Developing Leadership "Buy-In" for Investment in Your Frontline Workforce

Presented By:

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HEALTH CARE HR:
Fulfilling Our Promise
Preparing for a New Decade of Success
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Background:
Jobs to Careers Initiative

- RWJF, Hitachi and DOL Grant

- Develop models of work-based learning

- Frontline worker earns certificates/credentials

- Frontline worker is prepared for better paying jobs in healthcare.

- UNC holds a grant from RWJF to conduct the national evaluation and the Hitachi Foundation to develop 15-20 case studies to better understand and disseminate return on investment case studies

Frontline Health and Healthcare Workforce

- Frontline workforce is rapidly growing; currently about ½ the healthcare workforce or nearly 5 million workers

- High level of direct patient care or care delivery support services

- Required educational training of a bachelor's degree or below

- Job titles include medical assistants, unit clerks, certified nursing assistants, etc.

Jobs to Careers | Promoting Work-Based Learning for Quality Care

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Why focus on frontline health and healthcare workers (FLWs)?

- Critical vacancies exist in mid-level positions due to occupational growth and replacement need (e.g., due to retirement)

- Instability, training and productivity of frontline workforce has an impact on quality of care

- FLWs often play an important role in meeting the service needs of communities that health care organizations serve

Overview:
Pathways to a Brighter Future

- Humility of Mary Health Partners program
- Led to an Apprenticeship program using work-based learning methodologies
- Credentialed by Career Tech Centers
- NCRC (WorkKeys)
- Employees earn full-time benefits and
- increase in pay

Developing Leadership "Buy-In"

- Senior Leadership (Executive) Buy-In
- Board/Governance Buy-In
- Middle and Front-line Manager Buy-In
- Community Partner Buy-in
- Staff Buy-In

Securing Organizational Support through Senior Leadership

- **Determine the ROI**
  - Strategic Workforce Planning
  - Ensuring a Culture of Learning Organization
  - Increasing Associate Engagement
  - Decreasing Turnover
  - Improvement in Bottom Line

Securing Organizational Support through Senior Leadership

- **Involve SLT members early on**
  - Have them contribute: grant application process
- **Engage Governance/Board**
  - HR or Human Potential Committee of Board
- **Present ROI (Case for Program)**
  - Support workforce demand
  - Emphasize risk/rewards
- **Emphasize the Distinctiveness of Program**
  - Create publicity
  - Celebrate the Journey from the Start!

Securing Organizational Support through Senior Leadership

- **Keep SLT in the know**
  - Regular updates
  - Reward and recognize key players
  - Infuse 'stories' of the worker in communications
  - Update community partners and board members on the work and the outcomes

