

**Rural and Regional Health and
Aged Care Services Division**

Department of Human Services

**Rural Management Residency Program
Service Guidelines**

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1. Overview of Rural Management Residency Program

1.1 Program Rationale

The Department of Human Services (the department) supports an extensive range of programs addressing the issue of recruitment and retention of health professionals in rural Victoria. The department is also aware of the need to address ongoing recruitment and retention of health service management personnel within the healthcare industry in rural Victoria.

The department is supporting the Rural Management Residency Program (RMRP), through the Rural and Regional Health Services Branch (RRHSB), Rural and Regional Health & Aged Care Services Division (RRHACS), as an initiative to address the issue of planning for and providing an ongoing stream of professionals with the expertise and commitment to work in management within the rural public healthcare sector.

1.2 Program Goal

The goal of the RMRP is to encourage university graduates and postgraduates to take up management positions within rural health services through a two-year program of experiential training placements in rural health services and academic studies in rural health service management.

1.3 Program Management

The RMRP is managed by the Australian College of Health Service Executives (ACHSE), Victorian Branch and partially funded by the Department of Human Services. In addition, rural public sector healthcare services provide placements and cover basic salary costs. The RMRP is an initiative modelled on the metropolitan-based Management Residency Program (MRP), which has been conducted by the ACHSE for more than 16 years.

1.4 Program Summary

The RMRP commenced in 1998, offering academic and experiential training over a two-year period. Trainees are university graduates, preferably with some work experience, who have a commitment to undertaking a health management role in rural Victoria. The program provides health service management related placements of up to six months in public sector rural health services, peak agencies and RRHSB, or a departmental regional office, to enable trainees to develop management skills. Trainees are supported in their placement by a preceptor at the agency where the placement occurs, and a mentor who is a staff member of the ACHSE. Trainees attend professional development days and complete a Graduate Diploma in Business Management by distance education.

1.5 Graduate and Postgraduate Streams

In 2005, the RMRP added a second stream for trainees with a higher level of work experience and academic training. The two program streams are:

- Graduate Stream
Aimed at candidates who have completed an undergraduate degree and have had limited work experience (usually up to two or three years). Trainees are preparing to take on a junior management role in the Victorian rural and regional healthcare system.
- Postgraduate Stream
Aimed at trainees who have completed more than one undergraduate and/or postgraduate degree. These trainees also have typically had several years experience within their chosen field. Postgraduate trainees are preparing to take on senior management and chief executive officer positions in Victorian rural and regional healthcare services.

The RMRP operates in tandem with the metropolitan-based Management Residency Program (MRP), which is also managed by the ACHSE, particularly for orientation, personal development programs and networking relationships.

1.6 Program Objectives

The broad objectives of the program are to:

- Attract highly motivated and talented individuals from a diverse range of professional disciplines to rural health service management training and career development.
- Offer a combination of academic and experiential exposure to support program residents develop a passion for the challenges and issues confronting the rural health services and communities.
- Facilitate the development of skills and knowledge necessary to manage, plan and develop health care services within the rural and regional health context.
- Develop leadership that is committed to the rural health sector.

2. Program Components

2.1 Recruitment Process

Annual recruitment commences in September/October by means of advertising in The Age newspaper, Victorian regional newspapers and graduate career web sites at universities, specifically targeting Victorian graduates and postgraduates.

2.2 Selection Process

A panel constituted by the ACHSE conducts an annual selection process to identify up to two graduates and one postgraduate with appropriate skills and motivation.

2.3 Trainee Placements

Over a two-year period there are three graduate and two postgraduate trainee placements, five in total:

- Graduate Stream
Structuring of placements will be commensurate with preparation to take on a junior management role.
- Postgraduate Stream
Structuring of placements will be commensurate with preparation to take on a senior management or CEO position.

Four placements, each of up to six months duration, are based at a public sector rural health service and either RRHSB or a departmental regional office.

