The DNA of Leadership Development: Strategies for leaders and organizations

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Objectives

- describe critical design elements for leadership development programs
- identify organizational strategies to support ongoing leadership development and retention of leaders
- offer strategies for individual development at all stages of one's leadership career

Need for leadership development

Outcomes of leadership

Patient care quality

Healthy work environment

Organizational performance

Succession planning for leadership

Problems recruiting to leadership roles

Projected shortage >4,000 by 2023

Programs needed across continuum of leadership roles

Clinician

Manager

Director

Senior leader

OUR WORK

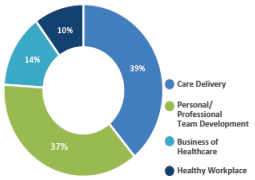
DESIGN FEATURES

Interactive & experiential
Evidence informed
Practical models & tools
Challenging & supportive
Inspirational & encouraging

CONTENT AREAS

The Leadership Challenge ©
Emotional Intelligence
Appreciative Inquiry
Leading Change
Client Centred Care
Project Leadership
Complex Adaptive Systems

1048 PROJECTS COMPLETED



OUR PROGRAM

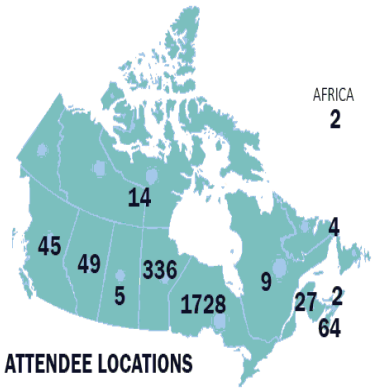
26 INSTITUTES

33 GUEST FACULTY

89 ORGANIZATIONAL BURSARIES AWARDED

26 STUDENT FELLOWSHIPS PROVIDED

2285 ATTENDEES



ATTENDEE LOCATIONS

'DNA' of leadership development programs ?

Increased use of leadership practices but no change in burnout at 15 months (Tournageau et al., 2004)

Increased overall confidence, improved listening skills and learning the language of leadership at 6 months (Snell et al., 2010)

Long term impact?

- Professional lives?
- Personal careers?

Mechanisms?

Purpose of evaluation study

to understand the perceived influence of the Institute on the professional lives and careers of alumni over time

Professional Lives

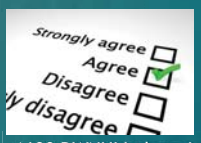
1. Grew knowledge of leadership
2. Ability to fulfill leadership roles and responsibilities
3. Project/change management competency
4. Confidence in leadership ability
5. Engage in self reflection of leadership
6. Tools and resources to use in leadership role
7. Expanded network

Personal Lives

- **Career satisfaction**
- **Work engagement**
- **Role change**
- **Continued education**

Methods

Online Survey



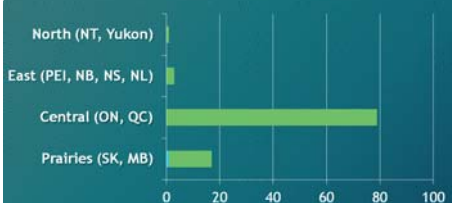
1600 DWNHLI alumni
n=165 (10%)

Individual interview

n=33

- Summer 2014
- REB-program evaluation
- Self-developed survey
- Work engagement
  (Shaufeli et al., 2006)
- Career satisfaction
  (Greenhaus, Parasuraman & Wormley, 1990)

