

IMPACT OF A CAREER DEVELOPMENT STRATEGY ON WORK ENGAGEMENT, EMPOWERMENT AND SATISFACTION

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OVERVIEW

- Background and Purpose
- Methods
- Results
 - Online survey
 - Focus groups
- Conclusions
- Recommendations





- a multi-site organization in Kingston Ontario providing mental health, long-term, palliative, rehabilitative, geriatric and complex continuing care
 - Providence Manor,
 - Mental Health Services
 - St. Mary's of the Lake Hospital

ACTIVITY SNAPSHOT (2009/2010)



St. Mary's of the Lake Hospital

- Inpatient Beds 144
- Outpatient Visits 36,750
- Community / Outreach Visits 1,952

Mental Health Services

- Inpatient Beds 198
- Outpatient Visits 9,767

Providence Manor

- Resident Beds 243
- Adult Day Programs 5,051
- Community/Outreach Visits 85,216

BACKGROUND AND PURPOSE

Strategy

- “Optimizing competencies: An innovative career development initiative as a means to this end”
(HealthForce Ontario)
- Career Directions© and Coach Mastery© programs
- apply newly developed career coaching skills by becoming in-house consultants assisting other staff to manager their careers

Study

- To measure the impact of this strategy on individual outcomes

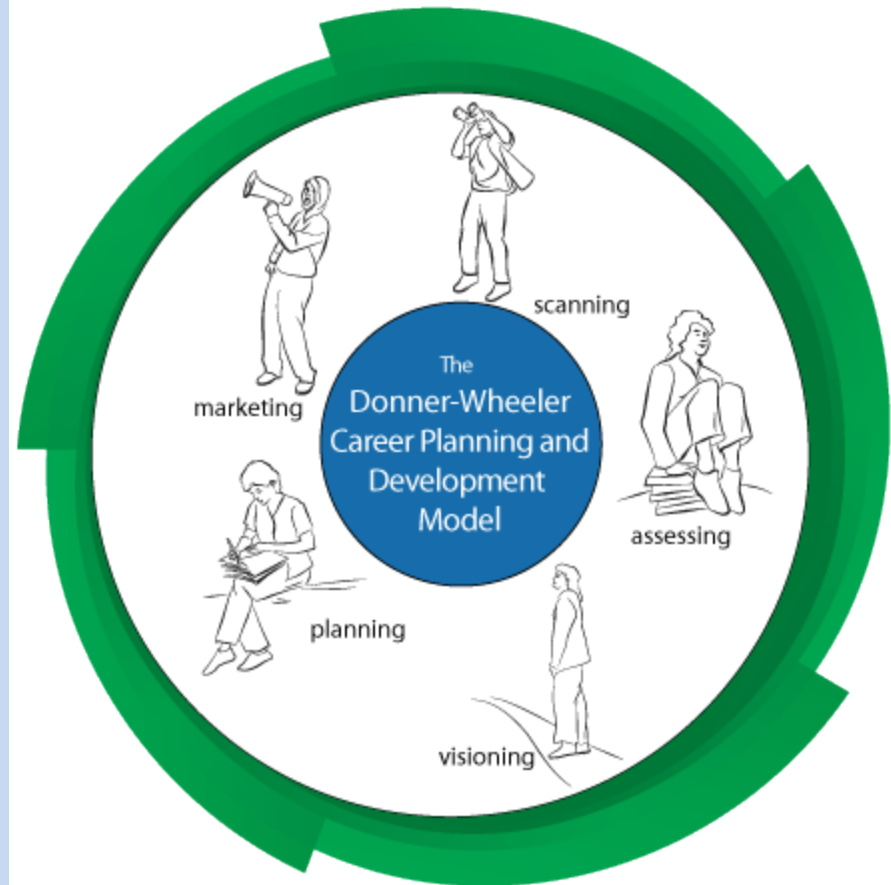
THE PROGRAM

Career Directions ©

identify/develop the necessary skills and competencies required for the future

- review careers to date
- learn strategies to make future career decisions
- learn how to develop a strategic career plan.

donnerwheeler *Building Career Capacity*



Coach Mastery©

- builds competence and confidence over time
- combination of 15 hours of content instruction, expert demonstrations, In-class practice with peer and instructor feedback, mentor coach for workplace application, workbook and learning journal, ongoing support through a community of practice



OBJECTIVES

- Describe individual learning outcomes:
 - Use of CPDM components
 - Personal outcomes (leadership aspirations, job and career satisfaction, intention to stay, work engagement, staff empowerment)
- Assess improvements over time
- Determine differences based on demographics
- Describe range of participant experiences
 - Impact on clients and organization
 - Supports and barriers to career development

PERSONAL OUTCOMES

- Career/leader aspirations
- job and career satisfaction
- intention to leave
- work engagement
- staff empowerment



