

# Building Capability

Children's Center for Leadership  
**Management Acceleration Experience**



# Building Capability

## *Welcome!*

# Reflection

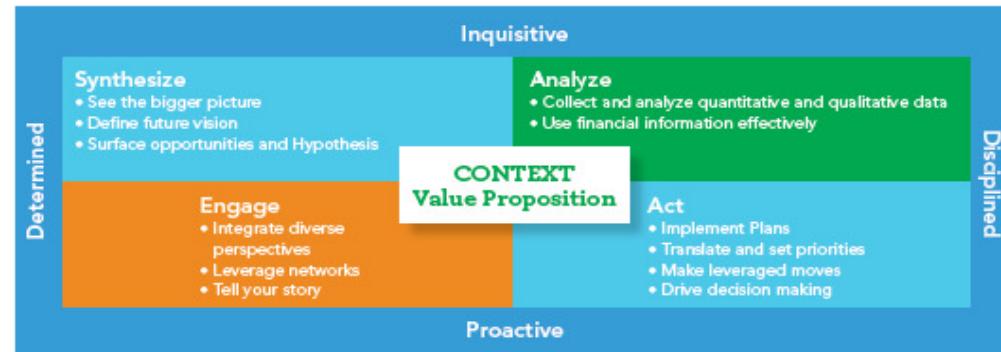
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Reflect on the last workshop:  
Engaging for Action

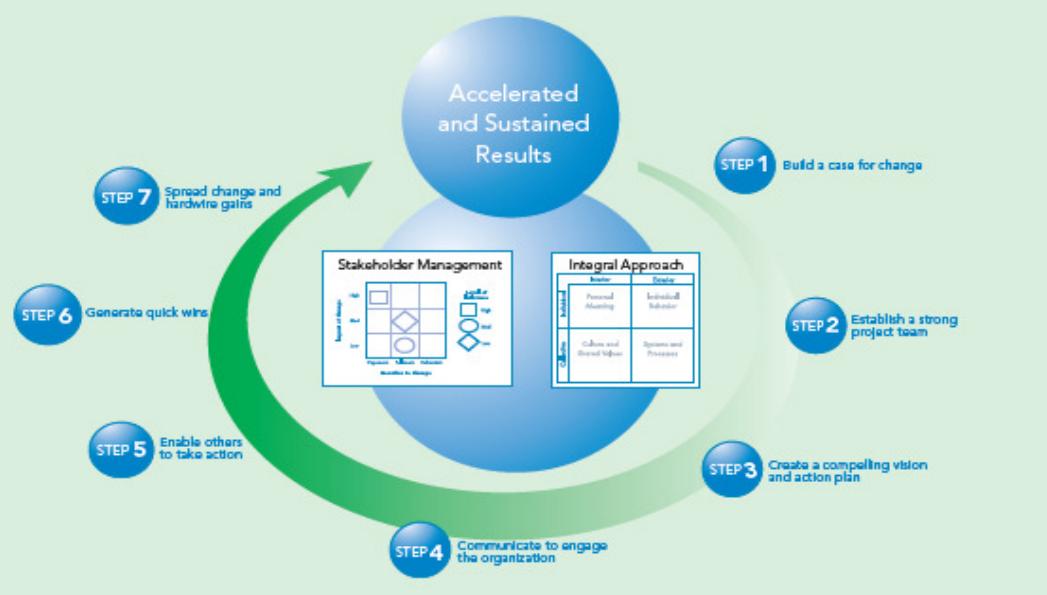


# The MAE Journey in Practice

## Determine the strategic plan

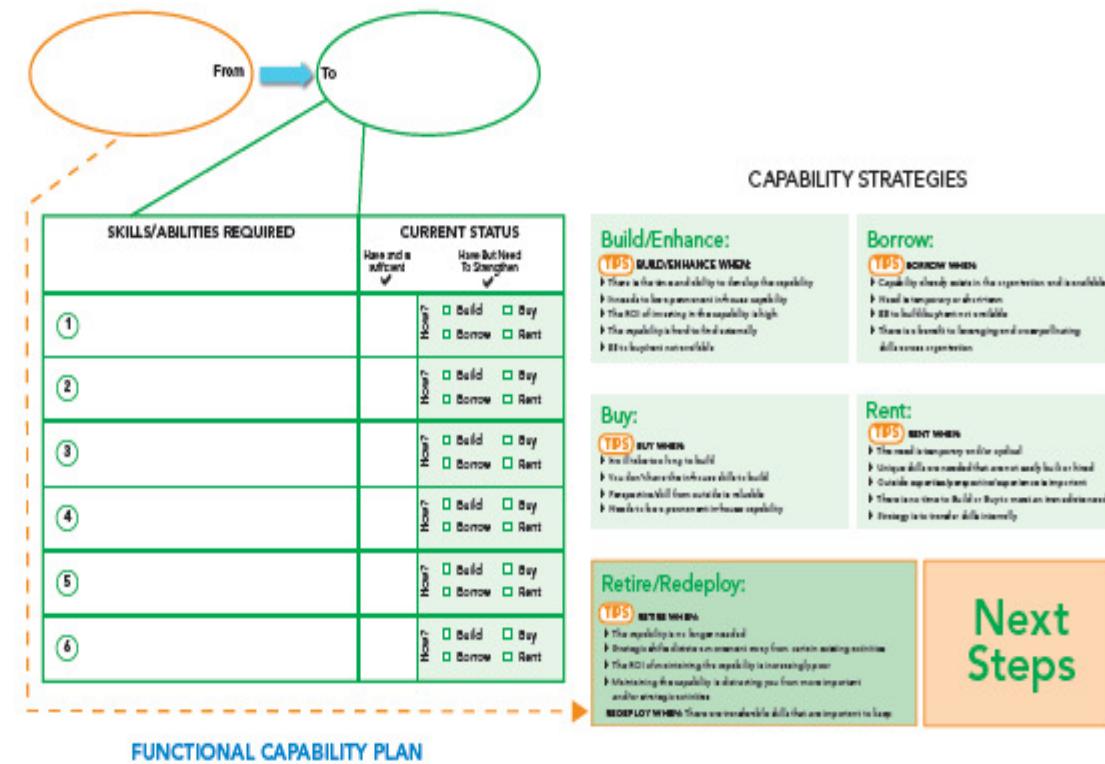


Consider how you will influence change before, during and after the roll-out



# The MAE Journey in Practice

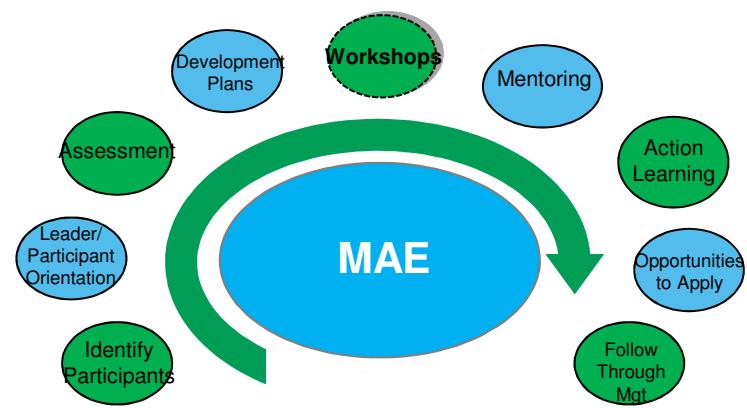
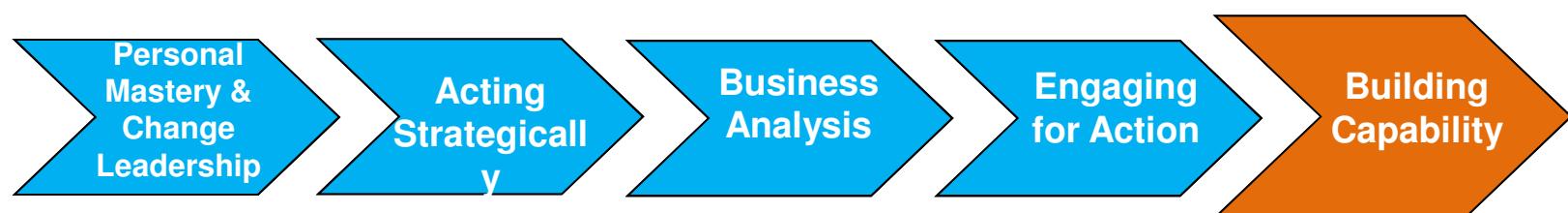
Plan how you will obtain the capabilities so others can act on the change



# The MAE Journey

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## Key Workshops



# Building Capability: Workshop Agenda and Flow

Day 1 Strategy Shifts — Capability Needs — Support and Direction		Day 2 Getting People from Where they Are to Where they Need to Be	
8:30 am	Welcome Reflection	8:30 am	Review
9:00 am	Workshop Overview	8:50 am	Solutions for Building Capability: 9-Box Development Strategies Delegation
9:15 am	Strategy Shifts: Guest Speaker	12:00 pm	Lunch
10:30 am	Strategy Shifts: Your Focus Area	1:00 am	Leadership Next
11: 00 am	Skills Assessment (to Identify Capability Needs)	2:45 pm	Action Learning Project Check-in
12:00 pm	Lunch	3:30 pm	Wrap Up
1:00 pm	Situational Leadership® II : A Refresher on Building Skills	3:45 pm	End of Program
4:30 pm	Wrap Up		
4:45 pm	Reception		



# Building Capability Workshop

## Objectives:

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- Describe strategy shifts and actions you can take to build the capability of your team.
- Practice using *Situational Leadership® II* to maximize individual and team competence and commitment.
- Recognize how to implement development strategies.
- Delegate to develop and to empower your team.
- Identify Next areas of focus on your leadership journey .



# MAE Building Capability – Workshop Impact Map

KNOW Key Skills and Knowledge <b>(What will I learn?)</b>	DO On the Job Behaviors <b>(What will I apply/do differently?)</b>	IMPACT Service Line/Service/Dept. <b>(What results will I see?)</b>
<ul style="list-style-type: none"> <li>• Describe strategy shifts and actions you can take to build the capability of your team.</li> <li>• Practice using <i>Situational Leadership® II</i> to maximize individual and team competence and commitment.</li> <li>• Recognize how to implement development strategies.</li> <li>• Delegate to develop and empower your team.</li> <li>• Identify Next areas of focus on your leadership journey.</li> </ul>	<ul style="list-style-type: none"> <li>• Use strategy shifts information relevant to my department function and assess the skills and abilities of my team members to determine when to build, buy, borrow, or rent to close any gaps.</li> <li>• Recognize my team members' leadership needs and flex my style to meet those needs that will help them develop and achieve their goals.</li> <li>• Implement development strategies for my team members based on 9-Box results.</li> <li>• Delegate tasks that can be accomplished by my team members and aid in their development.</li> <li>• Review Change Leadership model and apply to upcoming change.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased effectiveness in a service or process</li> <li>• Improved value = benefit @ cost</li> <li>• Demonstrated continuous improvements in the department's performance</li> <li>• Reduced department costs (staffing, supply, other)</li> <li>• Contained rising costs (cost avoidance)</li> <li>• Met/exceeded department revenue targets</li> <li>• Strategy shift goals achieved within planned timeframe</li> <li>• Increased engagement scores</li> </ul>



# MAE Building Capability – My Impact Map

KNOW Key Skills and Knowledge <b>(What will I learn?)</b>	DO On the Job Behaviors <b>(What will I apply/do differently?)</b>	IMPACT Service Line/Service/Dept. <b>(What results will I see?)</b>
<ul style="list-style-type: none"><li>• Describe strategy shifts and actions you can take to build the capability of your team.</li><li>• Practice using <i>Situational Leadership® II</i> to maximize individual and team competence and commitment.</li><li>• Recognize how to implement development strategies.</li><li>• Delegate to develop and empower your team.</li><li>• Identify Next areas of focus on your leadership journey.</li></ul>		

# MAE Program Focus: Preparing for Tomorrow

## Today's Focus

### Tactician, day-to-day operations

Develops operational plans based on Children's goals. (internal focus)

### Facilitator of changes

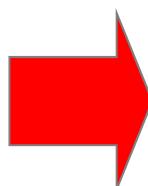
Informs team members about changes, helps team members adjust in the midst of transitions, surfaces issues to be resolved

### Team leader

Cultivates effective working relationships within the team and outside the team

### Manager of tasks and performance

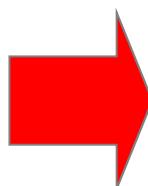
Communicate tasks and responsibilities, gives team members development opportunities



## Tomorrow's Needs

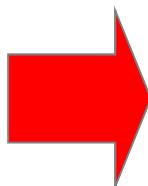
### Strategist

Develops effective strategies based on understanding business environment drivers and goals (external focus)



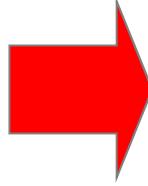
### Change manager/leader

Initiates and organizes major organizational transitions, champions and leads change efforts, manages key stakeholders



### Relationship builder

Cultivates effective working relationships within and outside Children's. Makes decisions based on what is best for the organization overall



### Talent developer

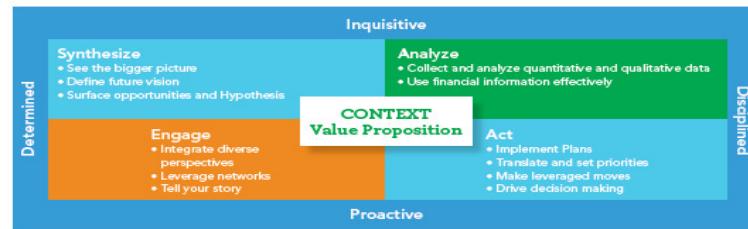
Assess future talent requirements and actively identifies and develops talent, and succession planning

*Four Essential Roles for Meeting Future Business Challenges in Barrett A, Beeson J. Research Report: Developing Business Leaders for 2010, The Conference Board; 2002*

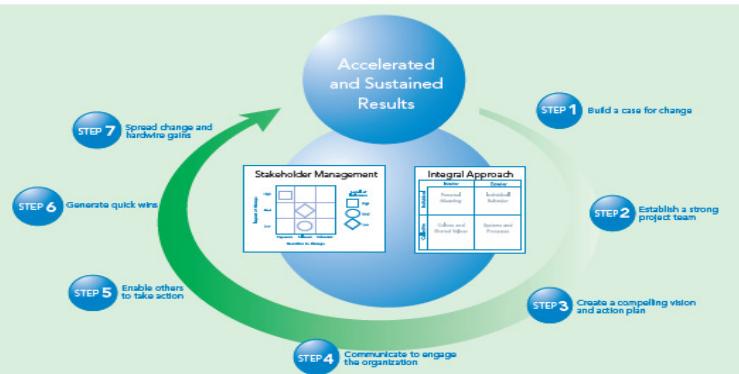


# Simple Business Formula

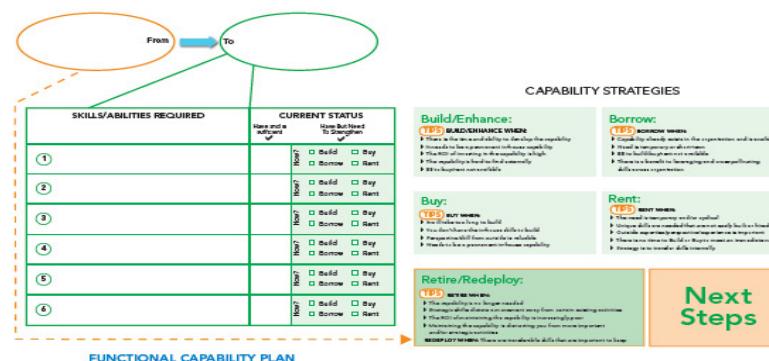
Determine the strategic plan



Consider how you will influence change before, during and after the roll-out



Plan how you will obtain the capabilities so others can act on the change



# Strategy Shifts

# Strategy Shifts: Healthcare and Children's

## **Guest Speaker**

**Mary-Ellen Macksoud**, Strategy Consultant  
Department: Strategy and Business Development

# Strategy Shifts

## Objectives:

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- What does the future state of healthcare look like?
- Where is Children's in this shift?
- What does Children's need from its people to be successful in this shift?

