

The deadline for entries is COB Friday 27 March 2015. You may use this template or create your own. Please ensure that you save your work as you progress through the criteria and keep a copy of the entry for your records.

The LearnX Foundation guarantees that this information will be restricted to the LearnX Impact Award judges and remain strictly confidential. All submitted materials will be deleted and/or destroyed after the judging process.

Applicants Name:

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If you are entering a team, please provide the names if from separate companies.

[Enter text](#)

Best Performance 1507

The focus of this award is on a performance-management training project that has highly impacted the skill sets of a talented individual or team. Categories in this award include: leadership, management, coaching/ mentoring, communication, sales and marketing.

What was the project title/name?

[GROWTH: Growing Talent in Health](#)

CRITERIA

PART A

500 words maximum; score out of 10 points

- Why did the organisation require a performance-management training project? (3 points)
[In 2012 Waitemata DHB introduced a new organisational promise and values. The promise is ‘best care for everyone’ and our values are “everyone matters”; “with compassion”; “better, best, brilliant” and “connected.” The chief executive named promise and values realisation as the key strategic goal for the DHB, to take the organisation from historical under-performance¹ to high-performance. Realising our purpose and values requires high employee engagement and a ‘mindset’ of care. It also requires confident and effective leaders. Leader development was limited to formal learning and we knew that developmental relationships had a part to play. Research² suggests that coaching can improve individual and organisational performance, retain leadership talent and help healthcare leaders meet professional and personal goals.](#)

¹ See Waitemata DHB Annual Report 2009/10

² McNally, K. and Lukens, R. Leadership Development: An External-Internal Coaching Partnership *Journal of Nursing Administration*: March 2006 - Volume 36 - Issue3 - pp 155-161

How did employees perform before the project was rolled out? (2 points)

Our leaders have demanding, complex roles in a largely reactive environment. There was little opportunity to reflect on performance, take a strategic view, and plan. We did not have a coaching culture, had no trained coaches and leaders had had no training themselves around coaching skills.

As part of the learning plan or strategy, what performance criteria underpinned the project? (3 points)

We designed the coaching programme with two expected outcomes:

1. To engage and retain leader talent: those with the right mindset for health and who will drive purpose and values realisation.
2. To provide personalised learning for leaders, focused on their own developmental objectives and underpinned by the mindset work critical to creating the culture and environment necessary to provide care.

What types of delivery method did the learning-design team bring about? (2 points)

To optimise the limited resources of a small Learning and Development Team we developed leaders across the DHB as coaches. This cascade approach utilises our highly skilled staff to develop others and distributes learning across the organisation.

GROWTH (GROWing Talent in Health) uses a developmental, ontological model. Developmental coaching stimulates growth through reflective learning. Ontological coaching enables *'coachees to observe themselves and their world differently, identify restrictive and enabling interpretations of this, generate new meanings and from there take effective action'*³.

There were two streams to the project which were developed concurrently:

1. Developing a pool of 30 in-house coaches through a Coach Development programme:
We developed a blended Coach Development programme running over several months. An external facilitator⁴ was contracted to deliver an experiential programme involving
 - six days' training over three months;
 - online discussion forum to support reflective learning;
 - real-life coaching practice;
 - submission of a short video clip of a coaching session for peer review;
 - submission of a discussion paper on 'Coaching and its contribution to the learning organisation at Waitemata DHB'.

To support coaches' ongoing development we established a 'community of practice' for coaching. This includes 'master classes' and group and peer supervision.

2. Developing the GROWTH programme itself and making it available in the DHB.
We established programme criteria, an application process, resources and a communications plan.

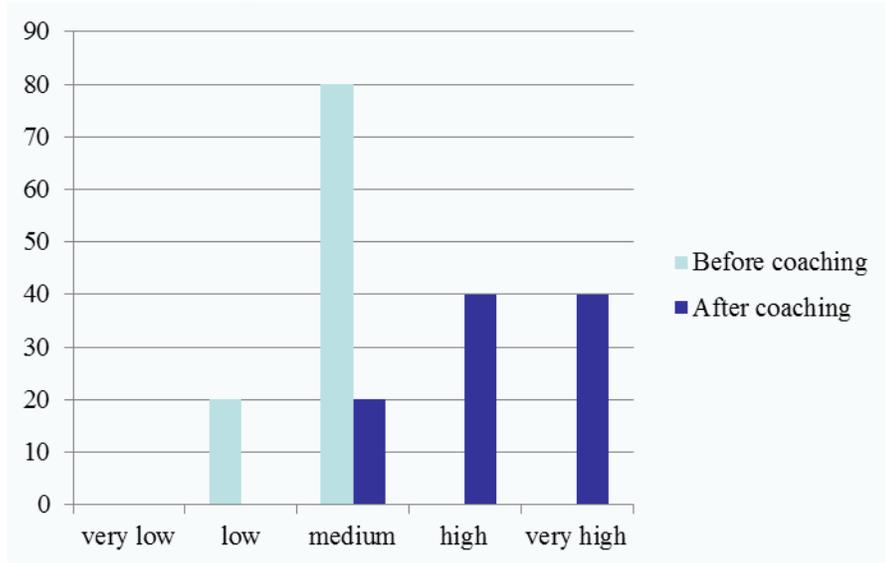
³ Sieler, A. (2003) *Coaching to the Human Soul: Ontological Coaching and Deep Change*. Melbourne: Publishing Solutions.

⁴ Rhyll Stafford. MIRA Companions for Development.