Securing Organizational Support through Senior Leadership

- **Sustain Commitment**
  - Highlight lessons learned and how this information will benefit organization short and long term
  - Keep the effort alive in the hearts and minds of SLT members
  - Connect future initiatives with program—i.e. *this is possible because of our Pathways program, or this is a natural extension of what was started in the Pathways grant.*
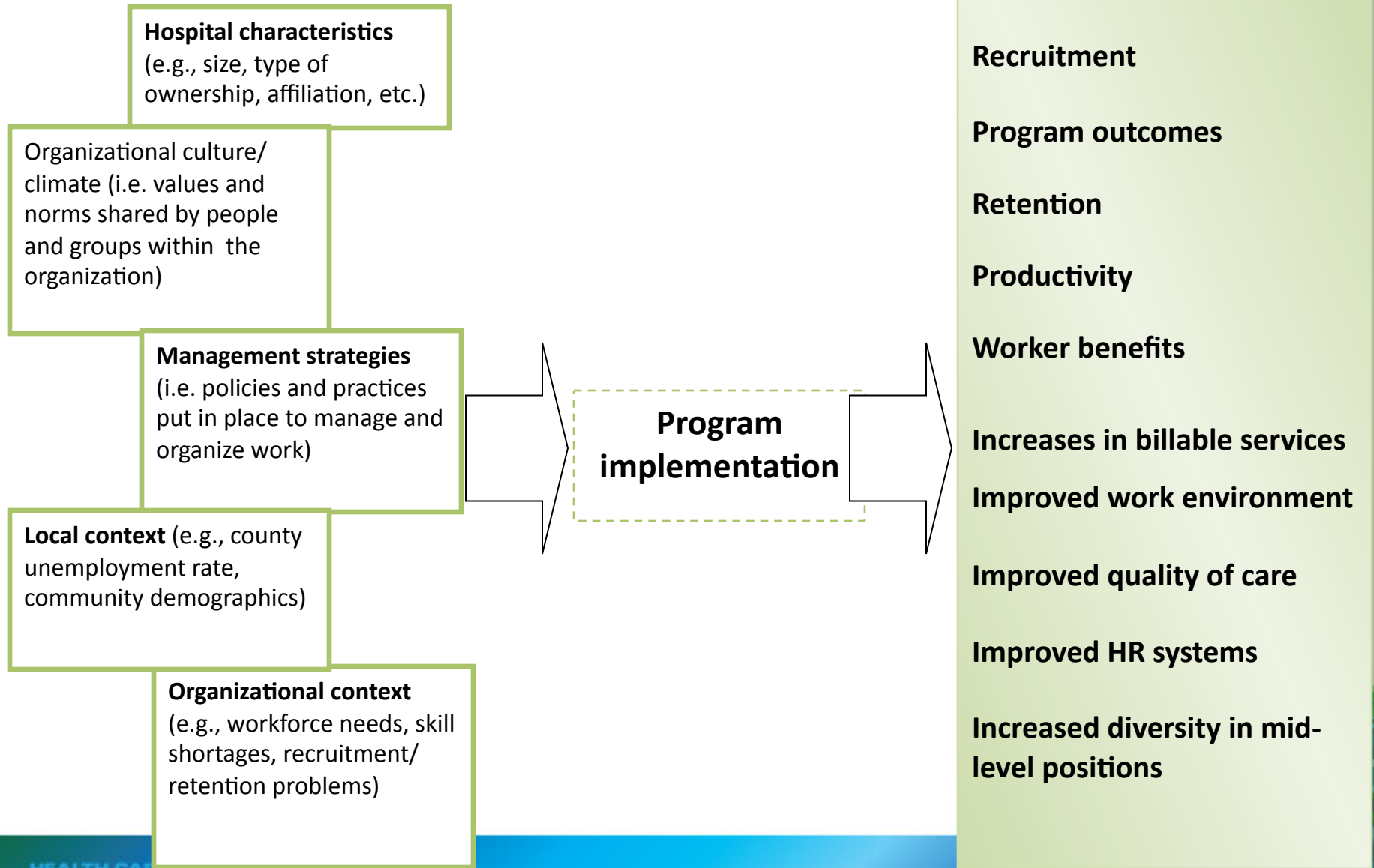
Securing Organizational Support through Senior Leadership

Some final thoughts . . .

- – Ensure ongoing support for second generation initiatives.

- – Help SLT make decisions that support lessons-learned from program

- – Sustain process improvements in HR practices that stem from learning …

  - on-boarding methods,
  - orientation practices,
  - Competency assessments and reviews

Context and Drivers for the Business Case

Hospital characteristics (e.g., size, type of ownership, affiliation, etc.)

Organizational culture/climate (i.e. values and norms shared by people and groups within the organization)

Management strategies (i.e. policies and practices put in place to manage and organize work)

Local context (e.g., county unemployment rate, community demographics)

Organizational context (e.g., workforce needs, skill shortages, recruitment/retention problems)

Program implementation

Perceived Return on Investment

Recruitment

Program outcomes

Retention

Productivity

Worker benefits

Increases in billable services

Improved work environment

Improved quality of care

Improved HR systems

Increased diversity in mid-level positions

Strategic HR policy changes

Policy	Description
Case management/ Emergent support services for FLWs	Providing FLWs with access to a case manager that can help them with access to resources, such as childcare, transportation, or healthcare.
Competency-based pay raise	Pay raises upon documentation of having learned a competency or set of competencies.
Competency-based promotion	Promotion upon documentation of having learned a competency or set of competencies.
Educational release time	Providing paid time-off for workers to attend classes, participate in WBL activities, or study.
Formalized mentoring positions	Designating mentoring as a job responsibility and formally including it in a job description; sometimes includes additional compensation for increased responsibility.

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Strategic HR policy changes

Policy	Description
In-house credentialing	On-site training that leads to additional credentials for participants.
Promotion from within	Hiring current employees for jobs that advance their careers; often includes specific policies regarding how long a job will be posted within the organization before it is posted outside the organization.
Replacement staff for educational release time	Providing either a 1) pool of workers or 2) additional funds to hire temporary or agency workers to cover scheduling gaps that result from educational release time.
Skills assessment for new FLWs	Administering tests of basic skills to all FLWs to determine their training and remediation needs.