# The National Healthcare Environment Is Changing



Healthcare Reform



Economic Pressures



Shift in Demand



Physician Alignment



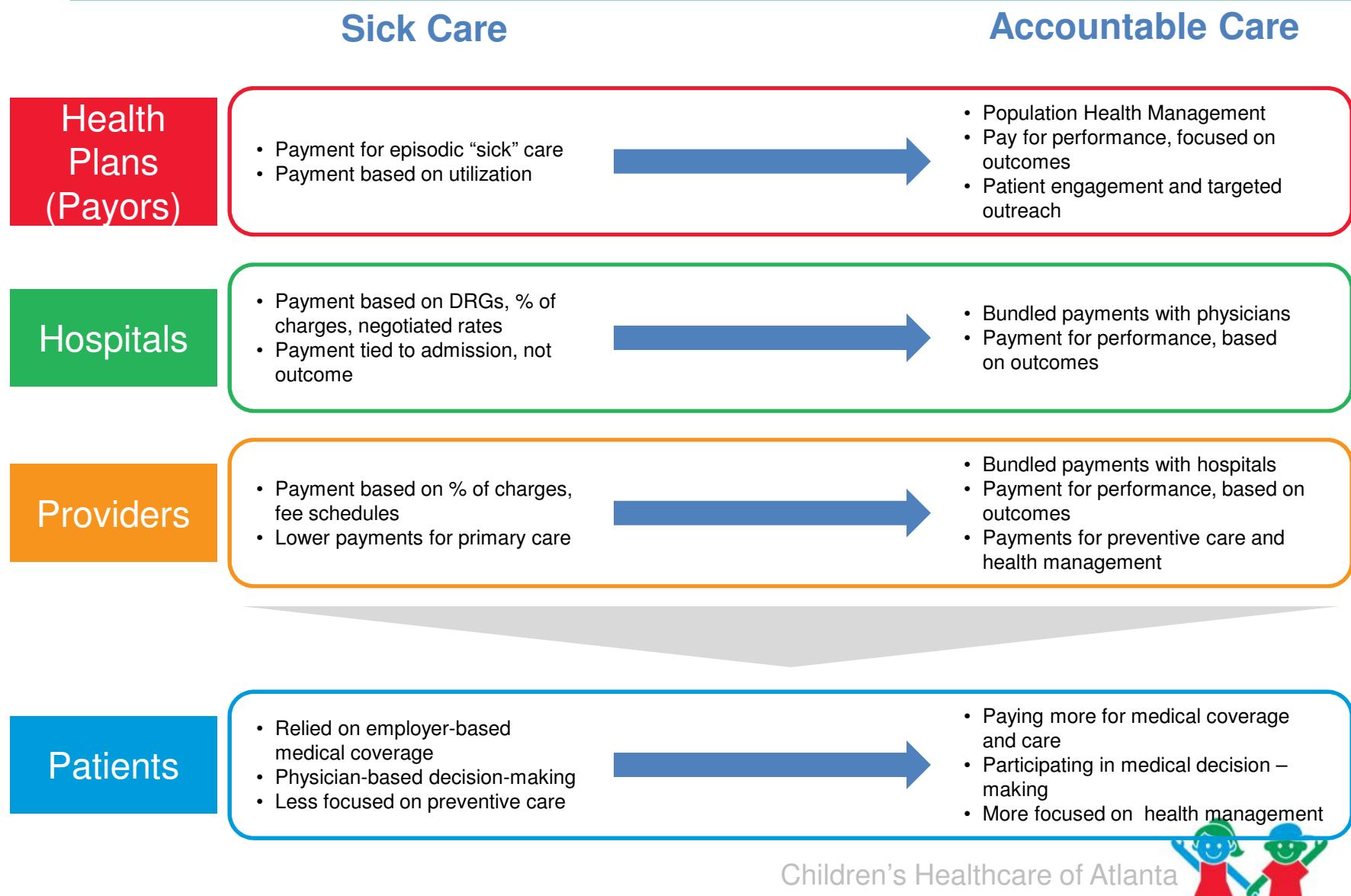
Consolidation & Coordination



Care Integration & Coordination



# Payment for Healthcare Is Shifting And Patients Are Becoming More Engaged



# Payors Are Seeking Solutions For Providing Accountable Care and Health Management

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Source: Children's Hospital Association SPBD Forum

# In Response, Providers And Hospitals Are Forming ACOs

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## Key Characteristics of ACOs (based on Affordable Care Act)

1. Ability to provide a continuum of care across different institutional settings, including but not limited to ambulatory and inpatient hospital care
2. The capability of prospectively planning budgets and resource needs
3. Sufficient size to support comprehensive, valid and reliable performance measurement

## Who Can Be an ACO?

Professionals  
in group  
practice

Hospitals and  
professional  
partnerships  
(PHOs)

Hospitals with  
employed  
physicians

Networks of  
individual  
practices  
(IPAs)

Others that  
Secretary of  
HHS  
approves



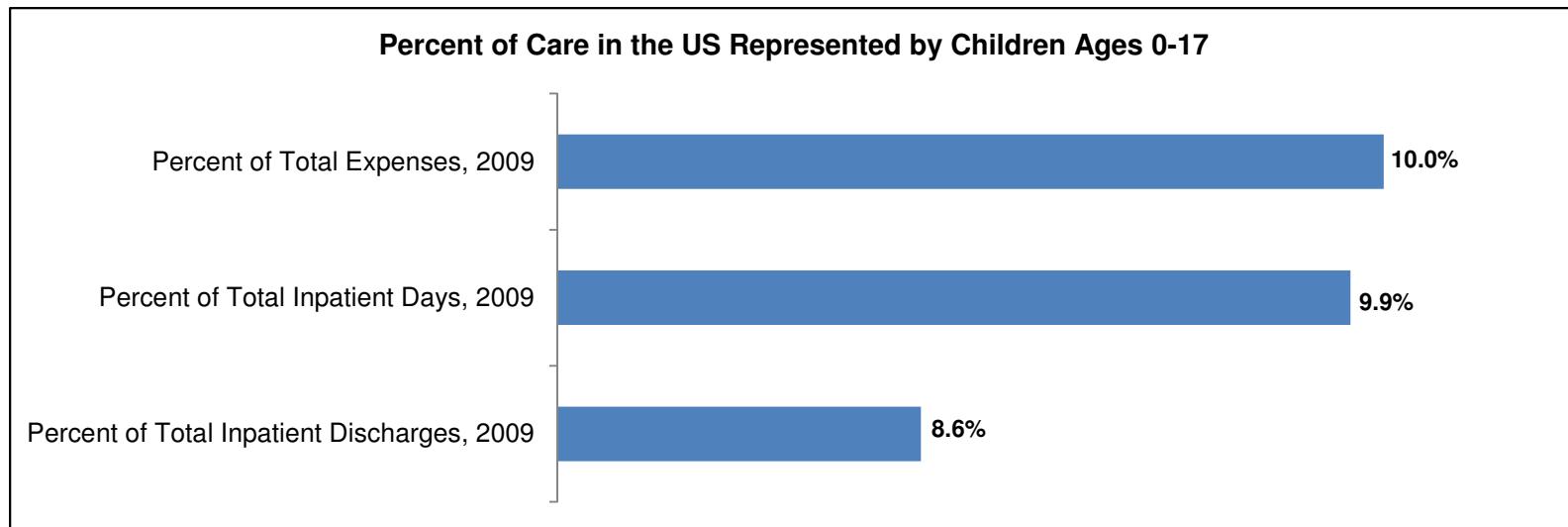
# Pediatric Institutions Are Facing Four Unique Challenges In This Shift

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Source: Children's Hospital Association SPBD Forum

# Pediatrics Represents A Small % of Total Medical Expenditures

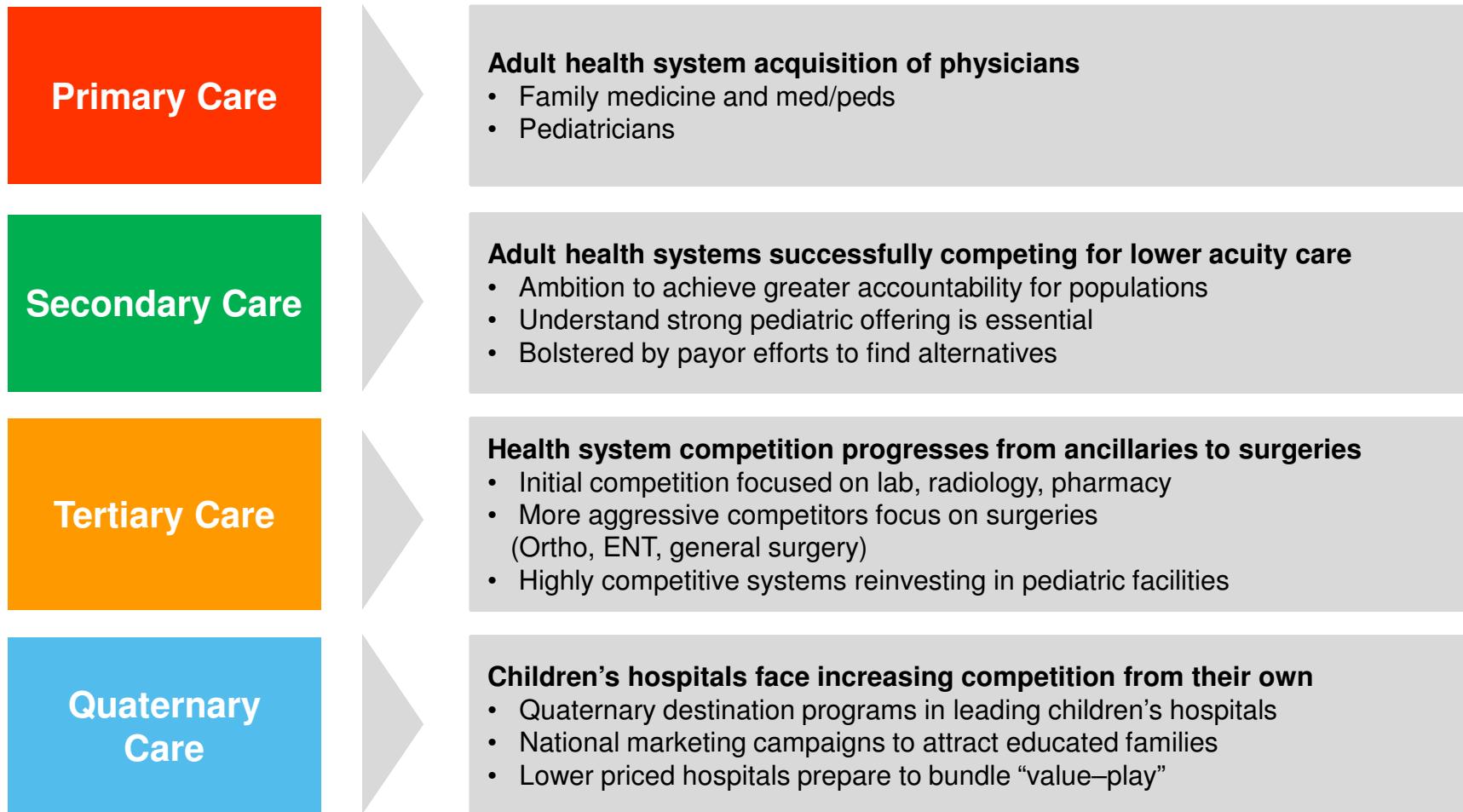


## Changes Affecting Pediatric Expenditures

1. Decreasing birth rate
2. Utilization decline
3. Aged, chronic adults accounting for more dollars

Source: Children's Hospital Association SPBD Forum

# New Sources of Competition



Source: Children's Hospital Association SPBD Forum

# Remaining Switzerland Is Becoming A Challenge

Referrals disappear when health systems with pediatric care expand

Health system consolidation means our partners compete with each other in new markets and make us choose

Health systems concern with total medical expenditures want to limit referrals to high cost hospitals

Health systems seeking ACO first mover advantage are looking for exclusivity from children's hospital partners



Source: Children's Hospital Association SPBD Forum

Children's Healthcare of Atlanta



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# Revenue Pressures

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Medicaid

**Massive shift of pediatric reimbursement to Medicaid and declining reimbursement**

- Employer sponsored insurance children declined 43.9 to 41.4 million in 3 years
- During same time child Medicaid enrollees increased 4.6 million to 31 million children
- Large increases of adult and pediatric Medicaid enrollees coupled with troubled state budgets will result in reduced payments for Medicaid services

Commercial

**High commercial rates could become liability**

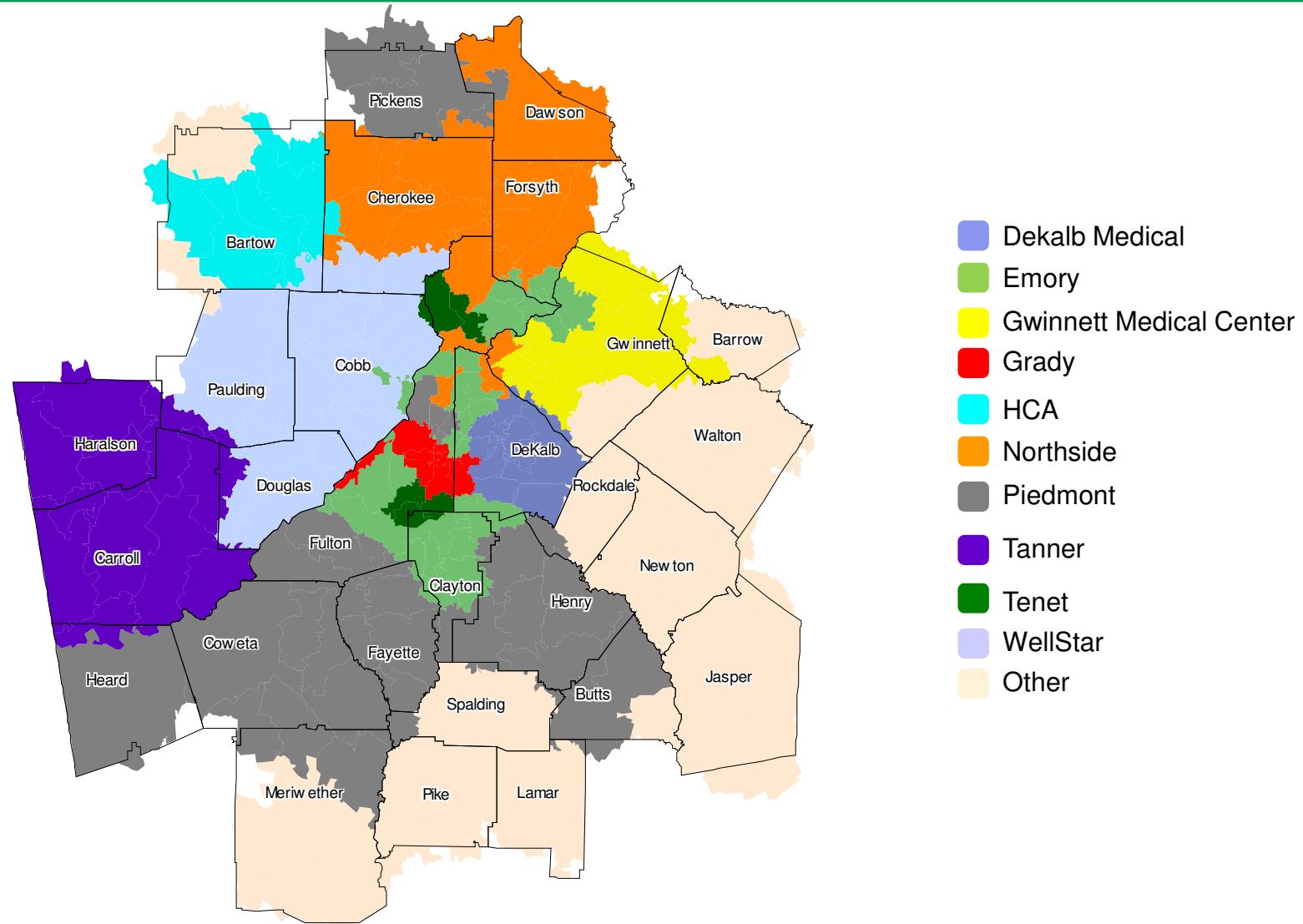
- States and employers no longer allow price shifting
- Insurers will only pay high rates for complex care

Supplemental

**Many children's hospitals will experience supplemental revenue reductions**

- Upper payment limits
- Children's hospital graduate medical education
- Disproportionate share hospital

# In Atlanta, Adult Healthcare Providers Are Focusing on Specific Geographic Locations...



Source: GHA 2011 Inpatient database, excludes psych, normal newborns and medical neonates, ages 19+

Children's Healthcare of Atlanta

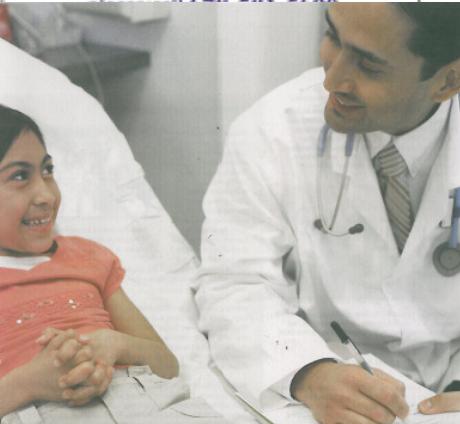
# ...And Providing Pediatric Healthcare

Accepting New Patients  
| PEDIATRICS

WellStar Medical Group West Cobb Medical Center offers pediatrics close to home, conveniently located across from The Avenue at West Cobb. Our pediatricians, Lori Carley, M.D. and Daniel Saade, M.D. and our certified pediatric nurse practitioner, Blaine Pollmer, CPNP specialize in:

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- Asthma
- Sports Physicals
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- Immunizations
- Developmental Issues
- Same-Day Sick Appointments
- Nutrition/Weight Loss for Children

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Emergencies happen. And when they do, rest assured that you'll get the best care close to home. Northside's board-certified emergency medicine physicians and Pediatric Advanced Life Support (PALS)-certified nurses are just right up the road. We hope we don't have to see you, but if we do, you'll be in the best possible hands.

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NORTHSIDE HOSPITAL  
CHEROKEE



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When it's more than aches and scrapes, count on WellStar's two pediatric emergency departments, at WellStar Kennestone and WellStar Cobb Hospitals. Our pediatric specialists and equipment specifically designed for children and teens will get your child back to childhood as soon as possible.

