Creating a Leadership Strategy: From Department to Institution

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Director of Strategic Leadership Development
Medical University of South Carolina
Disclosures

- I will discuss proprietary products, and my perspective is purely from experience
- I have no financial, business, or other relationship with these products
Objectives

- Outline key components for the design of a successful leadership development program
- Discuss the importance of outcomes in designing a leadership development program
- Reference a “white paper” blueprint for leadership development design
AMERICA’S MEDICAL SCHOOLS AND TEACHING HOSPITALS
WE ARE THE FUTURE OF HEALTH CARE

We educate and train tomorrow’s doctors.

We pioneer cures and bring them to patients.

We provide care not available elsewhere.

44 states have accredited medical schools

50% of all external research funded by the National Institutes of Health is performed by scientists at medical schools and teaching hospitals.

76% of all medical schools require their students learn to practice team-based care with nurses, pharmacists, social workers, and other health professionals.

93% of residency programs train residents in non-hospital settings, such as community health centers, private physicians’ offices, VA ambulatory services, and ambulatory surgical centers.*

5% of all U.S. hospitals are AAMC-member teaching hospitals

23% of all clinical care.

37% of hospital charity care.

America’s medical schools and teaching hospitals drive the innovations that improve health. Advances and new treatments developed at these institutions include:

- Coronary angioplasty and drug-coated stents
- Bone marrow and organ transplants
- Insulin infusion pump for diabetics
- Chemotherapy for cancer
- New treatments for cystic fibrosis
- Minimally invasive surgery
- Better ways to manage chronic diseases

These teaching hospitals provide critical services often not available elsewhere. Teaching hospitals operate:

- 100% of the nation’s 41 Comprehensive Cancer Centers
- 68% of burn unit beds
- 79% of accredited level-one trauma centers
- 59% of pediatric intensive care unit beds

Association of American Medical Colleges
## Advancing the Academic Health System for the Future

<table>
<thead>
<tr>
<th>1. The AMC of the future will be system-based, with a broad regional presence and clinical services aligned across the continuum of care.</th>
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<tbody>
<tr>
<td>2. Academic health systems require strong and aligned governance, organization, and management systems committed to a unified direction, transparency, and internal and external accountability for performance.</td>
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<td>3. University relationships will be challenged to evolve as academic health systems grow and develop, requiring leadership and structure to support clinical expansion, community engagement, alignment on financial requirements, and implementation of productive industry relationships.</td>
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<td>4. Growth and complexity of academic health systems requires an enhanced profile and responsibilities for department chairs, new roles for physician leaders, and evolution of practice structures to focus on organizational leadership designed to lead clinicians into a new era.</td>
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<tr>
<td>5. Transparency in quality outcomes and financial performance across the academic health system is central to high achievement that is demonstrable to patients and purchasers.</td>
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<td>6. Competitive viability and long-term mission sustainability will require radically restructuring the operating model for cost and quality performance.</td>
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<td>7. Academic health systems must begin the movement to population health now, as purchasers look to reward organizations that can demonstrate improved outcomes for attributed populations of patients, and as community leaders address the social determinants of health.</td>
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<tr>
<td>8. Academic health systems must conduct candid assessments of strengths and weaknesses essential to achieve change; and must revamp organizational culture if necessary.</td>
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</table>
At a time when our health care systems are taxed with doing more with less, we cannot afford for medical schools to operate on only a fraction of the intelligence inside them. The medical academy must teach that the critical leadership skill is not personal knowledge but, rather, the ability to tap into the knowledge of others.

