



KM 2019

Management Skill Development



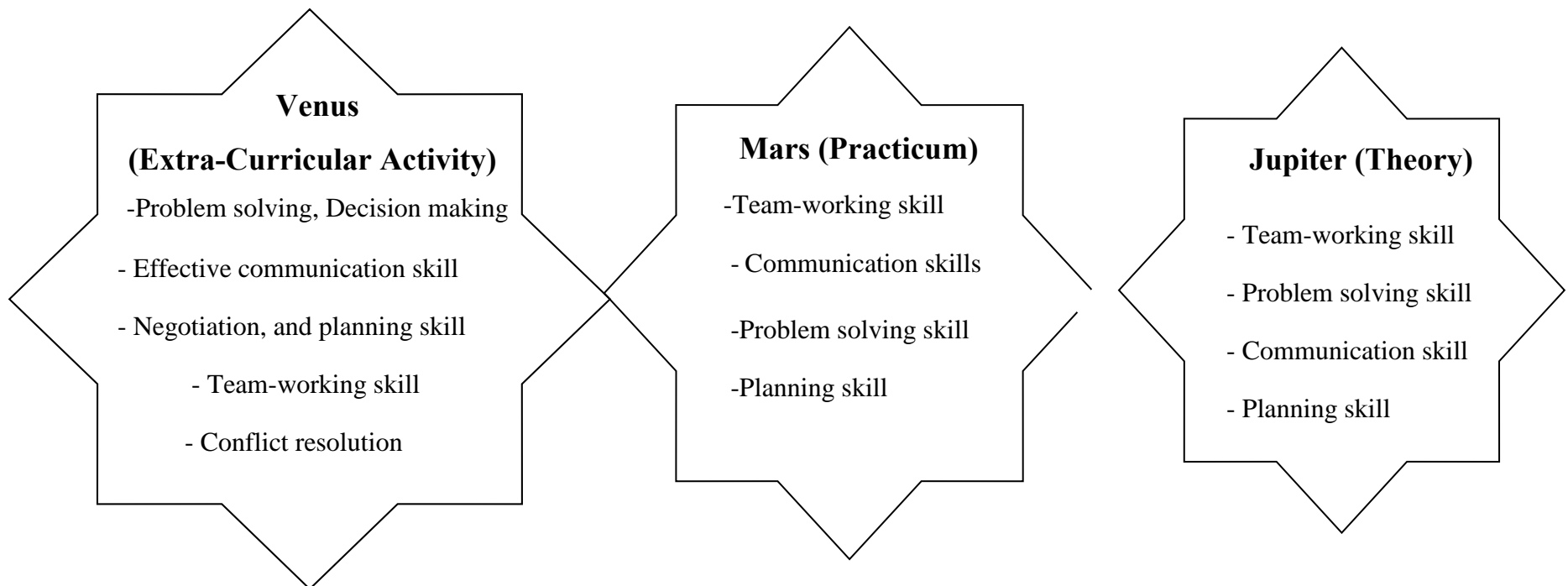
Knowledge Management Plan

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Introduction

In the academic year 2018, BLNS has realized that the tacit knowledge of teaching and learning to promote management skills development for the students that immersed in each instructor is considered as knowledge asset. Therefore, BLNS had been conducted the workshop of KM space so called “Galaxy” for sharing teaching and learning activities to promote management skills for the students. There were sharing tacit knowledge among BLNS new faculty members and experienced instructors. After faculty member have sharing tacit knowledge through KM space “Galaxy”, the BLNS model was drawn in diagram. In addition, AU KMS web broad will be used as a channel of sharing tacit knowledge of BLNS faculty members to public. The attributes of management skill development for students are as follows:-

KM space “Galaxy” on Management Skill Development



Group I: Venus (Extra-Curricular Activity)

The extra-curricular activity can promote management skills including problem solving, team-working skill, decision making, effective communication skill, conflict resolution, negotiation, and planning skill.