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GET BACK IN THE ACTION.  
Choose Atlanta's sports medicine specialists.

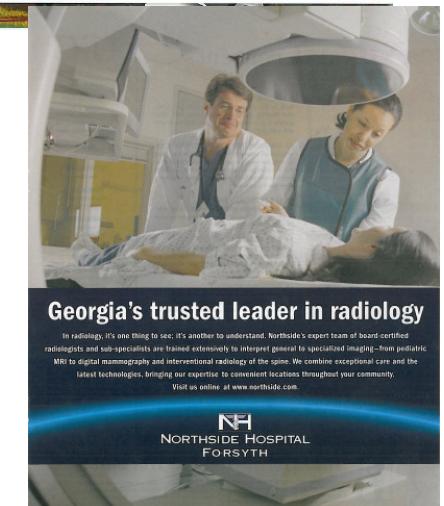


Sports injuries can unexpectedly take you out of the game. That's why the Sports Medicine program at Gwinnett Medical Center-Duluth is dedicated to helping all athletes prevent injury, heal and manage pain.

With Atlanta's most experienced team of sports medicine specialists, we help thousands of professional and everyday athletes spend less time on the sidelines. Our convenient physical therapy and rehabilitation facilities ensure we get athletes back to full strength faster.

To take our sports injury quiz or to receive a sports injury tool kit, visit [gwinnettmcd.com/sportsinjury](http://gwinnettmcd.com/sportsinjury). For a FREE physician referral, call 678-312-5000.

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Medical Center  
Duluth



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FORSYTH

Children's Healthcare of Atlanta



# **AHA's Take: Ten Actionable Strategies (Four Must Do's)**

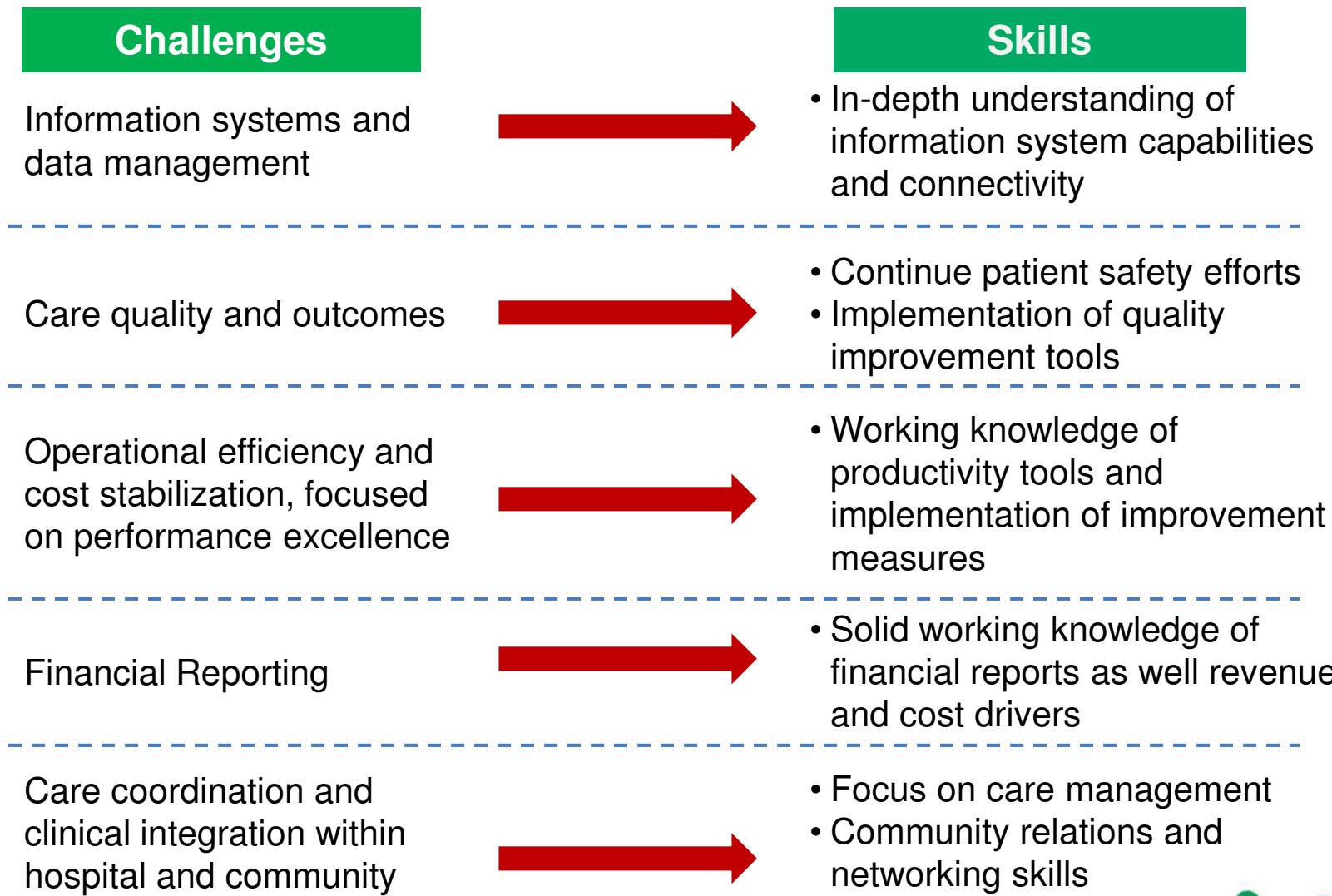
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- 1. Aligning hospitals and providers across the care continuum**
- 2. Utilizing evidence-based practice to improve quality & patient safety**
- 3. Improving efficiency through productivity & financial management**
- 4. Developing integrated information systems**
5. Joining and growing integrated provider networks and care systems
6. Educating and engaging employees and physicians
7. Strengthening finances to facilitate reinvestment and innovation
8. Partnering with payers
9. Advancing your organization through scenario-based strategic, financial and operational planning
10. Seeking population health improvement through pursuit of the “triple aim”

# Our 2013 Strategic Initiatives Will Prepare Children's for This New Environment



# New Environmental Challenges Will Require Strong Leadership Skills



# Strategy Shifts – Capability Needs

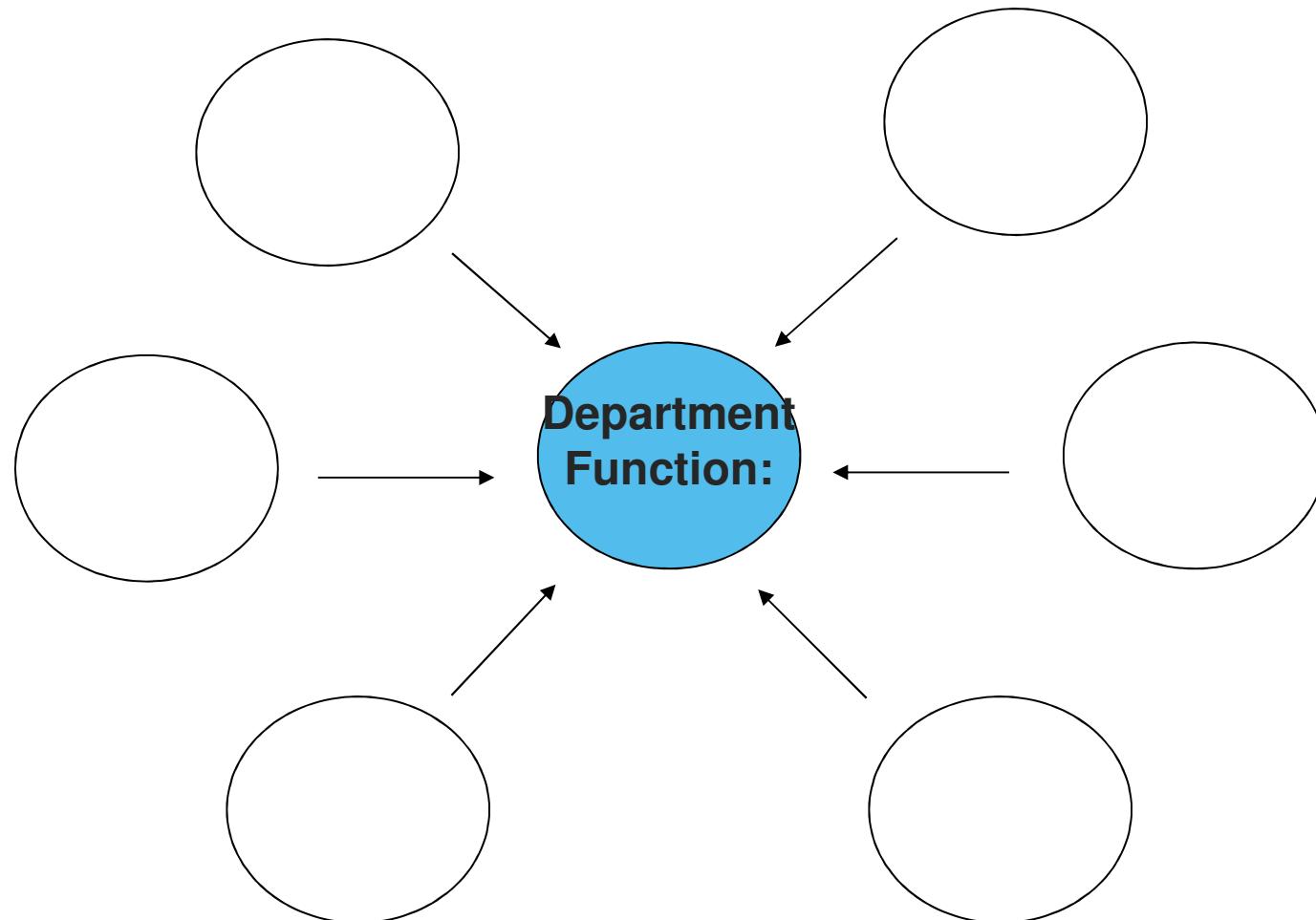
## Your Focus Area

## Strategy Shifts —Capability Needs —Your Focus Area Objectives:

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- Translate strategy shifts to functional skill shifts and select strategies to meet your requirements.
- Review strategy shifts and opportunities in your function to define and select areas of focus.
- Define skill/ability requirements and analyze your current situation.

# What environmental forces have the most impact on your functional area?



## Function: General Patient Care Department

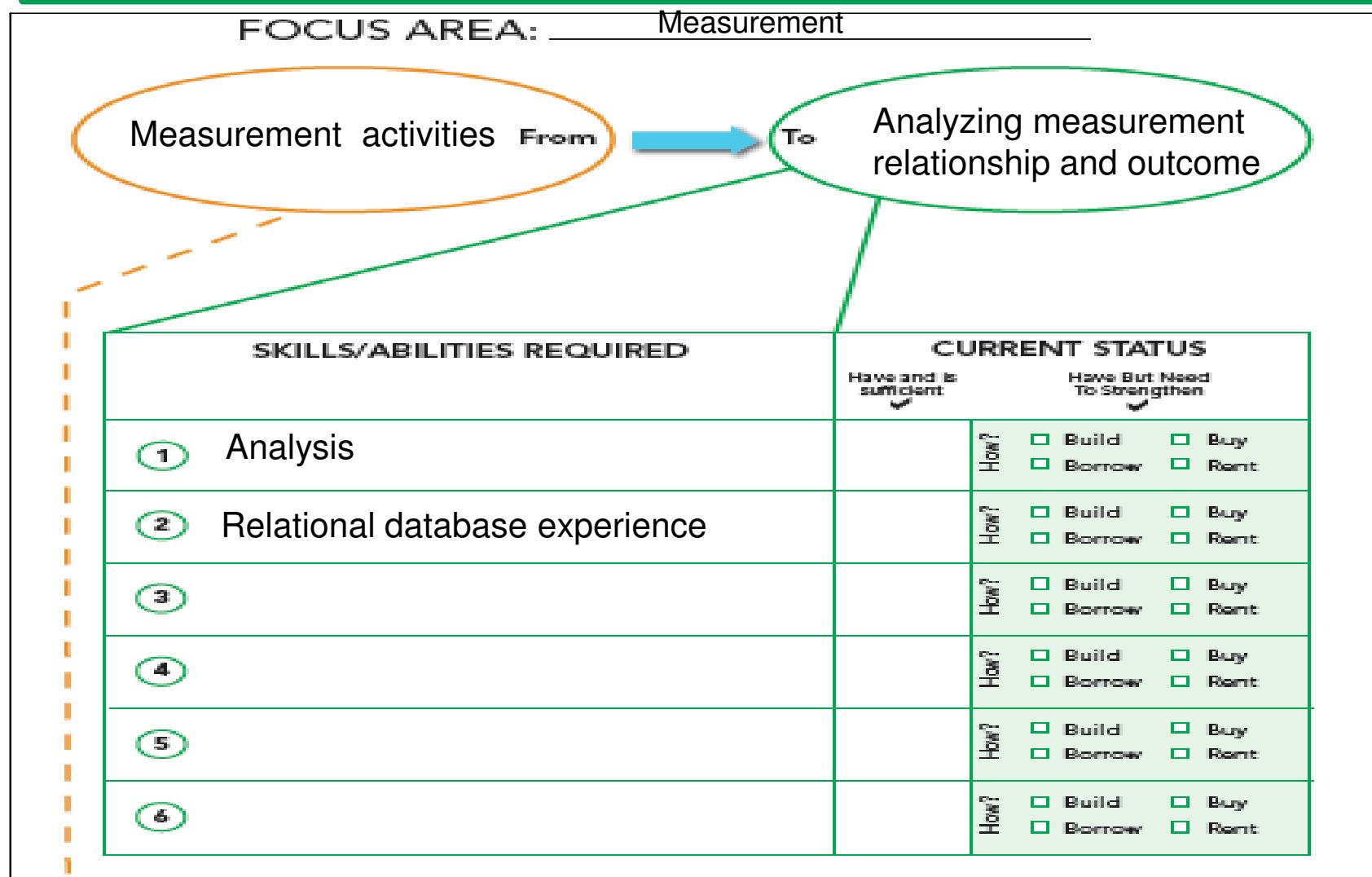
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### Key Strategy Shifts

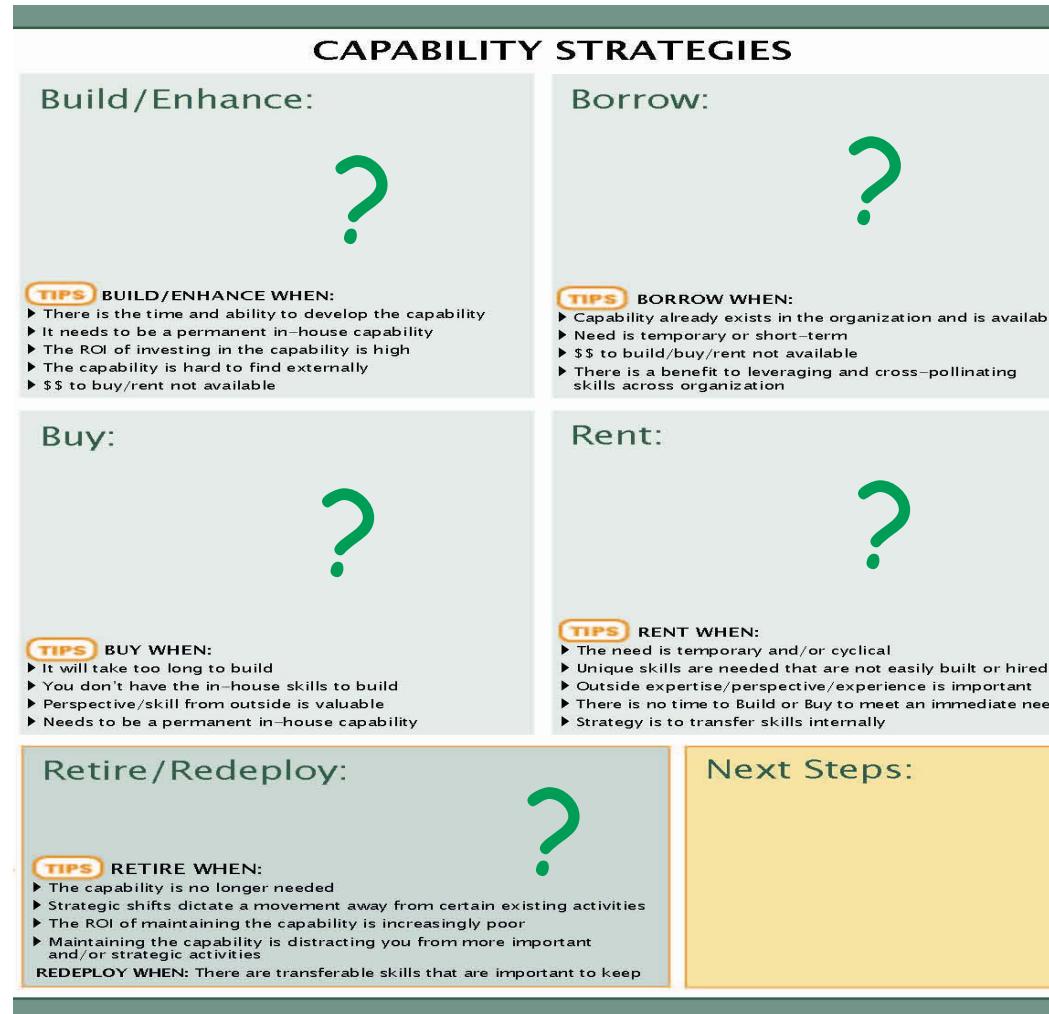
Focus Areas	From	To
Measurement	Measuring activities and financials we care about	Analyzing relationships between measures and outcomes external stakeholders care about



# Your People – Skills Assessed & Skills Required



# Which Capability Strategy?



# Tips for Using Build Capability Strategy

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## **TIPS: BUILD/ENHANCE WHEN:**

- There is the time and ability to develop the capability
- It needs to be a permanent in-house capability
- The ROI of investing in the capability is high
- The capability is hard to find externally
- \$\$ to buy/rent not available

# Tips for Using Buy Capability Strategy

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## **TIPS: BUY WHEN:**

- It will take too long to build
- You don't have the in-house skills to build
- Perspective/skill from outside is valuable
- Needs to be a permanent in-house capability

# Tips for Using Borrow Capability Strategy

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## **TIPS: BORROW WHEN:**

- Capability already exists in the organization and is available
- Need is temporary or short-term
- \$\$ to build/buy/rent not available
- There is a benefit to leveraging and cross-pollinating skills across organization

# Tips for Using Rent Capability Strategy

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## **TIPS: RENT WHEN:**

- The need is temporary and/or cyclical
- Unique skills are needed that are not easily built or hired
- Outside expertise/perspective/experience is important
- There is no time to Build or Buy to meet an immediate need
- Strategy is to transfer skills internally



# Tips for Using Retire or Redeploy Capability Strategies

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## **TIPS: RETIRE WHEN:**

- The capability is no longer needed
- Strategic shifts dictate a movement away from certain existing activities
- The ROI of maintaining the capability is increasingly poor
- Maintaining the capability is distracting you from more important and/or strategic activities

## **TIPS: REDEPLOY WHEN:**

- There are transferable skills that are important to keep



# Build, Buy, Borrow, or Rent?

FOCUS AREA: \_\_\_\_\_

The diagram features two ovals at the top. The left oval is orange and labeled 'From'. The right oval is green and labeled 'To'. A solid blue arrow points from 'From' to 'To'. Below this, a dashed orange line extends from the bottom of the 'From' oval towards the left edge of the worksheet. A solid green line extends from the bottom of the 'To' oval towards the right edge of the worksheet.