Wiseman, Bradwejn, Westbroek, 2014
“With so much change now in all of the mission areas in academic medicine, strong and committed leadership is more important than ever before.” Don Rockey
MUSC Department of Medicine: LEAD

- Charge from committed leadership
- Diverse and engaged team
- Target participants
- Study best practices
- Start something
- Measure
# Diverse and Engaged Team

<table>
<thead>
<tr>
<th>Role</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Division Chiefs</td>
<td>3</td>
</tr>
<tr>
<td>MUSC-Health</td>
<td>3 (Chief Learning, Chief Quality, Chief Operating)</td>
</tr>
<tr>
<td>Administrators</td>
<td>3</td>
</tr>
<tr>
<td>MD Faculty</td>
<td>5 (Vice Chair Faculty Development)</td>
</tr>
<tr>
<td>PhD Faculty</td>
<td>1</td>
</tr>
<tr>
<td><strong>Consultant</strong></td>
<td>1</td>
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</table>
Target Participants

- “Change the culture”
- “Deepen the bench”
- “Train leaders”
- “Physicians taking on projects”

LEAD seeks to build a culture of leadership within the Medical University of South Carolina through the development of established and future leaders of high potential. This will be accomplished by enhancing individual skills associated with leadership self-discovery, working within teams and driving change.
Best Practices
Best Practices

- **Coach**: To transport a valued person from where they are to where they wish to be
- **Interprofessional**
## 2014/2015 Program Outline

### Objectives
- Build a leadership culture and “bench” of future leaders
- Improve individual skills associated with “concern for people” and driving business/clinical/research results
- Improve skills related to working in interdisciplinary teams

### Nominated faculty and staff who are considered to have a high potential for leadership

### Highlights
- 360 assessment for each participant (with a follow-up planned)
- Myers-Briggs Type Indicator (MBTI), or similar, for each participant
- Personal coach to support your development
- Insight into MUSC’s culture and financial structure
- Capstone project to support learning objectives (projects will be conducted in small interdisciplinary groups)

### In-Person Classroom (Full Day)

#### October 10 and 11, 2014 - Leadership Principles and Self Discovery
- Role of a leader defined
- Introduction to Executive Coaching
- Building Self-Awareness through a 360 assessment
- Strategic Planning/Planning for your project
- Individual goal setting

#### November 7, 2014 - Building Highly Effective Teams
- Power and Influence
- Building a shared vision and inspiring others
- Building and Leading Effective Teams: Working across organizational boundaries

#### November 9, 2014 - Leadership Communication
- Conflict Communication Styles
- Communicating your plan — how to present it well
- How to run an effective meeting
- How to progress your project when stalled

#### December 10
- Change Management
- What is culture and how to change it?
- How leaders empower others to act

#### January 9, 2015 - Leadership Communication
- Change Management
- What is culture and how to change it?
- How leaders empower others to act

#### February 6, 2015 - Building and Sustaining a Culture of Growth
- Change Management
- What is culture and how to change it?
- How leaders empower others to act

#### March 6, 2015 - Lifelong Development and Learning
- Career Balance — How do you Establish and Maintain Focus to Build Your Career?
- Personal balance
- Personal values
- Time Management

#### April 10, 2015 - Project Presentation/Graduation/Celebration
- Graduation program — project presentations, certificate presentations, celebration!

For more information, please visit www.musc.edu/domleadership
DOM Lead program

- Leadership Principles and Self Discovery
- Building Highly Effective Teams
- Leadership Communication
- Leading and Managing Change
- Sustainability and Resilience
- Graduation/Celebration
~77,000 leaders have used the TLCP in their development

~500,000 individuals have provided feedback to leaders

Experience in over 1,000 organizations world-wide
CREATIVE VS. Reactive

Creative Leadership Competencies lead to highly effective leadership

Reactive Leadership Tendencies limit effectiveness, authentic expression and empowering leadership
Two Structures of Mind

Creative

Reactive
LEAD: Graduates – 52 total (+23)

<table>
<thead>
<tr>
<th>Demographic</th>
<th># (52)</th>
<th>2016 (23)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of Medicine</td>
<td>33</td>
<td>13</td>
</tr>
<tr>
<td>Colleges/MUSC-H</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>DOM Divisions</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>Physicians</td>
<td>31</td>
<td>13</td>
</tr>
<tr>
<td>Women</td>
<td>29</td>
<td>15</td>
</tr>
<tr>
<td>New Leadership roles</td>
<td>13</td>
<td>?</td>
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## Participant Feedback

