

**Grant Proposal**

**Angela VanSchoick  
November 15, 2007**

## Cover Letter

November 15, 2007

Bob Miller, Director  
Bob Miller Foundation  
1080 S University  
Ann Arbor, MI 48109

REF: October 25, 2007 – Building Connections---Establishing a Positive Environment to Promote Employee Retention Grant Proposal

Dear Mr. Miller:

The University of Michigan Health System (UMHS) Employee Assistance Program (EAP) is a valuable resource for all employees. Our goals are to:

- Inspire ongoing individual and organizational development,
- Contribute to the health and well-being of the Health System community, and
- Provide a safe and relaxing environment for our clients.

One of the major issues facing the Health System, as well as other employers, is employee retention. Over the past three years, the EAP has collaborated with the Department of Nursing and the University of Michigan Ross School of Business to provide Positive Organizational Scholarship (POS) training. POS focuses on the dynamics in organizations that lead to developing human strength, producing resilience and restoration, fostering vitality, and cultivating extraordinary individuals. The main aspect of POS is to understand how enabling human excellence in organizations will unlock potential, reveal possibilities, and facilitate a more positive course of human and organizational welfare. The Department of Nursing has seen a dramatic increase in the retention of nurses and the positive evaluation of nursing units; however, Nursing is not the only arena where employee retention is at risk. It is our intent to draw on the experiences to bring the POS training to other departments within the Health System. Since employee retention is vital for all departments to function well, we would like to expand the training to other service areas, increasing employee retention and job satisfaction. This training would begin with Administrative Managers and then, eventually, branch out to other areas of the Health System.

We are submitting this proposal to assist in the development of this training program and to be able to offer a positive incentive for employee retention, namely a reconfiguration of how one views their work. The long-term plan is to integrate POS into the core orientation and leadership training of the UMHS. In order to facilitate these trainings effectively, we will require external support.

Thank you for providing us the opportunity to apply for funds. Additionally, we are grateful for the assistance you have already provided in terms of application development. We look forward to the opportunity of collaborating with the Bob Miller Foundation in the future. If you have any

questions regarding our application, please contact Angela VanSchoick at 734-763-5409 (phone), 734-763-5501 (fax) or [ahurlbut@umich.edu](mailto:ahurlbut@umich.edu)

Sincerely,

Angela VanSchoick  
Project Director

AV

Enclosures: Building Connections – Establishing a Positive Environment to Promote Employee Retention Proposal

## **Executive Summary**

### **Project Title**

Building Connections – Establishing a Positive Environment to Promote Employee Retention

### **Contact Person**

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### **Applicant Information**

University of Michigan Health System Employee Assistance Program

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Ann Arbor, MI 48109-5718

### **Mission Statement**

The mission of the University of Michigan Health System Employee Assistance Program (EAP) is to inspire ongoing individual and organizational development, while contributing to the health and well-being of the Health System community.

### **Problem Statement**

The University of Michigan Health System suffers from a lack of employee retention and high levels of career dissatisfaction.

### **Project Summary**

Through collaboration with the University of Michigan Ross School of Business and utilization of previous training, the Employee Assistance Program aims to provide Positive Organizational Scholarship (POS) training to Administrative Management staff, in those areas where turnover

and dissatisfaction are highest. Trained facilitators, from the EAP and the Ross School of Business, will provide POS training to the staff who attend, providing them with skills to unlock their own potential, reveal possibilities, and facilitate a more positive course of human and organizational welfare. The facilitators will help individuals to create personal action plans, which will assist in enhanced communication, collaboration, and decision-making skills, as well as personal development.

### **Expected Results**

Employee retention and job satisfaction will increase, resulting in a lower turnover rate for staff. Employees will also gain useful training and skills, which will enhance their levels of communication and decision-making skills.

### **Our Investment**

The Employee Assistance Program and Ross School of Business will provide facilitators and administrative support, except as detailed in the grant proposal. We will also provide the facility.

### **Funding Request**

We are requesting funds to conduct the training workshops on several separate occasions, over the course of five years. The fund request includes presentation materials, ancillary staff, and supplies.

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## **Problem Statement**

Employee retention is a vital aspect of any corporation's well-being. Through a recent collaboration with the University of Michigan Health System's Department of Nursing and the University of Michigan Ross School of Business, it has been shown that Positive Organizational Scholarship (POS) enhances nurse retention and satisfaction. Through a five-year grant, the Department of Nursing has collaborated in the training of individual Nursing units, to promote the dynamics in organizations that lead to developing human strength, producing resilience and restoration, fostering vitality, and cultivating extraordinary individuals. Retention, however, not only relates to the Department of Nursing, it is vital to other Departments as well. Employee turnover affects the entire organization. At the University of Michigan Health System, that means each Department is affected, as well as all patients that Department serves. There are over 18,000 employees within the Health System alone. The loss of any one employee can cost thousands of dollars, due to the hiring, training, and orientation of a new employee to that particular area. To illustrate the potential loss, "in an organization with 3,000 employees and an average salary of \$45,000, a 1 percent reduction in turnover equals more than \$1.3 million" in retraining, overtime, temporary staff expenses, and other expenses such as transition costs (Studer 2006, 88; Studer 2004).