Problem solving

- Create scenario consisting of obstacle that may happen while doing a project and ask student committee how do they solve the problem
- Challenge the student committee to set alternative plans (plan A and B) to reduce possible obstacle

Decision making

- Ask challenging questions to practice student committee to make decision appropriately with the - Use “debate” method to make a consensus for a situation that the student committee have to make a decision
- Suggest the student committee to use the technique of priority setting for making decision

Conflict resolution skill

- Suggest the student committee the techniques for conflict resolution and let them decide by themselves which technique do they prefer to use

Planning skill

- Train the student committee to write project proposal/activity
- Advice the student committee to monitor project/activity implementation and its achievement to project/activity evaluation

Team-working skill

- Empower the student committee to fulfil responsibility/function in each project/activity based on their ability and interest
- Call for meeting using participatory approach in order to monitor the progression of project/activity

Effective communication skill

- Train the student committee to write formal letter, academic report, Master of Ceremony script, agenda, and minute of meeting
- Teach student for public speaking and public relations
- Teach the student committee to coordinate with people in other organizations for project planning, implementation, and evaluation
- Train the student committee to create interpersonal relationship with task team and contact person

Negotiation

- Train the student committee to negotiate the approved budget from Student Organization for each project/activity
- Advice the student committee to manage the budget effectively by balancing the revenue and expense and asking for sponsor in case they would like to save budget

Group II: Mars (Practicum)

The teaching learning in practicum units to promote management skills including team-working skill, problem solving skill, and communication skill.

Team-working skill

- Encourage students to take role as voluntary leaders in each day of practicum and provided extra time to coach students who function as daily voluntary leaders
- Empower students to handle group working process by themselves with close supervision of instructors such as brainstorming for project planning, project implantation, job assignment, work monitoring and evaluation, for example

Problem-solving skill

- Encourage students to practice their work management skills, problem solving skills

Planning skill

- Train the students individual and group to write health education plan for providing for patients
- Encourage students to write/ monitor/ project activity and its achievement to project/activity evaluation

Communication skill

- Conflict resolutions by using group working process and providing guidance by supervisor who supervise in each unit - Let students negotiate with health care teams regarding data collection
- Teach students to evaluate their work performance by using various methods such as after action review, PDCA (plan, do, check, act), self-reflection, peer-evaluation, supervisor-evaluation, and daily log, then, providing feedback and suggestion both in group and individual by supervisor who supervise in each unit

Group III: Jupiter (Theory)

All instructors who had experience in teaching theory subjects were sharing tacit knowledge for improving nursing management skill.

Team-working skill

- Let students assign functions and set up job description as well as meetings, the instructors act as mentors/supporters
- Use group process when having group meetings with the students
- Arrange sessions for students (especially those working in a small group) to share the challenges encountered and strategies used to overcome those issues

Communication skill

- Demonstrate how to contact or approach people from outside the organizations when conducting projects and give the students' opportunity to practice

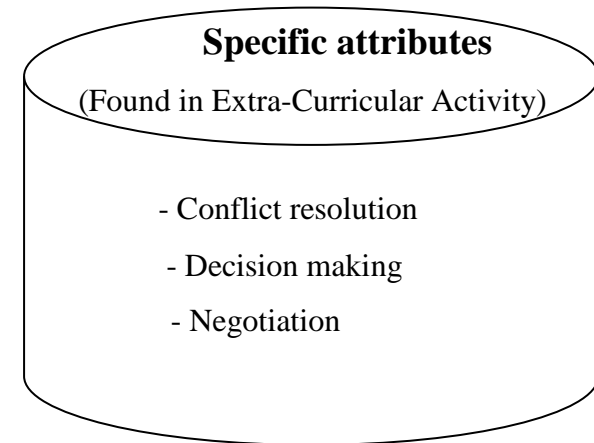
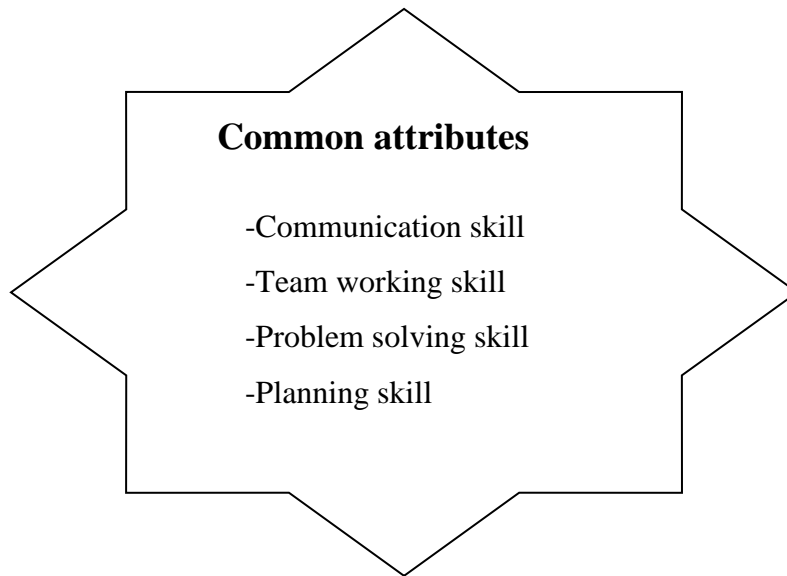
Planning skill

