

The Nurse as Supervisor

Management and Leadership Skills for Healthcare Professionals who went into the industry to HELP others and find themselves SUPERVISING others.

Curriculum Outline

Session One – Leadership Styles

- ◆ Pre-class assignment
 - ✓ Gather strategic goals for the organization/department/work group.
 - ✓ Review models of different leadership styles.
- ◆ Class Concepts/Skills
 - ✓ Assessment exercises – Participants will take some assessment tools that will help them identify their learning, leadership and interpersonal relationship styles.
 - ✓ Leadership Styles – overview of various leadership styles and identification of which are most appropriate for individual participants, the people who report to them and their jobs
 - ✓ Interactive exercise on how each manager’s work unit goals align with department/organizational goals
(This awareness of alignment is critical to the upcoming learning of leadership and performance management concepts and skills. The manager must work with each employee to set goals that align their contributions with the work group goals. This also reinforces the team concept. As work group or organizational goals change, a clear process will be in place for keeping individual performance linked to organizational performance.)
- ◆ Post-class assignment – Keep log of occasions when participant applies various leadership styles on the job or notices applications by others. Record the successes and roadblocks experienced.

Session Two – Setting Goals and Objectives, Coaching

- ◆ Pre-class assignment – Gather forms and policies currently used for setting expectations with employees, documenting performance, and conducting appraisals/evaluations
- ◆ Class Concepts/Skills
 - ✓ Review pre-class work. Share learnings. Make notes for improving leadership skills.
 - ✓ Overview of the Performance Development model**
 - ✓ Presentation and skill practice on Setting Goals** and Objectives, Getting Commitment; Coaching**
 - ✓ Analysis of existing processes and forms in light of current Performance Development theories
 - ✓ Develop effective ways of applying the first steps of performance management (Later discussions between manager and employee regarding evaluation and skill development will be covered in Session 4). Develop plan to apply steps back at work.

Post-class assignment – Hold some actual performance management discussions as planned. Document in journal to share with class.

Section Three – Interpersonal Business Skills – Confrontation, Conflict Resolution, Negotiation

- ◆ Pre-class assignment – Record in journal, for upcoming class, all real time work situations that require conflict resolution. Identify areas where it is difficult to give positive feedback.
- ◆ Class content/skills
 - ✓ Review Listening and Confrontation Skills and
 - ✓ Review Assessment feedback for issues around communication
 - ✓ Learn skills of problem solving and conflict resolution**.
 - ✓ Practice role plays with instructor
 - ✓ Create Action Plan for applying skills
- ◆ Post-class assignments – Schedule and hold at least one conflict resolution situation. Document opportunities taken to provide positive feedback

Session Four – Building your Team

- ◆ Pre-class assignments
 - ✓ Review model of High Performance Team**. Identify how work group members are currently behaving as team.
 - ✓ Hold a coaching session with boss or subordinate
 - ✓ Practice Problem Solving
- ◆ Class Content/Skills
 - ✓ Review and share learning from performance discussions held.
 - ✓ Analyze job description(s) for effectiveness
 - ✓ Team Building exercise (depends on location of training)
 - ✓ Presentation and group work on Stages of Team Formation (forming, norming, storming, performing)
 - ✓ Practice Team Meeting
 - ✓ Interactive exercise on applying concepts to present work situations
- ◆ Post-class assignments –
 - ◆ Hold Team Meeting in which Ground Rules, Team Values, Roles and Responsibilities are defined; Keep a log of how team develops and moves among the different stages.

