A Leader’s Challenge

Teresa Barry Hultquist, PhD, APRN-CNS, RN
Deanne Ernesti, RN, MSN
Suhasini Kotcherlakota, PhD, MSc, MSEd
Susan Waters, MS

Initial Project Supported by Funding from the UNMC E-Learning Initiative
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

- 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
Which question would you like to ask Elaine first?

- 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

Which question would you like to ask Raymond next?

- What trends do you see between results of this survey and the survey done five years ago?
- What turnover rate do we have?
- Who took the lead on actions based on the last survey results, and were sustainable changes made?

The turnover rate has tripled in the last 2 years.

Scoring algorithm assigns points based on choices.
### 1. LEARNING OBJECT INTERACTIONS

<table>
<thead>
<tr>
<th>Learning Object Name</th>
<th>Status</th>
<th>Scaled Score</th>
<th>Learner Response</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee Satisfaction A Leaders Challenge Game</td>
<td>complete 22.7%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Course Object title</td>
<td>complete 22.7%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>id_elaine_questions_0</td>
<td>N/A</td>
<td>1</td>
<td>correct</td>
<td></td>
</tr>
<tr>
<td>id_elaine_first_worst_0</td>
<td>N/A</td>
<td>1</td>
<td>correct</td>
<td></td>
</tr>
<tr>
<td>id_elaine_BM_best_5</td>
<td>N/A</td>
<td>1</td>
<td>correct</td>
<td></td>
</tr>
<tr>
<td>id_RD_donna_0</td>
<td>N/A</td>
<td>1</td>
<td>correct</td>
<td></td>
</tr>
<tr>
<td>donna_qs_elaine_first_worst_0</td>
<td>N/A</td>
<td>1</td>
<td>correct</td>
<td></td>
</tr>
<tr>
<td>admin_none</td>
<td>N/A</td>
<td>1</td>
<td>correct</td>
<td></td>
</tr>
</tbody>
</table>

### 2. GRADE

<table>
<thead>
<tr>
<th>Grade</th>
<th>22.73 out of 100</th>
</tr>
</thead>
</table>

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 1\textsuperscript{st} or 2\textsuperscript{nd} 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)
“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