A study performed by Scotti, Harmon, Behson, and Messina indicates that "service providers are reliable sources of insight into the needs and expectations of their customers" (120). When you lose an employee, you lose that insight and the connection that employee has with customers (patients), other departments, and outside areas. Not only is the loss of the employee then costly,

the institution itself is losing a vital networking ability. Additionally, retaining employees means an improvement in “employee morale, quality, and clinical outcomes” (Studer 2006, 88).

Health Systems, traditionally, are high stress places to work, particularly if one is interacting with patients on a daily basis. While Administrative Managers are not the first line of contact with patients, the employees they manage may be. It is necessary that managers offer a first line of interaction with their employees, with open lines of communication, so their employees know there is somewhere they can go to talk. Employees who are able to have productive conversations with their managers, where they feel the needs of themselves, their coworkers, and their customers are listened to, “know their boss cares about them as individuals, will listen to their concerns, and appreciates them” (Studer 2004, 54). This communication aspect is one of the largest driving forces behind employee retention and employee job satisfaction.

Communication also allows the manager to realize areas which need improvement, such as “relationships with supervisors, opportunities for career development and training, as well as personal and professional growth,” which are the “main reasons employees leave a company” (Tate 2007, 16).

Based on current data from the Bureau of Labor Statistics, employee turnover rates for the year ending August 2006 were 23.4% annually for the United States as a whole and 18.6% for education and health services (<http://www.nobscot.com/survey/index.cfm>). Statistics for the University of Michigan Health System are not currently available. However, if one assumes that 18.6% of the more than 18,000 employees at the Health System leave, that is a loss of 3,348 employees in one year. Based on Studer’s 1% reduction cost of \$1.3 million for 3,000



employees, we can assess a cost of \$145 million for the University of Michigan Health System. This is an astronomical loss for a healthcare institution.

The University of Michigan Health System attempts to retain employees through various methods – excellent benefit programs, professional development courses through the Human Resource Department, tuition reimbursement/advancement to acquire degrees related to the current job, and recognition events and awards. One of the major drawbacks is the lack of consistency amongst departments. In order for an employee to attend a professional development course, they must gain approval from their department manager, have the department pay for the course, and receive paid time off for hospital business. To receive tuition reimbursement or advancement, employees must prove the degree they are working toward can benefit their current place of employment, must receive permission to attend class if it occurs during the workday, and may only receive a portion of their tuition paid for. Additionally, this benefit is not a guarantee for all, as it is at the discretion of the department where one works. Recognition events occur for all employees, but employees must receive approval to be away from work for a little while, in order to attend. Awards are received only if a patient, coworker, or supervisor nominates an employee.

It is a common occurrence to hear employees state their dissatisfaction with the ability of their department to offer them incentives to stay with their department. Managers often operate within a feeling they must constrain their employees, not offer too many opportunities, or the employees will leave. The purpose of Positive Organizational Scholarship is to show managers

they can operate their departments from a different mindset, which will allow their employees the ability to thrive and reduce the rates of turnover.

If an intervention/training does not occur, employee dissatisfaction will continue on the same path it is currently on, leading to unnecessary costs for the departments and the Health System as a whole. Through the training, Administrative Managers will be able to develop their employee's strengths, foster an open and communicative environment, and cultivate extraordinary employees. As the managers learn to listen to their employee's concerns and ideas, and implement them, employees will begin to feel appreciated by both their managers and the Health System. As appreciation increases, job satisfaction and retention will increase, leading to a more productive and positive workplace.

## **Mission, Goals, and Objectives**

The mission of Building Connections is to provide skills and tools to promote employee retention, employee job satisfaction, and Positive Organizational Scholarship training for new employee orientation and leadership development.

**Goal 1.** To increase employee retention by giving employees skills they can utilize on their job and by illustrating to the employees' value to their organization.

**Objective 1.** Decrease employee turnover rates by 5% each year over the five-year study period.

**Objective 2.** Decrease internal job 'switching' by 5% each year over the five-year study period.

**Objective 3.** Increase employee interactions and collaborations amongst various levels of the University of Michigan Health System over the five-year study period.

**Goal 2.** To increase job satisfaction scores within the University of Michigan Health System (UMHS).

**Objective 1.** Increase positive scoring indicators on the annual UMHS "Employee Satisfaction" survey by 10% each year, over the five-year study period.

**Objective 2.** Promote employee incentives, such as job training, professional development, and collaboration amongst divisions by 5% each year.