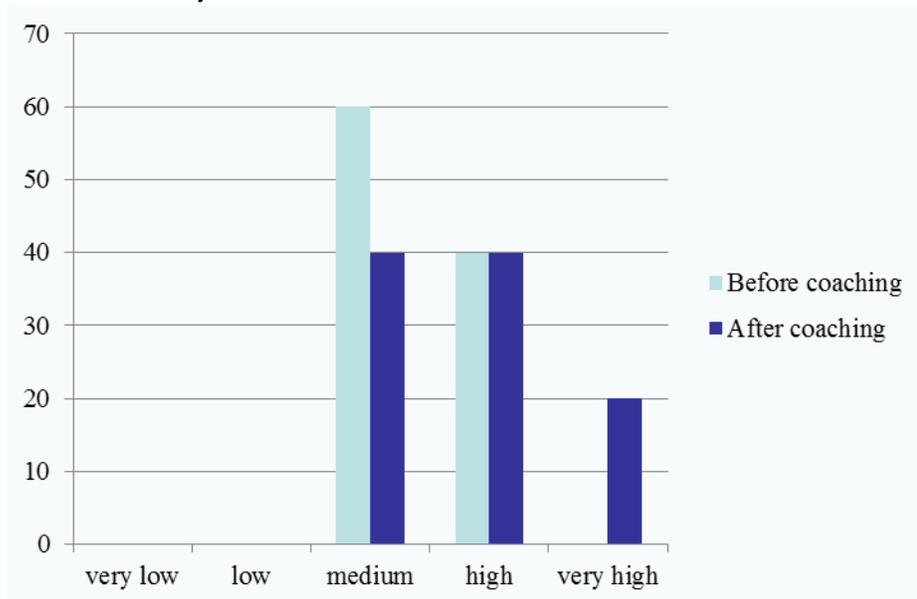
PART B**500 words maximum; score out of 10 points**

After the project was rolled out, how did it have an impact on employees' performance? (2 points)

Expected outcomes were leader engagement and retention and provision of personalised learning. Formal evaluations demonstrated the following:

Satisfaction with my work and career

Satisfaction has increased overall and 70% respondents said coaching has had moderate or significant impact on engagement with work and the organisation.

Intention to stay at WDHB

Intention to stay has increased overall and 61% respondents said coaching has had moderate or significant impact on intention to stay at WDHB.



Coaching has proven to be a development opportunity for the coaches themselves with coaches reporting using their coaching skills with their own staff. Coaches' comments suggest that coaching has made a positive contribution to their own engagement and to their skill-set as leaders.

Was the learning design a success, and did the project measure up to the organisation's performance criteria? (2 points)

Since we launched the programme, 72 leaders have received 576 hours of coaching. We are currently receiving four to six applications for coaching per month. In the follow up survey, six months after coaching completes, coachees are asked 'How likely is it that you would recommend participation in the GROWTH programme to someone in a similar role or situation?' The average rating is 9.7 out of 10.

A fundamental part of the success of the programme has been the partnership between the WDHB programme leader and the external facilitator. Their complementary skills and expertise have nurtured and championed coaching at WDHB.

Our CEO has commented "our GROWTH programme is a personalised, in-house coaching programme that has not only increased job satisfaction for its participants, but is winning buy-in and long term commitment from our staff. The on-going coach development programme, which includes master-classes and supervision, helps to grow and sustain the programme"⁵.

GROWTH is now established as a leader development programme. There is more work to be done to promote GROWTH, to build a coaching culture and to realise WDHB's purpose and values; however the work done over the last two years has laid solid foundations for us to achieve this.

- Was the project cost effective, and did it meet budget targets? (3 points)
The coach development programme was delivered within budget.

⁵ A note from the CEO (weekly WDHB email), October 2014

Total cost⁶ to develop 30 coaches and provide coaching for 60 coachees	142076⁷	Equates to \$1579 pp (142076/90)
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This compares well with other leader development programmes. If one coachee or one coach is retained in the DHB, then substantial savings will be realised.

Comparative Savings		
To replace one coachee on \$42 ph (\$84 000 pa)	16800	based on replacement cost of 20% ⁸ of salary
To replace one coach on \$50 ph (\$100 000 pa)	20000	based on replacement cost of 20% of salary
Cost to DHB of 5% drop in engagement and therefore productivity per coachee.	4200	5% of \$84 000

- What innovative ideas or solutions were used to integrate the project at the workplace, and how effective was technology at supporting the learning? (3 points)
Our coaches are busy people and so we developed a blended programme, to reduce classroom time. This included an online forum on our LMS, developed with the Learning Technology team. Coaches had to post a minimum of three reflective comments on the forum; they could share ideas and insights; and they posted their discussion papers here. This made for very easy sharing and contributed to the socialisation of the LMS as a learning tool.

PART C

Score out of 5 points

- Provide an e-mail address and/or a phone number for two referees who support the entry.

Name Linda Harun, GM Child Women & Family Services, WDHB

Email linda.harun@waitematadhb.govt.nz

Name Megan Jones, Clinical Effectiveness Lead, Mental Health Services, WDHB

Email megan.jones@waitematadhb.govt.nz

SUPPORTING MATERIAL

Please access our supporting evidence at

<http://www.awhinahealthcampus.co.nz/Education-Learning/Educators/LearnXAwards>

⁶ Includes facilitator cost and participant (time) cost

⁷ Based on average hourly rate of \$50 for coaches and \$42 for coachees (as per HR); based on first year only. As programme enters subsequent years, costs will decrease.

⁸ Opinions differ re cost to replace. This is a conservative estimate based on *How much does it cost to replace an employee?* Retrieved from <http://www.hrmonline.co.nz/news/how-much-does-it-cost-to-replace-an-employee-146766.aspx>