

# 4<sup>th</sup> Quarter Educational Session



ACHE - SouthEastTexasChapter

*An Independent Chapter of the American College of Healthcare Executives*

## How to Prepare for Innovative Leadership in Healthcare

Quarterly Educational Session

Thursday, November 8, 2018

ACHE Qualified Educational Session – 1.0 Hour CEU

- Speakers:**
- Harold Ray Griffin, MHA, MBA, MPA, Ph.D.**  
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  - Alla Adams, MHA, MPH, CHFP, Ph.D.**  
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# Learning Objectives

- Recognize how and under what circumstances innovative leaders make a difference in the healthcare industry.
- Understand why leaders need to possess a mastery of “personal attributes” in order to achieve professional success and lead change.
- Identify the challenges associated with developing and refining the interpersonal skills of *would be* innovative leaders to maximize their effectiveness in leading change.
- Review specific approaches utilized to strengthen “soft skills,” share observations, and provide specific recommendations for early/mid careerists and seasoned innovative healthcare leaders.

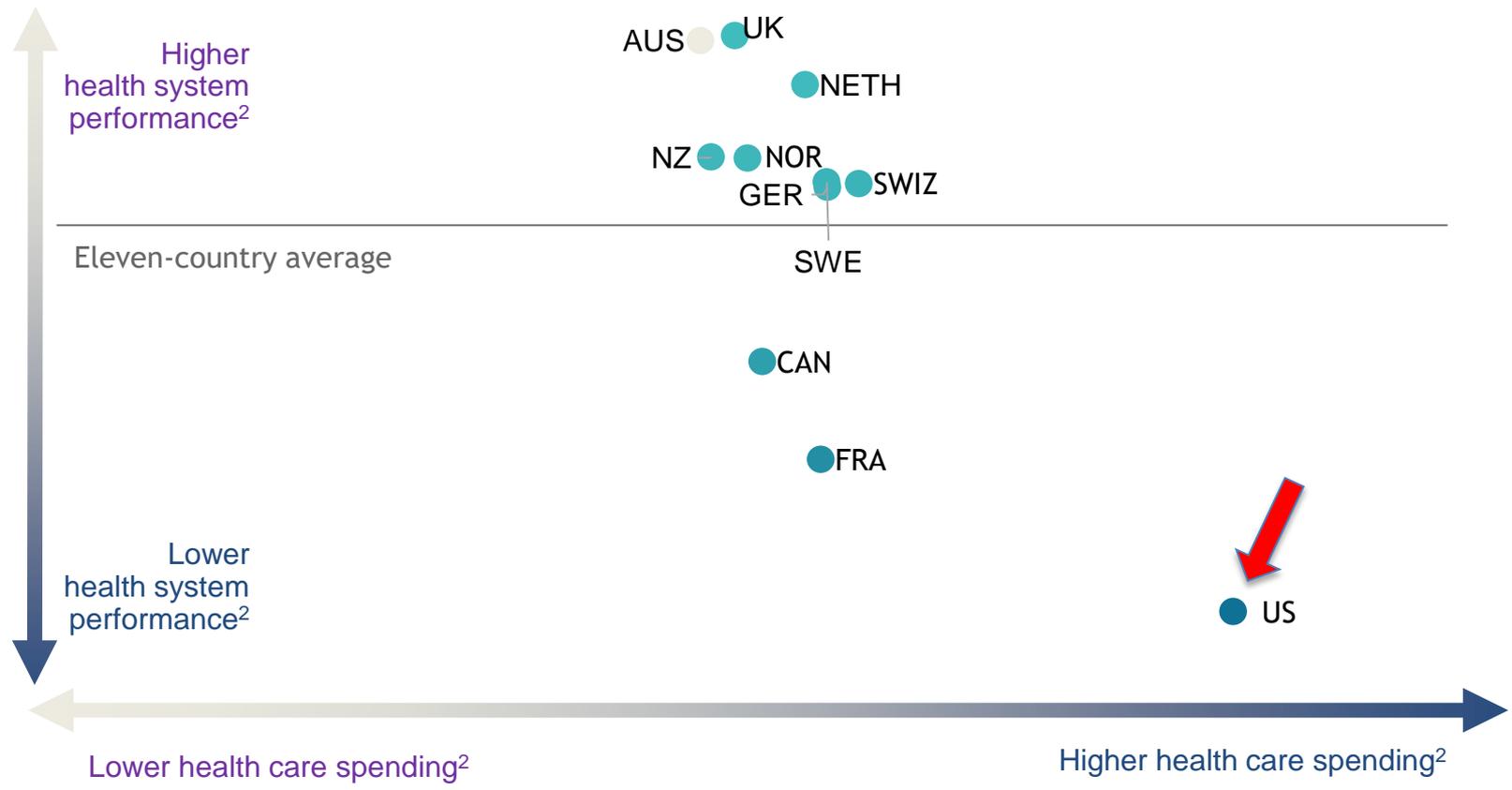
# What is innovation?