- Encourage the students to develop project proposal, including budget estimation and cost effectiveness
- Encourage use of technology to deal with limited resources (e.g., create the online survey to overcome financial and time constraints)

Problem solving skill

- Create scenario consisting of obstacle that may happen while doing a project
- Exercise problem solving skills when dealing with difficulties/dilemmas and a students how do they solve the problems
- Use self-reflection (e.g., contribution, what do you think you could do better?)
- Encourage initiative by posing thought-provoking/challenging questions
- Assign the students to be working with knowledgeable and specialized mentors in the field

BLNS tacit knowledge for Management Skill Development Model



The results after discussion demonstrated that communication skill, team working skill, problem solving, and planning skill are classified as common attributes for improving nursing student's management skills. However, three specific attributes including conflict resolution skill, decision making skill, and negotiation skill were used in extra-curricular activity.

Common attributes

Communication skill

- Demonstrate and teach students how to contact/approach/ coordinate/ negotiate with people from outside the organizations for project planning, implementation, and evaluation
- Train the students to write formal letter, academic report, Master of Ceremony script, agenda, and minute of meeting
- Train the students to create interpersonal relationship with task team and contact person
- Conflict resolutions by using group working process and providing guidance by supervisor who supervise in each unit
- Teach students for public speaking and public relations
- Teach students how to evaluate their work performance by using various methods such as self-reflection, peer evaluation, supervisor-evaluation, then, providing feedback and suggestion both in group and individual by instructor in each area of teaching

Planning skill

- Train students to develop project proposal, including budget estimation and cost effectiveness and advise them to monitor/evaluation their work/activity implementation
- Train the students individual and group to write nursing care plan/ health education plan
- Encourage use of technology to deal with limited resources (e.g., create the online survey to overcome financial and time constraints)

Team working skill

- Encourage students to take role as voluntary leaders for group assignment/project activity and provided extra time to coach students
- Empower students to handle group working process by themselves with close supervision of instructors
- Empower the students to fulfil responsibility/function in each project/activity based on their ability and interest
- Call for meeting using participatory approach in order to monitor the progression of project/activity
- Let students assign functions and set up job description as well as meetings, the instructors act as mentors/supporters
- Arrange sessions for students (especially those working in a small group) to share the challenges encountered and strategies used to overcome those issues

Problem solving skill

- Use scenario to exercise problem solving skills when dealing with difficulties/dilemmas and ask students how do they solve the problems
- Encourage initiative by posing thought-provoking/challenging questions
- Challenge the students to set alternative plans (plan A and B) to reduce possible obstacle
- Assign the students to be working with knowledgeable and specialized mentors in the field
- Use self-reflection (e.g., contribution, what do you think you could do better?)

Specific attributes

Conflict resolution

- Suggest the student committee the techniques for conflict resolution and let them decide by themselves which technique do they prefer to use

Decision making

- Ask challenging questions to practice student committee to make decision appropriately with the situation
- Use “debate” method to make a consensus for a situation that the student committee have to make a decision
- Suggest the student committee to use the technique of priority setting for making decision

Negotiation

- Train the student committee to negotiate the approved budget from Student Organization for each project/activity
- Advice the student committee to manage the budget effectively by balancing the revenue and expense and asking for sponsor in case they would like to save budget

Conclusion

After comparison of teaching-learning methods from each Galaxy, the results show that techniques used for improving nursing students' management skills shared both common and specific attributes. The common attributes include communication, team work, problem solving, and planning skills. The specific distributes include conflict resolution, decision making, and negotiation. Therefore, we suggest that the other institutions elsewhere can integrate these methods into teaching and learning in order to improve their nursing students' management skills.
