

Talent Development Program

Department of Pathology Case Study

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PURPOSE: The Department of Pathology at a leading University of California medical center wanted to improve the ability of its leaders to become more effective development coaches to help engage and retain high potential talent. A comprehensive Executive and talent development intervention was designed by the human resources department and outside consulting firm (Envisia Learning) to enhance the performance coaching skills of the senior leadership team and pilot a talent development effort with one of the labs within the Pathology Department (12 employees).

DESCRIPTION: A comprehensive performance leadership coaching and talent development intervention was designed with strong involvement and commitment of the senior team in the Pathology Department. Elements of the program included:

Executive Team

- Completion of their own 360-assessment (Manager View 360)
- One-Day performance coaching workshop
- Pilot with one lab department using **Talent Accelerator/Coach Accelerator**
- Meeting with all direct reports in the department quarterly to create and monitor development plan using **Coach Accelerator**
- Individual meetings with Human Resources to apply the performance coaching model taught during the one-day workshop

Lab Program Participants

- Attended kick off and debriefing workshop co-facilitated by the senior executive and human resources to introduce the program and interpret their 360 feedback reports (Performance View 360)
- Utilized an online developmental planning/reminder system called **Talent Accelerator** to set and track development goals based on their 360 results
- Met quarterly with their manager to discuss progress on their development plans
- Attended quarterly brown bag lecture series on topics including communication, conflict and interpersonal relations conducted by HR
- Human Resources contacted each participant quarterly to discuss progress on the development plan
- Follow up 360-assessment (13-months)



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ASSESSMENTS: The executive team utilized a validated 360-feedback assessment called **Manager View 360** which measures 20 competencies derived from a job analysis of supervisors/managers in diverse industries. **Manager View 360** has shown strong psychometric properties and criterion related validity in several studies.

Employees in the pilot lab department (N = 11) used **Performance View 360** which is derived from **Manager View 360** but is designed for non-supervisors, specialists and independent contributors. **Performance View 360** contains 74 questions and measures 14 competencies in the areas of Project/Task Management, Interpersonal/Team and Communication areas.

Each employee asked an average of 11.2 raters that included their own supervisor, peers and other department staff whom they worked with closely. The same 360-assessment was used 13-months later to evaluate change or progress on their development plans.

An online developmental planning and reminder system called **Talent Accelerator** was used in this program to help employees to understand and interpret their report, create and monitor progress on their behaviorally oriented professional development plans targeting one or more of the competencies measured by **Performance View 360** and to invite their managers and human resources to be their “coaches” during the 13-month program.

Talent Accelerator also contains an extensive competency based resource library mapped to the 14 competencies measured by the 360-assessment with over 1,500 developmental suggestions, books, articles, websites/Blogs, video/audio and other resources that can be incorporated into individual development plans.

The managers and human resources are able to review the developmental plans of the employees using **Coach Accelerator** which is linked to the online system used by the employees. **Coach Accelerator** allows the managers to be better performance coaches by allowing them to:

- Track and monitor progress on the employee development plans
- Provide feedback about development plan selection and progress
- Utilize the same competency based resource library as the program participants
- Generate a utility report about the staff’s progress and completion of their development plans

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OUTCOMES: A number of metrics were used to assess how well the direct reports demonstrated improvement in their targeted development plans. Some preliminary results include:

1. The senior management team modeled the use of the online developmental planning system (**Talent Accelerator**) with 88% creating a development plan and 44% completing at least one competency in their plan. A total of 69% of those who established a developmental plan completed it within 12 months.

A composite analysis of the senior management team using **Manager View 360** revealed the following competencies as team strengths and potential development areas:

- Strengths: Communication, Planning, Delegation, Follow Up, Decisiveness
 - Development: Conflict Management, Leadership/Influence, Employee Involvement, Recognizing/Rewarding Talent, Team Development
2. A time series 360 (13-month comparison of Time 1 and Time 2 scores) of all departmental staff showed increase in perceived effectiveness on all 14 competencies viewed by manager and peers. Analysis of variance was used to determine whether the change over time was significant perceived by the various rater groups.

A significant main effect was obtained for time across a composite score of all competencies and each of the three main groups including Task/Project Management, Interpersonal and Communication (Overall $F = 4.72$, $p = .03$). In summary, significant change in task, interpersonal and communication competence was seen in this entire group over the 13 month period as viewed by all raters.

A significant interaction effect was obtained for rater type and time for the Task/Project Management cluster of competencies composed of Time Management/Planning, Project Management, Decisiveness, and Problem Solving ($F = 3.27$, $p = .02$) with significant observed changes by peers and internal customers. These rater groups are most likely to see change in performance on a daily basis and perhaps more accurately than their own managers who did not observe significant change in this task management set of competencies over the 13 months.

3. All participants (100%) created a professional development plan focusing on one or more competencies within **Talent Accelerator**. Eighty percent of all participants completed at least one competency in its entirety and as of this report, 40% reported completing their entire plan (the reminder are still working on them).

4. The average time to complete a development goal with **Talent Accelerator** was 53 days (standard deviation = 46 days) with the majority of off the shelf resources used being Envisia Learning's developmental suggestions (55%), reviewing specific website articles or blogs (23%), reading of books (12%) and watching videos (10%).

5. For the departmental participants who participated in this intervention (N = 11), the *most frequent competencies* elected to work on within **Talent Accelerator** included the following:
 - Negotiation/Conflict Management
 - Listening
 - Collaboration
 - Influence
 - Interpersonal Sensitivity

It is interesting to note that these developmental competencies were largely *interpersonal* rather than task focused. A composite analysis was done at Time 1 for this group revealing the following strengths and developmental areas as shown below.

These findings suggest that participants overwhelmingly focused on *potential development areas* on their own 360 feedback, rather than, emphasizing or *leveraging their strengths*.

- Strengths: Project Management, Written Communication, Planning/Organizing, Oral Communication, Two-Way Feedback

- Development: Conflict Management, Team Support, Leadership/Influence, Listening, Interpersonal Sensitivity

Figure 1

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