Since Cleveland Clinic’s founding in 1921, our mission has been to provide “better care of the sick, investigation of their problems and further education of those who serve.” While we have been providing quality medical education since that time, we identified two opportunities:

1. Healthcare institutions urgently need great leaders.
2. The competencies to lead and manage differ from those needed to be an effective clinician or scientist.

As part of our strategy to ensure a pipeline of talented healthcare leaders to sustain our organization, Cleveland Clinic began offering leadership development training nearly 20 years ago.

The Samson Global Leadership Academy builds upon our 90 years of academic excellence and years of proven leadership and management training. Now we invite you to take advantage of our experience in developing and growing the healthcare leaders of tomorrow.
Dear Colleague,

I became CEO of Cleveland Clinic after 35 years as a cardiac surgeon. When I stepped out of the operating room to become CEO, I was stunned by the size and complexity of what I was expected to manage. I went from drinking from a fountain to drinking from a fire hose.

Luckily, some of the best minds in business helped me make the transition. It made me realize that there’s no shortage of great medical and scientific training, but someone needed to step up and train the healthcare leaders of tomorrow.

That’s when I first got the idea for what has become the Samson Global Leadership Academy for Healthcare Executives.

Whether you are in the midpoint of your career or starting a second, I hope you will consider this powerful, one-of-a-kind opportunity to strengthen your leadership profile and bolster your potential for organizational and personal success.

Sincerely,
Delos M. “Toby” Cosgrove, MD
CEO and President
This two-week leadership program prepares English-speaking healthcare executives to navigate the challenges of leading, managing and growing large organizations, domestically and globally.

A unique developmental opportunity, the Samson Global Leadership Academy for Healthcare Executives involves didactic learning, leadership roundtable opportunities, a shadowing or immersion experience, and a mentoring opportunity that continues after the program is over. The competency-based curriculum is designed to develop skills among current and emerging healthcare leaders that will ensure a talent pipeline for organizational sustainability.

What Makes This Program Unique

Unlike other healthcare executive education programs, the Samson Global Leadership Academy provides reality-based, hands-on leadership experiences. The six components of the curriculum, described below, are designed to give attendees the ability to effect change in their organizations and the tools to manage and execute long-term leadership goals.

- Didactic classroom experiences team-taught by Cleveland Clinic leaders and academic scholars from Baldwin-Wallace College, Case Western Reserve University, Cleveland State University, John Carroll University, and the University of Massachusetts.
- Leadership immersion/shadowing (four 2-hour sessions).
- Leadership roundtable sessions (two 2-hour sessions).
- Mentoring (five 1-hour sessions).
- Tours of Cleveland Clinic Main Campus and regional facilities (two 2-hour tours).
- Leaders’ Lab: work group sessions to discuss leadership topics and share experiences (four 1-hour sessions).

We invite you to attend the Samson Global Leadership Academy and share in the opportunity to learn from expert Cleveland Clinic leaders and academic scholars about leading a healthcare organization in a global world.
“Leading is all about emotional intelligence. It’s about impacting others, reaching out and harnessing the best of organizational talent. Emotional intelligence is so steeped with importance that, in my view, it’s hard to be a great leader without it.”

James K. Stoller, MD, MS
Chairman, Education Institute
Executive Director of Physician Leadership Development
Program Philosophy

The philosophy underlying the formation of the Samson Global Leadership Academy is that the competencies to lead and manage differ from those needed to be an effective administrator, clinician or scientist.

Traditional medical training appears to blunt physicians’ reflexes and skills to collaborate. This means that leadership training for physicians and scientists must focus on developing teambuilding and communication skills, among other competencies needed to lead. Similarly, traditional nurse training programs may under-prepare nurse leaders who are suddenly entrusted with the responsibility for budgets, strategic planning and conflict resolution. Finally, few administrators with business or finance degrees have completed extensive leadership training in areas such as emotional intelligence, communication skills, cultural awareness and leading skills.

Who Should Attend

The program is open to English-speaking healthcare executives throughout the world, including physicians, nurses and administrators who currently function or aspire to function as a senior executive for a healthcare organization or in a related industry.

If this program isn’t right for you now, please share it with someone from your organization who can benefit.

