

## 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

- ❖ Integrate drivers of the rapidly evolving healthcare landscape into teammate discussions in the workplace.
  - ❖ Accurately interpret teammates' individual responses to change in the work environment.
  - ❖ Implement strategies to improve staff productivity by facilitating change-related transitions
  - ❖ Collaborate with staff to improve change-related transitions that impact quality of care.
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## Course Summary

This course offers strategies for identifying the stage of transition that individuals may be in. The course also provides strategies for helping participants and others successfully move through each stage of transition in order to continue peak productivity. Participants are introduced to various concepts related to change in the workplace. These concepts are paired with an understanding of their impact upon productivity and care standards. Raising awareness

Instructor facilitated activities allow for participants to explore their own tendencies in response to change. These activities also

## 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.**



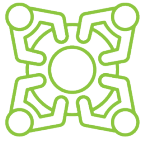
**ACTIVITY A**  
Discuss Workbook Activities and Action Plan



**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 23 of the Participant Workbook.***

1. What is one change you are currently facing?
  - a. Which stage of transition are you experiencing?
  - b. What is one action you can take to help yourself successfully adapt to change?
  - c. What is one action you can take to immediately help your teammates navigate this change?

➤ **CHALLENGE:** Ask your employee to keep a journal or list of any workplace changes encountered over the next four weeks. Changes can be people, process, technology, or infrastructure related. Have the employee detail their personal experiences as well as the teams'. How did they handle the challenges that involved change?

**See *Activity: Analyzing a Current Change on page 25 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. Refer to the table "A Closer Look" and 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: navigating 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 from the NCharge portal. **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.

#### PLANNING A COMMUNICATION STYLES PRESENTATION

KEY LEARNING POINTS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

TIME NEEDED TO PRESENT: \_\_\_\_\_

DATE TO BE COMPLETED: \_\_\_\_\_