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Leadership Principles and Self Discovery</td>
<td>4.74</td>
<td>4.64</td>
</tr>
<tr>
<td>Building Highly Effective Teams</td>
<td>4.50</td>
<td>4.61</td>
</tr>
<tr>
<td>Leadership Communication</td>
<td>4.73</td>
<td>4.73</td>
</tr>
<tr>
<td>Building and Sustaining a Culture of Growth</td>
<td>3.64</td>
<td>4.03</td>
</tr>
<tr>
<td>Lifelong Development and Learning</td>
<td>4.33</td>
<td>4.42</td>
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DOM LEAD Program

“I can't say enough fabulous things about the program and what the journey has meant for me personally. I am truly grateful for the experience and hope to remain involved in the process and progression moving forward.”

“It was all civil and productive, and I feel like we really buttressed a relationship that has been challenging for me. *I kind of feel like a Jedi.*”

“I believe our LEAD project is going to be adopted by hospital leadership to roll out as an institution wide effort available for residency programs to participate in for the hospital quality incentive program.”

“I was at a low point dealing with some leadership issues and not sure if I should continue. It really turned my thinking around so I could embrace the challenge.”
IMAGINE MUSC KIDS
Hunter joins Darius Rucker in building a new Children’s Hospital and Women’s Pavilion

LEARN MORE ➤
“I believe in the power of the individual to lead a team and have an impact. Solving the fractured healthcare conundrum is not exclusively our burden, but we cannot stand with validity in the shadows and hope that those around us are doing OK.”

- David J. Cole, President MUSC
## Implementation Priorities: Phase I highlighted

<table>
<thead>
<tr>
<th>COMMIT TO PATIENTS FIRST</th>
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<tbody>
<tr>
<td>1. Develop a campus wide plan for applied analytics to assess and implement best practices to improve patient care</td>
</tr>
<tr>
<td>2. Establish a Center for Patient and Family Centered Care (PFCC)</td>
</tr>
<tr>
<td>3. Define, develop, and deploy an innovative, high value MUSC Care Model</td>
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<tr>
<td>4. Integrate precision medicine, genetics, and genomics into innovative health plans</td>
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<table>
<thead>
<tr>
<th>ADVANCE NEW KNOWLEDGE AND SCIENTIFIC DISCOVERIES</th>
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<tr>
<td>5. Optimize integration of researchers, educators, and scientific rigor with the clinical enterprise</td>
</tr>
<tr>
<td>6. Provide central strategic coordination (i.e., a strategy that accounts for diversified research funding, campus research needs, current abilities, improved research communication, research space allocation, etc.) of campus-wide research and strengthen key critical relationships with external and strategic partners</td>
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<table>
<thead>
<tr>
<th>EMBRACE DIVERSITY AND INCLUSION</th>
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<tr>
<td>7. Develop a 3-year, measurable plan for priority recruitment and development for of URM populations to include students, faculty, clinicians, staff, and senior leadership</td>
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<td>8. Under the auspices of the CCMO provide strategic development and coordination of a D&amp;I communications plan across the enterprise</td>
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<table>
<thead>
<tr>
<th>FOSTER INNOVATIVE EDUCATION AND LEARNING</th>
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<tbody>
<tr>
<td>9. Integrate interprofessional (IP) teamwork into education, practice, and research</td>
</tr>
<tr>
<td>10. Innovate in teaching and learning to include identifying and disseminating best practices in education and opportunities for grant support and industry collaboration</td>
</tr>
<tr>
<td>11. Develop a 5-year comprehensive educational infrastructure roadmap for student education at MUSC to include new programs, space needs, and roles/responsibilities</td>
</tr>
<tr>
<td>12. Develop and implement a Model 2020 Classroom (physical layout, technology, teaching/learning style, etc)</td>
</tr>
<tr>
<td>13. Identify and further develop leadership development opportunities (both curricula and development experiences) across entities, levels and functions. This will include developing and implementing a 5-year comprehensive, mandatory D&amp;I Curriculum for leadership development</td>
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<table>
<thead>
<tr>
<th>BUILD HEALTHY COMMUNITIES</th>
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<tbody>
<tr>
<td>14. Collaborate and/or affiliate with other entities to enable MUSC Health to manage and improve the health of the lives we touch</td>
</tr>
<tr>
<td>15. Establish a MUSC Healthy Lifestyle Campaign inclusive of behavioral health, to include a communications campaign to encourage MUSC family to participate in healthy activities</td>
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<tr>
<td>16. Develop and deploy an enterprise strategy for Health Innovation that aligns innovation and discovery with healthcare delivery, positioning MUSC as a leader in collaborative partnerships that build healthier communities</td>
</tr>
<tr>
<td>17. Strengthen education and research in health systems and policy throughout the entire MUSC campus</td>
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MUSC Enterprise