SKILLS/ABILITIES REQUIRED		CURRENT STATUS	
		Have and is sufficient ✓	Have But Need To Strengthen ✓
1		How? <input type="checkbox"/> Build <input type="checkbox"/> Borrow	<input type="checkbox"/> Buy <input type="checkbox"/> Rent
2		How? <input type="checkbox"/> Build <input type="checkbox"/> Borrow	<input type="checkbox"/> Buy <input type="checkbox"/> Rent
3		How? <input type="checkbox"/> Build <input type="checkbox"/> Borrow	<input type="checkbox"/> Buy <input type="checkbox"/> Rent
4		How? <input type="checkbox"/> Build <input type="checkbox"/> Borrow	<input type="checkbox"/> Buy <input type="checkbox"/> Rent
5		How? <input type="checkbox"/> Build <input type="checkbox"/> Borrow	<input type="checkbox"/> Buy <input type="checkbox"/> Rent
6		How? <input type="checkbox"/> Build <input type="checkbox"/> Borrow	<input type="checkbox"/> Buy <input type="checkbox"/> Rent

# Situational Leadership® II: A Refresher on Building Skills

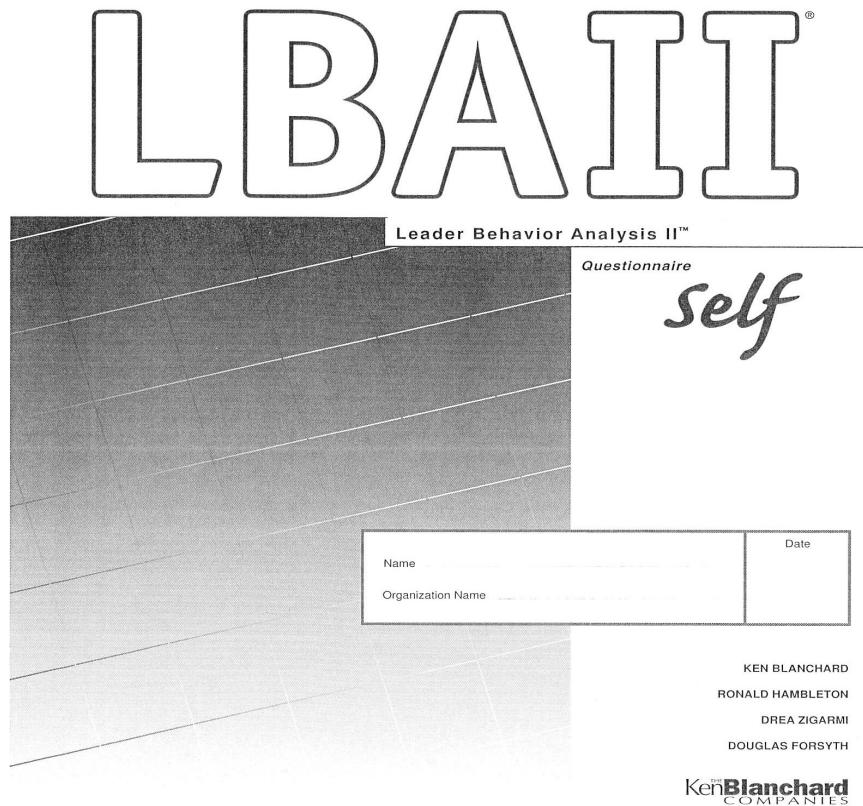


Situational Leadership® II  
isn't something you do *to*  
people; it's something you do  
*with* people!



# Leadership Behavior Analysis II (LBAII)

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# My Challenging Management Situation

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- Think about someone who is challenging for you to manage—someone whose performance you would like to improve
- Focus on a situation with this person where you don't feel you've been effective in developing the person's competence, motivation, or confidence
- Be prepared to describe the situation to others in the workshop



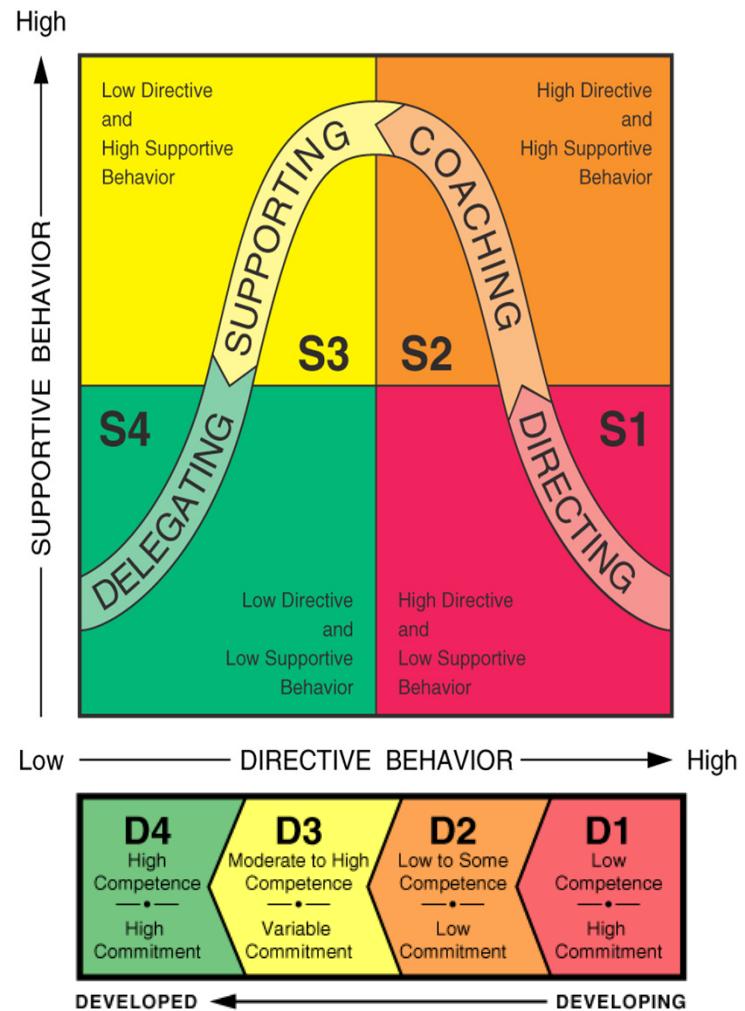
# Diagnosis and Flexibility

1

Diagnosis —  
assessing  
development needs

2

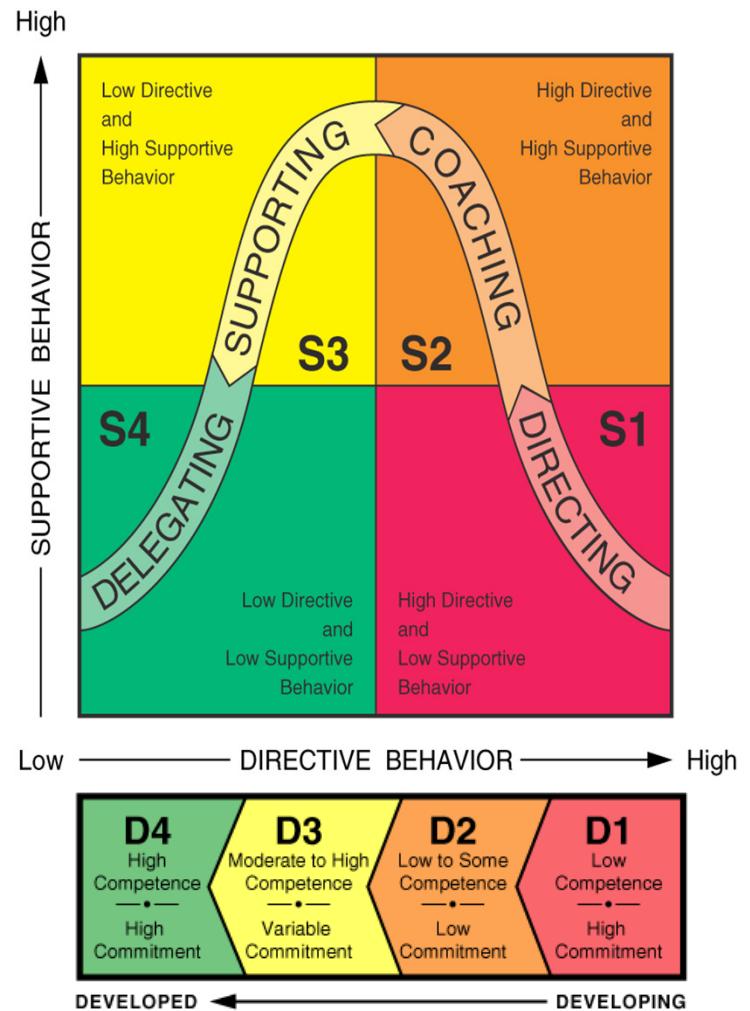
Flexibility — using a  
variety of leadership  
styles



# The Three Skills

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- 1 Diagnosis — assessing development needs
- 2 Flexibility — using a variety of leadership styles
- 3 Partnering for Performance—reaching agreements about development levels and leadership styles needed to achieve goals



# The Four Development Levels

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- D1** Enthusiastic Beginner—low competence and high commitment
- D2** Disillusioned Learner—low to some competence and low commitment
- D3** Capable, but Cautious, Performer—moderate to high competence and variable commitment
- D4** Self-Reliant Achiever—high competence and high commitment



# Diagnosis Grid

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Decision Point 1 →

D4	D3	D2	D1
<b>Doing</b> Can do goal or task without direction		<b>Learning</b> Cannot do goal or task without direction	
<b>Commitment/Attitude</b>			
+	-	-	+
D4	D3	D2	D1

Decision Point 2 →

# Competence

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Competence is demonstrated, task-specific knowledge and skills, as well as transferable skills

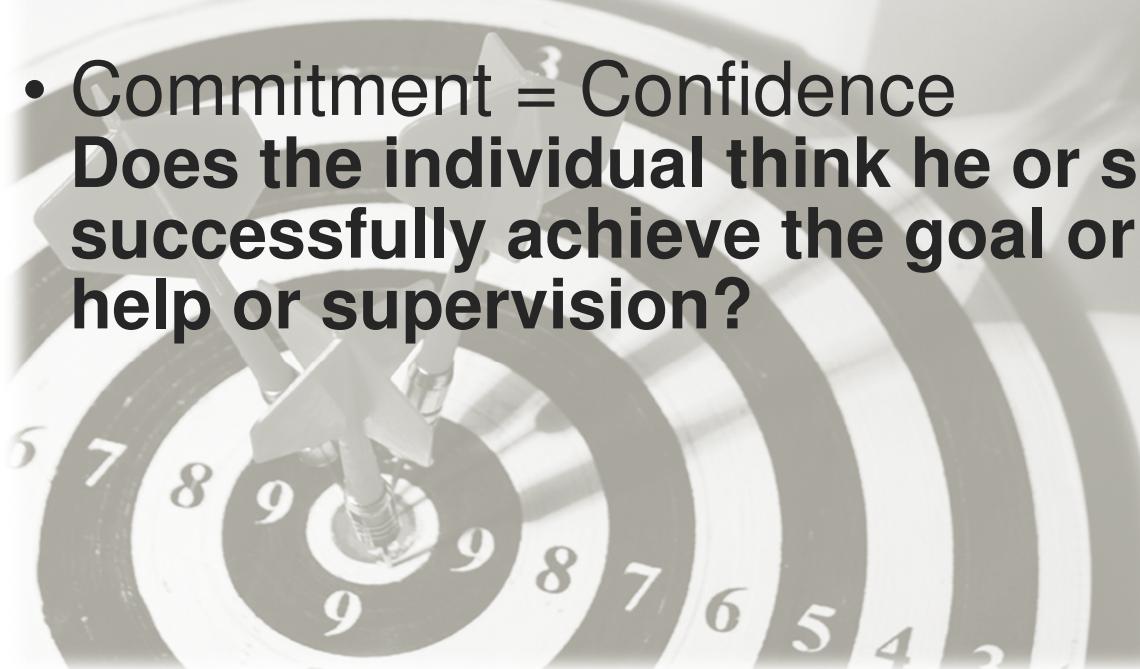
Ask yourself:

- ***Has the individual successfully done this task before?***
- ***Can the individual break the task down into baby steps?***
- ***Could the individual teach it to someone else?***
- ***Can the individual provide an example?***

# Commitment

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- Commitment = Motivation  
**Does the individual want to achieve the goal or task?**
- Commitment = Confidence  
**Does the individual think he or she can successfully achieve the goal or task without help or supervision?**



# Fine-Tuning Your Diagnosis Skills

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- Motivation ≠ Competence
- Confidence ≠ Competence



**Development Level Is Goal or Task Specific**

# Directive Leader Behaviors

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- Setting goals
- Developing action plans
- Clarifying roles
- Showing and telling how
- Evaluating
- Establishing timelines
- Setting priorities

# Supportive Leader Behaviors

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- Listening
- Praising and encouraging
- Sharing organizational information
- Sharing information about self
- Facilitating self-reliant problem solving
- Asking for input
- Providing rationale

# The SLII® Game

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## Practice Diagnosing Development Levels



### Instructions:

1. Read each situation and determine the goal or task.
2. Diagnose the development level of the individual or group.
3. Read the possible responses (a, b, c, and d) and label each answer as a Style 1, 2, 3, or 4.
4. Agree on the leadership style that matches the needs of the individual or group.

Earn up to -2 to +2 points per card for correct answers.



