GROEN LICHT

voor elk talent
From cleaning person to sterilization assistant: a talent management approach

Crete, October 9th 2009
Presentation outline

1. AZ Groeninge
2. Cultivating talent
3. Recruiting: “Think before you start”
4. Selecting: a road with lots of potholes
5. Getting started: the rewards of time investment!
6. After the start: continued coaching

... and inbetween: a little bit of practice ...
AZ Groeninge: a brief introduction

- Merger of 4 hospitals
- Gradual move to one newly built hospital site
- Some figures:
  - 1088 beds
  - 200 doctors and 2580 members of staff
  - 225 new employees/year
  - 280 000 hospital days
  - 33 332 admissions 'traditional' hospitalization
  - 50 000 admissions in day hospital, 37 400 emergency admissions
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Cultivating talent
Cultivating talent

• “A green light to each talent”:  
  – Basic HR management  
  – As many opportunities as there are talents  
  – Degrees are not everything

• “Healthy growth in our hospital”:  
  – HR provides a wide range of training opportunities  
  – The new employee determines the pace and the direction
Cultivating talent

• 'Walk the talk':
  - In-house implementation of what you communicate to the outside world
  
  Ample internal mobility

• ‘Optimal use of talent: everybody stands to gain’:
  - the colleagues
  - the service provided
  - the patients
  - the organisator
Cultivating talent

How to implement this in

Recruiting
Selecting
Training of new members of staff
Coaching

?
The CSSD in AZ Groeninge

NOW

- 30 members of staff (20,25 FTE)
- Head of the department with a very broad range of responsibilities
- Campus managers and sterilization assistants
- 4 locations
- 33,387 surgical interventions/year
- 62,996 sterilization units/year
The CSSD in AZ Groeninge

From the end of 2009

• Gradual closure of campuses
  - Move to new facilities

• Reorganization of CSSD:
  - Internal organisation/logistics?
  - Layout of the department?
  - Job description of campus managers?
A little bit of practice

May I introduce:

- Cindy, an energetic woman in her fifties, has been a CSSD assistant for a little less than one year
- Ann is in her thirties and very meticulous, has been a member of the CSSD team for 2 years
- Sue, a nurse with a positive attitude, has been the mainstay of the CSSD for many years
- Ellen, the organisational boffin in the CSSD

Would you like to know more? Then you've got to listen to this...
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Recruitment

- CSSD ≠ “dump”

- Especially internally:
  - (Internal) vacancies
  - HR gets in touch with members of staff
  - Each superior = career coach
Recruitment

• **Start = analysis of job**
  - ‘internship’ HR in CSSD
  - Responsibilities, tasks
  - Practical arrangements (flexibility!)
  - Profile: knowledge, areas of interest, skills, attitudes
  - Duration of 'training period'
  - Necessary training
Recruitment

• **Profile:**
  - **Knowledge:**
    - Basic knowledge PC – can be acquired if not present
  - **Skills:**
    - Meticulousness
    - Orderliness
    - Eye for detail
    - Stress resistance: remain focused (on the work to be done) while under pressure
    - Autonomy: (being able to) organize your work yourself
    - Technical dexterity
Recruitment

• Profile:
  ○ Attitudes:
    - Inquisitiveness
    - Wanting to get the complete picture – interested in the whole process: operating theatres – CSSD – operating theatres
    - Team oriented
    - Positive, constructive disposition
    - Respect for rules
    - Eager to work (‘notices what has to be done’)

but also: personal hygiene and physical aptitude
Recruitment

• **Practical:**
  – Combination working hours and private life?
  – Flexibility: what when planning of operating theatre overruns its scheduled time?

• **Training span:**
  – First year = getting to learn the ropes (in-house)
  – If necessary: basic training pc (in-house)
  – After first year: training course CSSD assistant (external body)
Recruitment

• For campus manager and head of the department: job description:
  – Content of the job
  – Responsibilities
  – Delegated tasks
  – Indicators of accomplishments
Recruitment

Conclusion:

1. A good start is a critical success factor

2. Inadequate job analysis = risk of inefficient or suboptimal use of talent
A little bit of practice

• Cindy: “I loved my job as a kitchen assistant and at a later stage as a cleaner, until a medical problem made it impossible to continue with this work. During a conversation with the HR manager we discussed what interested me, what I like doing and what I am good in.”