- Charge from committed leadership
- Diverse and engaged team
- Target participants
- Study best practices
- Start something
- Measure
### Strategic Leadership Development Team

<table>
<thead>
<tr>
<th>Role</th>
<th>Title/Unit/Area</th>
<th>#</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Champion</td>
<td>Dean – CON</td>
<td>1</td>
</tr>
<tr>
<td>Faculty</td>
<td>Colleges – COM, CHiP, CDM, CON</td>
<td>13</td>
</tr>
<tr>
<td>MUSC-H</td>
<td>Chief Learning Officer</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Chief Quality</td>
<td></td>
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<tr>
<td></td>
<td>Chief Diversity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chief Nursing</td>
<td></td>
</tr>
<tr>
<td>Chief Communications Officer</td>
<td>Enterprise</td>
<td>1</td>
</tr>
<tr>
<td>Administrators</td>
<td>HR-COM</td>
<td>2</td>
</tr>
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Developing a Leadership Strategy
A Critical Ingredient for Organizational Success

By: William Pasmor
Creating the Strategy

1. Review business strategy for implications for new leadership requirements – Drivers
2. Quantity and qualities needed
3. Skills and behaviors
4. Collective capabilities
5. Leadership culture*
Measure what?

- Culture
- Employee Engagement
- “Results”
Leadership Vision for MUSC

- Our leaders reflect our values and who we want to be. They have integrity, authenticity and courage. They are lifelong learners.
- We have a culture of leadership development, recognizing and training leaders from early in their careers – supporting them in their growth knowing that failure is a part of learning.
- Our leaders have a depth of relevant healthcare delivery knowledge and are always scanning the environment for developments in the healthcare field.
- All of our missions and our leaders are aligned and connected, just as the Greenway connects us physically.
- Our leaders are as diverse as the people we serve.
- Everyone knows what the strategies are and how we got there – all decision-making is transparent, aligned with our strategic plan, and well communicated.
- MUSC is nationally and internationally recognized for our leaders, leadership culture and our value-driven outcomes.
# Leadership and Strategy Aligned

## Understand External and Internal Drivers for Change

<table>
<thead>
<tr>
<th>Organizational Change</th>
<th>Vision of Success</th>
<th>Leadership Change</th>
</tr>
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</table>

## Identify Strategic Focus Areas and Drivers

<table>
<thead>
<tr>
<th>Business Strategy and Metrics</th>
<th>Leadership Strategy and Metrics</th>
</tr>
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</table>

## Common Accountability System

| Implement Business Strategy and Measure Success | Implement Leadership Strategy and Measure Business Success and Changes in Beliefs and Practices |
An example of how leadership and strategy align