# A Leader Has Three Choices

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- Match
- Oversupervise
- Undersupervise



# Oversupervision

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*What is the impact of oversupervision on competence and commitment?*



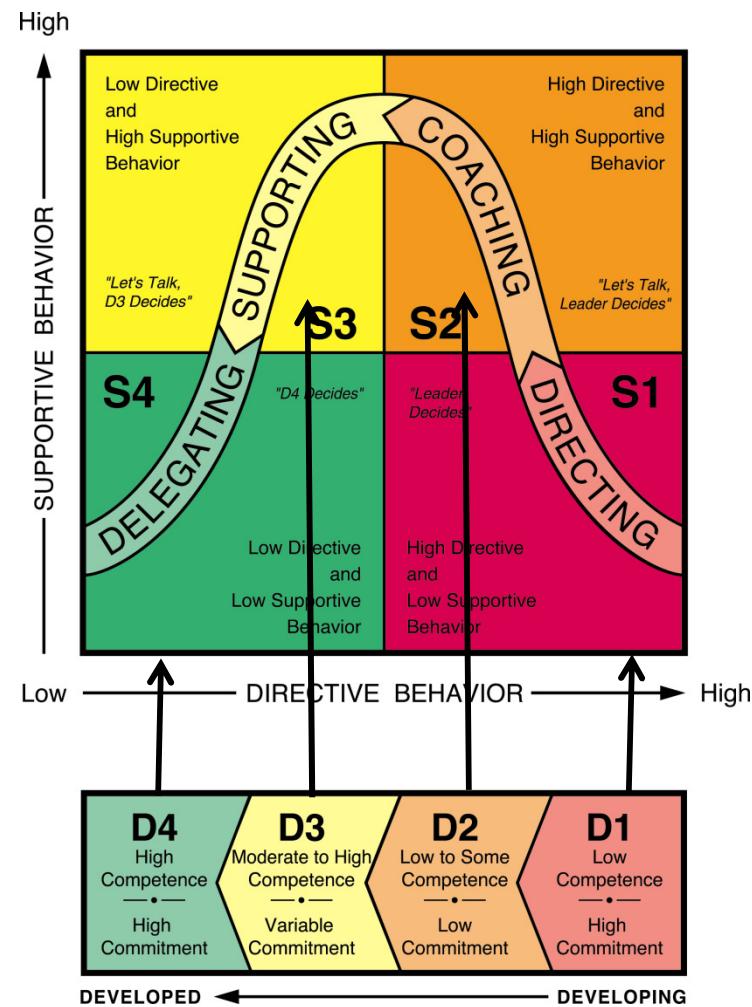
# Undersupervision

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*What is the impact of undersupervision on competence and commitment?*



# Situational Leadership® II



# Partnering for Performance

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Reaching agreements about development level and the leadership style needed to help achieve individual and organization goals



# The Five Partnering Agreement

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- SMART Goals
- Development Level
- Leadership Style
- Leader Behaviors
- Follow-up



# Steps for Resolving a Disagreement

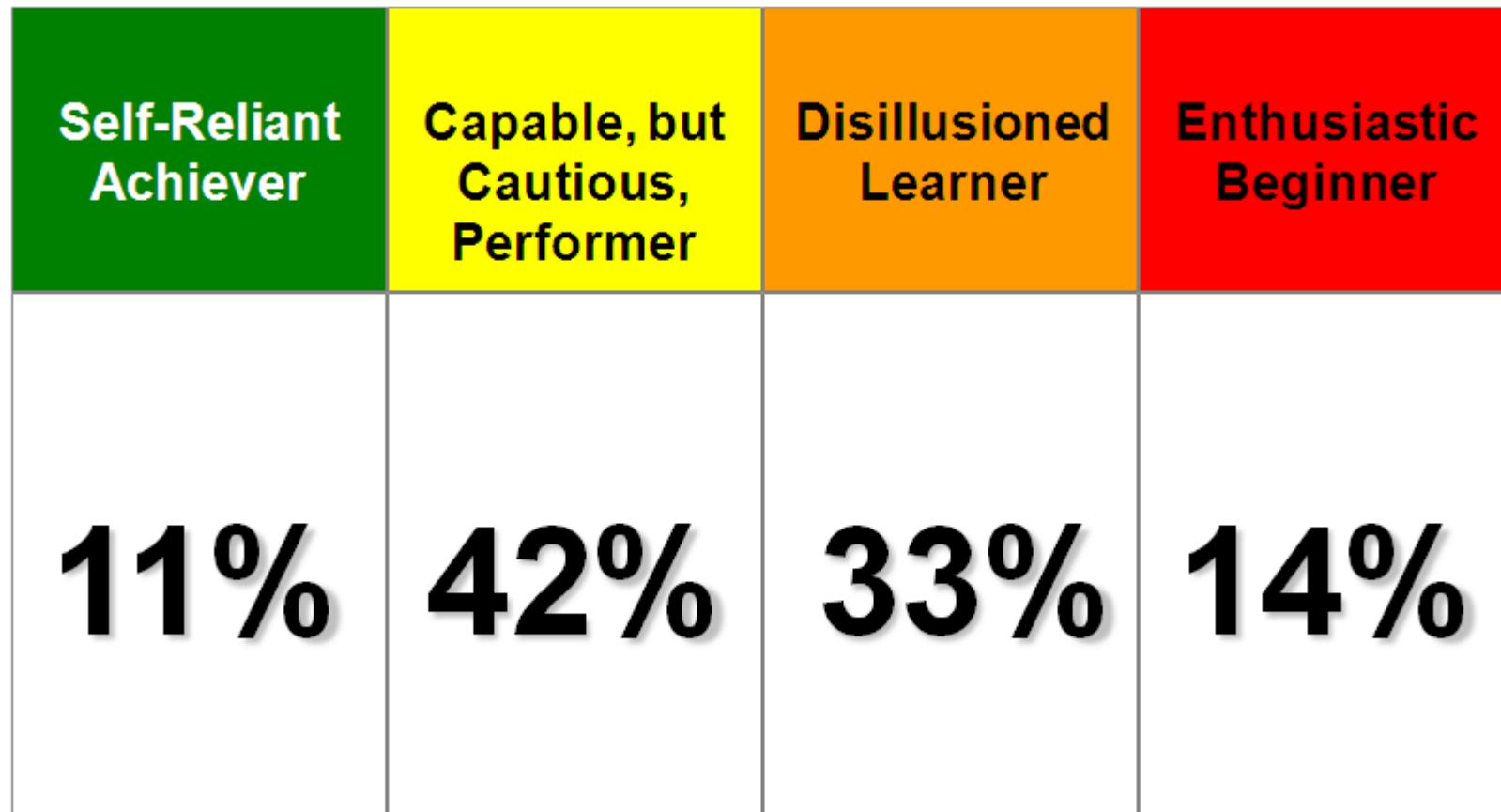
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- Clarify the goal
- Ask for evidence of skills
- Benchmark performance against others'
- Accept the individual's perception with a shorter time frame

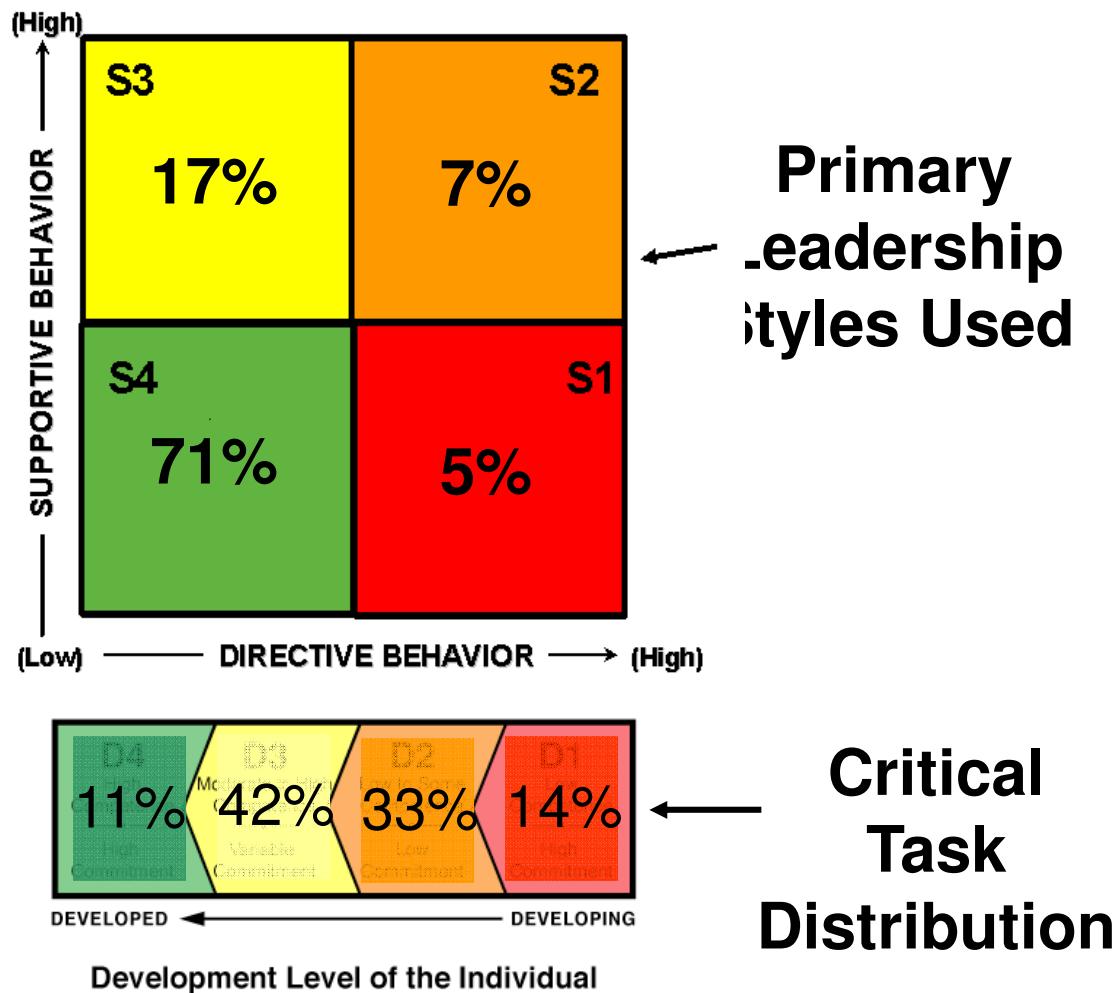


# Critical Task Distribution

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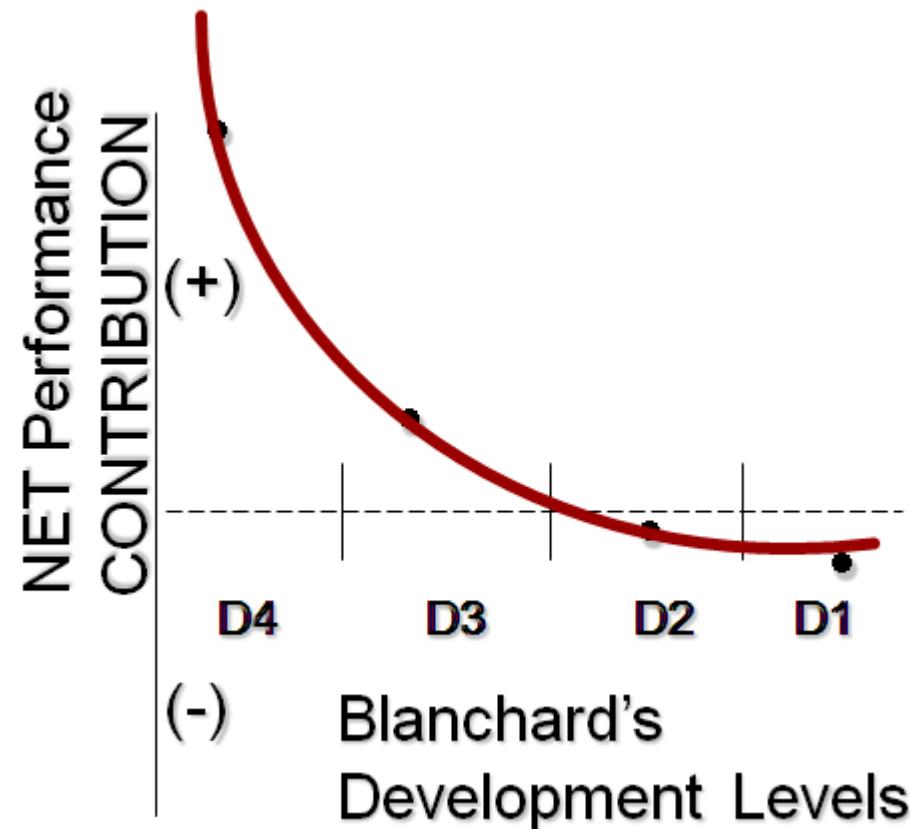


# Impact of a Mismatch



# Key Performance Indicator Curve

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# Video Case Study

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## The Bob Knowlton Story

# Leadership Behavior Analysis II (LBAII)

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# LBAII - Interpretation

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What did the Leadership Behavior Analysis II reveal about

- Your existing style?
- Your desired style?

What do you need to do to get there—  
to your desired style?

# One on One Conversations Form

## One on One CONVERSATIONS

NAME	MEETING WITH	MEETING DATE
<input type="text"/>		

You will lead this One on One meeting and take the initiative to ask for the direction and support you need to accomplish assigned goals and tasks.

### 1 BEFORE THE MEETING

- Schedule the meeting.
- Review progress on action steps from a previous One on One meeting.
- Choose topics to discuss with your leader.
- Assess your development level (your competence and commitment) for each goal or task.
- Decide how you will ask for the direction and support you need. Write your notes in the appropriate boxes below.

#### D4 High Competence • High Commitment

- I'd like to tell you about ....
- Here's a status report on ....
- I need more authority on this goal or task.
- This is what I'll do on ....
- Here's a new goal or project I'd like to tackle ....
- I'd like your help in acknowledging the success of the team on ....

Prioritize your agenda items

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

I Need to Share This with You

D4 Decides

#### D3 Moderate to High Competence • Variable Commitment

- I'm concerned about ... and need you to be a sounding board. Then I can decide what to do.
- What do you think of this idea? I'd like to discuss it with you before I go any further.
- I'm stuck and need some encouragement to move ahead.
- I'd like your vote of confidence on my idea to ....
- Why do I want to do this?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

I Need Support and Encouragement

Let's Talk,  
D3 Decides

#### D2 Low to Some Competence • Low Commitment

- I need more clarity on this goal.
- I need perspective. Am I making progress on ... ?
- I need feedback on my work.
- I'm concerned/confused about ....
- I'm overwhelmed by ....
- Who can help me?
- Why am I doing this? Why is this important?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

I Need Direction and Support

Let's Talk,  
Leader Decides

#### D1 Low Competence • High Commitment

- What do you want me to work on? What are my goals?
- What does a good job look like?
- What do I need to know?
- How do I start?
- What are the next steps?
- How will you stay in touch with me?
- Who can help me?
- What resources are available to help?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

I Need Direction/Information

Leader Decides

You want to talk so your leader is more informed.

You want your leader to talk so you are more informed.



# Conversation Starters

## I'm the Learner— What do I need?

Use these "Conversation Starters" to get the direction you need to succeed.

**D1**

### Get a Style 1

- So, I have never done this exact goal/task/project before. I will need specific information, examples, and expectations to be successful.

### Goals/Standards/Timelines

- I would like to do this well. Can you tell me what a good job would look like?
- What is a reasonable time frame for me to have this completed?

**D2**

### Get a Style 2

- Since I am still learning, I need to share my ideas, but would like clear direction from you on what my next steps should be.

### Problem Solving/Decision Making

- Things do not seem to be going as I expected. I have some concerns about ... and I would like to share some issues with you.

## I'm the Leader— What do I say?

Use these "Conversation Starters" to help you become a more flexible leader.

**S1**

### S1 Partnering

- Have you done this goal/task/project before? (Probably not, they are a D1.)
- Would it be helpful if I provided you with some direction/resources/information?

### Priorities and Timelines

- I'd like you to ... by ....
- In relation to your other work, the priority on this goal/task/project is ....

**S2**

### S2 Partnering

- Since you're still learning, what direction/resources/information do you still need?
- Moving forward, I think you ought to ... by .... Do these next steps work for you?

### Problem Solving/Listening

- So, how are things going?
- Is the goal/task/project timeline still realistic?
- I think you've made progress on



# Skill Practice

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Put your SLII® skills into practice.

## Instructions:

1. Pick a partner
2. Have a conversation with your partner about a real situation that you would have with one of your team members.
3. Your partner responds to the situation by using one of the SLII styles.
4. Determine what style your partner has responded with.
5. Your partner reveals if you are correct or not, and why.

# Key Learnings, Insights, or Actions

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*What are people  
going to see you  
doing differently?*



# Homework

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## Assignment:

- Create a list of all of the tasks that you do in your role as manager/leader and bring the written list to class tomorrow.
- Bring your Action Learning Project presentation.



# Building Capability – Day 2

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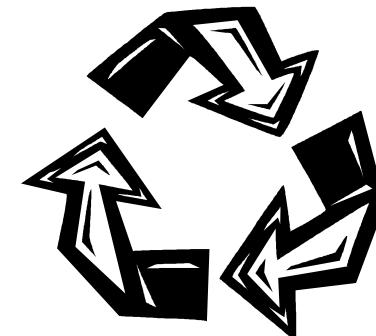
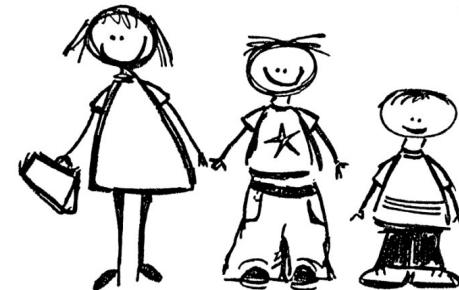
*Welcome Back!*

# Energizer: Draw Your Story

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## Instructions:

- Summarize a key learning point from day one of the workshop by **drawing a picture** or diagram that communicates “your story”.
- Present to the group when done.



# Building Capability: Workshop Agenda and Flow

Day 1 Strategy Shifts — Capability Needs — Support and Direction		Day 2 Getting People from Where they Are to Where they Need to Be	
8:30 am	Welcome Reflection	8:30 am	Review
9:00 am	Workshop Overview	8:50 am	Solutions for Building Capability: 9-Box Development Strategies Delegation
9:15 am	Strategy Shifts: Guest Speaker	12:00 pm	Lunch
10:30 am	Strategy Shifts: Your Focus Area	1:00 am	Leadership Next
11: 00 am	Skills Assessment (to Identify Capability Needs)	2:45 pm	Action Learning Project Check-in
12:00 pm	Lunch	3:30 pm	Wrap Up
1:00 pm	Situational Leadership® II : A Refresher on Building Skills	3:45 pm	End of Program
4:30 pm	Wrap Up		
4:45 pm	Reception		

# Building Capability Workshop

## Objectives:

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- Describe strategy shifts and actions you can take to build the capability of your team.
- Practice using *Situational Leadership® II* to maximize individual and team competence and commitment.
- Recognize how to implement development strategies.
- Delegate to develop and to empower your team.
- Identify Next areas of focus on your leadership journey .