Descriptive Results

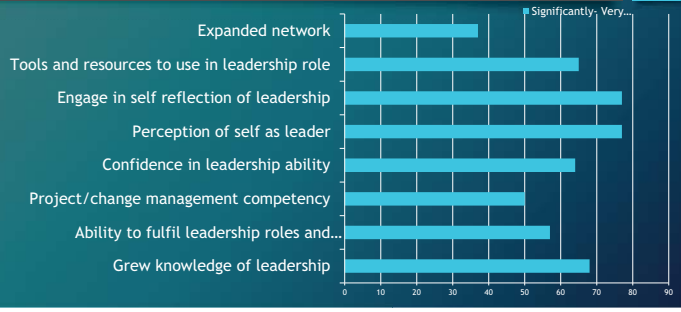


95% female
Average age 48 years

Yrs. Since DWNHLI
>5 years - 45%
3-5 years - 33%

bachelors - 30%
masters - 50%

Impact on Professional Lives



Knowledge of leadership

New leaders

"It started me on the road to leadership (as opposed to just the tasks of managing).The [institute] wasn't the end point, rather just the beginning".

Experienced leaders

"I have always had lots of compliments about how I do things, but I never understood the 'why' of that."

Ability to fulfill leadership roles and responsibilities

- Improved role performance
- Better understanding of leadership expectations
- Better able to influence and manage people

"I understood the language of leadership better, and had a better understanding of what people were asking of me and why. As a staff nurse we feel the influence of leadership all the way down the line, but the why and how of it is not clear."

Ability to manage change initiatives

"Getting stakeholders to the table to work together is hard work, helping them to want to change, engagement is the most important part of it all. I realized that often the change is non-negotiable but the journey is important."

- Content knowledge about change
- Learned to engage others in the change process

Confidence and perception of self as a leader

- confidence as a leader was reinforced and validated through their experiences at the Institute
- enabled risk taking to take on new challenges e.g. new projects and roles

"When I came back I had some big projects to take on and I had the tools, I was a lot more confident that I could develop relationships needed to articulate the change processes. It helped me emerge as a leader, realize I was making a difference and could do more."

Engaging in self-reflection on leadership

- enabling them to focus
- develop their emotional intelligence when interacting with others
- helped them to make better decisions
- helped to ground them and help keep perspective during difficult times

"[Self-reflection] helps me grow, figure out better ways to deal with situations... they help me avoid/overcome 'reaction' and move toward more constructive action. "

Overall Impact

	1 Not at all	2 Transient impact	3 Recurring impact	4 Profound impact
Overall, positive impact professionally	3	19	55	23
Overall, positive impact personally	6	21	55	18

Impact on Personal Career

Career Satisfaction (Range 1-5)		4.2
Work Engagement (Range 1-7)	Vigour	5.3
	Absorption	5.7
	Dedication	5.6
	TOTAL work engagement	5.5

Career Satisfaction

- arose from their growth as a leader i.e. a better understanding of leadership and better performance as a leader
- for the individuals who were dissatisfied, a desire for further development was not yet fulfilled, no longer satisfied with the status quo

felt supported and recognized by their employer for being sponsored to attend

attendance served as a catalyst to pursue leadership roles and further education

reaffirmed that a leadership role was the right career path

Engagement with work

- higher energy and enthusiasm after attending the Institute
- satisfied with the intensity of the work
- dedicated to the role
- excitement about trying new ideas and skills developed at the Institute
- engagement fell when individuals did not feel supported by their organization

Other impacts

Role Change

For 48% of alumni, experiences at the Institute impacted their decision to change roles a somewhat (25%), significantly (13%) or very significantly (3%).

Continuing Education

formal academic-based strategies (e.g. advanced degrees, certificates, courses at academic institutions)

informal programs offered by their workplace, professional associations or consultants

Critical design elements

Theories and concepts included in the curriculum

Learning strategies

Structure

Venue

Organizational strategies

Organizational return on investment

embed leadership development as part of business processes

pre-select project to align with organizational goals

present project results within organization

coaching, mentoring and career counseling specific to leadership

Self improvement begins with self reflection

Mindfulness and resilience

Embed the techniques into one's daily routine

Range of educational strategies - continuous learning

Strategies for individual development at all stages

This was a life altering experience for me. I had never taken time to reflect and recognize my ability to contribute to my profession. I became aware of real leadership and how it relates to improving the quality of care.