**Objective 3.** Gain commitment from UMHS Directors to promote employee-based initiatives, which will demonstrate allegiance to employees, to be implemented gradually over the five-year study period.

**Goal 3.** To promote Positive Organizational Scholarship (POS) training by empowering employees with skills and knowledge they can share with others and by utilizing the concepts of POS through employee orientation and leadership development.

**Objective 1.** Compile POS training materials into a more concise format, which will allow for their use in new employee orientation, allowing for greater education, implemented within the first year.

**Objective 2.** Integrate the POS training into already existing leadership development tools, most specifically, the Foundations in Successful Leadership training, to be implemented within the first year.

**Objective 3.** Provide POS training to all others who have not yet received, either through training days, orientation, or leadership development, to be implemented at year three of the study.

## **Project Description**

Built on a strong foundation of earlier programs at the University of Michigan Health System and at the University of Michigan Ross School of Business, this project will extend the cultural change work by employing a focus, which will sustain the change efforts across time. This project seeks to use the theory and practice of Positive Organizational Scholarship (POS) as the organizing framework to improve communication and collaboration among Administrative Managers and their employees, and improve the overall work environment.

The proposed intervention is built on a foundation of theory and practice called Positive Organizational Scholarship (POS). A core premise of this perspective is that an individual's engagement, thriving, and performance at work are fundamentally tied to the community, vision, and values created at the department level. A bedrock assumption from this perspective is that retention and thriving for employees is importantly tied to creating vital and high performing departments in which the community, vision, and values energize and enable employees. Four features of a department context are keystones to employee engagement, thriving, and ultimately retention at work:

**1. Community in the department.** All employees work in areas that either diminish or enrich the resources that they have to do their work. In particular, three characteristics of the area's social context are critical to employees having the resources they need to be engaged and to perform well. First, areas in which people interact with one another in ways that create quality connections enable employee engagement and retention more effectively than areas without these forms of connection. Second, areas in which people have access to and control over

material to do their work well will be more engaged and more energized than those without this capacity. Thus, in those areas where employees have decision making authority and control, there is more empowerment and engagement at work. Third, areas where people have fun, and where norms support playfulness, cultivate positive emotions that create resources engaging and energizing employees.

**2. Vision in the department.** Employees derive meaning, motivation, and direction from the department's vision of what its role and future is, as well as from their own sense of purpose and calling. Positive and compelling images of what a department is doing and why its work is meaningful and important are critical ingredients for motivating and enabling employees. Additionally, an individual's own sense of purpose and calling is a wellspring that inspires and engages people toward involvement and action. Together, the positive sense of meaning that a department offers employees about the work, and the positive meaning that people make of their work and role in the department are vital sources of employees' energy and action.

**3. Department Values and Culture.** At the core of a department's functioning are values that inspire or that undermine employee engagement and excellence. Where a department's values embrace a culture of virtuousness—such as integrity, compassion, forgiveness, trust, and diligent hard work— capability, and commitment are enhanced among organization members. Fostering department values in harmony with a culture of virtuousness is a key to employee engagement, thriving, and, ultimately, retention at work.

**4. Department leadership.** Leadership is key to all of the features we have discussed thus far. However, rather than seeing leadership as a role of formal authority, we view leadership as a fundamental state that all employees can achieve if they understand its core elements. Here we see leadership as a fundamental state. To enter it one must move from the normal psychological condition of being comfort centered, externally directed, self-focused, and internally closed to an alternative state in which the person is results centered, internally directed, other-focused and externally open. When a person does this, relationships are transformed. No one is in this state all the time. Most authority figures spend most of their time outside the fundamental state of leadership. Yet anyone, in any position can enter the fundamental state of leadership. In highly empowered departments, everyone tends to move into this state with increased frequency. In such areas, people tend to thrive. There is high engagement and high retention.

The project plan utilizes an overarching intervention to significantly influence the employee's work environment and communication and collaboration, thereby improving retention and satisfaction. Comprehensive education related to Positive Organizational Scholarship (POS) will be provided for Administrative Managers, which will eventually lead to further POS training for their specific departments.

**Proposed Sustainability of Cultural Change:**

The critical components of the POS intervention are directed at the most significant "targets" for sustained cultural change...these being "changes in leadership behavior" and active engagement of employees in the review of information and decision-making.

The planned intervention will promote:

- (1) Participation in a practice environment that fosters two-way communication between employees in leadership positions and front-line employees
- (2) Active involvement in creating an environment which supports mutual respect and understanding to improve the relationships among staff, other disciplines, and between staff and clients
- (3) Collaboration with other members of the health care team to provide seamless delivery of services across the continuum of care

While the sustainability of any intervention strategy cannot be guaranteed, the likelihood that these desired outcomes would continue past the intervention period is high. The four features that lie at the heart of the POS educational intervention—namely, building (1) an enriched social context or community (including positive interpersonal connections, positive emotions, and empowerment), (2) a consensual and meaningful vision, (3) a culture of abundance and virtuousness, and (4) exemplary leadership—lie at the heart of a model of sustainability.