Based on a survey administered to 15 recognized experts in innovation, and in response to the question: “What is your definition of ‘innovation’?”

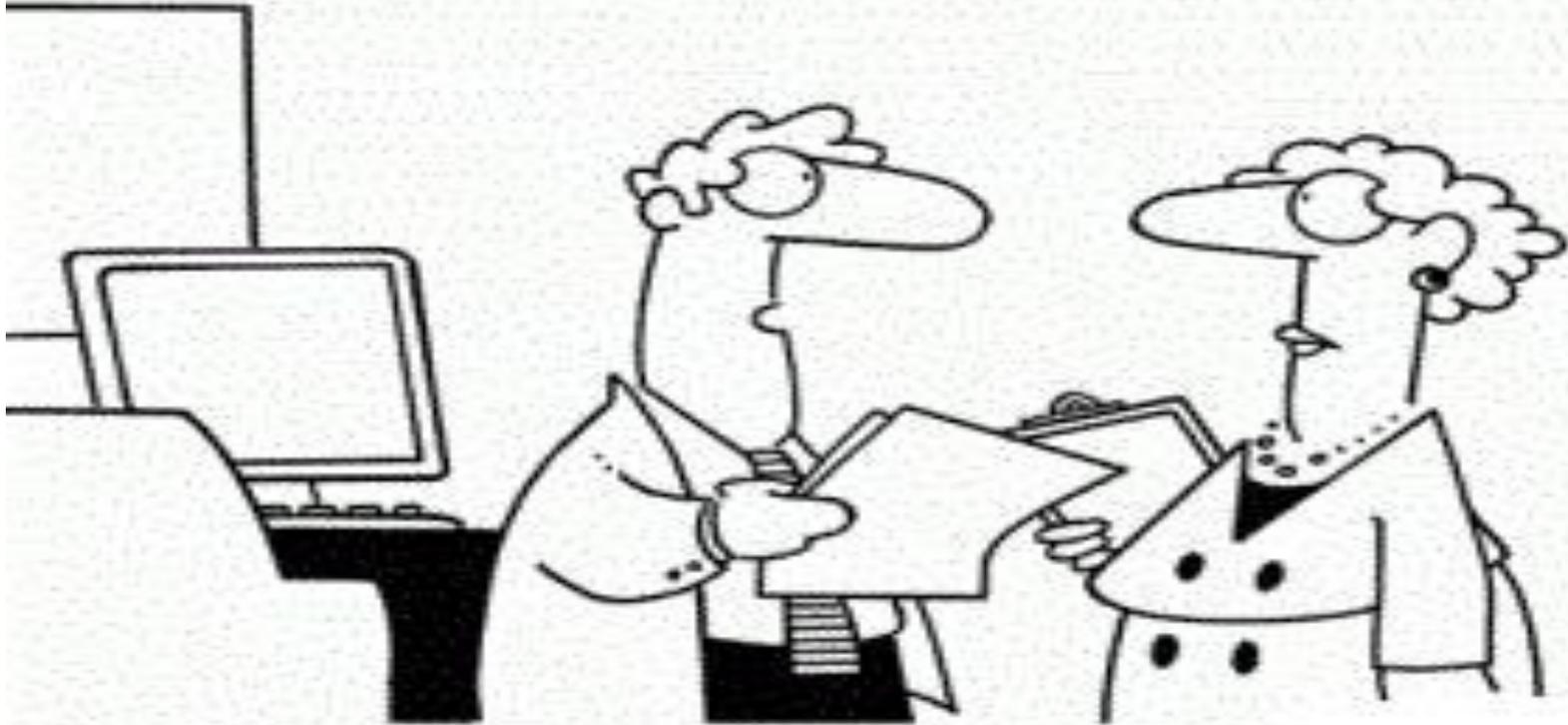
- 60% having an idea<sup>1</sup>
- 60% executing the idea<sup>1</sup>
- 40% addressing a real challenge<sup>1</sup>
- 40% add value to the company<sup>1</sup>
- 40% add value to customer<sup>1</sup>

