

Introduction

Leading Change in a Dynamic Climate is a four-hour continuing education course designed for front line nursing leaders. Charge Nurses typically find themselves as the facilitator of change in the workplace due to their position of leadership. Charge Nurses have an important role in keeping team members satisfied, focused, and informed during times of change in process, policy, or infrastructure. During the course, participants examine and discuss the following concepts:

- ❖ Common changes within the healthcare industry
 - ❖ Your hospital's current quality focus areas
 - ❖ How to understand and interpret individual responses to change
 - ❖ How to help team member through the transition curve
 - ❖ Linking concepts of "change" to quality of care
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Course Learning Objectives

- ❖ Understand how trends in the healthcare industry cause change at the hospital level.
 - ❖ Interpret teammates' responses to change in the work environment.
 - ❖ Explain the stages of the Transition Curve and recognize the behaviors of team members at each stage.
 - ❖ Implement strategies to improve staff productivity during each stage of the change process.
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Course Summary

This course explores some of the reasons why healthcare is in a perpetual state of flux, and how a nurse leader can guide their teammates through the various stages of change to optimize productivity. While nurse leaders will not typically be called upon to drive major change at their hospital, they do serve as a leader and role model amidst workplace change. Nurse Leaders have an important role in taking the pulse of front-line staff as they experience change.

During this course, participants will be introduced to concepts related to change and transition as well as the impact they have on healthcare organizations and nursing teams. Participants' increased awareness will improve their coping skills, as well as help them facilitate successful transitions as staff members in their unit adapt to change.

The Role of the Manager

As the supervisor of course participants, your role is integral in ensuring that classroom concepts are successfully applied to workplace scenarios. This document provides exercises that reinforce the use of classroom concepts within the workplace.

Successful supervisors:

- Create appointments with their employees to discuss their learning.
- Complete one or more exercise in this coaching guide to reinforce the application of course content to the work environment. Provide insight and feedback to help the participants accelerate their application of skills to the workplace.

Choose Your Activity

The three activities below reinforce course content and encourage participants to apply course concepts to workplace scenarios. Select the activities that work best in your situation.



ACTIVITY A

Discuss Workbook Activities and Action Plan



ACTIVITY B

Identify a New Assignment or Project to Promote Skill Practice



ACTIVITY C

Ask the Participant to Teach Others



ACTIVITY A

Discuss Workbook Activities and Action Plan

Instructions:

1. Schedule an appointment with the participant to discuss the course. Focus on the Personal Application and Action Plan activities (see below). **Ask employee to bring the Participant Workbook to this meeting.**
2. Ask the employee if they would like your input and offer additional ideas you may have.
3. Set a follow-up date to discuss successes or obstacles they experience on the job.

Discussion Questions

See *Personal Application Activity on page 32 of the Participant Workbook.*

1. What is one change you are currently facing?
2. Gather in put from team members about the change. Ask questions such as:
 - a. How do you feel about this change? Do you understand the reasons this change is being implemented?
 - b. What challenges do you anticipate (or are currently experiencing) because of this change?
 - c. Do you feel prepared for this change? What training or support do you need?
 - d. What suggestions do you have to make the implementation of this change successful?
3. Develop an action plan to address team member concerns and improve implementation of the change. Discuss your plan with your manager. Then, present your final plan to the team.

See *Activity: Analyzing a Current Change on page 28 of the Participant Workbook.*

1. Discuss a **current change** happening within your unit. Help the participant understand the purpose or intended goal of the occurring change.
 - a. Discuss the various stages of transition occurring.
 - b. What are the specific strategies you and the participant will utilize for each stage to guide team members?
 - c. Discuss ways in which your unit will be able to improve performance in clinical care standards and quality of care after transitioning through this change.
2. How can I, as your manager, support you as you work on this professional development?



ACTIVITY B

Identify a New Assignment or Project to Promote Skill Practice

Instructions:

1. Review the employee's performance goals and consider current challenges in the unit.
2. Identify an assignment that will require the participant to apply to the workplace the skills they learned from the course. Projects related to team leadership, improving patient safety, reducing hospital-acquired conditions, or utilizing nursing quality dashboards are all relevant.
3. Set an appointment with the participant to discuss how they will apply the course concepts to the completion of the task.
4. Monitor progress and meet regularly to check-in during the project.
5. At the completion of the project, schedule a date and time to discuss what went well, the challenges encountered, and what the employee learned from this experience.

ASSIGNMENT / PROJECT PLAN: _____

ISSUE TO BE ADDRESSED: _____

CURRENT SITUATION: _____

DESIRED OUTCOME: _____

KEY PEOPLE AND/OR DEPARTMENTS TO INVOLVE: _____



ACTIVITY C

Ask the Participant to Teach Others

Instructions:

1. Schedule time to discuss **Topic 3: Introduction to the Transition Curve**. Request that the employee create an informative presentation regarding the benefits of skills learned throughout the course.
2. Identify key learning objectives for the presentation. Define what team members will learn as a result of attending the presentation.
 - a. Print copies of the “How Comfortable am I with Change?” assessment. **Provide a copy to each attendee and ask them to complete it before the meeting.**
 - b. Lead a group discussion about the different stages of transition, team members’ reaction to their scores on the self-assessment, and strategies that can be used to help work through the challenges of change.
3. Discuss the time needed for the presentation then set the date and time. Typically, 15 to 30 minutes will provide enough time to teach a key learning point for this topic.
4. Follow up by asking the employee for feedback about how the presentation was received by others.