What You Will Gain

• Two-week immersion into the business of healthcare excellence, led by some of the best minds in healthcare and academia.
• Lessons, strategies and management techniques based on Cleveland Clinic’s successful business model.
• Mentoring relationship with a Cleveland Clinic healthcare leader, administrator, researcher or clinician.
• First-hand look at clinical and operational innovations through small-group shadowing sessions.
• Face time with Cleveland Clinic leaders during roundtable sessions and a social event.
• Networking opportunities with executives from Cleveland Clinic and from around the world.
• 72.5 AMA PRA Category 1 Credits™ for physicians, nurses and administrators.
• Realistic, implementable three-year leadership development plan.

The program includes campus tours and networking events that invite one-on-one discussion. Our leaders are eager to share our hard-earned knowledge with the leaders of tomorrow, whether they are in healthcare or healthcare-related industries.
Learn from the Leaders

“Leadership is about inspiring and motivating others to join you on a compelling journey. It’s about combining heart and head to develop both the natural talents and hidden excellence in every individual. It’s about giving back and mentoring the future generation of leaders.”

Sarah Sinclair, MBA, RN
Executive Chief Nursing Officer
Stanley Shalom Zielony Chair for Nursing Advancement
Chair, The Stanley Shalom Zielony Institute for Nursing Excellence
The Samson Academy curriculum is research-based and uniquely designed to equip healthcare leaders with the knowledge and skills needed to lead and manage. The following competencies are the foundation of our curriculum: technical knowledge, knowledge of the healthcare industry, communication, emotional intelligence, problem-solving skills and a commitment to lifelong learning. These competencies are fully explored within the program’s two curriculum tracks, Leadership and Management.

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<th>Curriculum Tracks</th>
<th>Leadership</th>
<th>Management</th>
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<td>Leading People: CREATING &amp; LEADING HIGH-PERFORMING TEAMS</td>
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<td>STRATEGIC VISION &amp; DECISION MAKING</td>
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<td>EMOTIONAL INTELLIGENCE FOR EXECUTIVES</td>
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<td>LEADING CHANGE &amp; ORGANIZATIONAL CULTURE</td>
<td>PROFESSIONAL PLANNING FOR HEALTHCARE EXECUTIVES *</td>
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<td>INNOVATION IN ACTION</td>
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<td>GLOBAL HUMAN RESOURCES MANAGEMENT</td>
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* Mentoring will be available during the two-week program and following the program
Leading Change

**STRATEGIC VISION AND DECISION MAKING (2 HOURS)**
*Faculty: Ven Ochaya, PhD, MBA, Baldwin-Wallace College & Sally Simmons, MBA, Cleveland Clinic*

Organizational leaders and managers face three central questions in evaluating their organization’s prospects: What’s the organization’s current situation? Where does the organization need to go from here? How should it get there? By answering these critical questions, healthcare executives in this course will be introduced to the aspects of strategic vision and decision making. Through combined didactic and experiential learning, participants will also be prompted toward understanding the five interrelated phases of crafting and executing any organization’s strategy: developing a strong strategic vision; setting clear goals and objectives; crafting a strategy for achieving the objective; implementing and executing the chosen strategy efficiently and effectively; and evaluating performance and initiating corrective adjustments.

**Objectives:**
At the end of the course, participants will be able to:

- Discuss the role of strategy in moving organizations in the intended direction;
- Engage in exercises that answer the question “What makes a strategy a winner?”; and
- Explore why good strategy making and good strategy execution are the most trustworthy signs of good management.

**LEADING CHANGE AND ORGANIZATIONAL CULTURE (2 HOURS)**
*Faculty: Susan Kuznik, DBA, Baldwin-Wallace College & Lisa Yerian, MD, Cleveland Clinic*

This change management course examines principles and applications of leadership, management and organization theory as applied to healthcare organizations. Participants will identify methods for assessing key features of organizational environments and internal structures and for identifying, developing and implementing strategies leading to improved performance. Leaders often have to reconfigure and align their organizations to deliver on the promise of new directions and strategies. Participant activities will focus on how change affects the success of the healthcare organization and the necessity for strategy, structure and cultural alignment.

**Objectives:**
At the end of this course, participants will be able to:

- Develop the rationale for strategy, structure and cultural alignment as a prerequisite for leading change;
- Explain why and when leaders need to change culture;
- Discuss the interconnectedness between culture change and leadership; and
- Examine a leading change process and the key steps for success.

**EMOTIONAL INTELLIGENCE FOR EXECUTIVES (4 HOURS)**
*Faculty: Diana Bilimoria, PhD, Case Western Reserve University & Carol F. Farver, MD, MS, Cleveland Clinic*

During this course, participants will appreciate how great leaders inspire others to action. A strong predictor of an individual's success in a leadership position is emotional intelligence. Through combined didactic and experiential learning, participants will define the dimensions of emotional intelligence, identify individual strengths and learn how to enhance the development of others and themselves. Participants will undertake a self-assessment and identify workable methods and strategies to lead others with emotional intelligence.