“Executing an idea which addresses a specific challenge and achieves value for both the company and customer”<sup>1</sup>

# Is innovation needed in health care?



# What stifles innovation?



**“My team has created a very innovative solution, but we’re still looking for a problem to go with it.”**

# What stifles innovation?



**"This really is an innovative approach, but I'm afraid we can't consider it. It's never been done before."**

# Creating a Culture of Innovation

9 ways management can stifle innovation	9 ways to create a culture of innovation
Be suspicious of new ideas	Encourage new ideas
Invoke history	Look ahead and not behind
Keep people really busy	Leave slack for experimentation
Encourage cutthroat competition	Encourage collaboration towards common goals
Stress predictability above all	Be flexible
Confine discussion of strategy and planning to a few trusted advisors	Open strategic discussions
Act as punishing failure motivates success	Accept that stretch goals means that some things won't work
Blame problems on incompetent employees	Foster respect for people and their talents
I got to the top by knowing everything about this business	Learning is imperative.

# Table Top Exercise

- **Supplies:** Paper and Pencil/Pen
- **Team:** Those at your table
  - Appoint one facilitator to make sure everyone gets an opportunity to participate
  - Appoint one scribe to take notes
  - We will be the timekeepers
- **Objective:** Share what your organization does to promote a culture of innovation.
- **Time:** 10 minutes

# How to become innovative...

- The ability to innovate is the “secret sauce” in creating business success.<sup>4</sup>
- Research has shown that *discovery skills* more than cognitive skills are associated with the innovativeness demonstrated in known innovative leaders:
  - Association
  - Questioning
  - Experimenting
  - Observing
  - Networking<sup>4</sup>

# Discovery skill #1: Association

- Association. Ability to **link seemingly unrelated questions, problems, or ideas** from different fields.<sup>4</sup>
- Our brains **associate concepts with prior experiences and knowledge**. The greater the experiences and knowledge, the more connections our brains can make.<sup>4</sup>
- Steve Jobs, “Creativity is connecting things.”<sup>4</sup>
- Pierre Omidyar, founder of eBay, after linking together that his fiancée collected Pez dispensers, classified ads were ineffective in locating the dispensers, and his fascination with efficient markets and having been shut out of an Internet IPO.<sup>4</sup>

# What's the answer?

$$5 + 5 = ?$$

# Answer

$$5 + 5 = 10$$

What if...

# What the answer to this one?

$$? + ? = 10$$



# Discovery skill #2: Questioning

- Peter Drucker, “The most difficult job is never to get the right answers, but it is to find the right questions.”<sup>4</sup>
- Most innovative leaders can recall the questions they were asking at the time they had the inspiration for a new venture.<sup>4</sup>
- Michael Dell, founder of Dell Computers, “Why do computers costs five times as much as the sum of its parts?” Cost \$600 in parts, but sell for \$3,000. Led to new business model making computers more affordable for consumers.<sup>4</sup>
- Ask “**why**” and “**why not**” and “**what if**”.<sup>4</sup>
  - Imagine opposites: Play the Devil’s Advocate. Question what you’re being told.
  - Embrace constraints: We constrain our thinking when imposing real world constraints (resources, technology). Questioning the constraints can generate out-of-the-box thinking.

