What...

The development, implementation, and refinement of ongoing systems, practices, and techniques that elevate effectiveness of the organization's leadership team.

Why...

We want, and need, leaders to succeed. And when we strengthen the leadership team, we strengthen the business.

In many healthcare organizations, leaders are promoted from clinical or technical roles into leadership roles. Often these new leaders have little or no experience, formal training or advanced education to equip them with the leadership skills necessary to succeed in this new role.

When leaders are left solely on their own to pursue learning, this can create variation in how leaders in the organization lead. There will be variation in what leaders deem important to do, or not do, in their workdays, there will be differing levels of motivation and interest in learning or mastering leadership and varying views on what it means to be a leader. This variation can confuse the workforce (e.g., "my leader does it this way, yet that leader approaches it in a different way.") which impacts their trust and confidence in the competency of leaders.

As well, without clearly defined and adopted leadership practices which guide the development of all leaders, the "default actions" are for leaders to spend their workdays engaged in activities that they are most familiar with or are most obvious – which are activities primarily focused on reacting to operational issues or crisis (aka firefighting) or simply maintaining the status-quo (e.g., putting out the next schedule, processing the payroll, etc.). These default actions don't include time spent in leadership activities that move the team or organization towards improvements and goal attainment.

Once an organization has taken the important step of clearly defining "this is how we lead around here" (aka "standard work" or "leadership bundle"), then comes the important steps of introducing these leadership practices, followed by the activities toward the continual pursuit of elevating the consistency and competency in the use of these organizationally adopted leadership practices.

And even with a team of highly experienced leaders, there is no end to learning and creating synergy in the organization.

> "Inconsistent and optional training equals inconsistent and optional results."

How...

A leadership development process has three main components:

▶ Assess/re-assess learning needs

▶ Training/re-training activities

▶ Accountability and support tactics

NOTE:

Given your organization's access to the leadership training resources available in ASCEND and CapstoneEDU, these will be incorporated into the processes described below when applicable. As well, the Steering Team is designated as the group responsible for the organization's leadership development process.

What to Assess/Re-Assess. There are three recommended categories of collective leadership learning needs to assess, and the re-assess at various intervals:

1. Consistency and competency for each adopted leadership practice in the organization's leadership bundle.

Strengthening Relationships	**Promoting Wellbeing**	**Improving Communication**
Effective Hiring & Onboarding	**Leading Change**	**Elevating Gratefulness**
Giving & Receiving Feedback	**Achieving Standards**	**Setting & Achieving Goals**

2. The skills and knowledge needed to succeed with the achieving the organization's and/or department's established strategies and goals. For instance, if the organization has a goal to increase profitability, do leaders have the necessary skills and knowledge to contribute to this goal.

3. General learning needs, which may include skills such as: time, priority, and energy management, computer software (e.g., excel, outlook, etc.), and public speaking.

How and When to Assess/Re-Assess. An example of a formal assessment/re-assessment that helps to assess the above categories of learning needs is shown in Appendix A. This assessment could be administered via an electronic format (e.g., Survey Monkey) or as a paper survey tool. A formal assessment or re-assessment is recommended annually or every other year.

As well, if quarterly leadership training events are incorporated as part of an organization's leadership development process, learning needs can also be re-assessed on a more frequent basis when incorporated as part of the post-training evaluation tool. This could be as simple as asking one question: Describe your top three priority leadership learning needs right now?

Training/Re-Training Activities. Training is not likely to be successful with a "one and done" mindset as rarely will one training suffice to achieve the level of competency, consistency, and confidence desired for the successful use of leadership practices. It doesn't mean that the training failed, it means that most trainings bring forth learning on new practices that require a change in behavior and habits, and change can be hard and take time. This realization supports the need for learning to be an ongoing process. As well, certain skills and leadership practices will take time to master through a combination of learning activities as well as experiences in applying what is learned.

A leadership development process can benefit from a core training activity such as a Quarterly Leadership Training Event. This type of training event can be deemed as an "anchor event" in the ongoing leadership development process, yet the learning activities that happens IN BETWEEN these events are equally important to achieving the desired consistency, competency, confidence – and outcomes – from the organization's investment in leadership development.

