ABSTRACT: 2015 ELAM Institutional Action Project Poster Symposium

Project Title: The Implementation of a Novel Executive On-Boarding Leadership Program

Name and Institution: Erika T. Brown, Ph.D., Morehouse School of Medicine

Collaborators: Valerie Montgomery Rice, M.D. (*President and Dean*) and Denise Britt, B.S. (*VP of Human Resources*)

Background, Challenge or Opportunity: At Morehouse School of Medicine, we saw an opportunity to better prepare our newly appointed department chairs and administrators for their new leadership positions. We previously noticed that newly appointed leaders faced challenges that could be overcome, if addressed within the first 8-weeks of their start date. Immediately addressing those challenges would result in our new leaders feeling more empowered in their new roles, developing more collaborative interactions with units outside of their own, and developing goals for their unit that align with the school's mission and strategic plan.

Purpose/Objectives: The purpose of this project is to implement an effective on-boarding program for newly appointed executive leaders that will position them early in their tenure for success. We notice that there are two major obstacles for new executive leadership in academia: (1). A lack of familiarity with the administrative, research and clinical units of the institution, which impedes the ability to make immediate broad-based and collaborative decisions, and (2). A lack of mentorship to guide the leader in their new role. Our executive on-boarding process is designed to address both of these factors to ensure that the new leader is supplied at the very beginning of their position with the resources they need to execute well-informed decisions in both strategic and operational goals of their unit.

Methods/Approach: This program is a pilot initiative for Morehouse School of Medicine. It has been adapted from the publication, "Executive Onboarding: Ensuring the Success of the Newly Hired Department Chair", Ross et al, Academic Medicine, Vol. 89, No. 5, May 2014. I have modified and enhanced the process to be applicable for all levels of senior leadership in academia. Our process includes:
• A 6-week orientation
• Assignment of 3 mentors: an Orientation Navigator, a Peer Mentor and a Transition Mentor
• Completion of a pre-, post- and retrospective (for new leaders who were hired internally) survey
• Quarterly mentorship progress reports and a more comprehensive report at the end of 12 months
• An abridged version of the orientation (for new leaders hired after completion of the last and prior to the start of the next session)

Outcomes and Evaluation Strategy: We are currently evaluating the project with a survey that assesses the participants' comprehensive knowledge of the institution before and after completing the program. In addition, quarterly evaluations of the progress of the mentoring relationships are completed. The expected outcomes for the new leaders, which we also evaluate, are:
(1). Greater familiarity with all units of the institution at the completion of the 6-week program
(2). Increased collaborations with other units (internal and external to the institution)
(3). Enhanced leadership skills developed through the mentoring relationships
(4). Enhanced levels of cohesiveness and teamwork with other senior leaders

The Implementation of a Novel Executive On-Boarding Leadership Program

Erika T. Brown, Ph.D., Valerie Montgomery Rice, M.D., and Denise Britt, B.S.

Morehouse School of Medicine, Atlanta, GA

Background /Opportunity

At Morehouse School of Medicine, we saw an opportunity to better prepare our newly appointed department chairs and administrators for their new leadership positions. We previously noticed that newly appointed leaders faced challenges that could be overcome, if addressed within the first 8-weeks of their start date. Immediately addressing those challenges would result in our new leaders feeling more empowered in their new roles, developing more collaborative interactions with units outside of their own, and developing goals for their unit that align with the school's mission and strategic plan.

Purpose/Objectives

The purpose of this project is to implement an effective on-boarding program for newly appointed executive leaders that will position them early in their tenure for success. We notice that there are two major obstacles for new executive leadership in academia: (1). A lack of familiarity with the administrative, research and clinical units of the institution, which impedes the ability to make immediate broad-based and collaborative decisions, and (2). A lack of mentorship to guide the leader in their new role. Our executive on-boarding process is designed to address both of these factors to ensure that the new leader is supplied at the very beginning of their position with the resources they need to execute well-informed decisions in both strategic and operational goals of their unit.