# Discover skill #3: Experimenting

- Innovators engage in some form of active experimentation.
  - **Intellectual exploration:** Michael Lazaridis, co-founder of Blackberry and Quantum Valley Industries, and as an investor in quantum computing technologies, he pondered over the theory of relativity in high schools.<sup>4</sup>
  - **Physical tinkering:** Bezos, founder of Amazon, taking apart his crib as a toddler; Steve Jobs taking apart his Walkman.<sup>4</sup>
  - **Engagement in new surroundings:** Howard Shultz, founder of Starbuck's, visiting coffee shops in Italy.<sup>4</sup>
- Executives of innovative enterprise make experimentation central to everything they do.<sup>4</sup>

# Discovery skill #4: Observing

- Innovators carefully, intentionally, and consistently look out for **small behavioral details** in the activities of **customers, suppliers, and other companies** in order to gain insights about **new ways of doing things**.<sup>4</sup>
- Ratan Tata, founder of the Tata Group, after observing the plight of a family of four having to crowd on to a singular motorized scooter, he set out to produce the least expensive car in the world, Nano, using a modular production approach.<sup>4</sup>

# Discovery skill #5: Networking

- Devoting time and energy to **vet ideas through a diverse group of individuals** gives innovators a different perspective.<sup>4</sup>
- Innovators go out of their way to meet people with different ideas and perspectives to expand their own knowledge domain.<sup>4</sup>
- Innovators will attend conferences where there is an exchange of ideas by a diverse group of attendees, which may spur new ideas to solve problems.<sup>4</sup>

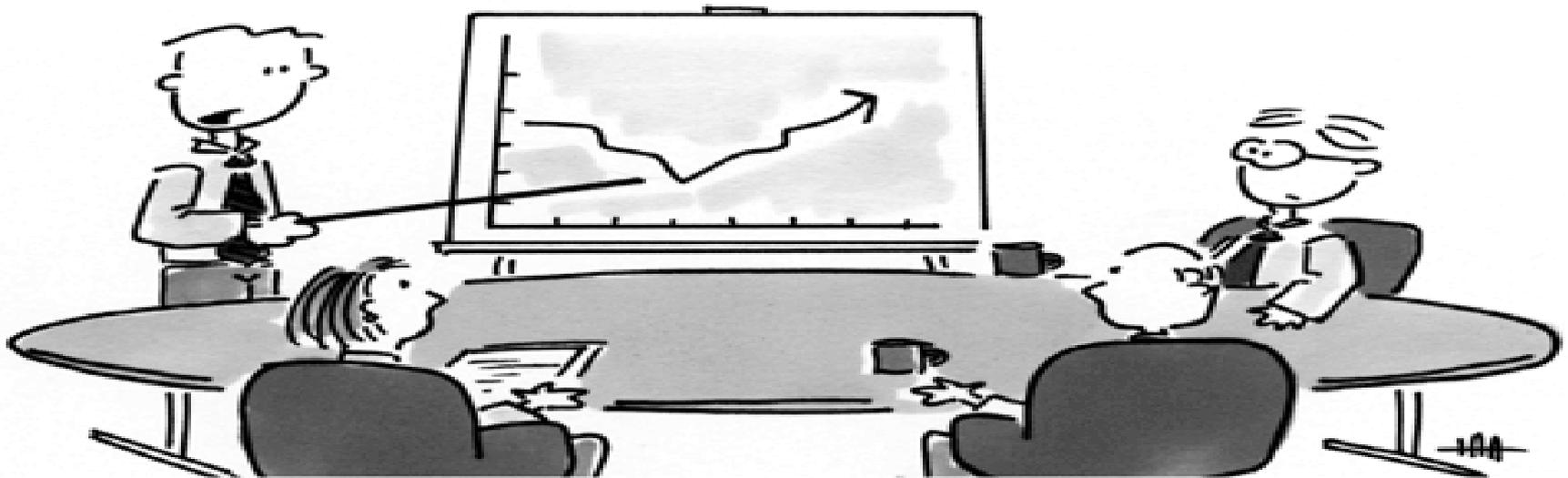
# Table Top Exercise

- **Supplies:** 20 uncooked strands of spaghetti, one marshmallow, and 8.3 yards of tape.
- **Team:** Comprised of 4 or 5 members from your table.
- **Objective:** Build the tallest structure you can using the uncooked spaghetti and tape. The marshmallow must be at the top of the structure.
- **Time:** 20 minutes to complete the exercise.