Quarterly Leadership Training Events. Full day off site training required of all levels of leadership in the organization. Organizations who haven't missed a quarter of this training practice for over a decade have never run out of valuable training topics to bring forth to their leaders. These events serve as a place for leaders to gather to all learn the same things at the same time, which has many side-benefits such as improved relationship, collaboration/silo-busting, and unity.

Recommendations for quarterly leadership training events include:

► Attendance is considered mandatory by all leaders (senior- and front-line leaders) unless excused by the CEO. One leader will likely need to be excused from training to supervise "day-to day-operations" while all of the other leaders are attending the day of training.
► Training curriculum/objectives are coordinated by the Steering Team. Leadership learning needs assessments should be used to assist in curriculum development, as well as the annual plans (Steering Team, Annual Leadership Plan) provided via ASCEND.
► At these trainings, your organization's leaders can be called upon to share best practices or certain skills or knowledge. There is a lot of in-house expertise that can be shared through these organized training events. Related to the nine core leadership bundle practices, your internal/peer champions, and the resources in the Training Modules in ASCEND as well as the leadership eLearning courses in CapstoneEDU, will serve helpful in this regard.

► Given that Training Modules and Coaching Briefs are available in ASCEND to support leadership development, specific modules or briefs could be designated as required preparation before leaders attend a quarterly leadership training event. Then, at leadership training, the focus of the learning activities can be on practicing and processing what was learned via the modules and briefs. This is a form of "blended learning" in which didactic trainings are followed by learning activities. Be sure to clearly communicate to leaders any required preparation required prior to an upcoming quarterly leadership training event.

► When training a large group of leaders via an event like this, small group activities are highly valuable (and highly rated) by leaders versus solely delivering lecture-style didactic presentations. Information on several "roundtable" learning activities can be found on Capstone's partner-only website (use your organization's specific log in credentials at CapstoneLeadership.net). In particular, organizations can find that in a large group of leaders, there are varying levels of competency or knowledge related to the agenda topics, if so, small group learning formats can "meet people where they are at" to provide them with relevant learning experiences.

► Outside speakers can be obtained economically if you look to partners or contacts that your organization may already have (e.g., universities, contracted groups, management companies, local business leaders, etc.), especially for those "miscellaneous" learning needs (e.g., computer skills, public speaking, etc.) of your leaders.

► A follow up action plan document, referred to as a Learning Road Map (more on this later) is developed to connect the training content with the expectations for leaders to implement what they learned. This sets the clear understanding as to what leaders do tomorrow in follow up to what they learned today.

► At the quarterly training, the CEO provides opening and closing comments to "connect the dots" of the day's learning topics/objectives to the organization's key strategies, goals, and vision for a better, stronger organization and overviews the Learning Road Map.

► For some training events, random assigned seating can promote interaction between leaders who rarely spend time together.

► An organized logistics person is vital to each event's success. A checklist (see Appendix C) and even an event tool kit with needed supplies can serve useful.

► It is nice to include some traditions for these quarterly leadership trainings:
  ▪ A theme (leaders can dress according to theme or casually, decorations and food and presentations can incorporate the theme)
  ▪ Recognition and celebration (by the CEO, thank you notes, awards)
  ▪ A group photo of the attendees

► Also, to keep costs low, local venues such as churches or community buildings can be utilized, potlucks can be organized, or the healthcare organization's cafeteria can provide food/beverages. For vary large organizations, those spread across long distances, or when gatherings are not recommended (i.e., pandemic), virtual training events can make quarterly leadership training possible.

► A comprehensive evaluation form is suggested which may also include a mini leadership satisfaction survey and/or a mini learning needs assessment. The Steering Team is challenged to "make each event better than any one before" and therefore, the evaluation input from attendees serves to support that aim of ongoing improvement. When changes are made based on the input received during training evaluations, announce that to leaders (e.g., "the following change, xxxxxx, is being made as a result of the feedback received on the training evaluations.").

► A "notice to employees" is sent to all employees the morning of the leadership training to advise them as to where the leaders are for that day, what the leaders will be learning about, and what changes they may anticipate as a result of the training. This can aid with leader accountability for implementing what they learned. See example in Appendix B. The Done For You Resources provided via ASCEND includes short videos and flyers designed to inform employees related to each of the 9 core leadership practices recommended for the leadership bundle. These could be incorporated into the "notice to employees.".

