Management Development Program: Beltway Healthcare System

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Leadership and Organizational Management

MPH 543

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According to Borkowski in the textbook entitled *Organizational Behavior in Health Care*, she explains that transformational leadership is intellectual and includes charisma, inspiration, and promotes individualized consideration. As such, a transformational leader will provide vision and sense of mission, instill pride, gain respect and trust, communicate high expectations, use symbols to focus efforts, express important purposes in simple ways, give personal attention, treat each employee individually, and coach and advise their staff (Borkowski, p. 211, 2011). Additionally, transformational leadership “elevates the level of insight about the importance and value of outcomes through the growth of subordinates by encouraging followers to question their own way of doing things (Borkowski, p. 211, 2011).

Beltway Healthcare System plans to implement the following management development program to ensure that their leadership is “directed toward the influence and management of institutional change and innovation through revitalization and vision” (Borkowski, p. 210, 2011).

The Beltway Healthcare System management development program is designed to develop the necessary skills and knowledge to drive organizational change and improve the systems performance. It will consist of a three-week program focused on training top-level and mid-level managers. The course will occur over a three month period with those who are enrolled. Participants will attend all three weeks, one week at a time, during the first week of every month they are enrolled. Participants will be expected to attend the entire program to receive a certificate of completion signed by the executive director and members of the governing board (UT, n.d.). Each participate will graduate at the end of the three month period and will attend a reception for graduation where they will be presented with their certificate of completion.
Each class will contain 15 participants at a time, and will continue until all current mid-level and upper level managers have completed the program. Once completed, the course will continue to be offered biannually so that any new managers may attend. In addition to the 15 participants, each course will reserve a spot for five, non-managerial staff that demonstrate managerial potential, or are interested in furthering their professional development. Each quarter, five candidates will be selected by the governing board to participate in the program. They will do so through review of application submitted by supervisor recommendation, or through employee application with supervisor endorsement. Non-managerial employees are encouraged to participate to develop the leadership skills of employees within their current role, to better employees for team participation, and to assist employees to grow professionally and further their careers.

The program goals and objectives are 1) organization strategy including values, vision, mission, and strategic planning; 2) infrastructure management including structure, systems, and processes that support strategies; 3) resource management including resource management practices that support strategies; and 4) personal effectiveness including self-awareness, purpose, and self-management (UT, n.d.). Within these four areas, participants will establish a sense of urgency through the assessment of strengths, weaknesses, opportunities, and threats; form powerful coalitions through the assembly of groups and teams to affect change, create a vision with purpose, effectively lead by example conveying change through all available channels of communication; be empowered to “remove obstacles, change systems and structures, and encourage creativity and innovation; recognize and plan for short-term improvements by establishing systems of reward; and change systems, structures, processes, and policies to
support and achieve the agency vision; and will institutionalize change (Borkowski, p. 213, 2011).

The course will be taught using applied learning, as management development is “most effective when closely linked with on-the-job issues and challenges” (UT. n.d.). Participants will receive instruction from consulting experts and educators who will guide them in detailed discussions and practical application of ongoing innovations; will engage participants in interactive discussions, peer coaching, role-playing, group exercises, and individualized learning; and facilitate focused discussions (both small and large group), team projects, and study groups to promote and exchange ideas and experiences, and to foster the development of innovations and new ideas. Additionally, all participants will have the opportunity to interact with peers and mentors, as well as develop a professional dossier (Wharton, 2014).

To further promote applied learning each participant will be required to develop a leadership plan that outlines innovations, new ideas, and concepts into his or her own identified issues, challenges, or circumstances. The leadership plan will include a vision and mission for the agency; a co-mission for their department; and applicable strategies to instill pride, gain respect and trust, and communicate high expectations to their staff. The plan should also include applicable strategies to give personal attention, treat employees as individuals, and to coach and advice staff. Finally, the leadership plan should address innovations for the use of symbols to focus efforts and the expression of important purposes in simple ways (Borkowski, p. 211, 2011).

A mentor process will be used to provide feedback on the leadership plan to help strengthen and develop the plan into a workable strategic plan that can be implemented in the workplace (UT, n.d.). Coaching and mentoring is another feature that each participant will
receive. Each participant will be assigned a coach or mentor who will (in addition to providing feedback on the leadership plan), provide three separate coaching sessions to assist the participant with the development of their dossier and facilitate discussions regarding professional strategies.
REFERENCES

