Succession Planning in an Academic Medical Center Nursing Service

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• Spanning 175 years, Rush has been part of the Chicago landscape longer than any other health care institution in the city.

• 667 bed Academic Medical Center located in Chicago’s west-side community

• Long history of excellence in Nursing receiving Magnet status three times for outstanding nursing care

• Earned national rankings in 11 of 16 specialty areas in *U.S. News & World Report*'s 2012-13 America's Best Hospitals issue

• Rush’s newest additions to its campus include the Tower, an innovative 376-bed hospital building, and the Orthopedic Building.
2015 Vision:

Rush University Medical Center will be recognized as the medical center of choice in the Chicago area and among the very best in the United States.

Key Strategies to Achieve Our Vision:

- Preeminent Programs
- Engaged and Effective People
- Welcoming & Supportive Environment
- Quality and Safety
- Operational Excellence
- Transformation
Mission: Rush nurses provide practice leadership and extraordinary patient and family centered care to our diverse community

Vision: Nursing at Rush will be recognized as the premier nursing service in Chicago and among the very best in the world

Advance a nursing culture that fosters diversity and inclusion where people are empowered and engaged
1. Facilitate leadership development
2. Champion workforce diversity
3. Enhance professionalism
Leadership Need
Systematic Approach to Succession Planning and Leadership Development
Succession Planning Model

Step 1: Make the Commitment

• Identify partnership in Human Resources
• Seek senior leadership support
• Ensure shared understanding of importance among leaders
• Present reasonable timelines for implementation
• Gain personal commitment to process
We will systematically manage our talent to ensure the recruitment, development and retention of an engaged and diverse workforce.
Step 2: Assess Present Work/ People Requirements

• Rush Leadership Competencies designed to support achievement of our organizational vision.
  • Sixteen leadership competencies
  • Foundation for a robust Talent Management Program
• Identification of critical nurse manager competencies
### Step 2: Assess Present Work/ People Requirements

<table>
<thead>
<tr>
<th>Leadership Imperatives</th>
<th>Competencies</th>
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<tbody>
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<td><strong>Invent our Future</strong></td>
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<td>“Where we’re going”</td>
<td><strong>Strategic Leadership</strong></td>
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<td>Establishing Strategic Direction</td>
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<td>Developing Partnerships and Alliances</td>
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<td><strong>Leading Change</strong></td>
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<td><strong>Deliver Value Today</strong></td>
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<td>“What we do”</td>
<td><strong>Operational Leadership</strong></td>
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<td><strong>Engaging and Empowering Staff</strong></td>
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<td>Coaching and Developing Teams</td>
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<td>Building Effective Working Relationships</td>
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<td><strong>Leverage our Strengths</strong></td>
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<td>“Who we are”</td>
<td><strong>Functional Leadership</strong></td>
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<td><strong>Driving Safety and Quality</strong></td>
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<td>Professional Knowledge and Technical Skill</td>
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<td>Continuous Learning</td>
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<td><strong>Championing ICARE / I Connect Service</strong></td>
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<td>Passion for the RUSH Mission, Vision and Values</td>
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<td>Advocating a Culture of Inclusion</td>
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Step 3: Appraise Individual Performance

- Self assessment of Rush Leadership Competencies
- Manager assessment of Rush Leadership Competencies
- Preparation and training for Talent Review process with CNO and HR
  - Refining leadership strengths and opportunities
  - Defining performance and potential
  - Integration of assessment data for discussion
Performance is the level of success in executing objectives in a current or past role.

Step 3: Appraise Individual Performance

1. Past performance evaluation scores
2. Competency Assessment
3. Goal achievement
4. Additional Information
**Potential** is the likelihood that an individual can develop into a successful leader with greater responsibilities in the future.

1. Capacity to learn
2. Engagement
3. Ambiguity and complexity
4. Ambition
9 Box Assessment Tool

- Higher Performance/
  Lower Potential
- Higher Performance/
  Middle Potential
- Higher Performance/
  Higher Potential
- Middle Performance/
  Lower Potential
- Middle Performance/
  Middle Potential
- Middle Performance/
  Higher Potential
- Lower Performance/
  Lower Potential
  (Under Performer)
- Lower Performance/
  Middle Potential
  (Inconsistent Performer)
- Lower Performance/
  Higher Potential
  (New in Role/In Wrong Role)
### Step 3: Appraise Individual Performance

<table>
<thead>
<tr>
<th>Category</th>
<th>Manager Ranking</th>
<th>Employee Ranking</th>
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<tbody>
<tr>
<td>Leading Change</td>
<td>3</td>
<td>4</td>
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<tr>
<td>Driving Results</td>
<td>3</td>
<td>4</td>
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<tr>
<td>Decision Making</td>
<td>3</td>
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<tr>
<td>Business/ Financial Savvy</td>
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<tr>
<td>Engaging &amp; Empowering Staff</td>
<td>3</td>
<td>4</td>
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<tr>
<td>Driving Safety &amp; Quality</td>
<td>3</td>
<td>4</td>
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<tr>
<td>I Care. I Connect</td>
<td>4</td>
<td>5</td>
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Legend:
- Manager Ranking
- Employee Ranking
Step 4: Assess Future Work/ People Requirements

- Agenda for Talent Review with CNO and HR:
  1. Discuss how to leverage competency strengths
  2. Discuss potential competency development opportunities linked to divisional goals
  3. Identify next level successor (Assistant Unit Leader)
  4. Identify of gaps in succession (potential retirements, resignations, placement in current role)
  5. Determine potential for future growth
Succession Findings:

• 4% of nurse managers ready for promotion to next level
• 16% of nurse managers would not be in current position next year
• 40% of nurse managers had a potential successor identified in 2012 review
• 56% of nurse managers have a potential successor identified in 2013 review
Step 5: Identify Future Individual Potential

• Share assessment and talent review feedback to support creation of an individual development plan.
  • Training to support development focused conversations.
  • Training to support creation of an experiential development plan.
  • Discussions about career advancement.
Step 5: Identify Future Individual Potential

Guiding Principles for Development Planning:

Competency Based: focused on Rush leadership competencies.