> " *Leadership development is a process,*
>
> *not an event.* "

Other Training/Re-Training Activities

Beyond the learning opportunities available via an anchor event such quarterly leadership training events, other training activities can serve useful. Don't "train just to train" – all training activities should be highly purposed with clearly defined learning objectives and outcomes.

► Then **Training Modules in ASCEND** provides on-demand virtual learning opportunities and are incorporated in the resource center of the "Leader Deck." The Steering Team Annual Plan and/or Leadership Responsibility Checklist (aka Annual Leader Plan), incorporate recommendations related to which Training Modules are correspond with specific levels within the plans. These Training

Modules are designed to supplement quarterly leadership training events and/or other learning activities (or be incorporated within them).

▶ The nine **CapstoneEDU eLearning courses**, corresponding to the nine core leadership practices recommended for the Leadership Bundle, are available to all leaders via the terms of the ASCEND licensing and user agreement. They courses are ongoingly available to registered users beyond the term of the ASCEND agreement. These courses are on-demand, self-paced courses that are built in a micro-learning format – meaning, "bite sized" trainings with corresponding opportunities to process and/or practice what is learned. These courses serve as "train-the-trainer"-type training for leaders who are designated as "internal/peer champions" for one or more of these leadership practices. As well, these can serve to support leaders who are desiring additional training to achieve further mastery. A specific Mission or Level in one or more of the CapstoneEDU learning courses may be assigned as an activity pre- or post-quarterly leadership training to support the learning objectives for all leaders or assigned to support individual leader(s) who need specific learning resources beyond what is available via ASCEND and/or other available training offerings.

▶ "Lunch-n-Learns" or small group learning sessions can serve as useful activities to support leaders who desire additional didactic and/or practice opportunities, or if specific learning objectives for all leaders would best be met in this format. These are often facilitated by internal/peer champions or other internal experts and conducted as follow up to quarterly leadership training. Acknowledging that there are varying levels of competency or knowledge related to certain training topics, small group learning formats can provide relevant learning experiences.

▶ Incorporate "small bites" of ongoing learning into standing meetings or gatherings of leaders. If leaders gather daily for a daily safety briefing or monthly for a standing managers' meeting, consider how even a very brief learning activity can be incorporated into these gatherings to build on prior training content.

▶ Required readings (books, articles) and/or book clubs. This could be an organization-wide required activity or optional. It could be an ongoing activity or organized ad hoc as deemed helpful.

▶ Outside conferences and training programs/events. While many organizations support individuals attending state or national conferences or receiving training or education via other live or virtual programs, consider getting a larger return on investment for that individual's learning experience by having the attendee or participant provide on-site training to his or her peers. This could be

conducted as part of quarterly leadership training or via other learning activities.

▶ New leader orientation and onboarding. Many organizations may provide an organized new leader orientation. Too often, this orientation is heavily focused on "the tasks of managements" such as how to complete payroll, order supplies or capital equipment, and the like – versus providing training related to leadership practices such as those included in the leadership bundle. Via ASCEND, separate resources and guidance will be provided for this important training activity.

<div style="writing-mode: vertical">ACCOUNTABILITY AND SUPPORT TACTICS</div>

Accountability & Support. Beyond the assessment and training activities, an effective leadership development process includes tactics for accountability and support.

Learning Road Map. Training should be developed "with the end in mind" - what is the objective, the "call-to-action," what do we want the learner to do in follow up to what is learned? These answers should be very clear to the trainer as they prepare and present/facilitate the training; and to the learner, as the participate in the training and follow up to it. A Learning Road Map is a tactic for capturing this information. See example below. It can be overviewed at the start and end of each training (and maybe even referred to often throughout), especially for quarterly leadership training events.

Monthly Accountability Meetings. This powerful and impactful monthly meeting, between a front-line leader and their boss, is vital time that serves multiple purposes. One of which is to check-in on the status of learning and to keep the process of learning going toward further competency, consistency, and confidence. One way to do this is to circle back to the Learning Road Map for any recent trainings. In these meetings, senior leaders then have an opportunity identify those leaders who are succeeding or struggling with the various topics of recent training activities, as well as the adopted leadership practices in the leadership bundle. These meetings are positively focused on mentoring, connecting to resources and support, and uncovering barriers and solutions.