<table>
<thead>
<tr>
<th>Key Strategy Driver</th>
<th>Leadership Strategy Implications</th>
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<tbody>
<tr>
<td>Need to become more global</td>
<td>▪ Requirement for greater cultural understanding among leaders</td>
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<td></td>
<td>▪ Enhanced language skills in key leadership roles</td>
</tr>
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<td></td>
<td>▪ Etc.</td>
</tr>
<tr>
<td>Need to become more entrepreneurial</td>
<td>▪ Requirement for collaboration skills among leaders to create more effective interdisciplinary</td>
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<tr>
<td></td>
<td>work to bring new products to market</td>
</tr>
<tr>
<td></td>
<td>▪ Need skills involved in anticipation/planning regarding capital, space, talent</td>
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<tr>
<td></td>
<td>▪ Etc.</td>
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LEADERSHIP & MANAGING PEOPLE

Why Leadership Training Fails—and What to Do About It

by Michael Beer, Magnus Finnström, and Derek Schrader

FROM THE OCTOBER 2016 ISSUE
“In creating a leadership strategy, failing to be as detailed as possible in describing the leadership culture that is required to implement the business strategy will lead to oversights later in the process that erode strategy implementation and interfere with effective performance.”
Milestones

• Appoint a Director of Strategic Leadership Initiatives
• Conduct first meeting with strategic leaders
• Conduct a leadership culture survey
• Conduct 360s on the strategic leaders
• Identify next level down leaders
• Conduct an in-depth gap analysis of leadership needs using existing data and interviews from across the institution
• Fully articulate the enterprise leadership development strategy with input from key stakeholders
Can you measure culture?

“The only thing we have is one another. The only competitive advantage we have is the culture and values of the company. Anyone can open up a coffee store. We have no technology, we have no patent. All we have is the relationship around the values of the company and what we bring to the customer every day. And we all have to own it.”

Howard Schultz, CEO, Starbucks
Overview – Four Domains
Highest Performing Organizations

Aggregate Profile of Those Leaders Whose Organizations’ Were Evaluated as Highest Performing
Lowest Performing Organizations

Aggregate Profile of Those Leaders Whose Businesses’ Were Evaluated as Lowest Performing
Measurements – Making the Case

- Leadership culture survey and interviews
- Individual 360’s
- Press Ganey Results
- HCAPS and CGCAPS
- Education institutional report
- Line of Sight Results
- Metrics – research, health innovation, business
January Retreat

35 strategic leaders: 100% plan to attend

Meeting Objectives:

- Build awareness in the organization of the relationship between leadership and results
- Begin to agree on our leadership vision and values
- Understand our own leadership strengths and opportunities
- Begin to identify where we need to develop individually and collectively

Meeting Purpose:

- Unlocking leadership to drive transformational change at the MUSC Enterprise to create results that matter
Final Design Principles for MUSC
Strategic Leadership

- Must be flexible and scalable to meet the varying needs of different areas and roles within MUSC
- Should be a hybrid approach between totally centralized and totally decentralized (what we are today).
  - Should be more heavily weighted towards a centralized vision and approach.
- Should reflect best practices
- Should clearly define expectations and answer the question of how those expectations benefit the institution
- Should align with our strategy and be continuously assessed
- Should be inclusive of faculty and staff.
Leadership Development and Strategy

- A strategy is different from a program – individual institutions likely require both
- Leadership culture drives transformational change
- Vision and values are paramount
- Institutions/organizations must decide what they need based on where they want to go
- “It’s a journey”
“It's a dangerous business, Frodo, going out your door. You step onto the road, and if you don't keep your feet, there's no knowing where you might be swept off to.” JRR Tolkien
References

- The Leadership Circle – 360 and Culture Survey
<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Orientation</td>
<td>Introduction/Orientation</td>
</tr>
<tr>
<td>1</td>
<td>Foundations of Leadership</td>
</tr>
<tr>
<td>2</td>
<td>Leading People &amp; Organizations</td>
</tr>
<tr>
<td>2</td>
<td>Communication Skills</td>
</tr>
<tr>
<td>4</td>
<td>Healthcare Financing 101</td>
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