# Soft Skills

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“So, as you can see, customer satisfaction is up considerably since phasing out the complaint forms.”

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# Link between “soft skills” and innovation

We’ve learned that innovators need to, among other things...

- Collaborate with others
- Work within teams
- Put the group interests above their own self-interests
- Comfortable with ambiguity
- Demonstrate ability to be flexible
- Respect people and their talents

“Soft skills”  Innovation

- Both soft skills and the process of innovation can be learned.

# Hard vs. Soft Skills

There is a perceived skills gap in the U.S. workforce which has evolved from “hard” to “soft” skills within the last few years.

- **Hard skills:** Specific concrete professional abilities.
- **Soft skills:** Related to personality; “people skills”.

Soft Skills	Hard Skills
Teamwork Communication Flexibility Leadership Punctuality Collaboration Adaptability Work Ethic Organizational Savvy Time Management	Certification or Degree Financial Analyses Accounting Machine Operation Operations Management Business Analytics Legal and Regulatory Compliance Managing Information Systems Economic Analyses

# Soft Skills Gap

According to the *State of the Economy and Employment Survey*, 92% of senior executives, across industries ( $N = 500$ ), believe there is a serious skills gap in the workforce.

- 58% cited “soft skills” such as communication, collaboration, creativity, critical thinking, and leadership as lacking in new hires.<sup>5</sup>

In the *Hartford-Springfield Business Survey*, respondents expressed similar concerns regarding the perceived lack of “soft skills”.

- 73% were having trouble finding and retaining qualified workers that were punctual, possess interpersonal skills, leadership ability, a strong work ethic, and the ability to work well in teams.<sup>6</sup>

# Soft Skills Gap

- In industry, there's a shared perception amongst leaders that **new hires lack the “soft skills”** needed to achieve success, and that these skills are essential attributes for those who characterize themselves or aspire to be innovative leaders.<sup>7,8,9,10,11</sup>
- There has been a long held perception by industry leaders that **graduates consistently struggle to effectively work within a team structure**. This is not unexpected, since functioning well within a team setting is a competency requiring **time and attention to master**.<sup>12</sup>
- There's an industry perception that **universities aren't doing enough** to develop and refine the “soft skills” of their students and; therefore, putting industry in jeopardy.<sup>13</sup>

# Soft Skills Gap

- It is urgent that we first **integrate soft skills development and assessment** into academic curricula, so that we can then focus more effort on creating innovative leaders. Emphasis on soft skills development represents a **business opportunity** for the institutions of higher education.<sup>9</sup>
- Like many graduate programs, Park University's MHA program was confident in its' ability to prepare graduates for the workforce; however, there is evidence that this perception was flawed and not shared by industry leaders.<sup>8,13</sup>

# Soft Skills Development

- It's difficult to come up with a uniform **definition** for “soft skills”; therefore, it's difficult to **assess** these skills in students and new hires.
- It's easier for employers and higher education to train and assess “hard skills”.
- There is an industry perception that “...schools must integrate ‘soft skills’ into their curricula...” **regardless of delivery modality**.<sup>7</sup>
- More than two years ago, Park's MHA program, set out development and refine the *soft skills* of their students through an innovative approach to teamwork.

# Characteristics of Team Projects

- Developed to incorporate the 3 “soft skill” focused competency domains identified by the **Healthcare Leadership Alliance** (HLA) competency model:
  - Communication and relationship management
  - Leadership
  - Professionalism
- Each team is comprised of 3 to 4 students who are assigned by the instructor.
- One member of each team is assigned to serve as Project Manager.
- Substantive projects are assigned to the teams and are worked on throughout the term. Examples...
  - Capital budgeting
  - Economic analysis (CUA, CEA, CBA)
  - Policy analysis
- Deliverables
  - Oral presentation before a live audience.
  - Produce an industry relevant product—white paper, formal recommendation, financial analysis including spreadsheet, etc.