Prepare a Performance Review/Appraisal session with unsatisfactory employee

Section Five – Improving Poor performance, Progressive Discipline

- ◆ Pre-class assignment –Record information on the conflict resolution discussion held since last class; Document all steps taken to improve employee performance. Document any corrective action that needs to be taken. Bring in documentation.
- ◆ Class content/skills
 - ✓ Review discuss post and pre-class assignments
 - ✓ Refresh past training if necessary.
 - ✓ Guest Lawyer, specialist in Employee Law
 - ✓ Practice skills of conflict resolution and preparing for coaching or corrective session**.
 - ✓ Role-play coaching sessions.
 - ✓ Develop Action Plan for observing, documenting and appropriately responding to employee improvement or continued poor performance
- ◆ Post-class assignment – Hold discussion sessions as rehearsed in class. Document sessions and personal reflections

Section Six – Managing Change, Projects and Multiple Priorities

- ◆ Pre-class assignment – Keep log of any issues or information participants want to address in the last session.
- ◆ Class Concept/Skills:
 - ✓ Review and discuss outcomes of the development discussions held with employees since last class.
 - ✓ Process outstanding issues for participants.
 - ✓ Presentation and discussion on managing change and multiple priorities
 - ✓ Creation of Action Plans for Success: One for Me and One for My Team
 - ✓ Instructor will review plans. Written evaluation will be given to each participant. Copy of plan and feedback will be available to training manager or other authorized leader.
- ◆ Post-class assignments – Hold (another) development session with one’s own manager. Hold work group Team meeting. Develop with team an Action Plan for Success. For each assignment, participant should incorporate concepts and skills learned over six sessions (leadership style, team development stages, communication approach, motivating employees, getting commitment, etc.)

Leadership Curriculum for New Managers

The goal is to transfer the learning in a way that the participants internalize it. This will give them the ability to effectively apply the new skills and concepts on a consistent basis on the job. The curriculum is designed to provide each student an on-going learning experience throughout the six sessions. This is accomplished by developing on-the-job application plans that can be implemented between sessions. The instructor and the participants jointly develop these activities at the end of each session.

Pre-class work

The pre-class work integrated into the curriculum will give participants information on the concepts to be learned, allow them to apply what they learned and record their progress. During the week prior to class, participants should apply increased awareness of how these concepts presently apply to their work.

This assignment should take only 10-15 minutes each day.

General Class Structure

10:00 -10:30	Review of pre-class assignment
10:30 -12:00	Presentation of new material; discussion
12:00 -12:15	Break
12:15 -1:00	Lunch during small group activity
1:00 - 3:00	Application and interactive sessions
2:30 - 3:00	Wrap-up – exercise to check for learning; post class assignment. Development of job application processes (how will learnings be applied on the job, who will check for new/improved performance and behaviors between now and the next class)

Class learning activities will be mixed media to meet the different adult learning styles. Such materials will include:

- Printed materials
 - Overhead projections
 - Student initiated content
 - Small and large group discussions/activities
 - PowerPoint presentations
 - Case Studies
 - Video
 - Audio tapes
- A **Journal** will be part of the materials. Here will be space and forms for making notes on pre-class assignment work; recording commitments on ways the student can apply new learning on the job; log successes, failures and roadblocks throughout the curriculum. The journal will contain information on management/leadership skills AND it will also contain the participants' reaction as they apply their new skills. The blend of intellectual and emotional (cognitive and affective) responses will help internalize the learning.

All materials will be provided.

- ◆ **Participation:**
 - ✓ It is recommended that participants attend the entire curriculum in sequence
 - ✓ Each session focuses on a unique topic and is valuable to participant. However, a well-designed curriculum builds upon sequential learning experiences. Student who drops in and out of the curriculum will not derive as extensive a benefit as those who attend consistently will.

- ◆ **Make up sessions**
 - ✓ Should a student miss one of the sessions, another student may take his/her materials to them. A telephone conversation can be arranged between the instructor and the student who missed the class to review the materials. This session takes approximately one hour. There is an additional \$100 fee for each hour.

- ◆ **Facilities**
 - ✓ Facilities are to be the responsibility of the client unless otherwise negotiated.

- ◆ Train-the-Trainer/Program Certification

- ◆ Training Guarantee