthcare Equity Campaign</td>
<td>Business Acumen, System Thinking</td>
</tr>
<tr>
<td><strong>Graduation Day</strong>: Showcase successes/achievements (Individuals &amp; Teams)</td>
<td>System Thinking, Business Acumen</td>
</tr>
</tbody>
</table>

### Intra-Session Activities

- System Action Learning Project
- IDP maintenance & execution
- Meet with Internal Development Coach (IDP)
- Meet with Gallup Coach Strengths & Engagement
- Represent HFHS formally in the community
How Do We Measure Value?

- ALA retention rates
- ALA promotion rates
- Efficiencies – Costs contained through leveraging HFHS senior executives as faculty
- Participant perception of value
- Employee Engagement levels
How Do We Measure Value?

2012 Employee Engagement

Q1 (What’s Expected)  Q5 (Cares about me)  Q6 (Development)  Q7 (Opinions Count)  Q8 (Mission/Purpose)  Q10 (Best Friend)  Q11 (Progress)  Q12 (Learn & Grow)  Grand Mean

All leaders
Advanced Leadership Academy
Physician Leadership Institute (PLI): Program Objectives

- Expose current and emerging physician leaders to basic management skills
- Provide mentoring opportunities with senior physician leaders
- Present physician focused lecture topics and business planning projects
- Develop and support leadership competencies through training in emotional intelligence
Competencies for Physician Leadership Development

Best-practice suggests physician leadership academies offer learning experiences focused on a blend of competencies identified by:

- American College of Healthcare Executives (ACHE)
- American College of Physician Executives (ACPE)
- American College of Medical Practice Executives (ACMPE).

- Competencies fall into 10 categories.
# 6 Full-Day Session Topics

## 1) Leadership: HFHMG Physician Leadership:
- HFHS Culture of Development; Business Plan Overview; HFHS Experience; Influencer model; Emotional Intelligence

## 2) Professionalism:
- Medical Contract for Professionalism; Case Studies of Professionalism in Medicine; Leveraging Diversity; Patient Engagement; Business Planning

## 3) Management Skills:
- Appreciative Inquiry, Physician leader pitfalls; 3 Breakout sessions: Management basics; Status reports on Business Plans

## 4) Quality and Safety:
- HFHS Model for Improvement; Quality leaders panel; Health Equity; Just Culture; Human Factors; Business Planning

## 5) Leading Teams:
- Physician and Colleague Engagement; Mock Business Plan Presentations and feedback session; Performance discussion

## 6) Projects/Mentoring/Celebration/Graduation:
- Business Plan Presentations to Senior Leaders; Mentoring Wrap-up; Luncheon Celebration

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**Emotional Intelligence** 2 -3 Hour Individual Coaching

**Business Planning** Mentoring in each Session
HFHS Strengths By Leadership Domains

- **Execution**: Physicians 26.7%, PLI 2012 9.3%, Senior Leaders 31.8%
- **Influencing**: Physicians 44.9%, PLI 2012 12.1%, Senior Leaders 14.1%
- **Relationship Building**: Physicians 17.3%, PLI 2012 19.7%, Senior Leaders 20.5%
- **Strategic Thinking**: Physicians 46.7%, PLI 2012 36.4%, Senior Leaders 21.8%
Differentiators

- Physician Leaders as Teachers & Mentors
- HFMG Business Plan Projects
- Integrated into Henry Ford’s talent management strategies and leadership succession pipeline
- Emotional Intelligence assessment, coaching and integration of EI throughout the curriculum
- Influencer/Change Management training
How Do We Measure Value?

- Physician leadership positions filled internally
- PLI promotions
- Efficiencies and cost-effectiveness achieved through physician leaders as faculty
- Participant perception of value
- Physician Engagement
## Driver of Physician Engagement

### System Top Driver Strengths

<table>
<thead>
<tr>
<th>Driver</th>
<th>Category</th>
<th>% Strongly Agree</th>
<th>Bench % Strongly Agree</th>
<th>Gap</th>
<th>Statistical Significance</th>
<th>Top Impact Driver</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am interested in physician leadership opportunities at this organization.</td>
<td>Leadership Effectiveness</td>
<td>36.3 %</td>
<td>17.6%</td>
<td>18.6%</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Clinical leaders (department chair, specialty director, lead MD) serving my practice area effectively communicate difficult messages that my colleagues and I need to hear.</td>
<td>Respectful Culture</td>
<td>33.2 %</td>
<td>17.5%</td>
<td>15.7%</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Disruptive behavior is not tolerated at my organization.</td>
<td>Respectful Culture</td>
<td>40.0 %</td>
<td>26.4%</td>
<td>13.7%</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>This organization is well prepared to meet the challenges of the next decade.</td>
<td>Leadership Effectiveness</td>
<td>28.2 %</td>
<td>17.8%</td>
<td>10.4%</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
We’re Henry Ford. We Can.