**Objectives:**
At the end of the course, participants will be able to:

- Examine how outstanding leaders harness emotional intelligence to inspire others;
- Discuss the Emotional Intelligence (EI) Model and Competencies;
- Apply EI concepts to leading their team and organization; and
- Identify strategies for enhancing their leadership impact and contributions.

**INNOVATION IN ACTION (4 HOURS)**
*Faculty: Alan Robinson, PhD, University of Massachusetts & Thomas J. Graham, MD, Cleveland Clinic*

Most organizations today overlook one of their biggest sources of innovation and improvement: the ideas of their front-line people. This course is about how to create an idea-driven organization – one in which rapid innovation and improvement are driven by a constant stream of ideas from everyone,
particularly front-line people, and that are based on contextual learning and rapidly tested for effectiveness. Many idea-driven organizations routinely implement 20 or more ideas per person per year, and a few implement more than 100. As a result, these innovative organizations achieve extraordinary levels of performance created through advantages that their competitors cannot match. There is a lot to learn, much of which is counterintuitive.

Objectives:
At the end of this course, participants will be able to:

• Identify and read the organizational factors that affect creativity, innovation and bottom-up ideas;
• Assess their organization’s innovativeness and environment for ideas;
• Set up, launch and continually improve a high-performing innovation system that taps into the ideas of front-line workers and cultivates a culture of new ideas; and
• Implement deep-dive strategies that help themselves and their people understand their own work better, and implement problem-finding and ideation strategies to produce more and better ideas that improve both the outcomes of front-line work and the organization’s success.

Leading People
CREATING AND LEADING HIGH-PERFORMING TEAMS (2 HOURS)
Faculty: Susan Kuznik, DBA, Baldwin-Wallace College & James K. Stoller, MD, MS, Cleveland Clinic

This course will focus on the attributes of high-performing teams, including the skills and leadership abilities necessary to create and sustain team excellence. Work complexity and job specialization necessitate working across organizational, educational and institutional boundaries to provide the best care while maintaining quality and cost. Teamwork is essential; building and creating high-performing teams is critical to organizational success. Through didactic and experiential exercises, participants will understand the evolution of teams and the necessary leadership and team skills to develop team effectiveness. Through participation and attendee feedback, the course will also explore the nuances of teams across different cultures and countries.

Objectives:
At the end of the course, participants will be able to:

• Develop the rationale for teams and teamwork in the healthcare environment;
• Explain the characteristics of effective teams including team roles, stages of team development, team skills (dialogue, discussion, inquiry, advocacy), and leading teams;
• Explore team differences in international settings; and
• Discuss why team excellence in healthcare matters.

MANAGING CONFLICT CONSTRUCTIVELY (2 HOURS)
Faculty: Mary Pisnar, DBA, Baldwin-Wallace College & Debi Jones, MS, RN, Cleveland Clinic

This course will help participants become aware of their preferred conflict-handling approach through the use of an assessment tool and self-reflection on their past leadership challenges. Using the Crucial Conversations program, participants will learn to identify and resolve various conflict triggers. Participants will practice proven approaches to conflict resolution, learn techniques to build and repair relations, understand how to facilitate mutually acceptable results and develop resolution strategies for their organization.

Objectives:
At the end of this course, participants will be able to:

• Increase self-awareness of their personal conflict-handling approach;
• Discuss situational and participant conditions that may affect the construction of resolutions;
• Recognize the role of emotion in working toward constructive resolutions; and
• Develop skills in dialogue and the construction of effective conflict resolution strategies.

PROFESSIONAL PLANNING FOR HEALTHCARE EXECUTIVES (2 HOURS)
Faculty: Peter Rea, PhD, Baldwin-Wallace College & Elaine Schulte, MD, MPH, Cleveland Clinic

The course examines ways for the aspiring healthcare executives to gain insights into the art of leadership and its differences with the practice of medicine. Participants will define themselves as a leader based on their deepest values, and align their capabilities with their organizational role, purpose and passion as a leader. The pathways of successful leadership development planning that will be explored include the role of mentoring, social capital and reflection.
“An era of economic turbulence, uncertainty and complexity is not the time to leave leadership development to chance. An organization will only grow if its people grow. This simple truth can only occur when leadership development is intentional and practical.”