The entire organization is influenced positively when these four factors are present, especially when exemplary leaders are present. Elevated organizational performance, in turn, fosters pride in the organization, enjoyment in work, and more helpful and respectful behaviors in employees.



**Work Plan and Evaluation Timeline:**

Timetable	Year 1 (2007-2008)											Year 2 (2008-2009)											Year 3 - 5 (2009-2012)																
	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J			
Conduct Employee Satisfaction Surveys	•					•						•						•						•						•									
Conduct employee turnover and vacancy metrics			•			•		•			•			•				•		•			•			•				•				•				•	
Conduct UMHS Employee Opinion Survey				•					•						•						•						•						•						
POS (5 day workshop)		•											•												•														
Complete Administrative Manager interventions using POS			•			•		•			•			•				•		•			•			•			•				•				•		
Complete department interventions using POS													•	•	•			•	•	•	•				•	•	•			•	•	•	•						
Data Collection, Analysis and Dissemination at departmental level			•			•		•			•			•				•		•			•			•			•				•				•		
Offer Cultural Diversity Course					•					•						•						•						•							•				
Implement Continuing system-wide changes							•		•		•							•		•			•						•				•			•			
Formative Evaluation of Project		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	

## **Project Management Plan**

Since this proposal is being run based on a previously ran program for the Department of Nursing, all facilitators, space, and logistics are in place to run the program with minimal effort. The Employee Assistance Program, as well as the facilitators from the University of Michigan Ross School of Business are committed to implementing Positive Organizational Scholarship for all employees, and are interested in making sure they can provide training for all departments within the University of Michigan Health System.

The University of Michigan Health System has a long tradition of excellence in patient care, teaching, and research. One of the largest health care complexes in the world, U.S. News & World Report ranked the UMHS as 11<sup>th</sup> overall in its honor roll of the nation's best hospitals in 2004. The U-M health system has over 18,000 employees. Since opening its doors in 1850, the University of Michigan Medical School continues to show its strength as one of the nation's top research – oriented medical schools. US News & World Report consistently ranks the Medical School, which matriculates 170 students per year, among the country's top medical schools.

Collaboration across departments and within the University occurs in basic science, clinical research, outcomes research, and training programs. Total sponsored research for 2001 was \$196.8 million. UMHS has been the site of many groundbreaking accomplishments and technological advancements. Today, the University of Michigan Health System continues to be on the cutting edge of research and patient care. Expanding and moving forward to meet the constantly changing needs of advanced patient care and medical education, UMHS serves our

region, State, country and world. Today, 70% of University Hospital's patients are admitted from communities or regional hospitals outside the Ann Arbor area.

The University of Michigan Ross School of Business is consistently ranked among the top ten business schools in the country. There are approximately 140 tenure-track faculty covering accounting, corporate strategy, finance, international business, management, marketing, organizational behavior, production/operations management, and quantitative analysis/methods. The Business School enrolls approximately 1,900 full- and part-time MBA students, 650 BBA students and 90 Ph.D. students. More than 5,000 executives worldwide participate each year in the Executive Education Center's public and customized courses, which are offered not only in Ann Arbor but also throughout the world.

Rich in resources – both human and physical – the School takes full advantage of its award-winning Kresge Business Library, a trading floor, a computing and behavioral science lab, the video teleconferencing facility, and computing resources. MBS enjoys a close relationship with the William Davison Institute, which helps businesses in transitional societies move from a command to a free-market economy. This association affords unique opportunities to faculty and students for research and internships.

Given the relevance of business topics to all other disciplines, the Michigan Ross School of Business capitalizes on the intellectual vitality of the entire University as reflected in the number of joint degree programs and research partnerships in which the Centers and programs serve a

major role. The broad array of centers, program, partnerships, and activities embody the School's philosophy, LEADING IN THOUGHT AND ACTION.

The most recent of these centers is Positive Organizational Scholarship (POS). This new movement in organizational studies investigates "positive deviance," or the ways in which organizations and their members flourish and prosper in extraordinary ways. Scholars, students, and practitioners from a variety of disciplines use POS as a forum to foster collaborative research and to share ideas for application. Associations among Business, Education, Medicine, Public Health, Music, and Literature, Science & Arts have generated intellectual energy resulting in conferences, research initiatives, and classroom teaching materials.

Other University of Michigan Business Centers and programs are The Business and Industrial Assistance Division (BIAD)/Domestic Corps; The Collaboratory for Research on Electronic Work (CREW); East Asia Management Development Center; and many other national and international programs.