Approach

This program is a pilot initiative for Morehouse School of Medicine. It has been adapted from the publications, "Executive Onboarding: Ensuring the Success of the Newly Hired Department Chair", Ross et al, Academic Medicine, Vol. 89, No. 5, May 2014 and "Accelerating Leaders' Transitions: A New Approach to Executive Onboarding", A. Massaro, The Ohio State University, http://www.opm.gov/WIKI/uploads/docs/Wiki/OPM/training/Accelerating-Leaders-Transitions.pdf. I have modified and enhanced the process to be applicable for all levels of senior leadership in academia. Our process includes:
- A 6-week orientation
- Assignment of 3 mentors: an Orientation Navigator, a Peer Mentor and a Transition Mentor
- Completion of a pre-, post- and retrospective (for new leaders who were hired internally) survey
- Quarterly mentorship progress reports and a more comprehensive report at the end of 12 months
- An abridged version WLA the orientation (for new leaders hired after completion of the last and prior to the start of the next session)
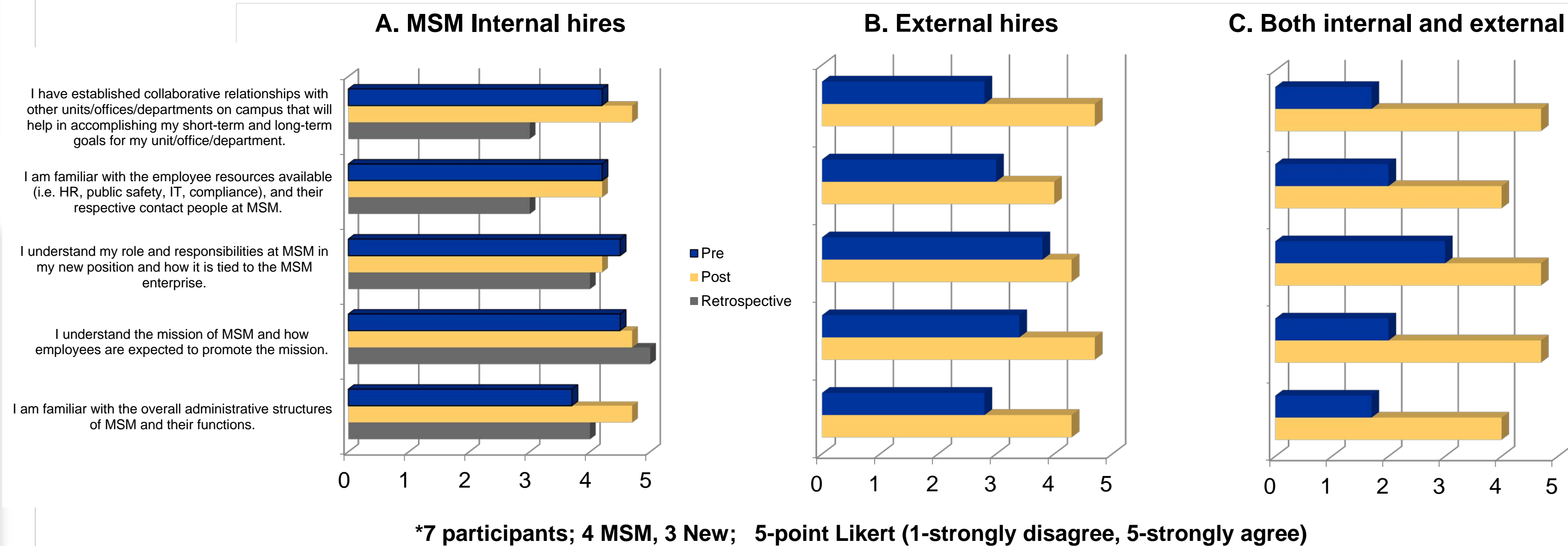
Methods/Outcomes/Evaluation Strategy

1. Create the curriculum

Orientation Topic	Facilitator(s)
Introduction and Welcome to MSM (Reception with Mentors)	President and Dean Valerie Montgomery Rice (via Skype, if not in person)
History of MSM	Sandra Harris-Hooker
Administrative Affairs	
Human Resources	Denise Britt
IT	Annemarie Eades
Legal	Sheila Burks
Compliance	Desiree Ramirez
Finance	John Case, Katherine Napier and Taya Scott
Institutional Operations: Public Safety and Facilities	Joe Chevalier and Michael Flood
Marketing & Communications and Institutional Advancement	Bennie Harris and Ronna Nu'Man
Academic Affairs	
Degree Programs	Martha Elks, Douglas Paulsen and Stephanie Miles-Richardson
Student Life	Ngozi Anachebe and Deborah Lyn
Graduate Medical Education	Yolanda Wimberly
Faculty Affairs	Erika Brown
Life outside of MSM	Various members of the MSM community
Clinical Affairs and MHC	Derrick Beech and Michelle Nichols
Research Affairs	Sandra Harris-Hooker
Tour of MSM	Neremiah Emmett
Overall MSM Administration and Orientation Wrap-Up	President and Dean Valerie Montgomery Rice (via Skype, if not in person) and David Hefner