Peter Rea, PhD  
Baldwin-Wallace College  
Director, Center for Innovation and Growth  
Burton D. Morgan Chair for Entrepreneurial Studies
Leading Results

PATIENT OUTCOMES AND QUALITY OF CARE (4 HOURS)
Faculty: Shannon Phillips, MD, MPH, Cleveland Clinic, Sarah Sinclair, MBA, RN, Cleveland Clinic & Guido Bergomi, BS, Cleveland Clinic

This course provides a critical overview of the tools used to measure outcomes and quality of care, development and use of practical guidelines, advantages and disadvantages of various methods, and the use of such analysis in administrative decision making.

Healthcare is changing. There are growing pressures to cut costs and improve quality. The value proposition in healthcare has never been more relevant. A recent report from the Office of Inspector General shows that one in seven Medicare beneficiaries in the United States suffers a temporary or significant harm event while hospitalized, of which nearly half are preventable. These events represent $4.4 billion annually in potentially avoidable cost during hospitalization. Like most hospitals today in the U.S., Cleveland Clinic is measured on safety, quality and patient experience, with a growing emphasis on value. How is this done and what can we do to drive value in the care we deliver? Through didactic and experiential work, we will examine the value proposition in healthcare and what you can do to participate in the discussion. Practical tools will be shared and engaged to develop measurement solutions.

Objectives:
At the end of the course, participants will be able to:

• Examine the measures used to identify quality healthcare;
• Reflect on the potential gap between clinical performance and quality measures;
• Identify strategies to align outcomes and quality measures; and
• Review the tools one can effectively use to monitor quality, optimize priority setting and deliver results.

PROBLEM-SOLVING TECHNIQUES AND STRATEGIES (2 HOURS)
Faculty: Harlow Cohen, PhD, Case Western Reserve University & Nathan (Nate) Hurle, BS, Cleveland Clinic

Global healthcare leaders who confront diverse problems on a daily basis require a repertoire of problem-solving techniques to increase leadership effectiveness. This course will engage the learner in a variety of experiential learning simulations, normative models and examples to familiarize participants with problem-solving techniques and strategies, so they are better equipped to solve problems in their organizations.

Objectives:
At the end of this course, participants will be able to:

• Describe how over-reliance on existing resources, processes and values can eclipse improvement opportunities, hamper growth and impede effective problem solving;
• Explain RPV, Positive Deviance and Knowing Doing Gap theories;
• Identify new process improvements and practices that solve problems in ways that allow leaders and teams to boost efficiency and productivity without adding more resources; and
• Practice and apply the learning to their respective organization and/or unique situations.

Business Acumen

HEALTHCARE INDUSTRY: GLOBAL OVERVIEW (2 HOURS)
Faculty: Kathy Winter, MBA, General Electric Healthcare

This course will provide an overview of various global healthcare systems. This overview will include a comparison of different systems from the perspective of function, planning, innovation, finance and human resources. Participants will be invited to describe the uniqueness of the organization they represent and share an organizational success story. In addition, Cleveland Clinic faculty will describe Cleveland Clinic experiences in global healthcare markets.
Objectives:
At the end of the course, participants will be able to:

• Discuss the structure of the international healthcare environment; and
• Exchange information about participant organizations.

HEALTHCARE INDUSTRY: CLEVELAND CLINIC HISTORY AND MISSION (2 HOURS)

Faculty: James K. Stoller, MD, MS, Cleveland Clinic & Robert (Rob) Coulton, MBA, Cleveland Clinic

The course will provide insights into the group practice model. Participants will use a case study of Cleveland Clinic to understand the mission, vision, values, history, unique culture, governance structure, strategic planning process, policies and procedures. The video, All for One: The History of Cleveland Clinic, will be shown as an example of a valuable management tool and powerful emotional message.

Objectives:
At the end of the course, participants will be able to:

• Discuss the group practice model; and
• Explain the value of an organization’s history as a management tool.

EXECUTIVE FINANCIAL MANAGEMENT (4 HOURS)

Faculty: Mark Dobeck, PhD, Cleveland State University & Anthony (Tony) Helton, MBA, Cleveland Clinic

Even highly innovative and creative healthcare executives must report their results using financial terms and concepts. This course will help participants better understand how finance affects the organization’s operations, while demystifying the numbers behind the terms. It will provide sufficient familiarity with financial information so each participant can confidently interpret and use financial data in daily decisions.

