Project: “Kompetenz fördern, Pflege leben”
To develop staff in elderly care based on competencies

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About us

- **Diakonie Düsseldorf**
  - is committed to children, adolescents and families, to jobless, homeless, addicted, disabled and elderly people
  - has more then 180 sites, about 2.600 employees and 1.600 volunteers

- **Department for elderly care**
  - almost 1000 employees and 600 volunteers
  - 7 nursing homes with about 750 residents
  - 3 sites for short-term care
  - 5 day care centres with 71 places
  - 1 department for ambulant care
  - 9 Zentren plus
Background

- **Aims:**
  - high quality of care on the actual level of nursing research
  - Diakonie Düsseldorf being an attractive employer

- **Challenges:**
  - difficult staff structures (staff shortage; high rates of fluctuation, part-time employment and sick leaves; high average age of staff)

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  Strategic work on staff development and staff commitment is obligatory

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  **Project: Human Ressource Development**

  Includes all activities of staff recruiting, staff deployment, staff qualification and staff development
Subprojects

Subproject 1  Analysis of care needs
Subproject 2  Analysis of staff competencies
Subproject 3  Analysis of labour market
Subproject 4  Developing staff deployment
Subproject 5  Staff recruiting and marketing
Subproject 6  Education of care staff
Subproject 7  Cooperation with education institutions
Subproject 8  Further training and qualification
Subproject 9  Leadership development
Subproject 10  Health management
Subproject 11  Family-friendly company
Subproject 12  HR-pool
Subproject 13: Funding program rückenwind+
Subproject 13: „Kompetenzen fördern, Pflege leben“

- Which competencies do our employees have?
- Do the competencies fit the care needs?
- Are the employees deployed at „the right place“?
- Do the work processes fit employees competencies?
Projekt “Kompetenz fördern, Pflege leben”

- Employees show a wide range of competencies, but those competencies are not systematically used and developed
- Procedures for employee development appropriate
- Competencies need to be systematically assessed to shape employee development in an individual and appropriate way
- It needs to be established a work environment that allows employees to apply and to develop their individual competencies
# Project aim

## Knowing, using and develop employees competencies

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<thead>
<tr>
<th>Perspective of employees</th>
<th>Perspective of Diakonie Düsseldorf</th>
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<td>Appreciation, recognition</td>
<td>Attractive employer → commitment of employees</td>
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<td>Professional development</td>
<td>Optimised use of employees competencies and resources</td>
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- Appreciation, recognition
- Professional development
- Modified and new work areas
- Systematic support in case of development needs
- Job satisfaction
- Attractive employer → commitment of employees
- Optimised use of employees competencies and resources
- Optimisation of organisational structures and processes
- High quality of care
Project plan

**Phase 1:**
Development of a competency model and of an instrument to assess competencies

**Phase 2:**
Assessing competencies of all employees

**Phase 3:**
Designing measures for employee and organisational development

**Phase 4:**
Piloting and implementing the developed measures

Analysis of current state
12/17 – 06/18

Evaluation
07/19 – 12/19
Process of developing the competency model

1. Situation analysis
   - Job descriptions, competency profiles
   - Mission statement, care concept, leadership concept
   - Corporate strategies and aims

2. Projekt work
   - Kick-offs
   - Workshops
   - Steering group

3. Literature review
   - From novice to expert\(^1\), Nursing Competence Scale\(^2\)
   - Anforderungs- und Qualifikationsrahmen (FH Bielefeld, dip)\(^3\)
   - Literature on competency management and HR management

\(^1\) Benner 2017; \(^2\) Meretoja et al. 2017; \(^3\) Knigge-Demal & Hundenborn 2013
Overview of the competency model

Promoting Collaboration
- (Interdisciplinary) Teamwork
- Communication and Information
- Building Relationships
- Teaching and Guiding

Competency Model Department for Elderly Care

Shaping the Organisation
- Economically Acting and Resource Orientation
- (Care) Quality
- Loyalty and Commitment to the Diakonie Düsseldorf

Develop Personality
- Self Management and Way of Working
- Openness for Development and Self-reflection

Realising Care
- Helping
- Professional Knowledge
- Care Process
- Counselling and Guiding
- Managing Situations
- Technology and Methods
- Leading Staff
- Developing Staff
- Organising Staff
### Competence area: Teaching and guiding

- Taking care that care of residents is performed on high level of quality
- Train new colleagues
- Teaching and guiding less qualified colleagues
- Pass on ones own expertise
- Being available for professional questions

### Behaviour anchors: Registered nurse

- Guides and teaches less qualified team members in an willing, proactive and independent way
- Passes on own knowledge in teaching sessions and by practical assistance
- Teaches nursing students and supports them to achieve their training objectives
- Coordinates the support of nursing students on the nursing unit
- Advices the team or individual colleagues regarding special care situations or with regard to special care topics
Target group

- **Nursing**
  - RNs
  - Care assistants
- **Social care**
  - Skilled workers
  - Assistants
- **Housekeeping services**
  - Skilled workers
  - Assistants

**Managers**

- Upper management
- Middle management
- Lower Management
Assessment tool

Kompetenzbereich: Situationen managen

- kritische und lebensbedrohliche Situationen erkennen
- Unvorhersehbares bewältigen und situationsgerecht reagieren
- in kritischen Situationen professionell handeln
- in der richtigen Situation die richtige Entscheidung treffen

Die Pflegefachkraft ... 
- besitzt eine gute Beobachtungsfähigkeit (erkennt z.B. kritische oder lebensbedrohliche Situationen)
- ist in kritischen Situationen flexibel und setzt Prioritäten in Bezug auf ihr Handeln
- bleibt bei Engpässen oder in kritischen Situationen ruhig, managt sie und trifft Entscheidungen
- überbrückt kritische Situationen bis Helfer eintreffen
- organisiert und koordiniert die Arbeitsabläufe und die Zusammenarbeit in kritischen und sich schnell verändernden Situationen
- trägt durch ihr Handeln zur Deeskalation der Situation bei
- leitet andere Teammitglieder in kritischen Situationen an
- erkennt, dass Notfallmaßnahmen notwendig sind und wendet diese fachgerecht an

In diesem Kompetenzbereich fühle ich mich

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Gar nicht stark

Sehr stark

Bemerkungen:
Annual performance feedback

- Have been established several years ago
- Until now: no concept
- Approaches are different
- Standardisation is one aim of the project

A concept has been developed
Main points of the concept

1. Basic assumptions on HR/performance feedback
2. Practical implementation
3. Planning of measures
What comes next?

- Octobre to November 2018: Pilot testing
  - Kick-offs for staff
  - Training for all managers on the competency model, on assessing competencies and on performing performance feedbacks with focus on competencies
  - Pilot testing

- Modifying the model, the assessment tool and the concept for performance feedbacks based on the results of the piloting

- 1st quarter 2019: Competency assessment for all employees

- 2nd quarter 2019: Analysing the results of the competency assessment and planning measures for staff development (workshops)
Thank you for your attention!

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Referenzen


Knigge-Demal B, Hundenborn G (2013) *Anforderungs- und Qualifikationsrahmen für den Beschäftigungsbereich der Pflege und persönlichen Assistenz älterer Menschen*. Fachhochschule Bielefeld, Deutsches Institut für angewandte Pflegeforschung (dip) e.V., Köln