# Characteristics of Team Projects

- “**Pressure assignments**”, such as...
  - Shifting team members without advance notice or cause,
  - Move up deadlines,
  - Require status reports,
  - Alter assignment parameters, and
  - Reduce time to complete presentation without much notice.
- **Formative Assessment**
  - Students complete a weekly self-assessment using the Project Manager or Team Member rubric.
  - Instructors complete a weekly assessment of each student based on their observations of the recorded meetings using the Project Manager or Team Member rubric.
  - Students are supposed to reconcile their assessment with that of their instructor and use it to improve their performance (professional development).

# Excerpts from Team Meetings

- We'll be viewing and critiquing a well functioning team and another team that struggled to get it together.

# Rubric Development

Created 2 rubrics to assess the individual effort and contributions of PMs and Members in terms of “soft skills”.

<b>Project Management Rubric</b>	CVR ( $\geq .31$ ); N = 35	Percentage of Agreement	Cohen kappa (k)	Pearson r
Soft Skills				
Directional Strategy	.774*	67.9%	k = .40	r = .925
Integrity	.600*			
Organizational Savvy	.429*			
Cooperation	.600*			
Tolerance with Ambiguity	.429*			
Adaptability/Flexibility	.829*			
Self-Awareness	.020 <sup>ns</sup>			

\*one-tailed test;  $\alpha = .05$ ; <sup>ns</sup>Not statistically significant

<b>Team Member Rubric</b>	CVR ( $\geq .31$ ); N = 35	Percentage of Agreement	Cohen kappa (k)	Pearson r
Soft Skills				
Advance Preparation	.714*	73.2%	k = .41	r = .920
Working with Others	.999*			
Contributions	.657*			
Time Management	.429*			
Quality of Work	.714*			
Cooperation	.543*			
Adaptability/Flexibility	.657*			

\*one-tailed test;  $\alpha = .05$

# Preliminary Results

Preliminary results reveal MHA student improvement in “soft skill” development.

Project Manager Rubric	Rater 1	Rater 2
Soft Skills	t-stat	t-stat
Directional Strategy	-2.76**	-2.82**
Integrity	-2.50**	-2.36**
Organizational Savvy	-2.34**	-2.43**
Cooperation	-2.09**	-1.61***
Tolerance with Ambiguity	-3.00*	-1.97**
Adaptability/Flexibility	-1.51***	-1.63***
Self-Awareness	-3.64*	-3.05*

\*Statistically significant at the .10 level of significance.

\*\*Statistically significant at the .05 level of significance.

\*\*\*Statistically significant at the .01 level of significance.

Team Member Rubric	Rater 1	Rater 2
Soft Skills	t-stat	t-stat
Advance Preparation	-2.18**	-1.62***
Working with Others	-2.82**	-3.20*
Contributions	-6.11*	-2.39**
Time Management	-4.70*	-3.45*
Quality of Work	-1.85***	-3.10*
Cooperation	-3.05*	-4.78*
Adaptability/Flexibility	-1.49***	-4.56*

\*Statistically significant at the .10 level of significance.

\*\*Statistically significant at the .05 level of significance.

\*\*\*Statistically significant at the .01 level of significance.

# Rationale to Support the Results

- Improvements in “soft skills” can be attributed to...
  - **experiential** learning (learn by doing)
  - **collaborative** learning (learn from others)
  - students’ **desire** to get an “A”
  - **formative faculty feedback** to individual students
- “Soft skills” are a **horizontal thread** throughout the curriculum.
- The MHA curriculum uses a **standardized course structure**, so that students can gauge the time commitment and acclimate to program demands.
- Only included students who had taken **all** their MHA core courses in the **new structure**.
- Each student is provided **at least 2 opportunities to serve as PM**, so they can practice their entrepreneurial leadership skills.