A distinguishing feature in the MBA core curriculum is the applied class, "Multidisciplinary Action Projects" – MAP (domestic), IMAP (international), and EMAP (entrepreneurial). The last seven weeks of the first year of MBA study are devoted to a MAP project, where teams of MBA students work at companies worldwide to provide solutions to real-life business problems. This activity is highly regarded by faculty who often step outside of familiar bounds to work with a multidisciplinary team in actual settings. These experiences result in a rich exchange

between research and classroom activity as new experiences often lead faculty to explore newly developed ideas, which ultimately find their way back to students and practitioners.

As this is a long-term endeavor, we will hire a Project Director who will provide material collation, administration, and grant support for our facilitators. This staff member will serve as the main line of contact for the facilitators and for the grant funder. We will use the evaluation expertise of the same company, which evaluated the Positive Organizational Scholarship training for the University of Michigan Health System Department of Nursing, to insure that our model is meeting the same educational standards as the one we are basing our model on.

A separate fund will be compiled for ease of payment for resources – such as food, materials, and equipment. This fund will only serve the purposes set forth in this proposal, to insure proper use of the funds received and streamline the reporting processes.

## **Documentation Plan**

**Goal 1.** To increase employee retention by giving employees skills they can utilize on their job and by illustrating to the employees' value to their organization.

Documentation of Goal 1 will include:

- Employee satisfaction survey data
- Data pertaining to retention and release
- Supervisory observation reports

**Goal 2.** To increase job satisfaction scores within the University of Michigan Health System (UMHS).

Documentation of Goal 2 will include:

- Employee satisfaction survey data
- Departmental satisfaction survey data
- Supervisor and manager self-reports
- Supervisory observation reports

**Goal 3.** To promote Positive Organizational Scholarship (POS) training by empowering employees with skills and knowledge they can share with others and by utilizing the concepts of POS through employee orientation and leadership development.

Documentation of Goal 3 will include:

- Employee satisfaction survey data
- Employee training information
- Workshop and workbook information – both given to employees and supervisors

- Posttests for departmental satisfaction, compared to pretests done within the same area

Documentation for all areas will include the preparation of an effectiveness report, which may be presented for Employee Assistance Program conferences, Best Practice conferences, or Business conferences.

## **Evaluation Plan**

An Advisory Committee comprised of UMBS faculty and EAP leadership, will meet each quarter with Angela VanSchoick, Project Director, to review quarterly monitoring reports and to advise on operational issues of the project including participation, workshop curriculum revisions, and evaluation. They will also review and help interpret outcome data. The Committee will be composed of faculty members who have been identified for course innovations and system change interventions. The hospital-wide outcome data will be reported to relevant hospital executive groups, including the CEO and other executives for relevant assessment and action.

For each variable, the basic plan of analysis will be the same. It will start with descriptive analyses for each year and then simple comparisons of those summary results to describe changes from year to year. Then those descriptive analyses will be followed by significance tests to determine whether the observed changes are real changes rather than random variation. Because this study will include all departments and for some measures all employees, an argument can be made that each year's data actually is the population (without any sampling error) so that statistical significance tests are not appropriate or not needed. While we understand that logic, for most measures, not all employees are included, so the argument is not definitive. In addition, we feel that evidence for change will be more convincing if a practically important difference is seen in the descriptive statistics and the difference is also found to be statistically significant. Statistical power should be ample (at least 80%) for detecting practically important effects.

The analyses to detect the expected higher changes in employees that received an intervention in the year will follow a similar pattern of descriptive analysis (level before and



level after). However, they will split the hospital into two sub samples: 1) the part that received the intervention during the year and 2) the rest of the departments. The changes in these sub samples will be compared on descriptive statistics to see whether the trend was for greater improvement in units receiving the intervention than in those not receiving it in that year. Finally, this comparison of changes will be tested for statistical significance. Analysts, managers, and staff can use familiar mean scores on 100-point scales with zero indicating lowest satisfaction and 100 indicating highest satisfaction.

Evaluation materials – surveys and results – will be available to those receiving the training, their supervisors/managers, and to leadership of UMHS. Survey information will be collected during the annual UMHS Employee Satisfaction survey. An additional survey will be given to participants at the Action Plan process dates, 30, 90, and 120 days post-training, to see if the resources they acquired during training have proven useful. This data will then be collected and compared with pre and post training measures to determine effectiveness of the program. Additionally, the data will be compiled for the nursing units, which have already received POS training via another grant, to see the long-term results of the training model. We will collate the information into a report for easy access by department managers and UMHS leadership.

## **Dissemination Plan**

Our dissemination plan includes processing the information for use in national conferences and, potentially, journal submission. The training will be done in a replicable way, to assist other departments, business, and universities with implementation within their organization.

Local dissemination will be done with the UMHS leadership, through presentation of data and illustration of results. Year one participants have been chosen through departmental scores for high levels of employee dissatisfaction. Subsequent year participants will be chosen in a similar way, but we also will provide supervisors and managers with the option of requesting intervention on behalf of their department. Our hope is to have updates available for the University Record, Michigan Daily, and the Ann Arbor News. Local news programs and radio shows will also be welcomed to interview the presenters and participants who sign a release to serve as spokespersons.