# Capability Development Strategies

*If I have the belief that I can do it, I shall surely acquire the capacity to do it even if I may not have it at the beginning.”*

—Mahatma Gandhi



# Capability Development Strategies

## Objectives:

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- Discuss how people development happens
- Expand and compare the palette of development actions available
- Tailor development approaches depending on 9-Box placement
- Use concepts, methods, and tools to create an enhanced development plan for selected members of your team

# Reflection

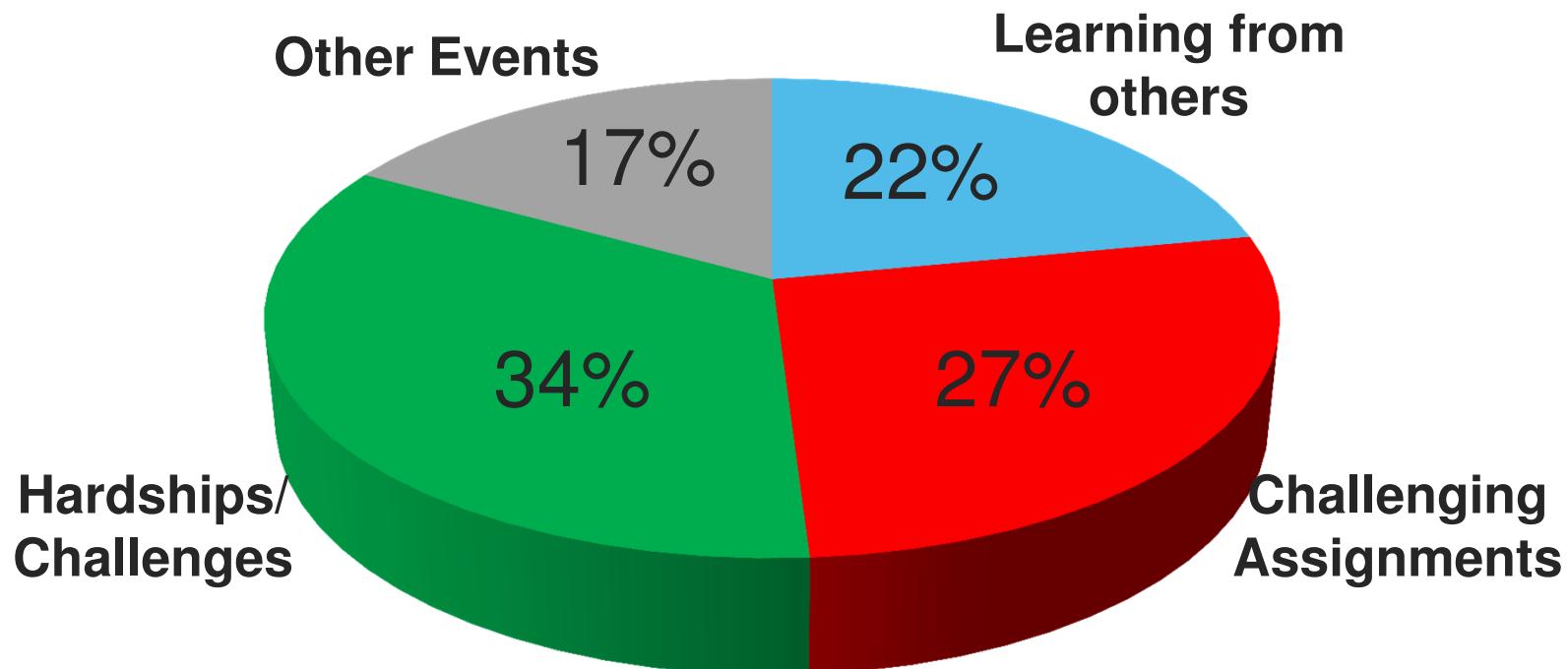
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What developed you as a leader?



# What Develops People's Capabilities?

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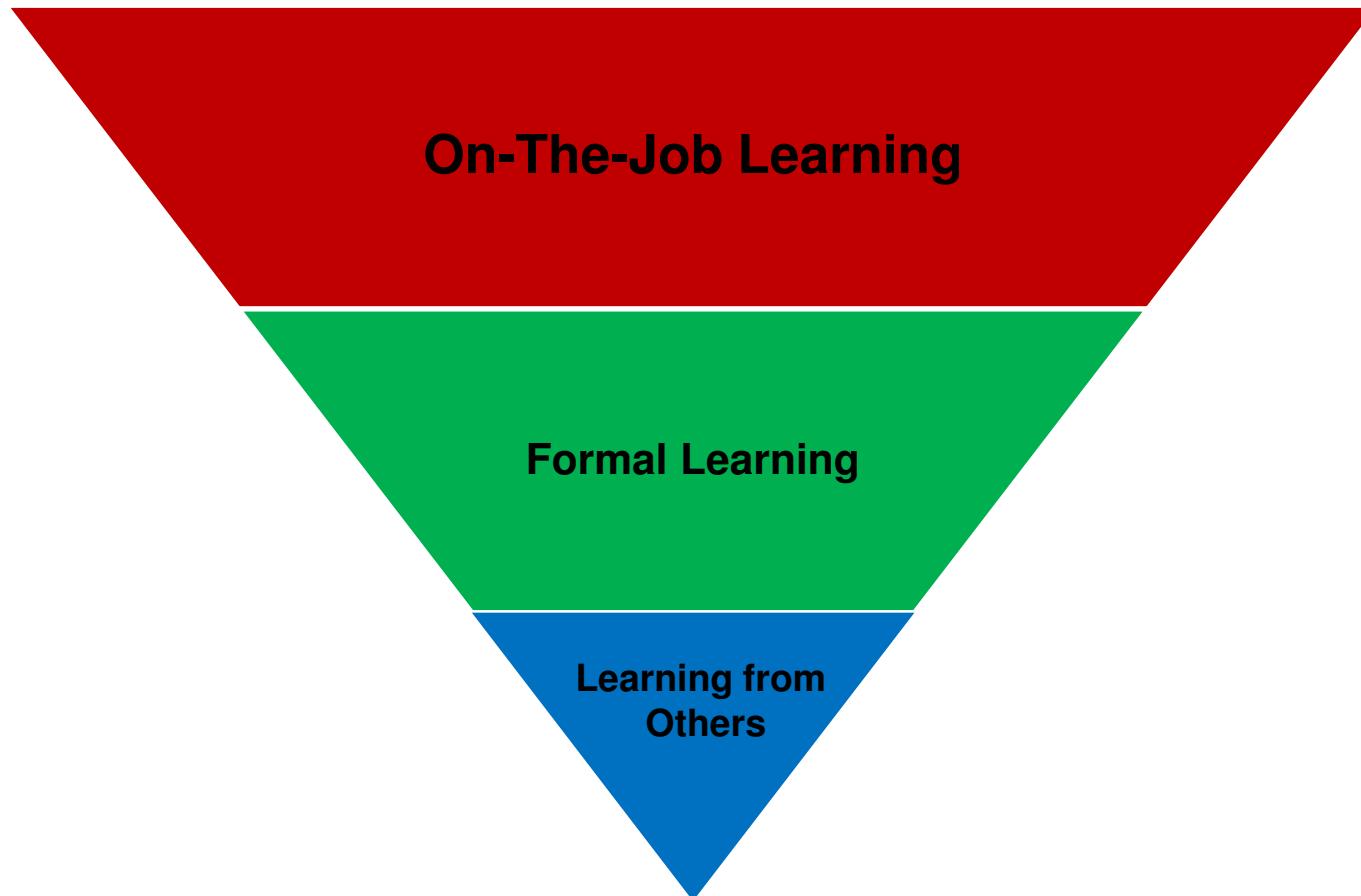


Fortune 100 corporations surveyed on “key events” in a leader’s career - things that made a lasting change in the way they lead and manage



# Expanding Development Options

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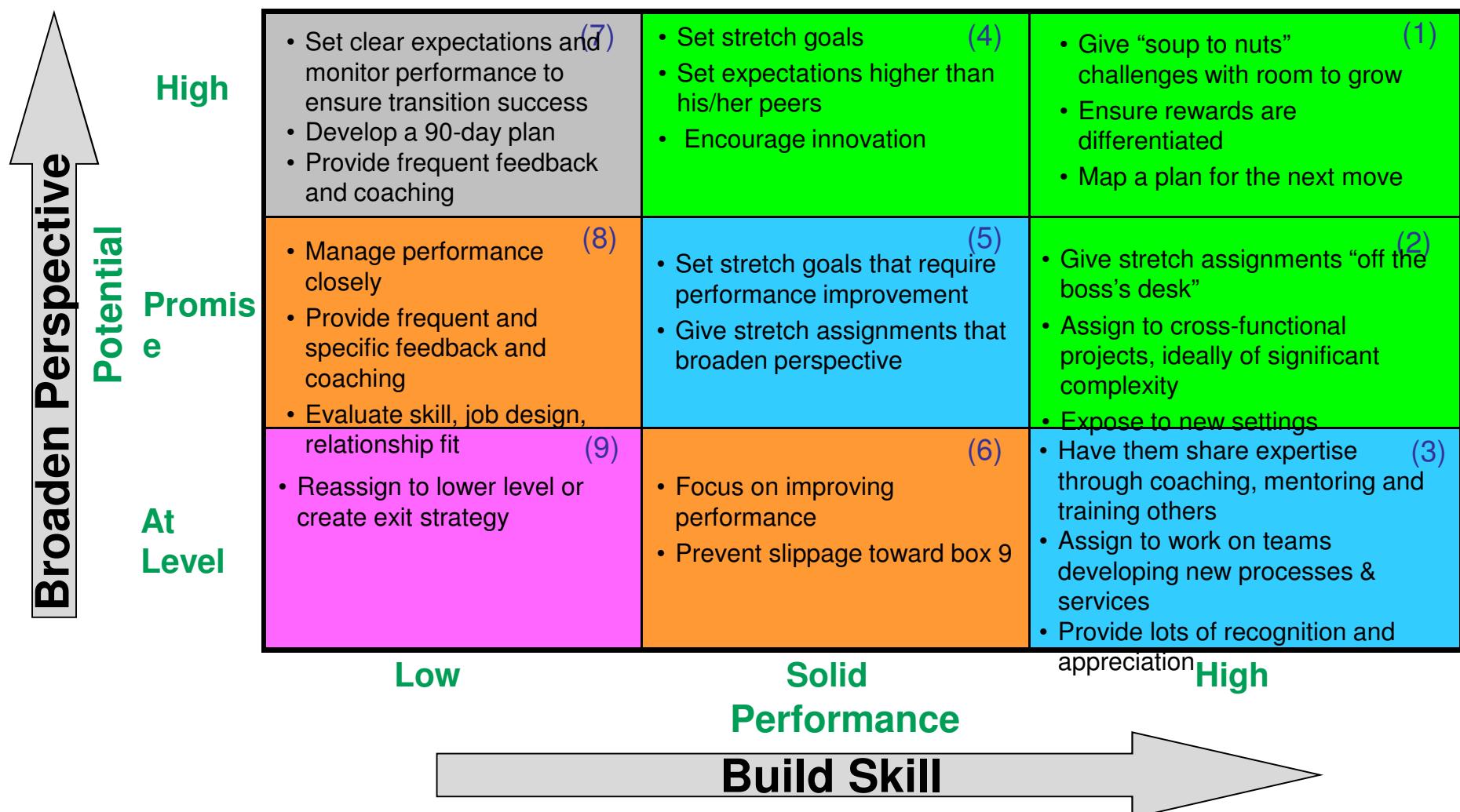
# 9 – Box Definitions

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	(7)	(4)	(1)
Potential	Recently moved to a new role (< 6 months) and is moving up the learning curve. High/Solid contributor in the past.	Clearly able to deliver all that is expected. Aspires to and has capacity for a higher level. More time needed to demonstrate sustained high contribution.	Consistently over delivers on expectations. Has mastered current job and is ready for new challenges. Demonstrates eagerness to learn and take on more. Can move up a level or expand scope of responsibility.
Promise	(8) Is inconsistent or not delivering on expected results in current role. May show promise for a different type of role. May be in a new position (6-12 months) and has not yet mastered skills.	(5) Consistently delivers on expectations. Could assume new or broader responsibilities.	(2) Consistently over delivers on expectations. Has mastered current job and is ready for new challenges. May have 1-2 factors needing attention for higher potential.
At Level	(9) Is inconsistent or not delivering on expected results in current role. Difficulty performing most or all responsibilities.	(6) Consistently delivers on expectations. Proficient, probably capable of performing effectively in another role of similar scope.	(3) Consistently over delivers on expectations. An expert and successful producer who is of great value to the organization. May have little interest in (or not be a fit for) new assignment or expanded responsibilities.
	Low	Solid	High
	Performance		

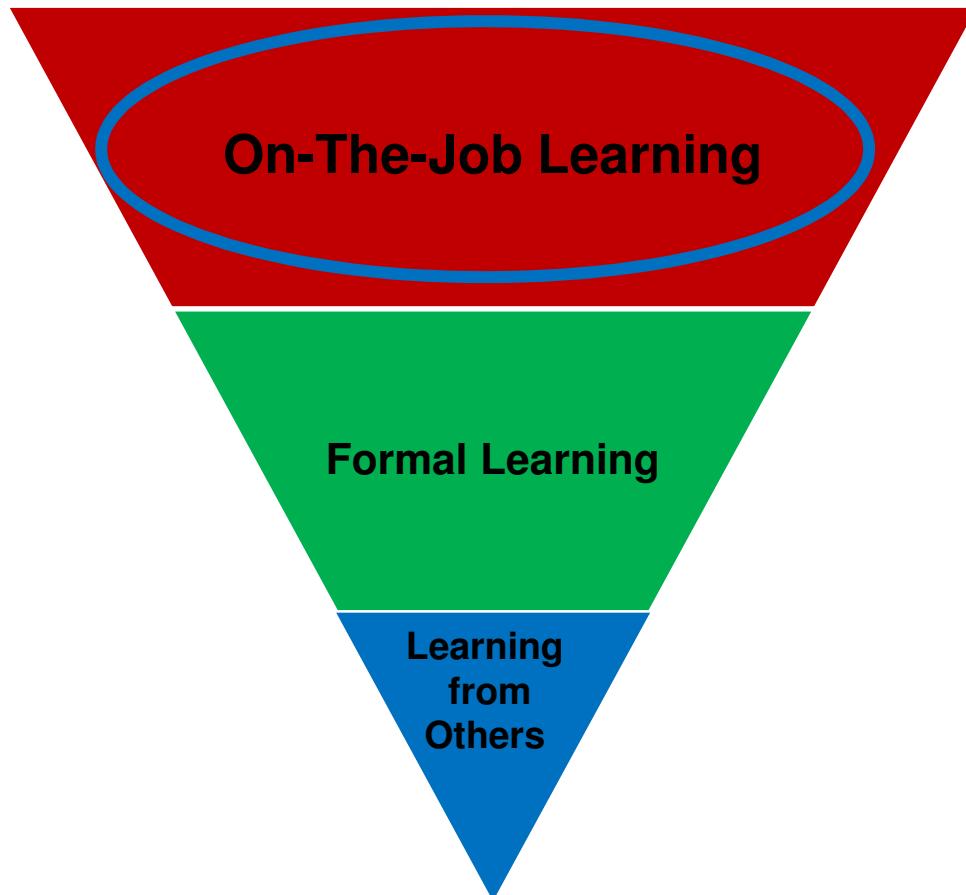


# 9 – Box Capability Development Strategies



# On-The-Job Learning

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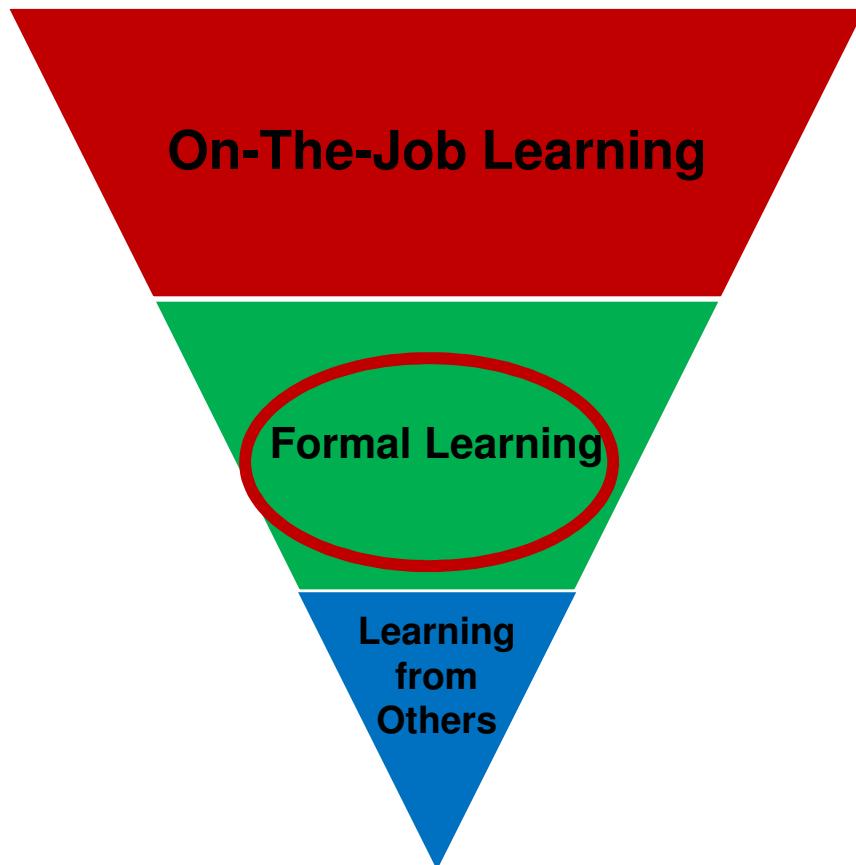
## Have your direct report(s):