Enable the Business Strategy: supports the desired business results of the organization, enables high performance and the execution of strategies.

Shared Ownership: driven by the employee, guided by the manager, and supported by the organization.

Continuous Learning: drives high performance in one’s current role and prepares for future roles.

Diversity and Inclusion: diverse people, skills, experiences and abilities are needed for organizational success.
70/20/10 Model for Development Planning

- **Experience**: learning that occurs from applying and practicing new skills in real life situations
- **Relationships**: learning that occurs from formal or informal relationships
- **Education**: learning that occurs from formal education offerings
Step 6: Close the Development Gap

- Understand group performance and gaps
- Engage in targeted leadership development activities to close gaps:
  - External partnership for didactic and experiential learning series
  - Competency driven curriculum
  - Organizational senior leader engagement
  - Applied learning sessions
  - Senior leadership coaching training
  - Senior leadership retreat focused on succession planning
Talent Development - Frontline Impact

Frontline Impact Partnership Structure

Unleash the Potential of the Front Line

Session 1: Leading Change
Session 2: Instilling Accountability
Session 3: Coaching/Performance
Session 4: Cost Improvement
Session 5: Safety
Session 6: Quality

Experiential Learning and Application
Individual and Group Projects

Ongoing Support: Coaching, Mentoring, Feedback, Performance Management
Step 7: Evaluate the Program

- Support the creation of an engaged workforce
  
  **Measurement:** climate survey engagement score

- Facilitate leadership development
  
  **Measurement:** internal pre/post survey

- Ensure continuity of leadership
  
  **Measurement:** percentage of vacancies in nurse leadership positions filled internally
  
  **Measurement:** time to fill nurse manager position
Climate Survey Engagement Score: Nurse Manager Engagement

- **Actively Engaged**: 49% (2013), 37% (2012)
- **Partially Engaged**: 48% (2013), 56% (2012)
- **Actively Disengaged**: 3% (2013), 7% (2012)
### Survey Items

<table>
<thead>
<tr>
<th>Survey Items</th>
<th>2012-2013 Increase</th>
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<tr>
<td>This organization provides me the opportunity to improve my professional knowledge and job skills.</td>
<td>4%</td>
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<tr>
<td>My supervisor encourages my career growth.</td>
<td>9%</td>
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<tr>
<td>My supervisor regularly gives me feedback on my work performance.</td>
<td>17%</td>
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</table>
Growing and developing myself for future assignments is a top priority for me.

I feel challenged by the responsibilities and opportunities in my current job.

There are adequate opportunities for career development at Rush.

I have access to development through on-the-job learning experiences.

Measurement: Pre/Post Survey

PRE Development Planning
POST Development Planning

There are adequate opportunities for career development at Rush.

Growing and developing myself for future assignments is a top priority for me.
I have an individual development plan which I actively implement.

I am clear on my leadership strengths and opportunities for development.

I have the opportunity to work on projects that increase my exposure and visibility within the Division of Nursing.

Resources are available for training and learning opportunities.
Vacancies:
• 43% of Leadership vacancies filled with internal candidates

Time to Fill:
• Internal Leadership Candidates: 90 days
• External Leadership Candidates: 160 days
Lessons Learned and Improvements

• Be the first to “test drive”
• Secure leadership commitment
• Focus on development for everyone
• Give better feedback
### Rush Competency Model

<table>
<thead>
<tr>
<th>Imperatives</th>
<th>Senior Leaders (SVP/VP) Competencies</th>
<th>Leader of Leaders (AVP/Director) Competencies</th>
<th>Front Line Leader Competencies</th>
<th>Individual Contributor Competencies</th>
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<td>Strategic Leadership</td>
<td>- Sets Strategic Direction</td>
<td>- Contributes to Strategic Direction</td>
<td>- Enacts Strategic Direction</td>
<td>- Aware of Strategic Direction</td>
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<td>- Develops External &amp; Internal</td>
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<td>Relationships</td>
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<td>- Enables Change</td>
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<td>- Organizational Awareness / Savvy</td>
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<td>- Executive Disposition</td>
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<td>- Adaptable</td>
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<td>- Department Savvy</td>
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<td>- Initiates Action</td>
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<td>- Manages Work</td>
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<td>Operational Leadership</td>
<td>- Accountable for Organizational</td>
<td>- Responsible for Driving Operational Results</td>
<td>- Operational Performance</td>
<td>- Contributes to Team Success</td>
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<td>Outcomes</td>
<td>- Operational Decision Making</td>
<td>Monitoring</td>
<td>- Professional Knowledge</td>
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<td>- Organization-wide Decision Making</td>
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<td>- Technical Skill</td>
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<td>Skill (Senior Leader)</td>
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