

## Faculty Leadership EXpress – Cohort 2: End of Program Summary

### Expanded faculty participation in fast-tracked leadership development program

The Faculty Leadership EXpress (FLEX) program was developed by Healthforce Center at UCSF with guidance from the Clinical Affairs Committee (CAC) of UCSF’s Academic Senate. FLEX was designed to expand upon the successful pilot of the Clinical Faculty Leadership Express (C-FLEX) program, conducted in Fall 2017. Recognizing the leadership challenges faced by many faculty who assume responsibility for complex, interprofessional health system initiatives, FLEX was expanded to include both clinical and non-clinical faculty and the cohort size was increased from 16 to 21 participants.<sup>1</sup>

Conducted in Spring 2018 for a cohort of faculty from across UCSF, the FLEX pilot was structured as a three-part series providing foundational leadership skills in a highly accessible format. Program objectives for participants included:

- Increased self-awareness and self-efficacy in leadership capabilities;
- Acquisition of skills to identify new approaches to understanding and responding to complex issues;
- Greater capacity for fostering effective communication with stakeholders; and
- Gaining an expanded sense of community with colleagues across UCSF.

### Results: An accelerated training format that contributes to ongoing development for faculty

Early impact of the first two cohorts was measured primarily by demand and engagement indicators. Similar to cohort 1, demand for a second cohort exceeded program capacity. The overall selection rate was 70% (21 participants selected from 30 applications; final cohort size was 20<sup>1</sup>) with representation from all health professions schools. Three of the participants were non-clinical faculty. Attendance at sessions (Table 1) remained high throughout the program, similar to C-FLEX cohort 1.

**Table 1: Faculty attendance by session, FLEX cohort 2**

Session	Attendance	Cohort size	%
1	19	20	95%
2	20	20	100%
3	19	20	95%

Evaluations for both cohorts (C-FLEX/FLEX) demonstrate demand for accelerated leadership development for busy faculty. The overall appraisal of how well an accelerated format translates into meaningful professional growth is nuanced. Evaluations from cohort 2 indicate some success and also areas for further refinement (see Table 2). At the end of the program, participants rated the program highly in terms of relevance of content and likelihood of applying learning from the program to their work. Based on our experience with C-FLEX, we expect to see an increase in the percentage of participants who apply the leadership learnings. For example, after a five-month follow-up interval, 100% of cohort 1 participants reported having applied learnings from C-FLEX at work.

Responses to open-ended comments in program evaluations revealed a mix of opinions regarding the effectiveness of learning leadership skills in an accelerated format. This may reflect the impact of increased size of the cohort from 16 to 20 without a change in the program structure (e.g., less time for individuals to practice new skills and to interact with others). Participants in this cohort noted:

- A desire for more opportunities to learn techniques to apply the MBTI assessment in team environments;

<sup>1</sup> The final cohort size was 20 participants as one participant had scheduling conflicts and had to withdraw from the program.

- A need for more time to explore the complexity of difficult conversations;
- The accelerated format was best used for skill acquisition and less suited for time to develop new relationships with colleagues; and
- A desire for additional programming to practice skills and develop relationships with other members of their cohort.

**Table 2: Overall program experience, FLEX cohort 2**

Question	Not at all	To a little extent	To some extent	To a great extent	To a very great extent	Mean
I expanded my leadership capacity.	0	2	9	3	3	3.41
The knowledge and skills I gained are relevant to my work.	0	0	3	7	7	4.24
I have applied FLEX learnings at work.	1	2	6	7	1	3.29
I am likely to apply FLEX learnings at work in the future.	0	0	5	6	6	4.06
I made connections with other clinical faculty at UCSF.	1	2	3	6	5	3.71

The Net Promoter Score (NPS), a measure of how likely participants are to recommend the program to a colleague, was 23.5 on a scale from -100 to +100. For context, this NPS rating is considered to be “good.”

### Recommendations

C-FLEX/FLEX proved to be an accessible format for foundational leadership development for faculty at UCSF. The program fills an unmet need, leads to results, and is ripe for scaling to reach more campus faculty who are seeking to expand their leadership abilities. As previously outlined in the FLEX program proposal, Healthforce is developing an alumni event scheduled for Fall 2018. That programming will reflect evaluation input from both cohorts and focus on reinforcing skills learned during the cohort while also providing an opportunity for participants to expand connections with their UCSF colleagues.

The investment made by the Clinical Affairs Committee (CAC) of UCSF’s Academic Senate will continue to inform Healthforce Center’s future iterations of accelerated programs for faculty. For example, learnings from C-FLEX/FLEX have informed the design of the new Clinical Leadership Accelerator (CLA) program funded by the Chancellor’s Strategic Initiative Fund that will launch in September 2018. CLA will be an opportunity to pilot additional training formats (e.g., the first cohort will consist of two full-day seminars), approaches (e.g., peer coaching), and topics. CLA will provide leadership training opportunities for 80 additional faculty on campus. Given the launch of the CLA in the coming academic year, we recommend that CAC direct its focus to alumni programming to support ongoing leadership development needs for individuals who are alumni of accelerated leadership development on campus. Healthforce looks forward to continuing the conversation about scaling for greater reach and impact.

### Accompanying attachments

Attachment 1 – FLEX Seminar 1 Evaluation

Attachment 2 – FLEX Seminar 2 Evaluation

Attachment 3 – FLEX Seminar 3 & Overall Program Evaluation