Accountability Buddies or Groups. Consider organizing a program for accountability buddies or groups, or promoting them as an optional, yet very helpful tactic to support leaders' efforts to act on what is learned. This expands accountability and support beyond the internal/peer champions or a leader's boss.

Validation/Competency Assessment Activities. As part of each leaders' annual evaluation process (and/or at more frequent intervals), consider how to incorporate validating the leader's competency and consistency for each of the leadership

bundle practices as well as any other leadership standard work or outcomes of trainings in that given evaluation year. This may be a modified version of the Leadership Learning Needs Assessment (Appendix A). Even a simple self-evaluation would serve useful to formally check-in on the status of these practices to recognize achievement or improvement and recognize opportunities for future development.

Learning Road Map	DUE	DONE
Agenda Topic: Goal Cycle – Setting Department Specific Goals **Resource(s): ASCEND Training Module: Goal Cycle and CapstoneEDU – Setting and Achieving Goals (Level 4 – Missions 24-28)** **Internal/Peer Champions: Samantha Smith and Derek Bowman**		
WHY - In your own words, describe why we sets goals and create action plans:		
Prepare for and conduct staff work session to draft 2-3 department-specific goals	Oct 15	
Once draft goals are finalized/approved, develop 1st quarter mini-goals and action plans for each goal	During Staff Meetings in Nov/Dec	
Agenda Topic: Strengthening Relationships – Interdepartmental Rounding **Resource(s): ASCEND Training Module: Strengthening Relationships and CapstoneEDU – Strengthening Relationships (Level 5 – Mission 18)** **Internal/Peer Champions: James St. John and Bill Jackson**		
WHY - In your own words, describe why we conduct inter-departmental rounding:		
Identify the 3 departments that your department interacts with the most to perform day-to-day operations; then conduct and follow up from inter-department rounding sessions with leader(s) &/or employee(s) from each of those departments.	By Dec 31	
Agenda Topic: Visual Communication Boards & Staff Meetings **Resource(s): ASCEND Solution (document section), Communication Board Standard Work Resource Sheet, Staff Meeting Agenda Template** **Internal/Peer Champions: Sarah Sommerville and David Mentz**		
WHY - In your own words, describe why we have visual communication boards and a staff meeting model:		
Utilize the new Staff Meeting Model for each monthly staff meeting	Initiate in November	
Finalize your department's visual communication board; schedule vital time on schedule for monthly updates by the 10th of each month	Initiate in November	

THE STEERING TEAM

The Steering Team is responsible for the development and execution of the three main components of the leadership development process:

▶ Assess/re-assess learning needs

▶ Training/re-training activities

▶ Accountability and support tactics

Certain members of the Steering Team may be more active in the process, such as serving as the logistics coordinator for quarterly training events or developing and maintain the roster of internal/peer champions.

Like all other tactics for the ongoing pursuit of strengthening the organization and its results, the leadership development process is one that should be "studied and adjusted" at various intervals to further evolve its effectiveness and efficiency.

Purpose: To assess the learning needs of leaders to guide leadership development efforts.

Instructions: Please complete the assessment below utilizing the defined rating system and answer questions 1-6. **Please turn in your responses to   no later than   .**

Rating System:

Column 1:   My current COMPETENCY level of this practice/skill.

       A = I have very little or no training or experience with this practice/skill.

       B = I have put past training in use, yet still require further training to gain mastery and the maximum benefits from use of this practice/skill.

       C = I've mastered this skill. I am competent to perform this skill and even mentor others.

Column 2:   My current CONSISTENCY level of this practice/skill.

       1 = I am struggling to meet the required frequency of this practice/skill. I miss many or most opportunities when this skill should be used.

       2 = I have put the practice/skill in use quite consistently yet miss some opportunities when this skill should be used.

       3 = I meet the required frequency of this practice/skill; and rarely miss an opportunity to use this skill when it is required or warranted.

Column 3:   Place a checkmark for the top 3 leadership skills you require training on.