• Ann: “I had been working as a cleaner in the operating theatre for years but I felt an itch of dissatisfaction. I wanted more and knew that I could do more. And then I saw the internal vacancy for a member of staff in the CSSD.”
A little bit of practice

- **Sue**: “I had been working for years as a sterilization assistant. I really like my colleagues. Gradually we realized that I have an intuitive understanding of people, that I have the talent to coach people and to help them to develop themselves.”

- **Ellen**: “I never had the opportunity to study. I felt that I could achieve more, that I was good at organizing, structuring. But this talent I could not put to use in my job in the hotel sector.”

To be continued ...
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Selection


“During the three-year gap in my employment history I was working on my marriage.”
Selection: point of departure

• **Objectivity**:
  - Candidate: perceived objectivity: honest chance
  - Interviewers: job record of internal candidates: advantage and disadvantage

• **Risk reduction**
  - Apply different methods
  - Different interviewers bring different perspectives
1. Visit CSSD: see, hear, experience for yourself
   -> first reaction reveals a lot!

2. Conversation:
   - HR and head of the department CSSD
   - Competence based – STAR
   - Knowledge, ability but most of all DETERMINATION

Fit between candidate, talents and CSSD
3. Tests (in-house):
- not more tests than necessary
- personality (fit!)
- meticulousness + work rate
- more extensive for campus managers and head of the department
4. Assessment centre
   - only for campus managers and head of the department
   - internal preparation, external execution

=> ‘reserve list’ of positive candidates can be used for years
A little bit of practice

• Cindy: “and in this way we arrived at a number of possible jobs in the hospital, amongst which sterilization. I went to take a look in the department and talked to the head of the department. Both of us were enthusiastic. Why does a job in the CSSD suit me? I find the whole sterilization process very interesting and I keep on learning every day!

• Ann: “I went through the whole selection procedure. And suddenly my 'problem' was turned into an asset. I had stopped school because as a result of my obsessive meticulousness. I had become too afraid to fail. But now I can make excellent use of this talent every day!”
A little bit of practice

- **Sue**: “In the meantime we have fully developed the training path and as a mentor I can transfer my passion for sterilization to new colleagues. Not only do I make my new colleagues acquainted with their duties but I also broaden their horizons and see to it that they learn to see the whole process from the perspective of the operating theatre: what goes to it and is returned from it. In this way they become aware of their own crucial role in this process and the importance of their contribution.”

- **Ellen**: “my superior in the CSSD became aware of my talent. Now I am responsible for materials management. My organisational talent is put to the test when my superior is not present, as I have to take over her resposibilities.”
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Mission Statement
AZ Groeninge

A patient friendly hospital

Amongst others through a quick and efficient integration of the new member of staff

– in the hospital
– in the department
Job satisfaction
Integrating new members of staff in the CSSD

- Objectives, principles, how the training programme came into being
- The training file dissected
- Conclusion
Personal training path

- AZ Groeninge carrier bag
- Training path
- Personal training file
- Personal mentor
Purpose Training File

• Achieve a smooth and quick integration of the new member of staff
• To feel at home
• Offer support and guidance
• Expectations of all parties are known
• Regular feedback sessions
• Clear and objective evaluation criteria
• Own responsibility of new member of staff
• mentor as trusted colleague
• Individualized

Healthy growth
The making of the training file

- In 2001 two training coaches introduced training paths for nurses
  - Superior
  - Recruitment and selection
  - Mentor
  - Scenario
Sections of the training file

- AZ Groeninge carrier bag
  - Training path
    - personal training file
      - training plan + appendix
        - training process
          - growth paths
    - personal mentor
      +
Personal training file

1. Training plan + appendix
2. Training process
3. Growth path
Training plan + appendix
Training plan + appendix

• **Objective:** to get acquainted with job related knowledge, skills and attitudes
  - In a structured manner
  - Within a specific time frame. Objectives in function of personal integration
  - Including follow-up conversations with mentor