- Participate in a cross-functional project that requires interaction with new people across the system
- Co-lead a project
- Complete stretch assignments
- Work on challenging goals
- Fill in for you at a meeting or a presentation



# Formal Learning

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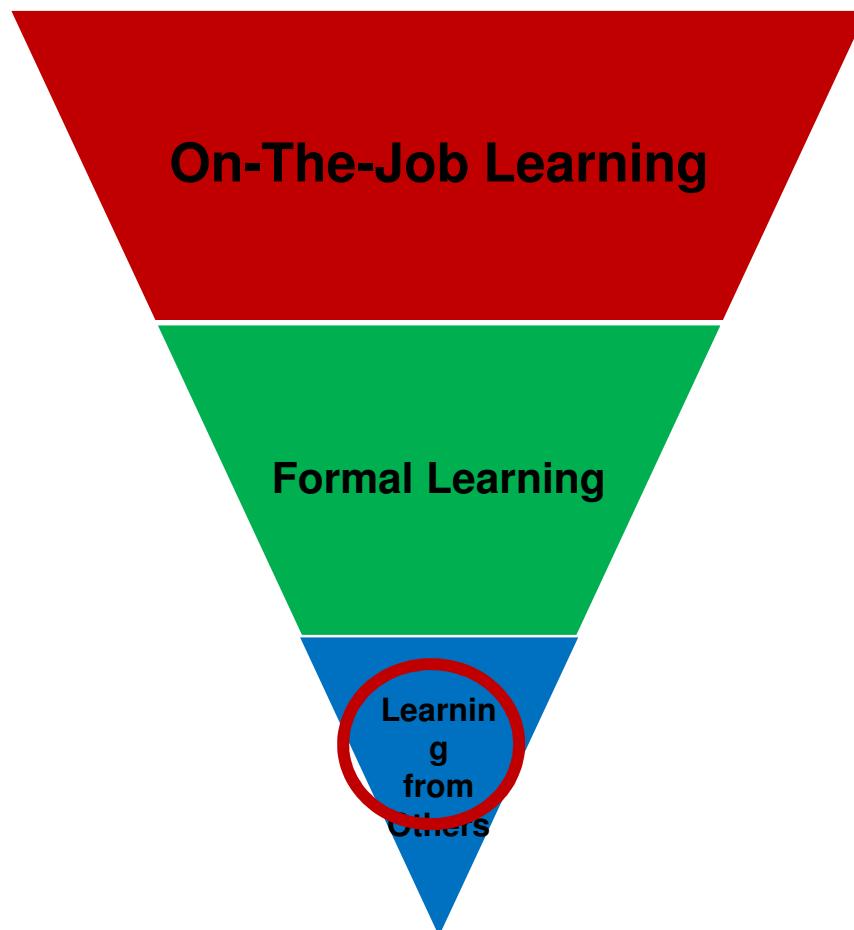


**Gain the most from your investment** people know why the training is important for them

- Set expectations before training about what learning and/or performance improvement is expected
- Provide coaching, support and time to practice
- Change capability dimensions as required to ensure the environment is aligned with the new skill or practice requirements

# Learning from Others

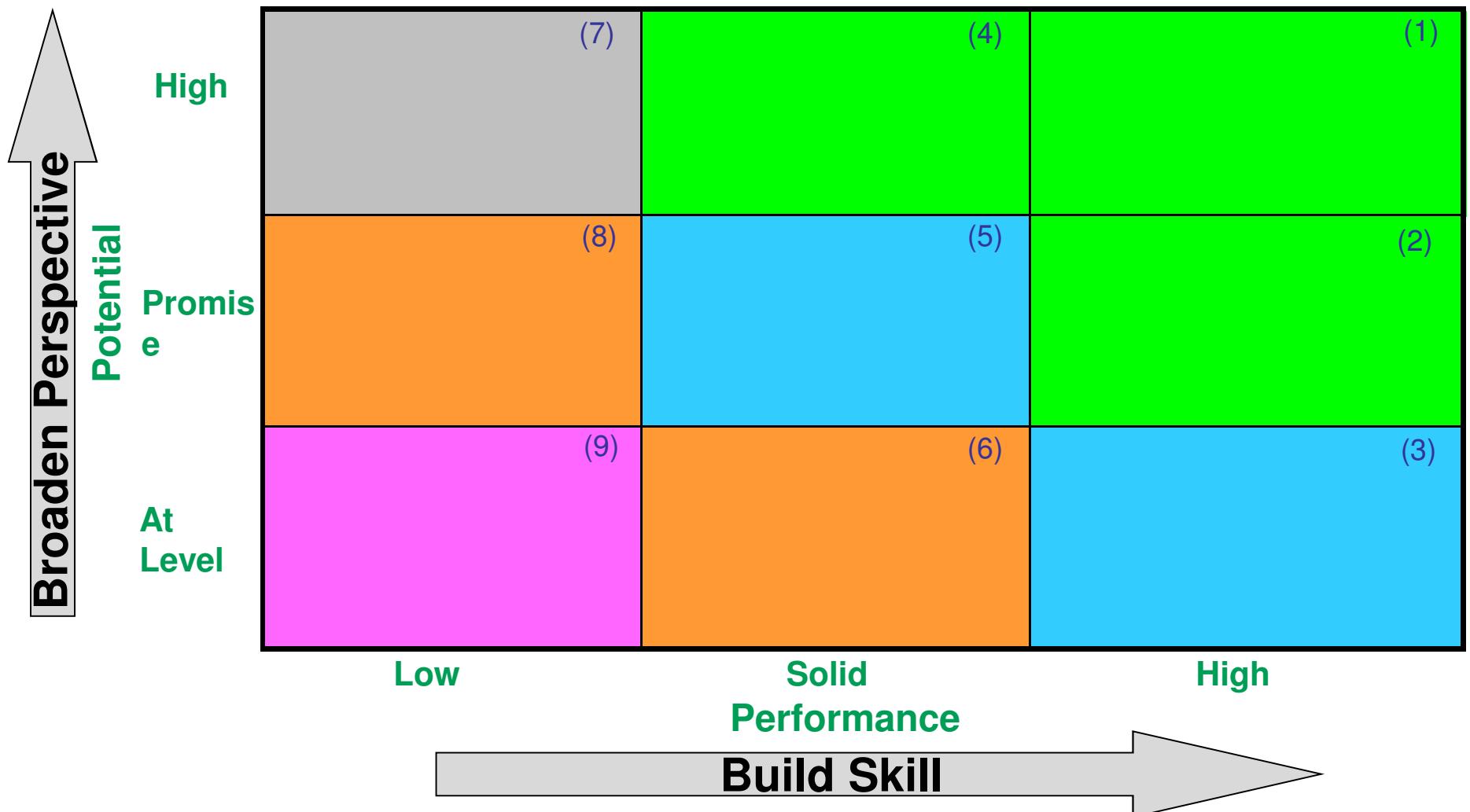
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- Sounding Board
- Role Model
- Cheerleader
- Cohort
- Coach

- 
- Observing senior-level presentations
  - Observing projects with Systems impact

# 9-Box Capability Development Strategies



# Development Plan

**Development Plan: [ Name ]**



**Areas of Focus for Development:**

- Our competencies outline the behaviors required for success.
- Identify 1-2 areas of focus for your development; be specific about what needs to be improved, reinforced, or grown.

**2013 Actions**

- Identify actions you will take this year to achieve your development goals.
- Be specific about what you will do, by when, and how you will measure success.

**2013 Accomplishments**

- Keep track of your accomplishments here so you have examples to share with your leader as you meet to review progress on your plan.

**Career Goals**

- Make sure your leader and your HRpartner know what you want to do next so they can advocate for you in talent discussions.

Short-Term Career Goals:	Longer-Term Career Goals:
In the next 1-2 years, I would like to...	In the next 3-5 years, I would like to...



# Children's Management Competencies

## Get Results

- Set clear goals
- Prioritize the work
- Align resources
- Measure progress
- Achieve success

## Build a Strong Team

- Build your team
- Delegate and empower
- Provide feedback
- Celebrate success
- Teach and guide

Management competencies outline the behaviors required for success as a people manager.

They provide the foundation for everything we do to recruit, develop and retain the talent that makes Children's Healthcare of Atlanta a best place to work.

## Be Clear and Compelling

- Know your audience
- Manage the message
- Make your case
- Be credible
- Move the conversation forward

## Be a Leader

- Think and act broadly
- Motivate and inspire
- Display personal courage
- Continue to learn and grow
- Maintain composure

## Grow Relationships

- Know your customer
- Build relationships
- Leverage partnerships
- Work across departments
- Treat others with respect



# People Development Debrief

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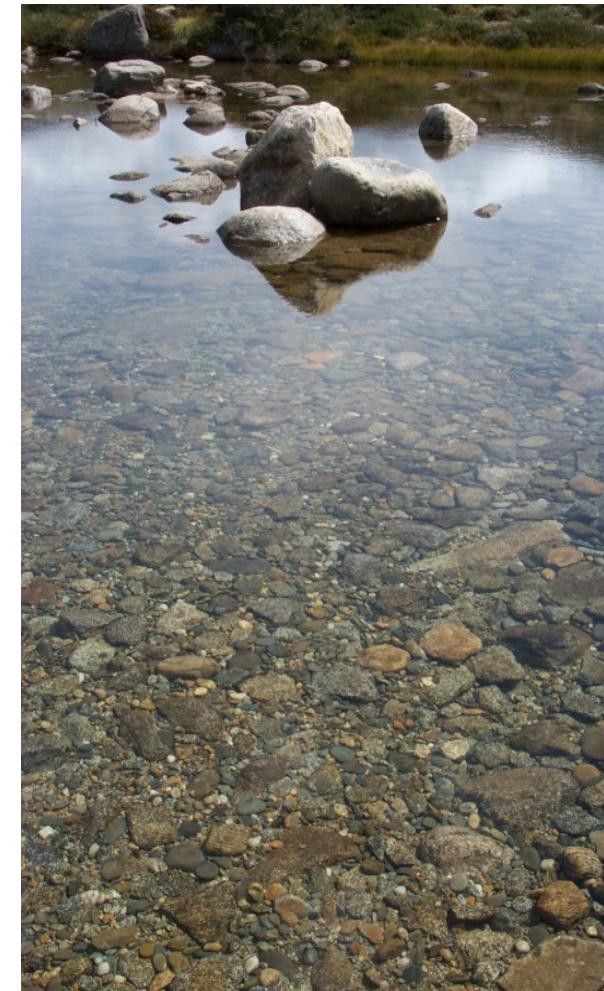
- How easy or hard was this for you?
- What value would doing this provide? To you? To Children's?
- How would this change your role in development planning?
- How might you share where someone is in the 9-Box?
- Questions this process raises for you?



# Making Development Work

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- Clarity is Key
  - Why
  - Expectations for results and process
  - Time frame
  - Support required
- Creating the Environment
  - Learning may involve trial and error
  - Feedback, coaching, encouragement



# Delegating for Development

*“Give up some control even if it means the employees have to make some mistakes.”*

- Frank Flores

American Business  


# Delegating for Development

## Objectives:

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- Discuss the dynamics of delegation
- Describe the leverage in delegating for development
- Perform a high-level assessment of the way you spend your time
- Identify opportunities you have to delegate for development
- Use your learning from Situational Leadership® II to flex your delegation leadership style

# Delegation Dilemma

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**Why can delegation be difficult?**



"In the interest of overcoming my reluctance to delegate, starting Monday I want you to do all of my worrying for me."

# A Few Vicious Cycles

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## Vicious Cycle #1

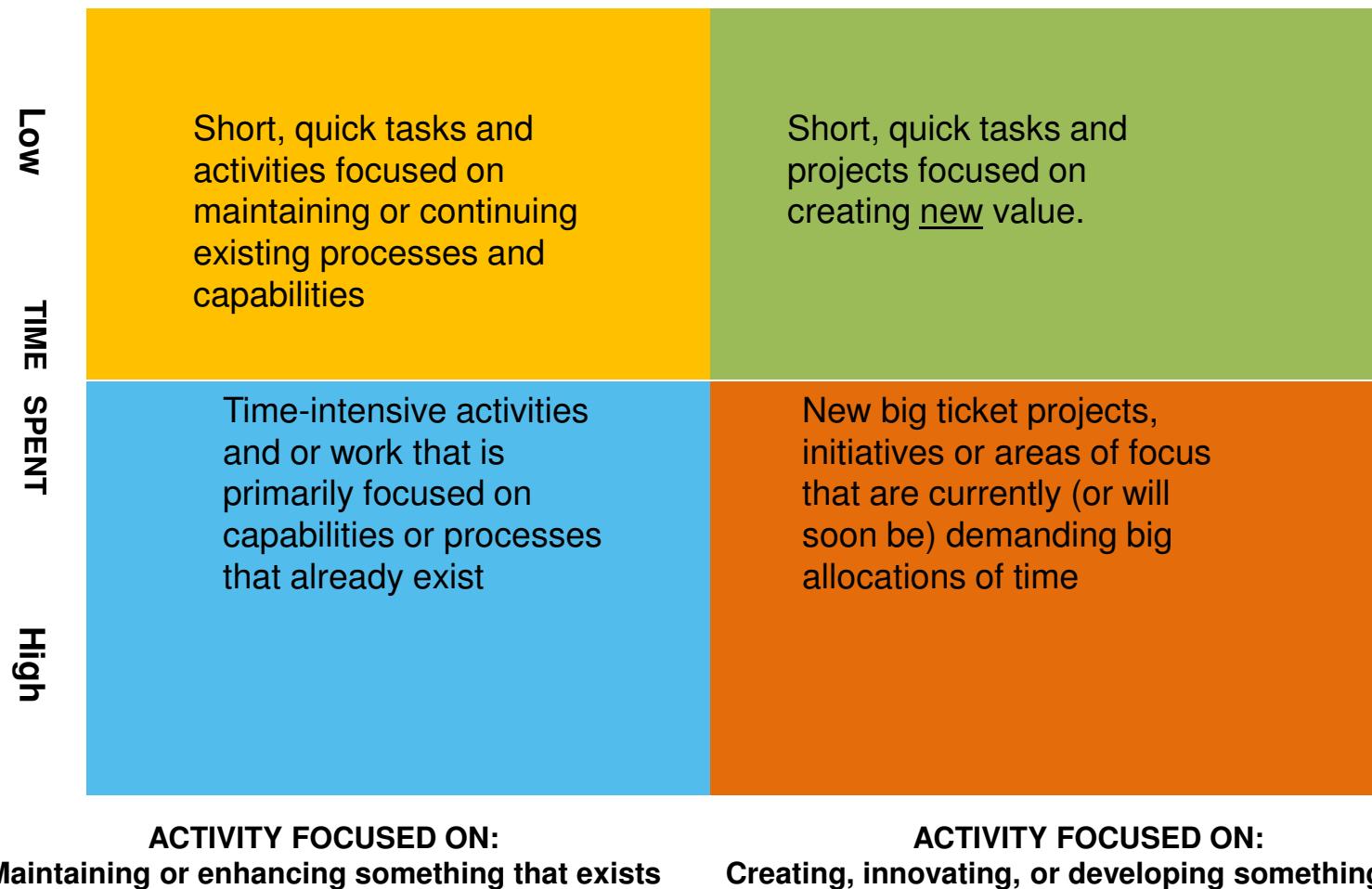
- Lack of delegation leads to lack of people development
  - leads to less delegation
  - leads to **burn out**

## Vicious Cycle #2

- Delegating ineffectively leads to poor performance leads to belief that delegation doesn't work leads to more lack of delegation leads to **burn out**