State dissemination will occur through collaboration with other public and private universities, providing them with results information based on our training exercises. Through our affiliation with the University of Michigan Ross School of Business, we anticipate a smooth dissemination process statewide, and hope to present to the state government as to the benefits of such training.

National dissemination will occur through conference attendance, journal articles, and recognition through our collaboration with the School of Business. This may also include national TV interviews and/or news articles. It is also our intent to present the information found

within our study to the International Association for Employee Assistance Programs in Education's Annual Conference.

## **Continuation Plan**

The University of Michigan Health System's Leadership has shown support for this training program by allowing the further education for departmental employees, beyond the initial nursing training. Continuation of this training will be possible through payment by the individual units and departments who wish to implement the program for their staff. For a minor fee, each participant will receive the training and information on how to train others in Positive Organizational Scholarship (POS). Currently, the Human Resource Development office has an arrangement where funds are received for individuals to participate in trainings they offer and a similar plan will be implemented for the POS training.

Our hope is to incorporate this training into the orientation training currently implemented by the Human Resource office upon hiring. By introducing the concept at hire, it will be easier for employees to implement. Additionally, managers and supervisors are required to attend "leadership" training once a year and this will be offered to them again at that time. During that training, they will be shown how to implement POS within their unit/department and will be offered materials and support to allow them to do so. Assistance and support will be available through the Employee Assistance Program, should the need arise.

## Budget

<b>Direct Costs Only</b>						
<b>A. Non-trainee Expenses</b>						
<b>Personnel (Do not list trainees)</b>		<b>Time/Effort</b>		<b>Dollar Amount Requested (Omit Cents)</b>		
<b>Name</b>	<b>Title of Position</b>	<b>%</b>	<b>Hours per week</b>	<b>Salary</b>	<b>Fringe Benefits</b>	<b>Total</b>
Angela VanSchoick	Investigator / Project Director	100%	40	60,000	9,100	69,100
Kathleen Robertson	EAP Consultant	10%	4	8,000	3,100	11,100
Michael Valdes, MBA	Fiscal Compliance	1.25%	.5	2,000	600	2,600
Deb Oakley	Evaluator	1.25%	.5	2,000	600	2,600
<b>Subtotals</b>				72,000	13,400	85,400
Consultant Costs						162,000
Equipment (Itemize)						3,800
Contracts						150,000
Supplies (Itemize by category)						4,000
Staff Travel						6,000
Other Expenses (Itemize by category)						
<b>Subtotal (Section A)</b>						<b>411,200</b>

<b>Direct Costs</b>	<b>First Budget Period</b>	<b>Second Budget Period</b>	<b>Third Budget Period</b>	<b>Fourth Budget Period</b>	<b>Fifth Budget Period</b>	<b>Total</b>
<b>A. Non-trainee Expenses</b>						
Personnel	85,400	85,400	85,400	85,400	85,400	427,000
Consultant Costs	9,000	9,000	9,000	9,000	9,000	45,000
Equipment	3,800	3,800	3,800	3,800	3,800	19,000
Contracts	150,000	150,000	150,000	150,000	150,000	750,000
Supplies	4,000	4,000	4,000	4,000	4,000	20,000
Staff Travel	2,800	2,800	2,800	2,800	2,800	14,000
Insurance	5,000	5,000	5,000	5,000	5,000	25,000
Other Expenses	60,000	60,000	60,000	60,000	60,000	300,000
<b>Subtotal Section A</b>	<b>320,000</b>	<b>320,000</b>	<b>320,000</b>	<b>320,000</b>	<b>320,000</b>	<b>1,600,000</b>
<b>Estimated Funding</b>						
	<b>First Budget Period</b>	<b>Second Budget Period</b>	<b>Third Budget Period</b>	<b>Fourth Budget Period</b>	<b>Fifth Budget Period</b>	<b>Total</b>
<b>Requested in this Application</b>	320,000	320,000	320,000	320,000	320,000	1,600,000
<b>In-Kind – Salary</b>	72,000	72,000	72,000	72,000	72,000	360,000
<b>Total</b>	<b>392,000</b>	<b>392,000</b>	<b>392,000</b>	<b>392,000</b>	<b>392,000</b>	<b>1,960,000</b>

## **Budget Justification**

The proposed project seeks to extend the organization’s efforts at UMHS in creating a culture that is both professionally satisfying for employees. In partnership with the University of Michigan Ross School of Business’ Center for Positive Organizational Scholarship (POS), UMHS Employee Assistance Program will implement the described training to create a positively driven culture, and in the process enhance satisfaction and retention rates. Drs. Quinn, Cameron, Dutton, and Spreitzer, of the Center for POS are recognized as the world’s leading authorities, and are among the leading educators and industry consultants in the field of Organizational Behavior and Organizational Change. This project will provide UMHS employees and managers with the skills, abilities, and tools to develop positively driven cultures within their departments, thereby improving nurse retention and patient care.