METHODS



- Online self-report survey using Opinio©
 - Time 1 (6-12 months post-program) April '10
 - Time 2 (12-18 months post-program) Oct '10
- Focus groups
 - Career Directions participants
 - Coach Mastery/Career Directions participants

INSTRUMENTS

Variable	Instrument	Cronbach Alpha
Learning outcome –use of career planning and development model (CPDM)	Career Planning Activities Scale © (donnerwheeler, 2005) 48 items	.77
Leadership capacity and aspirations	Career Aspiration Scale (Gray & O'Brien, 2007) 10 items	.82
Job and career satisfaction	Job satisfaction (Williams & Cooper, 1998) 4 items	.82
	Career Satisfaction (Greenhaus, Parasuraman & Wormley, 1990) 5 items	.81
Intent to leave	Nursing Work Index –Revised (Aiken et al., 2002) 3 items	.91
Work engagement	Work and Well-Being Survey (Schaufeli et al, 2006) 9 items	.88
Staff empowerment	Conditions of Work Effectiveness Questionnaire 2 (CWEQ2) – (Laschinger et al, 2001) 19 items	.86

RESULTS – ONLINE SURVEY

Response rate

- T1 -28/55 (51%)
- T2 -14/55 (25%)
- 9 focus group participants

Age 42 yrs (average)

Female 85%

Full time 71%

Tenure at Providence Care 8.6 years

Years experience – 14.3

RESULTS – ONLINE SURVEY

Roles

- Nurses (n=12, 43%)
- Allied health professionals (n=6, 21%)
- Educational roles (n=4, 14%)
- Administration/assistant roles (n=4, 14%)
- No answer (n=2, 7%)

Programs completed

- Career Directions n=21, 75% of respondents
- Career Directions and Coach Mastery n=5, 18% of respondents

If participants attended both career development workshops and other Providence Care programs, then they were more likely to have higher levels of career aspirations, use the planning component of the CDPM model and experienced more support

RESULTS – ONLINE SURVEY

Use of Career Planning and Development Model (CPDM)

Variable (scale 1-5)	Time 1 Mean (SD) (n=28)	Time 2 Mean (SD) (n=14)	Comparator (McGillis Hall, 2008)
Scanning	3.72 (.37)	3.96 (.46)	3.42
Assessing self	4.21 (.46)	4.17 (.41)	3.60
Assessing workplace	3.95 (.49)	4.07 (.57)	3.40
Vision	3.42 (.78)	3.83 (.83)	2.46
Planning	3.69 (.47)	3.96 (.64)	2.00
Marketing	3.63 (.60)	3.66 (.77)	-

RESULTS – ONLINE SURVEY

Variable (range)	Time 1 Mean (SD) (n=28)	Time 2 Mean (SD) (n=14)	Comparator
Career aspirations (10-50)	36.2 (7.2)	36.21 (7.52)	33.4
Job satisfaction (1-5)	3.1 (.81)	3.3 (1.13)	2.85
Career satisfaction (1-5)	3.85 (.63)	3.71 (.81)	3.38
Intent to leave (1-3)	1.4 (.66)	1.36 (.72)	
•look for new job in next year	35%	29%	-
•planning to leave in next year	15%	15%	17%
Work engagement (1-6)			
– Vigor	3.81 (1.15)	4.44 (1.10)	4.33
–Dedication	4.44 (1.10)	4.62 (1.27)	4.37
–Absorption	4.34 (1.17)	4.57 (.92)	3.76
Empowerment (6-30)	19.1 (4.6)	19.1 (4.01)	17.35-19.34

RESULTS – FOCUS GROUPS

1. Career Directions Group

- Importance of organizational support
- Distinctive nature of participants
- Enhanced organizational knowledge
- On their own

RESULTS – FOCUS GROUPS

2. Career Directions & Coach Mastery Group

- Distinctive nature of participants
- Enhanced organizational knowledge
- Need for a champion
- Missed opportunity

CONCLUSIONS

Impact of program

- More knowledgeable about organization
- Helped those who wanted to be more engaged
- More intentional about career
- Maintained personal outcomes over time
- Appreciation for the opportunity to learn

CONCLUSIONS

Challenges

- Embedding change in chaotic healthcare environment – sustainability in face of funding challenges
- Tensions related to competing priorities
- Need for ongoing development, support and infrastructure to engage in coaching interactions

RECOMMENDATIONS

- Career development strategy part of larger organizational strategy (intentional)
 - Part of larger vision
 - Link to current infrastructure or create infrastructure
- Start small then build – test fit with organizational culture (pilot)
- Leverage coaching capacity to achieve other related organizational goals
- Agency-academic partnerships at beginning of project to facilitate evaluation and generate evidence to move forward

QUESTIONS AND DISCUSSION



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