

# Building Management Competencies in Novice First Line Leaders

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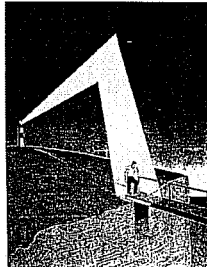
## Today's Objectives:

- Learn how to create a structured Management Education Program to teach Tactical Skills
- Review of the Importance to the following elements:
  - Approaches of Assessment of Learning Needs
  - Addressing Tactical and Practical Skills for Immediate Application
  - Selection & Integration of Mentors
  - Evaluation Methods
  - Integration of a Blended Learning approach
  - Justification of Program Expense

Everything is possible!

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## What do you really want?



Evaluation begins before you start!

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## Facts of Front Line Managers' Roles & Responsibilities

- ◊ Responsibility Overload
- ◊ Recruitment / Selection
- ◊ Retention Issues
- ◊ Ripple Effects
- ◊ Failures in Succession Planning
- ◊ Lack of Tactical Skills Training



We have painted ourselves into a corner.

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## Hippocrates 460-380 BC

"To **know** is one thing...  
to merely believe one knows is another..."

To **know** is *science*...  
but merely to believe one knows is  
*ignorance*..."

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## Assessment of Learning Needs

- ◊ Assessing Self Confidence
- ◊ Assessing Knowledge is another matter
- ◊ Values of 360? 180?
- ◊ Anonymity
- ◊ Reality
- ◊ Content Leveling



Your power comes from knowing what they do not know.

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## Curriculum Options: Advantages & Disadvantages

- ◊ Didactic vs. Participatory Groups
- ◊ On-Site vs. Off-Site
- ◊ Internal vs. External Faculty
- ◊ In Person vs. On-line
- ◊ Heterogeneous vs. Silo groups
- ◊ Class size



A Good Recipe includes many ingredients and tastes better when someone else prepares it

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## Rationale & Structure of Immediate Tactical Skills Application

- ◊ Classroom Exercises
- ◊ Workplace Reinforcement
- ◊ Post Critique with Mentor
- ◊ ROI : The Staff sees the difference
- ◊ Practice makes Perfect



USE IT NOW -or- LOOSE IT

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## Learning Projects

- ◊ Bring it Home!
- ◊ Skill application
- ◊ ROI
- ◊ Presentation Skills
- ◊ Writing Skills
- ◊ Accountability
- ◊ Authenticity
- ◊ Credibility
- ◊ Reward and Incentives

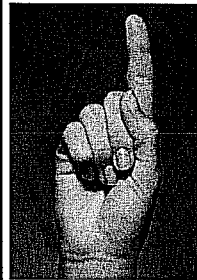


Per Peeves Vaporize - Whining Stops

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## Rationale for Customization

- ◊ Relevancy is important to the adult learner under stress
- ◊ Necessary if applications are to provide a direct & immediate outcome
- ◊ Balance with some theory
- ◊ Must know what you are talking about! Credibility!
- ◊ Balance with transferability



"If you have seen ONE hospital/system you have seen ONE hospital."

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## Rationale for Blended Learning: Face-to-Face and Online



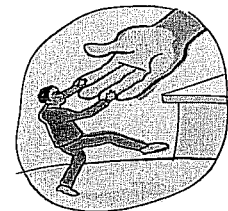
- ◊ Maintains Engagement!
- ◊ Difference in Learning styles
- ◊ Provides activities that can not always be provided in class room
- ◊ 24 x 7 access
- ◊ Opportunity to teach Computer Skills
- ◊ Learning Venue of the Future (?)

USE IT ALL!

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## Mentorship Programs

- ◊ Link to Organizations Reality & ROI
- ◊ Expands Learning Community
- ◊ Vital for immediate skill application
- ◊ Requires structure
- ◊ Requires skills building
- ◊ Requires nurture and feeding



Mentors are NOT BORN They are made!

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## Mentorship Program Structure

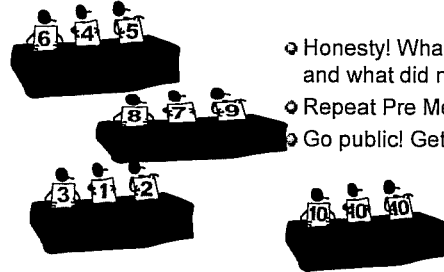
- Willingness and Commitment
- Selection Process
- Skills Building
- Continuous Engagement
- Oversight
- Reward and Incentives



Mentoring will fail without structure!

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## Evaluation Methods



- Honesty! What worked and what did not work
- Repeat Pre Measures
- Go public! Get noticed!

Be Prepared to Redesign

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## Selling the Program

One "retained" effective manager =

- Less attrition of staff
- Better performance on unit level
- Quantifiable dollars
- Quantifiable customer satisfaction
- ALL for the cost of one unfilled FTE!



ROI comes in many colors

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# THANK YOU!

We are Proud of What We Do!

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