Leadership Bundle Practices	Column 1 A, B, C	Column 2 1, 2, 3	Column 3 √
Strengthening Relationships through Rounding			
Effective Hiring and Onboarding			
Giving and Receiving Feedback – Informal (compliments/call-outs)			
Giving and Receiving Feedback – Formal (coaching/correction)			
Improving Communication			
Elevating Gratefulness			
Setting and Achieving Goals			
Achieving Standards			
Leading Change			
Promoting Wellbeing			

Questions 1-6:

1. Provide comments that further clarify any COMPETENCY ratings of A or B (Column 1)

2. Provide comments that further clarify any CONSISTENCY ratings of 1 or 2 (Column 2)

3. Provide comments related to further clarify your specific training or support needs that you rated as a top 3 training need (Column 3)

4. Given the goals set for the organization and your department, are there skills or knowledge that you require or desire to assist in the achievement of one or more goals? Be as specific as possible about the learning need.

5. Are there are skills or knowledge that you believe would be critical to your success as a leader. Be as specific as possible about the learning need.

6. Please provide any additional comments/suggestions:

Thank you for your time and valuable contributions to the leadership development efforts.

APPENDIX B – SAMPLE "NOTICE TO EMPLOYEES"

Good Morning,

Today, Thursday, May 9, 20__, the hospital's leadership team will be away from the facility for our quarterly Leadership Development Day. We have chosen an off-site location, the basement of local church, so that our full attention can be devoted to learning.

The agenda for this leadership training will include:

> Advanced Tactics for Communication and Feedback
> Goal Success Tactics:
> > Surveying & Improving the Employee Experience
> > The Leader's Role in Days Cash on Hand
> > Tools for Achieving High Reliability/Zero Defects
> Positive Leadership Skills Workshop

In follow up to the training, employees can expect to be introduced to, and scheduled for, a new form of feedback designed to continually and positively support the growth of each individual employees in keeping with our organization's Value of "continually growth and development is a commitment of everyone." These new "positive coaching conversations" will be held during the month of July.

As a reminder, on June 2 and 3, 20___, an employee-oriented version of the Goal Success Tactics as well as training on peer-to-peer feedback will be presented to all employees attending the semi-annual Staff Development Days. The times and locations are posted on all communication boards and by the cafeteria.

This leadership training is in keeping with our efforts to achieve our hospital's mission and key strategies. If you have any questions or comments, please feel free to contact me.

_____
President/CEO

APPENDIX C – TRAINING EVENT CHECKLIST

Room Setup:
- ▶ 1st Preference: Round Tables – 4 Chairs/Table Forward Facing
  - ▪ 2nd Preference: Classroom Style
- ▶ Space around perimeter of room (Activity Wall Space)
- ▶ Front of Room – 1 Small Table (dedicated to presenter's materials)
- ▶ Reception Table (for sign in)
- ▶ Prefer a separate room for lunch, if possible

AV/Equipment:
- ▶ Projector
- ▶ Laptop
- ▶ Screen
- ▶ Internet (if needed)
- ▶ Sound System/Speakers/Microphone(s) (if needed based on size of audience/room)

Supplies:
- ▶ Pens & Highlighters – one of each per attendee
- ▶ Sign-In Sheet
- ▶ Folded Cardstock Name Tents (for on tables, one per attendee, first name only)
- ▶ Other (check with presenters):

Training Packets:
- ▶ Workbooks &/or Copies of Handouts
- ▶ Training Agenda, Evaluation, & Road Map (and mini-leader satisfaction survey &/or mini-leadership learning needs assessment, if applicable)
- ▶ Completion Certificates (CEUs/Contact Hours if applicable)

Food/Beverages:
- ▶ Focus on fueling learning and preventing "food-coma"
  - ▪ Low-carb, high protein
    - o Breakfast ideas: yogurt, protein bars, hard boiled eggs, fruit
    - o Lunch ideas: Entrée salads with chicken/salmon; Protein and Veggie entrées; Wraps; Soups
    - o Snack ideas: Nuts, dark chocolate, fruit, veggies, cheese
    - o Hydration: Water pitchers on tables; beverage table in training room

Activity:
- ▶ Recommend movement at lunch break and other breaks
  - ▪ What options are available at the venue? (e.g., walking trail/route outside)