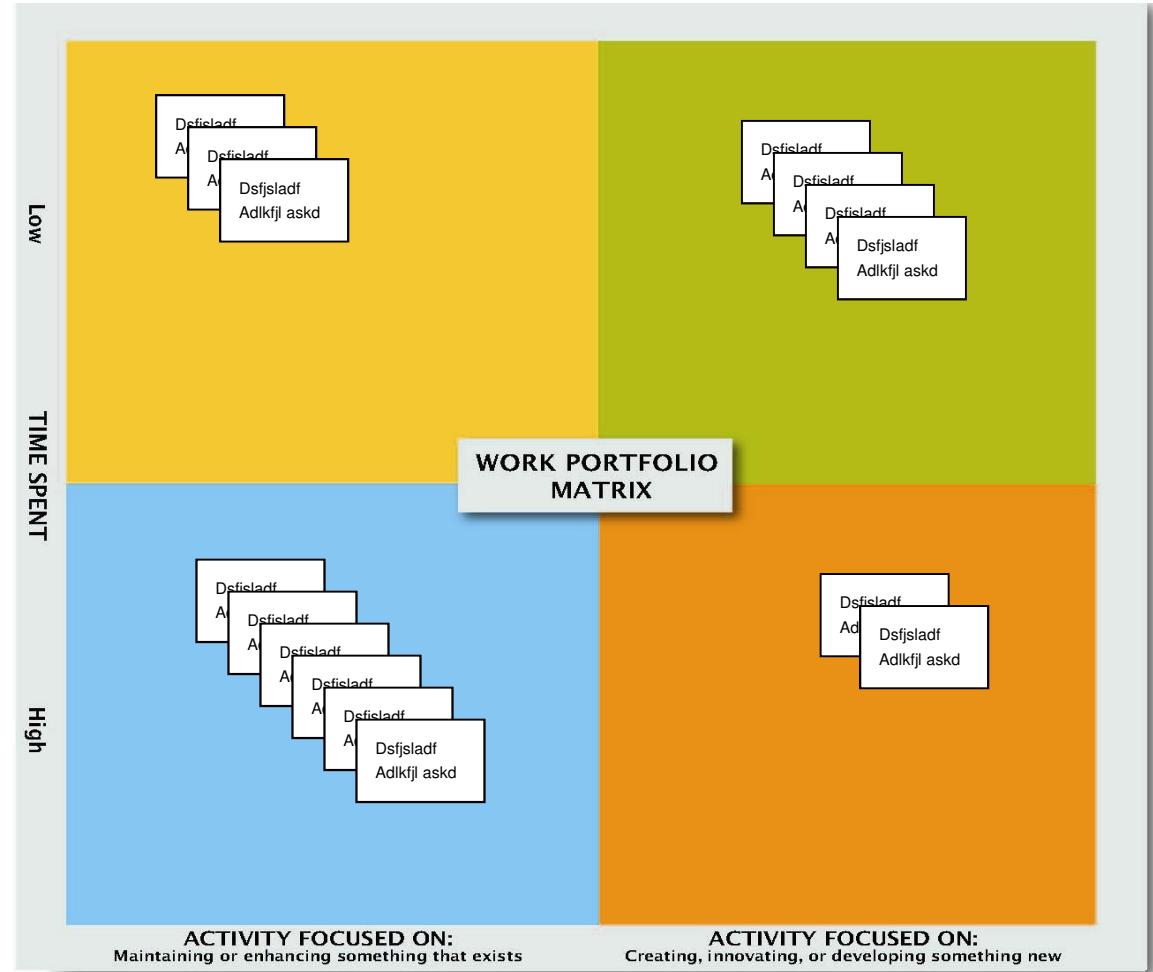


# What can you Delegate for Development?



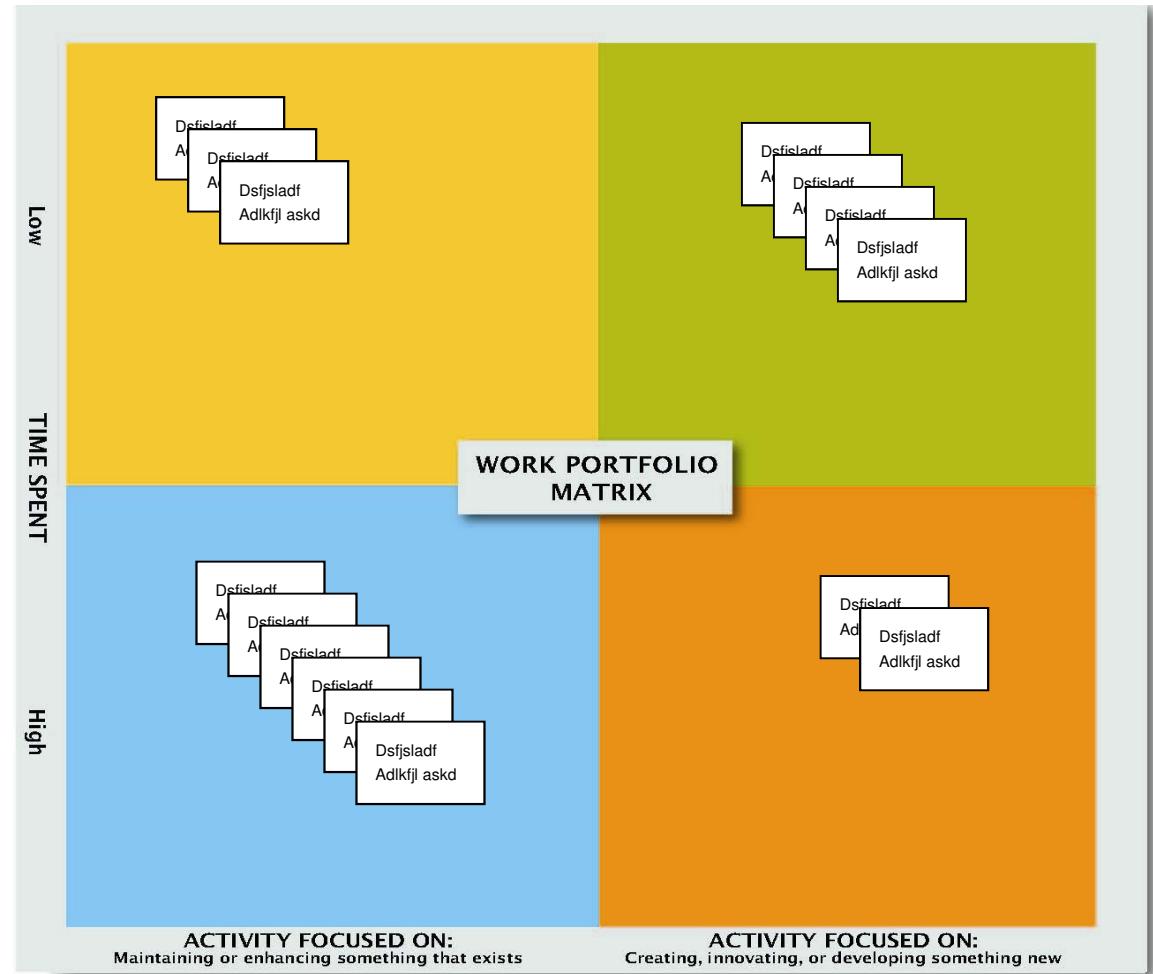
# Card Sort: Instructions

- Sort your own activity cards based on how much time the activity takes and what the activity is focused on



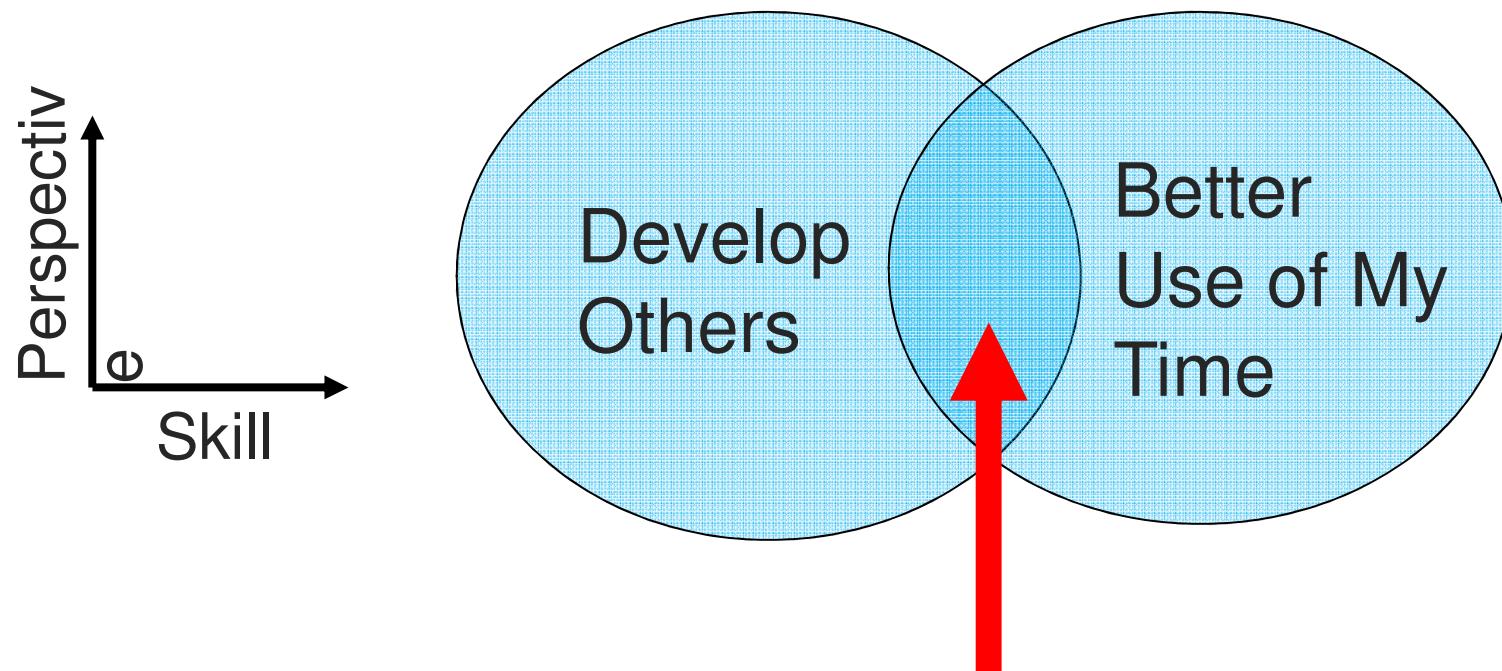
# Card Sort: Instructions, Part II

- Sort your own activity cards based on how much time the activity takes and what the activity is focused on

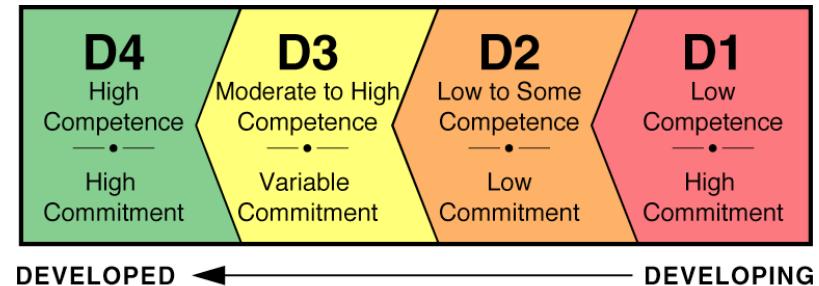
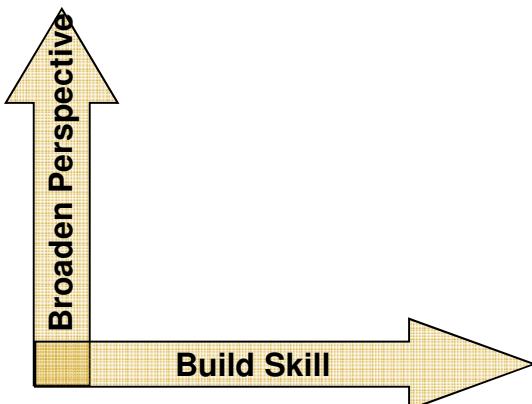
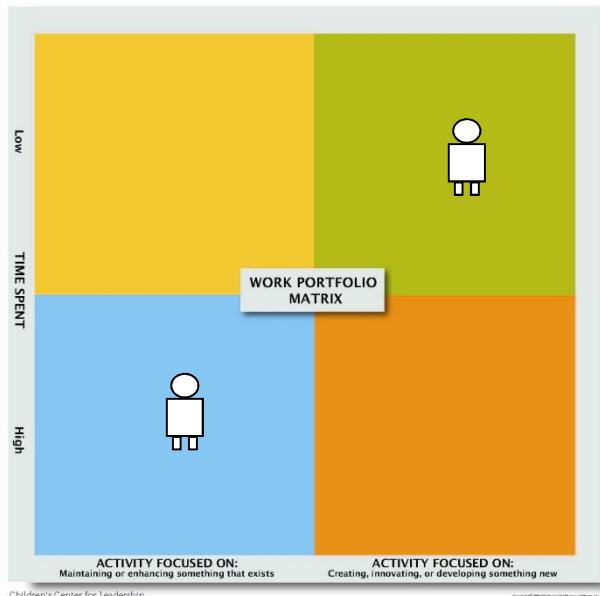


# Finding the “Delegation Sweet Spot”

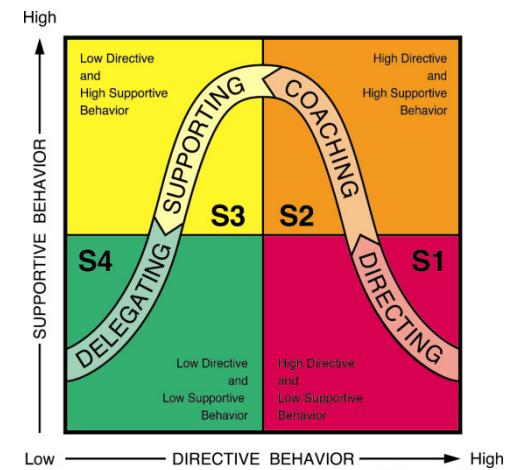
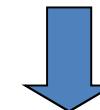
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# Who and How is Important



**Development Level of the Individual**



# Delegated Development Worksheet

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Task	Assign To person	Current Development Level	My Leadership Style	Skill/ Perspective Gains

# Consolidated Capability Plan – Example

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People ->	Example for <b>Maria</b> (Mgr Recruiting)				
9-Box Development Actions	Broaden perspective by putting on recruiting task force				
Delegated Development	Assign research on sourcing channels (Use S1)				
Situational Leadership Approach for Core Work	Switch from S2 to S3 in helping her to lead her people				

# Consolidated Capability Plan

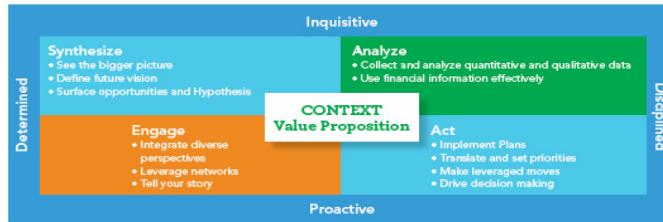
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People ->					
9-Box Development Actions					
Delegated Development					
Situational Leadership Approach for Core Work					

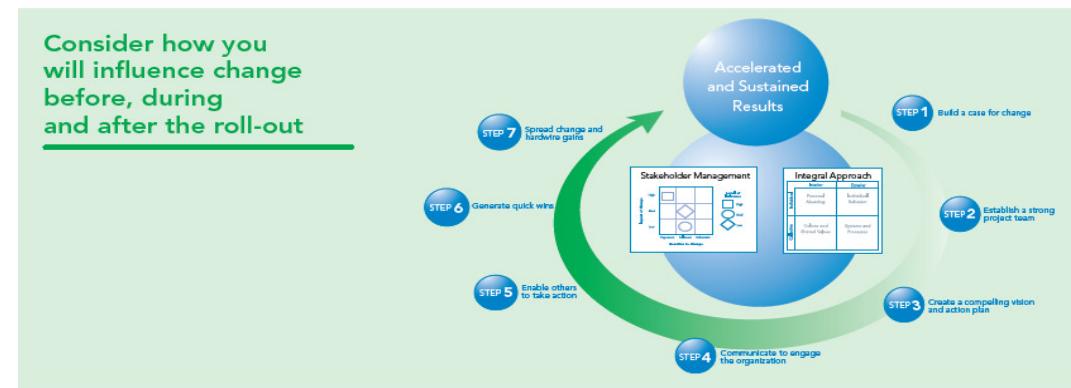
# Key Learnings, Insights, or Actions

*What are people going to see you doing differently?*

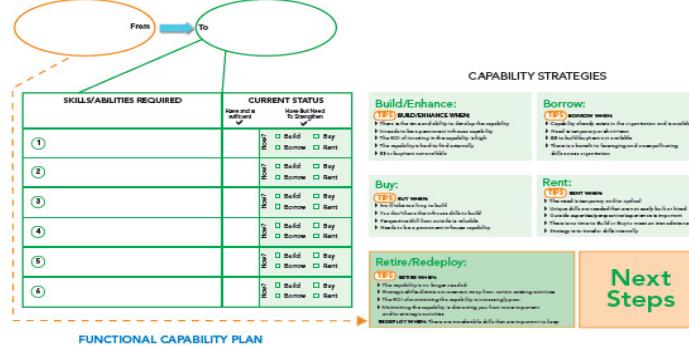
## Determine the strategic plan



**Consider how you will influence change before, during and after the roll-out**



**Plan how you will obtain the capabilities so others can act on the change**



# Leadership Next

# MAE Key Practices Summary



# Insights and Actions

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# Action Learning Project Check-in

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- Look through a comprehensive MAE workshops journey lens and decide if you would like to make any modifications or changes to your **Action Learning Project** presentations based on learnings from the past two days —or the entire MAE journey?

# Wrap Up

# Next Steps

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**Thursday, April 18, 2013  
from 11:00 am – 1:30 pm**

- Present your Action Learning Projects
- Graduate from the Center for Leadership Management Acceleration Experience Program

# Building Capability

## *Thank You!*