### **Contracts:**

This represents costs associated with training workshops with the University of Michigan Ross School of Business’ Center for Positive Organizational Scholarship, as well as, daylong interventions. A schedule of these bodies of work is provided below:

#### Years 1 - 5:

Five Day POS Workshop – 20 Managers/staff	\$110,000
Ten One-Day Interventions	<u>\$40,000</u>
Total	\$150,000

**Equipment:**

This budgetary amount includes a workstation, IT connection (UMHS standard) and dedicated laser printer for Angela VanSchoick (Project Director). This amount also covers a laptop and portable overhead projection device.

**Consultants:**

The funding for the other consultants listed on the project - Gretchen Spreitzer, PhD and Jane Dutton, PhD - are included in the funding requested to support the POS workshops and the interventions.

**Supplies:**

This includes estimated costs of printing, copying, and other general offices supplies needed to administer the project.

**Staff Travel:**

This includes travel for the Project Director and the main Facilitator to attend two conferences on an annual basis - not yet determined.

**Other Expenses:**

This provides an additional \$10,000 per year in for dissemination activities associated with the project. The specific methods of dissemination are yet to be determined, but could include publication, presentations at conference, and the sharing of case study results. This category also provides catering expenses for breakfast and lunch for each of the event days.



## **Appendix**

1. **Appendix A** - Job Descriptions of Key Personnel
2. **Appendix B** - Organizational Chart

## **Appendix A: Job Descriptions of Key Personnel**

**Principal Investigator (Project Director):** Angela VanSchoick, MSW, will serve as the Principal Investigator for this grant. She supports the ongoing cultural changes required by this project. As Project Director, she will oversee all aspects of this project, directing and monitoring progress toward specified goals. In addition to the regular Project Director duties, Ms. VanSchoick will manage the collection, entry, and presentation of data related to the proposed project, including the data used to measure the core indicators, core measures, and attitudinal indicators referenced in the Overall Project Evaluation Plan. Ms. VanSchoick will lead this project, devoting 100% of her time.

**Facilitator:** Kathleen Robertson, MS, RN, CS, is the Program Manager for the University of Michigan Health System Employee Assistance Program. She previously facilitated the Positive Organizational Scholarship – Unit Based Intervention Days. She is committed to expanding this training to the UMHS as a whole. Ms. Robertson has co-authored several papers, most recently, “Asset Protection: Maintaining and Retaining Your Workforce,” focusing on nurse retention and born of the POS interventions. In the role of facilitator, she will be conducting the educational workshops and coordinating interventions. The University of Michigan Health System will pay Ms. Robertson’s salary, as this grant will be incorporated into her current position.

**Co-Facilitator:** Shawn Quinn, MBA is a Partner at the Competing Values Company and an instructor in the Executive Education Program at the University of Michigan. He teaches courses on leadership, change, and innovation. Mr. Quinn also plays a key role at the University in the Center for Positive Organizational Scholarship where he works with organizations

## **Appendix A: Job Descriptions of Key Personnel, cont.**

interested in applying positive organizing concepts. He specializes in helping companies in applying the Competing Values Framework, positive organizing concepts, and related methods to improve organizational performance. Mr. Quinn has consulted with more than forty companies such as General Electric, Coca Cola, American Express, Reuters, and the U.S. Army. At Prudential Retirement, for example, he currently leads their internal change agent team in building a positive corporate culture. At General Electric, he has helped design and run the initial ideas generation for an Imagination Breakthrough project. At the University of Michigan Health System he runs ongoing action workshops to help nurses in each unit begin to develop the tools and capabilities to create a more empowered environment. He has also helped develop and run the Competing Values Change and Innovation Assessment with over one hundred teams and organizations, and is the co-author of the recent McGraw-Hill book, “Leading Innovation: How to Jumpstart Your Organization’s Growth Engine (August 2006).” He has also written articles and papers on various change topics.

**Evaluator:** Deborah Oakley, PhD, Professor Emeritus, University of Michigan, School of Nursing. Widely published, Dr. Oakley has been funded by the National Institutes of Health, several private foundations, and the CDC. She has previously conducted evaluations for the State of Michigan Department of Public Health, been responsible for the evaluation component of the seven-year W.K. Kellogg-funded international partnership between Peking University and University of Michigan Schools of Nursing, and been a member of the Evaluation Task Force for a large W.K. Kellogg Foundation grant on innovative nursing practice delivery systems. As an external consultant, she will be responsible for the evaluation component of this project.