Objectives:
At the end of the course, participants will be able to:

• Describe best practices for linking a healthcare strategic plan to the financial plan;
• Discuss and interpret key financial ratios, financial reports, and benchmarks used to measure, monitor, and manage performance;
• Review models and methods used to analyze and diagnose organizational problems; and
• Develop an improved ability to understand internal financial controls and risk management.

MARKETING FOR EXECUTIVES (2 HOURS)

Faculty: Eric Berkowitz, PhD, University of Massachusetts & Paul Matsen, MBA, Cleveland Clinic

This course will focus on the critical issues needed by an organization to effectively market in today’s increasingly globally competitive marketplace, including understanding the value equation, identifying the aspects of branding, protecting brand equity and recognizing the need for customer loyalty. In today’s marketplace, it is imperative that healthcare organizations deliver value to the customer. Central to this requirement is the value equation and the variables that comprise that equation. The course also will focus on the concept of brand equity and how it is derived and managed. Finally, it is important to recognize that marketing is undergoing a major paradigm shift from market share acquisition to customer loyalty and retention. This change has dramatic global implications that must be understood and implemented to effectively market a healthcare entity.

Cleveland Clinic’s market approach will be discussed in terms of how it operationalizes value by putting patient first. Since Cleveland Clinic’s brand is known globally, its brand equity is highly valued. Course faculty will discuss how patient and employee loyalty have been created and developed through Cleveland Clinic’s marketing efforts, both nationally and globally.

Objectives:
At the end of this course, participants will be able to:

• Discuss the variables that comprise the value equation;
• Recognize the dimensions that represent brand equity;
• Review the differences between market share and customer loyalty; and
• Explain and discuss how Cleveland Clinic drives its brand throughout the organization and globally.

GLOBAL HUMAN RESOURCES MANAGEMENT (2 HOURS)

Faculty: Paul Gerhart, PhD, Case Western Reserve University & Robert Lorenz, MD, MBA, Cleveland Clinic

This course will focus on the fundamental challenge of any global organization – “thinking global while acting local” – which is to maintain centralized reporting and control while remaining nimble and entrepreneurial; to be globally integrated yet locally responsive; and to retain core organizational values while being respectful of local customs and traditions. Organization theorists have come to recognize the importance

continued on page 14
of Human Resources Management (HRM) as the critical tool for developing a corporate culture that allows the most capable people to be recruited, selected, developed and assigned anywhere in the world, without regard to passport. The significance of internal consistency among HR practices, such as employee selection, development and compensation, as well as their external consistency with organization strategy will be emphasized. Specific practice challenges, such as obtaining, organizing and using the right global labor market data, will be addressed, and experience from Cleveland Clinic’s own international activities will be shared and analyzed.

Objectives:
At the end of this course, participants will be able to:

- Develop a greater level of cultural competence through case discussions and activities;
- Discuss how HRM strategy and practice can be part of the solution to the challenges healthcare leaders face in the global marketplace; and
- Explain and analyze Cleveland Clinic’s global human resources efforts.

USING AND MANAGING INFORMATION TECHNOLOGIES (4 HOURS)
Faculty: Nicholas (Nik) Molley, MBA, Baldwin-Wallace College & William (Will) Morris, MD, Cleveland Clinic

The course will familiarize leaders with the principles of information systems design and management for healthcare. The participant will acquire an understanding of current trends in information technologies for healthcare and management issues unique to healthcare. The course includes a demonstration of the Electronic Medical Records system at Cleveland Clinic.

Objectives:
At the end of the course, participants will be able to:

- Discuss core technologies and reference architectures used in the development of healthcare applications;
- Examine emerging trends in information technology that are applicable to healthcare;
- Identify and discuss new healthcare “points of view”; and
- Review the opportunities to use technology tools in improving medical operations and care delivery at Cleveland Clinic.

Building Coalitions
NEGOTIATING EFFECTIVELY (4 HOURS)
Faculty: Kathleen Razi, PhD, Baldwin-Wallace College & Cynthia (Cindy) Deyling, MD, Cleveland Clinic

Drawing on the latest research and best practices across a breadth of industries, this course will develop participant negotiation capabilities and decision-making strategies that participants can use throughout their career. Through activities and case studies, this course will help participants understand how to navigate the culture of a group practice model while negotiating for patient experience, quality, information technology, budget and human resources, and while making executive decisions.

Objectives:
At the end of this course, participants will be able to:

- Discuss the negotiating model and their preferred style;
- Identify strategies to improve their negotiating effectiveness;
- Examine the regulatory requirements of a hospital-based group practice; and
- Analyze a personal checklist to negotiate through Cleveland Clinic culture.