# Challenges

- Many faculty fail to provide students with individualized feedback based on their observations.
- Some students don't realize that teams are hard work; demanding their time, commitment, and effort.
- Some students don't realize that teams require personal sacrifice and giving up their own agenda in favor of doing what's right for the team.
- Individual performance during the team meetings isn't necessarily predictive of team success.
- There are students struggling to appropriately handle conflict.

# Next Steps

- Look at providing more specificity in the rubrics, and then better prepare the independent raters in order to achieve a stronger **interrater reliability** for both instruments.
- Hold **faculty accountable** for meeting performance expectations associated with the team projects (meetings, presentation, and final deliverable).
- Develop a method for assessing the level of **team success**.
- Develop a resource to aid Project Managers and Team Members in better understanding their **roles and responsibilities**.
- Collect and analyze evidence of “soft skills”, or lack thereof, outside the classroom regardless of instructional modality (i.e., e-mails, texts to the instructor).
- Incorporate more activities designed to **develop innovative leaders**.
- Higher education and industry need to **explore approaches to reinforce soft skills and innovation** in new hires.

# Summary

- Industry leaders need new hires to enter the workforce possessing “soft skills” and an ability to innovate.
- There are a number of challenges when it comes to developing and refining the “soft skills” of students, so that they consistently bring these requisite skills to the workplace.
- Higher education needs to begin sooner than in graduate school to instill these skills.
- Park’s MHA program has shown early promise in the use of a team approach to develop “soft skills”.
- Once the development of “soft skills” has been achieved, it will be time to shift focus to the development of innovative leaders.

# 4<sup>th</sup> Quarter Educational Session

*Questions?*

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# Biography: Harold Ray Griffin, Ph.D.



Dr. Griffin is the former Associate Dean of Park University's College of Management and Director of the MHA Program. Currently, Dr. Griffin is leading the BAT program in Health Services Management at Brazosport College in Lake Jackson, TX. He has nearly 20 years of clinical and operational experience working within the healthcare industry, 20 years in higher education, and 3 years in publishing.

Dr. Griffin has worked for 5 billion dollar firms, 4 of which are publicly traded. He has held executive positions in 4 of these companies, including the role of President/CEO. Over the years, he has built a career turning around underperforming organizations and putting them on a positive trajectory for success. Dr. Griffin is a successful entrepreneur revolutionizing the residential cleaning industry. He is the author of non-fiction books on human resources management and a published researcher. Dr. Griffin is currently serving as dissertation chair or member on more than 30 committees, whereby his students are pursuing topics under the broad disciplines of health services and public health. His research interests include healthcare finance, leadership, business analytics, and healthcare access. He is a decorated veteran of the Persian Gulf War with more than 10 years of active naval service.

Dr. Griffin holds a Bachelor's in Health Care Management, from Southern Illinois University Carbondale; Masters in Public Administration and Master of Healthcare Administration, from Webster University; Masters of Business Administration in Finance and Ph.D. in Healthcare Administration, from Capella University.

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Dr. Adams is the MHA Program Director and Assistant Professor of Healthcare Administration at Park University. She has strategic and operational management experience gained from working at academic medical centers such as the University of Texas M. D. Anderson Cancer Center and the University Medical Center Hamburg-Eppendorf. Her experience has been focused on regulatory compliance, financial analysis, operational flow, grant budgeting, cancer care clinical guidelines, strategic global growth, and international medical services contracts. She also served as a principal consultant at M.D. Anderson Physicians Network, where she engineered a model for separating fixed and variable administrative costs, and developed recommendations on data usage for assessing operational costs, budgeting, and negotiating managed care contracts. Dr. Adams is a Certified Healthcare Financial Professional (CHFP). She serves on Ph.D. dissertation committees in the discipline of Health and Human Services. Her research interests include cost separation methodologies in health care settings, delivery systems of health care services, using technology for improving organizational work flow and patient experience, and synthesis research methods and data analysis.

Dr. Adams earned her Doctor of Philosophy in Healthcare Administration from Capella University, Master of Science in Healthcare Administration from Houston Baptist University, and Master of Science in Public Health and Epidemiology from Kiev Institute of Medicine.



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