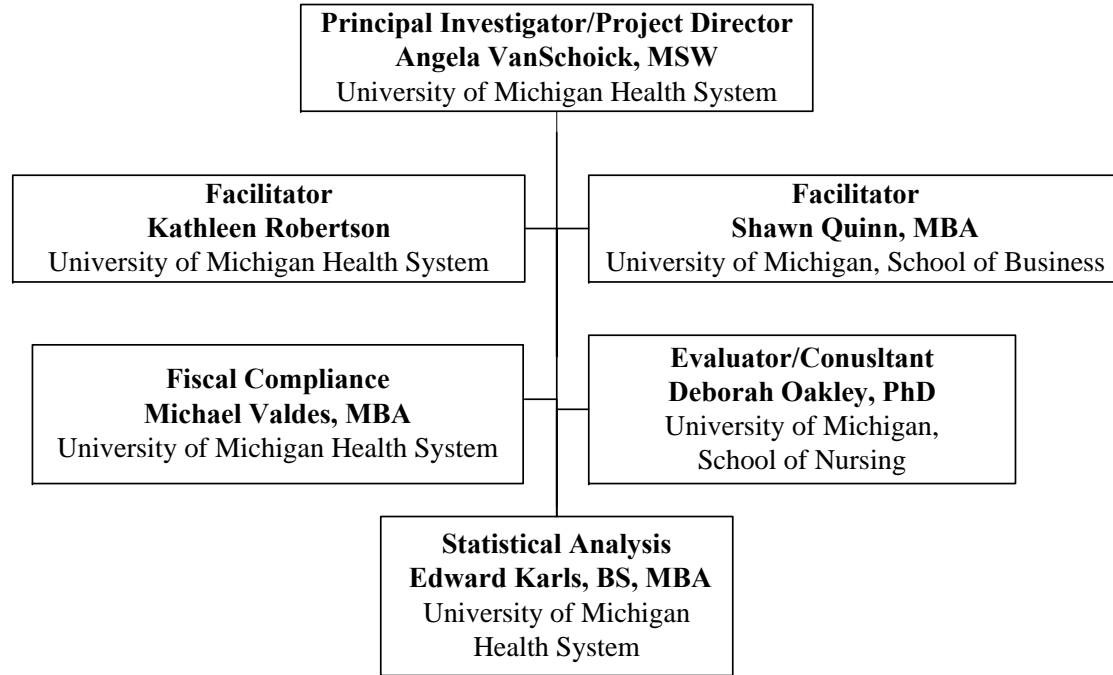
**Appendix A: Job Descriptions of Key Personnel, cont.**

**Statistical Analysis:** Edward Karls, BA, MBA will provide consultation on the design and collection of data to represent patient satisfaction and nursing satisfaction for three of the principal quality indicators specified in this grant. In addition, he will provide assistance with the analyses of these data over the course of the grant. Ed Karls will devote 10% (4 hours per week) which will be cost shared by UMHS.

**Fiscal Compliance: Michael** Valdes, MBA. Mr. Valdes will monitor fiscal compliance of the project and provide overall budgetary direction. He will devote .013% (0.5 hour per week) to these responsibilities. Mr. Valdes serves the University of Michigan Hospitals and Health Centers (UMHHC) as the Director of Finance and Business Operations for Nursing Services. In this role, he is responsible for the overall fiscal management of this \$130MM department, as well as several nursing department support functions.

**Appendix B: Project Organizational Chart**

**Building Connections – Establishing a Positive Environment to Promote Employee Retention  
The University of Michigan Health System**



## **Appendix C: Letter of Support**

November 13, 2007

Bob Miller, Director  
Bob Miller Foundation  
1080 S University  
Ann Arbor, MI 48109

Dear Mr. Miller:

I am writing in support for the continuation of the Positive Organizational Scholarship training for University of Michigan Health System employees. I served as the Program Director when we conducted the pilot for the Department of Nursing and have seen the results firsthand. Based on my personal experiences, POS training serves all employees well and I welcome Ms. VanSchoick's initiative in bringing it to a wider audience.

The Department of Nursing has seen a dramatic increase in the number of nurses who have stayed within the UMHS system, since the inception of the POS training. The job satisfaction surveys have also indicated higher nurse satisfaction scores and we are quite certain this is directly related to the interventions we have provided over the course of the past three years, as those units, which have not yet received an intervention show lower satisfaction rates.

When I initiated the POS training program at UMHS, it was my hope to assist the University of Michigan Ross School of Business in expanding the POS program to various areas within the University of Michigan. I applaud its application to other departments within UMHS. It is with great satisfaction that I lend the concept behind the POS unit based interventions, as well as our consultants and employees, to this project. As part of senior leadership at the University of Michigan Health System, I know this program also has the support of UMHS leadership and will receive the utmost respect and attention of my colleagues.

Sincerely,

Margaret Calarco, PhD, RN  
Senior Associate Director and Chief of Nursing Services  
University of Michigan Health System and  
Associate Dean for Clinical Affairs  
The University of Michigan School of Nursing

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