EXECUTIVE COMMUNICATION SKILLS (4 HOURS)
Faculty: Scott Allen, PhD, John Carroll University & Eileen Sheil, MA, Cleveland Clinic

Effective leaders are great communicators. This course prepares executives to communicate their visions in a manner that resonates with others and inspires their team to be active partners in the process. In an active learning environment, participants will have an opportunity to explore, engage and develop a communication strategy fit for a transformational leader.

Objectives:
At the end of this course, participants will be able to:

- Discuss primary barriers to effective communication;
- Explore attributes of effective leaders;
- Practice attributes of executive communication; and
- Develop a vision for their organization and receive professional feedback on the delivery and content.
GLOBAL PARTNERING (2 HOURS)

Faculty: Marcy Shankman, PhD, John Carroll University &
David W. Rowan, JD, Cleveland Clinic

This course describes and analyzes in broad terms the cultural, legal and social structures that shape how global partnerships are formed and maintained. The course will focus on the necessity for greater cultural sensitivity among healthcare leaders, enhanced diversity and appreciation of different social/legal structures within which these partnerships operate. Participants will acquire a greater understanding of the language skills, cultural awareness, social norms and local laws that affect partnerships.

Objectives:
At the end of this course, participants will be able to:

• Explore the cultural, legal and social structures that affect global partnerships;
• Identify dimensions of diversity as they relate to leadership;
• Increase self-awareness regarding individual dimensions of diversity and identity; and
• Identify strategies to incorporate into their own leadership in order to demonstrate cultural competency.

Capstone Project

Three-year leadership development plan

According to Kouzes and Posner(1), “leadership is not about personality; it’s about behavior.” To achieve extraordinary outcomes in an organization, leaders must inspire others and enable action. By developing a leadership plan, a leader envisions the future, recognizes opportunities, aligns his or her vision with the organization and drives meaningful change.

In addition, organizations value leadership development plans because they are visible, tangible evidence that leadership development is taking place. Plans can be monitored and tracked as a measure of progress and be used as a way to drive accountability for development. Most important, if they are well-written and taken seriously, plans really do work.

During the two-week curriculum, all participants will be exposed to research related to professional development plans and the benefits of developing such a plan. Participants will work with a mentor to engage in conversations and reflections to enable the participants to complete their own three-year leadership development plan.

At the end of the two-week program, participants will present the highlights of the new leadership development plan and receive feedback from their colleagues in the program, Cleveland Clinic staff and/or external advisors.

## Session Dates

**October 23 - November 4, 2011**  
**April 22 - May 4, 2012**  
**October 7-19, 2012**

The session start dates reflect your Sunday arrival. The sessions begin at 7:30 am on Monday. The program will conclude at 11 am on the final day, with time for most travelers to reach Cleveland Hopkins International Airport by taxi or limousine for an afternoon departure flight.

*Only in the event of unforeseen circumstances would Cleveland Clinic reserve the right to cancel a program or session.*

## Two-Week Schedule

### Earn CME credit!

**Accreditation Statement** - The Cleveland Clinic Foundation Center for Continuing Education is accredited by the Accreditation Council for Continuing Medical Education to provide continuing medical education for physicians.

The Cleveland Clinic Foundation Center for Continuing Education designates this live activity for a maximum of 72.5 **AMA PRA Category 1 Credits™**. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