Strategic HR policy changes

Policy	Description
Tuition advancement	Providing FLWs with funds for tuition at the beginning of a course (rather than the end) so that FLWs do not have to pay tuition costs up-front.
Tuition reimbursement on a sliding scale	Providing additional funds for FLWs for higher education as compared to other job categories with higher wages.
Expanded Tuition coverage	Providing FLWs with expanded tuition support to include non-degree, continuing education and/or remediation needs

Securing Manager Buyin

- **Start by Setting Stage for Engagement**
  - **Identify the need your program addresses; use 'language' that speaks to manager population**
    - Statistics: demand, retention
    - Costs
    - Time
    - Poor work ethic/morale (softskills)
  - **Clearly state how this training will benefit their unit**
  - **Tie your program to how it also addresses mission statement or strategic talent management initiatives**

Securing Manager Buy-in

- **Co-op and Compensate managers who are 'giving' up something**
  - Look for ways to make the loss of employee less painful…i.e. back-fill strategies
  - Emphasize development aspect as consistent with organization's commitment to advance the cause of the frontline worker
  - Once a few have gone through program, tell stories of their successes or have these 'grads' return to manager to thank him/her and tell their story in person.

Securing Manager Buy-In

- **Set the Stage Together**
  - **Brainstorm opportunities/challenges**
    - Identify what is reasonable to 'carry out' role on the unit.
    - See value in effort -- plan to meet the needs.
    - Are the right competencies targeted?
  - **Explore what kind of worker they want to see this training produce**
    - Skills and competencies
    - Attributes

Securing Manager Buy-In

- **Infuse excitement/build expectation for stronger support over time.**
  - Willing to wait for better-trained employees
  - Open the dialogue for 'creative financing' – cost sharing

  Note: Setting the stage to greater buy-in takes time and is a process; managers' input is critical to ensuring greater support over time.

Securing Manager Buy-In

- **Identify the key resources that will pave the way to success**
  - **Learning Coach**
    - Expert on competencies
    - Respected by staff
    - Seasoned with organization (able to navigate the complex environment of the unit)
    - Advocate for job roles
  - **Human Resources** – Recruitment
    - Educate them to the outcomes of training

Securing Manager Buy-In

- **Role of HR and Recruitment**
  - Aware of training cycle (timing of available candidates for positions)
  - Facilitate the selection process: open positions, interviewing schedule, preparation of worker
  - Ensure integrity of process, reducing risk of hiring managers encouraging work-arounds.

Securing Manager Buy-In

- **Relationship with Nurse Managers (Hiring Managers)**
  - Communicate, communicate, communicate
  - Reiterate how program is meeting need
  - Solicit continuous feedback
  - Identify and profile "champions" and leverage their influence
  - Prepare them for orientation issues impacting integration of newly trained worker

Securing Manager Buy-In

Implementation

- **Create channels for feedback**
  - Manager surveys
  - Needs assessments
  - Conversations
- **Be responsive to feedback**
  - Address issues
  - Adjust program
- **Publicize results and early successes**
  - Speak about program every opportunity
  - Feature the program/its grads in newsletters
  - Email updates to managers
- **Celebrate!**
  - Graduation events – involve and recognize everyone!

Understanding Systems Change

- Defining <u>systems change</u> : Formally or informally institutionalized changes within organizations or partnerships aimed at supporting **work-based learning** and **FLW career advancement**

Changes in organizational culture

Culture is defined as values and norms shared by people and groups within the organization

- Supervisors as advocates for learning/development/ promotion
- Value of learning/development (often exemplified by stories of how workers have moved up through the ranks)
- FLWs are more willing to engage supervisors to problem-solve work and/or life issues that impact work
- Leadership support for learning and its value (even for FLWs)

Changes in the organization and process of work

– Mentor-led critical incident reviews following specified incidents

– FLWs serving as a full member on teams that design care plans, work flow or instigate quality improvement

– Integrating skills review into the work flow through competency checklists or performance reviews

– Time for reflection and "debriefing" embedded in work process (e.g., coaches circle, time scheduled with mentor)

Leveraging resources with collaboration

Some examples include:

– Dual employment of supervisors as adjunct faculty with educational partner

– Formal or informal set up of "satellite campus" at employer

– Standard assessment for basic skills of all employees (or new hires) by the educational partner

Involving community partners

- – Involvement of workforce investment boards
- – Involvement of local community organizations
- – Involvement in community strategic planning
- – Improving FLW jobs as a strategy for community economic development

Questions/Comments?

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