A Leader's Challenge

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Learning Objectives

➢ Implement best leadership practices and action regarding declining employee satisfaction

➢ Apply e-learning strategies (online simulation and flipped classroom techniques)

Background

Healthcare organizations need leaders who have skills to successfully navigate politically delicate situations

➢ Skills best developed and practiced in real-world situations

➢ Online simulated game environments allow for practice and honing of skills

➢ "Flipped classrooms" designed to engage students in collaborative learning

E-Learning Module Description

- ➢ Baseline Content (Knowledge)
- ➢ Interactive Online Scenario
- ➢ Flipped Classroom / Discussion Board Application

Baseline Content

- **Political Savvy**
  - Knows context & who has power, respect & influence
  - Anticipates land mines & steers through organizational maze to get things done
- **Priority Setting**
  - Determine actions based on available finite resources
- **Problem Solving**
  - Analyze/determine true issues
  - Mitigate & resolve issues

Interactive Online Scenario

➢ Declining staff satisfaction

➢ High staff turnover

➢ Poor employee / management relations

Click on the phone to hear your message.

➢ Set in a Critical Access Hospital (in a small town)

➢ Everyone knows everyone

Assessment of Student Choices

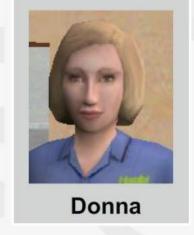Elaine: the Chief Nursing Officer

Raymond: the Human Resources Director

Donna: the Charge Nurse

Assessment & Rationale

Points:	6	Last Scored:	0	Total Scored:	0

Instruction: Click on a choice to choose

Which question would you like to ask Elaine first?

Elaine

Are the rumors I'm hearing true? Are 10 of our staff so unhappy that they are considering leaving our organization?

I've been asked to gather more information about the recent employee satisfaction survey. What are your thoughts about the results?

What do you make of the most recent employee satisfaction survey results? Didn't we use an internal process last time, why do you think an outside organization was used this time?

Elaine's Response: I have more experience with this, so why don't you let me gather the information and give it to you.

Instructor Rationale:
The set of questions for Elaine are the least desirable questions because they do not demonstrate smooth organizational navigation or sensitivity to how people and organizations function. Asking this question is the least effective of the questions for Elaine because asking this question can cause political problems within the organization. There is also little understanding of territory protection and there has been little thought to what consequences might happen if this question was asked. This question deals with political savvy.

Scoring

Scoring algorithm assigns points based on choices

Tracking Student Choices

Exit   Save and Exit   **Save and Next**

1. **LEARNING OBJECT INTERACTIONS**

Learning Object Name	Total Time	Status	Scaled Score	Learner Response	Result
Employee Satisfaction A Leaders Challenge Game	**3 minutes, 59.92 seconds**	complete	22.7%	N/A	N/A
Course Object title	3 minutes, 59.92 seconds	complete	22.7%	N/A	N/A
id_elaine_questions_0	N/A	N/A	N/A	1	correct
id_elaine_first_worst_0	0000:00:16	N/A	N/A	1	correct
id_elaine_BM_best_5	0000:00:47	N/A	N/A	1	correct
id_RD_donna_0	0000:00:01	N/A	N/A	1	correct
donna_qs_elaine_first_worst_0	0000:00:11	N/A	N/A	1	correct
admin_none	0000:00:07	N/A	N/A	1	correct

2. **GRADE**

Grade   22.73   out of   100

Application: Flipped Classroom

- ➢ **Synthesis and Evaluation**
  - ➢ Debate the merits of actions based on baseline content & experiences
  - ➢ Define best practices/competencies
  - ➢ Apply best practices to other scenarios
  - ➢ **Asynchronous**
    - ➢ Online discussion board
  - ➢ **Synchronous**
    - ➢ Distance Technology (IP video, Vidyo, Adobe Connect)
    - ➢ Classroom

Assessment Results

➢ **Students**

  ➢ 2014: 7

  ➢ 2015: 17

  ➢ **Leadership experience**

    ➢ None (n=12, 50%)

    ➢ < 2 years (n=4, 16%)

    ➢ 2-5 years (n=3, 13%)

    ➢ 5-10 years (n=3, 13%)

    ➢ 10+ years (n=2, 8%)

Assessment Results

➢ Individual choices during their first attempt

  ➢ 78% (n=18 of 23) talked to "best" individual as their first or second choice

  ➢ 52% (12 of 23) chose to talk to the least desirable individual

  ➢ One student experienced a scenario deployment issue (completed the assessment without seeing scenario so data excluded)

Assessment Results

➢ Question choices during their first attempt

  ➢ 57% (n=13 of 23) chose the best question to ask the individual they chose, either as the 1st or 2nd question

Assessment Results

➢ **Number of Assessments**

➢ In the initial year, students could play twice, 4 of 7 chose to complete the assessment a second time

➢ In the second year, students had unlimited attempts based on year 1 feedback

➢ Average of 4 attempts per student (Range 1-15)

Student Comments

➢ "Overall, this is a very neat concept and I look forward to doing the next one."

➢ "The point of the scenario was being politically savvy, so when you pick the CNO, the scenario basically tells you that, politically, this isn't a good choice because it makes the CNO defensive and unhelpful. I suppose that's a big part of being a good leader, learning who to approach, how and when to approach them, and what questions to ask to get the information/help you need without ruffling feathers."

Student Comments

➢ "I found it to be interesting and challenging. As a Director in a rural community hospital, I can relate to receiving a voicemail from the CEO or CNO that says I need information about why these scores are so low by tonight."

➢ "I really enjoyed the e-learning activity; it reinforced my knowledge of leadership skills and improved my confidence for next time. I also appreciated doing something different other than the same reading and then discussion board postings."

Conclusions/Recommendations

➢ **Design** promotes student control and active application of content

➢ **Simulation** promotes student confidence in their ability to construct meaning and match new information against existing knowledge in a safe setting

➢ **Synthesis and evaluation** of content allows students to make meaningful connections and utilize leadership skills they can transfer to their leadership roles