### Session Dates and Schedule

#### Week 1

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<thead>
<tr>
<th>Time</th>
<th>Mon.</th>
<th>Tue.</th>
<th>Wed.</th>
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<th>Fri.</th>
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<tr>
<td>7:30 – 8:15 am</td>
<td>WELCOME &amp; BREAKFAST</td>
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<td>8:15 – 9:15 am</td>
<td>LEADERS’ LAB</td>
<td>PROJECTS</td>
<td>MENTORS</td>
<td>LEADERS’ LAB</td>
<td>MENTORS</td>
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<tr>
<td>9:15 – 10:45 am</td>
<td>HEALTHCARE INDUSTRY: GLOBAL OVERVIEW</td>
<td>EMOTIONAL INTELLIGENCE FOR EXECUTIVES</td>
<td>INNOVATION IN ACTION</td>
<td>PROFESSIONAL PLANNING FOR HEALTHCARE EXECUTIVES</td>
<td>PATIENT OUTCOMES &amp; QUALITY OF CARE</td>
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<td>10:45 – 11 am</td>
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<tr>
<td>11 am – 12:45 pm</td>
<td>CC MAIN CAMPUS TOUR</td>
<td>LEADING CHANGE &amp; ORGANIZATIONAL CULTURE</td>
<td>CREATING &amp; LEADING HIGH-PERFORMING TEAMS</td>
<td>CLEVELAND CLINIC REGIONAL HOSPITAL TOUR</td>
<td>ENTREPRENEURIAL BUSINESS PLANNING</td>
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<td>12:45 – 1:45 pm</td>
<td>LUNCH</td>
<td>LUNCH (WITH MENTORS)</td>
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<tr>
<td>1:45 – 3:15 pm</td>
<td>STRATEGIC VISION &amp; DECISION MAKING</td>
<td>LEADERSHIP IMMERSION</td>
<td>LEADERSHIP ROUNDTABLE</td>
<td>LEADERSHIP IMMERSION</td>
<td>ENTREPRENEURIAL BUSINESS PLANNING</td>
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<td>3:15 – 3:30 pm</td>
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<td>3:30 – 5:30 pm</td>
<td>EMOTIONAL INTELLIGENCE FOR EXECUTIVES</td>
<td>INNOVATION IN ACTION</td>
<td>MANAGING CONFLICT CONSTRUCTIVELY</td>
<td>PATIENT OUTCOMES &amp; QUALITY OF CARE</td>
<td>PROBLEM-SOLVING TECHNIQUES &amp; STRATEGIES</td>
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<td>6 – 7:30 pm</td>
<td>RECEPTION &amp; WELCOME DINNER</td>
<td>OPEN</td>
<td>NETWORKING RECEPTION</td>
<td>OPEN</td>
<td>NETWORKING RECEPTION</td>
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### Faculty Disclosure

- The Cleveland Clinic Foundation Center for Continuing Education has implemented a policy to comply with the current Accreditation Council for Continuing Medical Education Standards for Commercial Support requiring resolution of all faculty conflicts of interest. Faculty declaring a relevant commercial interest will be identified in the activity syllabus.

### Americans with Disabilities Act

- The Cleveland Clinic Foundation Center for Continuing Education fully intends to comply with the legal requirements of the Americans with Disabilities Act. If you need assistance, please notify Dr. Caryl A. Hess, Director, Samson Global Leadership Academy, at 216.445.8898 at least two weeks prior to the activity.
Attendees of the Samson Global Leadership Academy for Healthcare Executives can look forward to a unique blend of theory, real-world application and hands-on learning during the two-week program.

All didactic sessions are team-taught by full-time Cleveland Clinic executives, many of whom hold MBAs and master’s degrees in business and public health, and by some of the most highly respected thought leaders in academia. These faculty dyads create solid intersections between business and healthcare; theory and practice; and personal transformation and performance.

Attendees will emerge with a holistic understanding of healthcare management and leadership from our cadre of academic experts and from Cleveland Clinic leaders who are engaged daily in driving organizational improvement and turning business challenges into opportunities to excel.
Tuition and Accommodations

Tuition

The tuition of $15,000 for the two-week residential program includes course fees and materials; technology; 72.5 AMA PRA Category 1 Credits™; hotel accommodations; social events including transportation to and from; and meals. Although participants are encouraged to pay the tuition in full at the time of registration to reserve their place in the class, an installment plan is available for those who want to spread their payments out over a few months. In addition, a discount is available if five or more individuals from the same organization desire to attend the program at the same time. Please see the Reservation and Payment forms for details at www.clevelandclinic.org/ExecutiveEducation.

Accommodations

Attendees stay at the InterContinental Hotel & Conference Center, conveniently located on Cleveland Clinic’s main campus. Tuition includes all hotel and most meal expenses. Attendees are asked to arrange their own air and ground transportation to and from the InterContinental Hotel.

Register today!

Register and pay online by visiting www.clevelandclinic.org/ExecutiveEducation. If you have questions or for more information, please contact Dr. Caryl A. Hess at 216.445.8898 or hessc@ccf.org.
Shadowing and immersion is a competency-based educational experience that occurs at a worksite and is linked to the classroom curriculum. Shadowing involves visits to a variety of work areas, during which time you can observe and ask questions of individual workers such as: How do things get done? What is the advantage of a certain process? What are the barriers to innovation? This experience ensures that you are taking an active role in learning.