2. Assignment of three mentors

Mentee/Participant Name	Position	Peer Mentor	Orientation Navigator	Transition Mentor
Dr. Bennie Harris	Sr. Vice-President, Institutional Advancement and Marketing & Communications	Dr. John Case	Ms. Taya Scott	Ms. Kathy Bremer (Boardwalk Consulting) kathy@boardwalkconsulting.com; Ms. Ann Curry (Coxe Curry and Associates) ACurry@coxecurry.com
Dr. David Hefner	Chief of Staff and Vice-President, Strategic Planning	Dr. David Satcher	Ms. Andrea Fox	Dr. John Prescott (Association of American Medical Colleges) jprescott@aamc.org
Dr. Janice Herbert-Carter	Chair, Department of Medical Education	Dr. Yolanda Wimberly Dr. Beverly Taylor	Ms. Nakisha Hall	Dr. Marsha Rappley (Michigan State University) rappley@msu.edu
Dr. Herman Taylor	Director, Cardiovascular Research Institute	Dr. Peter MacLeish	Mr. Patrick Thomas	Dr. Robert Taylor (Emory University) w.robert.taylor@emory.edu
Dr. Winston Thompson	Chair, Department of Physiology	Dr. Harry Strothers	Mr. Patrick Thomas Ms. Lesia Waker	Dr. Gerald Schatten (University of Pittsburgh/Magee-Women's Research Institute) gschatten@mwri.magee.edu
Dr. Yasmin Tyler-Hill	Chair, Department of Pediatrics	Dr. Gail Mattox	Mr. Gary Lindsay Mr. Derrick Anderson	Dr. Barbara Stoll (Emory University) bstoll@emory.edu
Dr. Lawrence Wineski	Chair, Department of Pathology	Dr. Derrick Beech	Ms. Renarder Pressley	Dr. Patricia Thomas (University of Kansas Medical Center) PTHOMAS@kumc.edu

3. Administer pre-, post- and retrospective survey to assess effectiveness of on-boarding program

A. MSM Internal hires   B. External hires   C. Both internal and external

Survey items (y-axis):
- I have established collaborative relationships with other units/offices/departments on campus that will help in accomplishing my short-term and long-term goals for my unit/office/department.
- I am familiar with the employee resources available (i.e. HR, public safety, IT, compliance), and their respective contact people at MSM.
- I understand my role and responsibilities at MSM in my new position and how it is tied to the MSM enterprise.
- I understand the mission of MSM and how employees are expected to promote the mission.
- I am familiar with the overall administrative structures of MSM and their functions.

Legend: Pre, Post, Retrospective

*7 participants; 4 MSM, 3 New; 5-point Likert (1-strongly disagree, 5-strongly agree)

4. Celebrating the completion of the pilot of the MSM New Leadership Executive On-Boarding Program!!!

Question	Sample Responses
Please describe the most important thing(s) that you learned during the on-boarding process.	• High energy environment; strong desire for collaborative work. • Information about the clinical services function of the institution • Working collaboratively with my transition mentors and with my mentors from the community and having someone to bounce tactical and strategic perspectives off as I immerse myself into the institution.
Please describe your overall on-boarding experience.	• Excellent—I think it is an indispensible exercise. • Generally a positive experience in which all involved were focused on providing information needed to manage a department. • I've onboard at a couple institutions before. This is the most comprehensive and engaging onboarding I've every experienced. It was exceptional.
Please provide comments about the program that you feel are important to know that have not been addressed.	• For new people, perhaps some orientation to life outside of the work place would be helpful. • I felt my questions were addressed, so I have nothing in particular to add here.
Please provide any recommendations that you may have for improvement of the program.	• It should be longer • Same length for each session—2 hours, but more time for each unit's presentation, so therefore more sessions – maybe 8 weeks instead of six.

Discussion/Conclusions

We completed our first cohort in October 2014 and started our second cohort in February 2015. To assess the effectiveness of the program, in addition to the pre-, post- and retrospective surveys and quarterly evaluations of the progress of the mentoring relationships, we also evaluate the following expected outcomes for the new leaders: (1) Greater familiarity with all units of the institution at the completion of the 6-week program, (2) Increased collaborations with other units (internal and external to the institution), (3) Enhanced leadership skills developed through the mentoring relationships, and (4) Enhanced levels of cohesiveness and teamwork with other senior leaders. In addition, we are currently preparing a manuscript for submission that documents the program.

Future Directions

As a result of the overwhelming interest in participation from veteran MSM employees, the on-boarding program has successfully laid the foundation for the development of a Leadership Academy that will include the following: (1) Addition of leadership enhancement courses to the curriculum, (2) Development of a competitive application process that will admit 6-8 MSM employees per year, (3) Participants form groups to work on a project similar to an IAP, (4) Allowance of participation in selected modules, non-competitively, if full participation in the Leadership Academy is not possible, and (5) An institutional certification at completion. Our "found pilot" is the Woodruff Leadership Academy (WLA) at Emory University. It was established in 2002 and has received national recognition. I have partnered with the WLA directors for guidance in executing our program at MSM. Our on-boarding program has been phenomenal; therefore, I have immense expectations for the Leadership Academy to continue to transform MSM.

DREXEL UNIVERSITY
Executive Leadership in Academic Medicine
College of Medicine

MOREHOUSE SCHOOL OF MEDICINE

Presented at the 2015 ELAM ® Leaders Forum