• **Examples:** technical knowledge, neatness, structure, stress resistance, meticulousness, sense of responsibility
# Training plan

**OBJECTIVES AFTER 1 MONTH = .../.../...**

<table>
<thead>
<tr>
<th>Task</th>
<th>E</th>
<th>U</th>
<th>A</th>
<th>I</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is able to describe the different cleaning and disinfecting processes</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Assemble basic nets</td>
<td>E</td>
<td>U</td>
<td>A</td>
<td>I</td>
<td>NA</td>
</tr>
<tr>
<td>Name basic instruments</td>
<td>E</td>
<td>U</td>
<td>A</td>
<td>I</td>
<td>NA</td>
</tr>
<tr>
<td>Is able to start the sterilizer in the correct manner</td>
<td>E</td>
<td>U</td>
<td>A</td>
<td>I</td>
<td>NA</td>
</tr>
<tr>
<td>...</td>
<td>E</td>
<td>U</td>
<td>A</td>
<td>I</td>
<td>NA</td>
</tr>
</tbody>
</table>

**FIRST FOLLOW-UP CONVERSATION WITH MENTOR ON = .../.../...**

(= informal chat: a.o. How did the first month go? Questions about training plan ...)

-> **Summary of the conversation:**

-> **Things still to be improved:**
Training plan + appendix

• Appendix regarding CSSD
  - Online (general info desk, procedures manual,...)

• Roles
  - Superior
    - Concurrent shifts with mentor
    - Makes time available to mentor
  - Mentor
    - Guard and trusted colleague
    - Takes part in follow-up conversation
  - All colleagues
  - New member of staff takes the initiative
Personal training file

- Training plan and appendix
- Training process
- Growth path
Training process

• **Progress and evaluation form**

• **Objective**
  - Provide feedback and redirect
  - Process oriented so that end evaluation is no surprise
  - Evaluation in function of probationary period

• **Parts**
  - 3 training conversations
  - 1 evaluation conversation
Training process

Report training conversation after 2 months: … / … / …

1. Swot analysis:
   *Write down at least 3 strengths:*
   1. 
   2. 
   3. 

   *Write down at the most 3 weaknesses (points for attention to be given) with suggestions for improvement:*
   1. Tip: 
   2. Tip: 
   3. Tip: 
# Training process

2. **Follow-up of the training plan:** The training plan is used sufficiently/insufficiently.

3. **Extra support required (mentoring session) from colleague, mentor, immediate superior:** YES / NO

   **IF YES:** regarding the following problem:
   Extra support from:
   Contacted on:

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Signature new member of staff:

Signature immediate superior/head of the department:
Training process

• Roles

• New member of staff
  • - Takes the initiative to arrange the training conversations
  • - Takes an active role in the process

• Superior
  • - Takes responsibility

• Mentor and colleagues
  • - If necessary provide input to the superior
1. Training plan + appendix

2. Training process

3. Growth path
Growthpath

• **Basic Growthpath including basic training programmes**
  - Introduction day
  - Mind your back session
  - A patient and colleague friendly hospital environment session
  - Emergency planning session ...

• **Specific Growthpath**
  - Internship: observing the activities in the operating theatres
  - After 1 year in the job: training course sterilization assistant
  - Extra training provided by Sterilization Society
  - Training during team meetings
Personal mentor

Training path

AZ Groeninge carrier bag

Personal training file

Personal mentor

Mentor

Training coach
Personal mentor
Conclusion

• It is important to make clear arrangements about the roles and tasks of the different parties

• It is important to explicitly stress the responsibility of the new member of staff

• This phase of the integration process is a competence oriented model. It is necessary to sensitize the coaches and superiors to approach it from the perspective of strengths/talents
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Coaching

... work in progress ... !

- CSSD assistant:
  - Test feedback
  - New member of staff and superior
  - Focus on talent instead of ‘shortcomings’
  - Valuable input at start of training path
Coaching

- Campus manager and head of the department:
  - Test feedback and assessment
  - New member of staff and superior (brief)
  - Focus on talent instead of ‘shortcomings’
  - Preparation personal development plan
  - Drawing up personal development plan: TOGETHER

=> ‘Healthy growth’ in the new job!