As a Samson Academy participant, you will have an opportunity to pre-select four shadowing experiences during the two-week program. A shadowing/immersion experience could include the traditional “walk around and observe” session with a physician, nurse or administrator. When like-minded individuals are connected, the conversation and learning opportunities are endless. Shadowing opportunities will likely include:

<table>
<thead>
<tr>
<th>Clinical</th>
<th>Non-Clinical</th>
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<tr>
<td>ANESTHESIOLOGY INSTITUTE</td>
<td>CLEVELAND CLINIC CONNECTION (OUR CEO’S LIVE ADDRESS TO ALL EMPLOYEES)</td>
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<tr>
<td>DIGESTIVE DISEASE INSTITUTE</td>
<td>CLINICAL OPERATIONS</td>
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<tr>
<td>ENDOCRINOLGY &amp; METABOLISM INSTITUTE</td>
<td>EDUCATION INSTITUTE (INCLUDING THE MEDICAL SCHOOL, GRADUATE MEDICAL EDUCATION AND CLEVELAND CLINIC ACADEMY)</td>
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<td>HEAD &amp; NECK INSTITUTE</td>
<td>HUMAN RESOURCES</td>
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<td>HEART &amp; VASCULAR INSTITUTE</td>
<td>CLEVELAND CLINIC INNOVATIONS</td>
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<tr>
<td>IMAGING INSTITUTE</td>
<td>INTERNATIONAL OPERATIONS</td>
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<td>LERNER RESEARCH INSTITUTE</td>
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<td>MEDICINE INSTITUTE</td>
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<td>NEUROLOGICAL INSTITUTE</td>
<td>MEDICAL SIMULATION</td>
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<td>OB/GYN &amp; WOMEN’S HEALTH INSTITUTE</td>
<td>NURSING INSTITUTE</td>
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<td>RESPIRATORY INSTITUTE</td>
<td>PATIENT EXPERIENCE</td>
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<td>UROLOGICAL &amp; KIDNEY INSTITUTE</td>
<td>TEAMBUILDING: HOSTAGE SIMULATION</td>
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<td>GRAND ROUNDS</td>
<td>WELLNESS INSTITUTE</td>
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Roundtable Discussions

You will have an opportunity to meet with a Cleveland Clinic C-suite or executive leader in a small group setting to hear his/her leadership stories twice during the two-week program. These stories will likely include how the leader became a leader, lessons learned and insights into the future as a healthcare leader at a major U.S. hospital system. You can anticipate plenty of time for Q&A.

Mentoring for Leadership Development

Mentoring is a well-established means of professional development in many professions. It has been recognized as a catalyst for career success, and mentoring relationships have been cited as important in facilitating career selection, advancement and productivity in healthcare.

The Samson Academy capitalizes on the value of mentoring by assigning mentors to support attendees as they craft a three-year leadership development plan. Through critical conversations and reflection, a trained mentor will individually guide you as you develop a plan that is realistic and attainable.

The mentoring relationship, which is designed to last beyond the two-week program, will include an opportunity to fine tune a segment of the leadership development plan or simply to offer a status update on your leadership progress. You are encouraged to take advantage of this mentoring opportunity, uniquely designed to help advance your career and leadership potential.
Rooted in education, Cleveland Clinic has been providing leadership development training to its physicians, nurses and administrators for 20 years as a way to ensure a talent pipeline for organizational sustainability. And the training pays off. Nearly one-quarter of Cleveland Clinic physicians who have completed our in-house leadership development program have been promoted to high-level positions such as chief of staff, department chair and institute chair.

Our success with our internal leadership development programs, Leading in Health Care and Cleveland Clinic Academy, is the basis for the Samson Global Leadership Academy. As is demonstrated in the table below, these programs translate into personal, professional and organizational success.

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<tr>
<th>Leadership Program</th>
<th>Description</th>
<th>Metrics for Success</th>
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| LEADING IN HEALTH CARE        | 10-month competency-based leadership program for physicians and research scientists, now in its 9th year of creating bench strength and serving as a pipeline of leadership talent for Cleveland Clinic worldwide. | • 258 graduates in 8 years  
• 47 have been promoted into high leadership positions  
• 61% of the course deliverables / business plans have been implemented at Cleveland Clinic |
| CLEVELAND CLINIC ACADEMY      | 55 courses taught by 86 Cleveland Clinic leaders, using a competency-based curriculum for leadership and management. | • 3,750 physicians, nurse leaders and senior administrators have attended courses  
• 4.7 attendee satisfaction on a 5-point scale  
• 1,962 CME hours claimed  
• 117 attendees transferred course credits toward MBA degree |