Placements are structured to provide a wide ranging program of experience in financial management, human resource management, health service planning and delivery, project management and exposure to a range of leadership styles and organisational cultures.

2.4 Trainee Support

Trainee support is an essential component of the program and is provided through mentoring, by a senior ACHSE member, and preceptorship, provided by the host agency.

The ACHSE State Manager, with preceptor involvement, conducts two support visits, one as placement commences and the second towards the end of the placement.

2.5 Graduate Diploma in Business Management

Each trainee completes a two year Monash University Post Graduate Diploma in Business Management. Subjects may be varied to best meet the educational needs of the graduate.

Link to Monash University <http://monash.edu.au/pubs/handbooks/courses/1741.html>

2.6 Orientation Day

An orientation day is provided for new and current trainees to provide an overview of placement expectations and the program.

2.7 Professional Development

Specific professional development topics, agreed on by MRP and RMRP trainees and program coordinators, will be conducted at least four times a year. Other professional development opportunities include national health conferences, management forums and seminars, and the ACHSE residential conference.

2.8 Trainee Remuneration

RMRPs are paid through ISIS Primary Care, Melbourne. Host placement agencies are charged 80 per cent of the trainee's salary costs. The ACHSE makes up the remaining 20 per cent of the salary from funds provided by this Service Agreement with the Department of Human Services. Total remuneration includes the following:

Direct Costs:

- Direct salary
- Salary top up by ACHSE (20 per cent)
- On costs

Indirect Costs:

- University fees
- Professional development allowance
- Relocation expenses
- Rental assistance

2.9 Program Development

The RMRP engages stakeholders in program development, including alignment of structured placement activity with acquisition of appropriate management related experience.

2.10 Exit Interview

A formal exit interview is conducted by ACHSE staff member at the completion of the two-year residency and includes completion of an *Exit Interview* proforma by both the trainee and preceptor.

2.11 Progress Reports

Annual written RMRP report including:

- Trainee Recruitment Report
Identifying appropriate skills and motivation of selected candidates.
- Placement Progress Report
Outlining progress against program performance indicator outcomes, trainee placements and structured experience in management activity, trainee support, professional development and trainee academic studies.

- Placement End Report
Detailing tasks completed/not completed and reasons for non-completion.
- Program Development Report
Outlining participation of stakeholders in program development and outcomes in terms of alignment of structured placement activity with acquisition of appropriate management related experience.
- Placement Commencement Report
Detailing placement location and key tasks and key performance indicators (KPIs).

2.12 Program Documents

See Appendices one to four.

3. Service Standards

3.1 Performance Measures

Service standards will be set through a series of performance measures as tabled below.

Description of Measure	Unit of Measure	Performance Target	Measure Cycle	Performance Target per Period
Key Measure Successful completion of placement by trainees at a public health sector rural hospital/rural related DHS office	Trainee placements completed successfully	Five trainee placements completed successfully	Annual at end of academic year	Two placements completed successfully by five trainees
Key Measure Demonstrated development/improvement in management competencies	Demonstrated development/improvement in management competencies as per industry standard/competence measure	Demonstrated development/improvement in management competencies as per industry standard/competence measure commensurate with the graduate or postgraduate Stream	Annual at end of academic year	Demonstrated development/improvement in management competencies as per industry standard/competence measure by five trainees commensurate with the graduate or postgraduate stream
Initial/ongoing trainee support including; ACHSE mentor, host agency preceptor; site support visits by ACHSE mentor, orientation day, program exit interview	Conduct of support visits, orientation day and exit interview	Conduct of support visits, orientation day and exit interview as per program cycle	Annual at end of academic year	Two support visits for two/three trainees, one orientation day for five trainees. One exit interview for each of two/three trainees (depending on two year placement cycle)*
Successful completion of Graduate Diploma in Business Management	Successful completion of academic work	Ongoing successful completion of academic work	Annual at end of academic year	Successful completion of academic work by five trainees
Conduct of quarterly professional development days	Conduct of professional development day	Conduct of four professional development days	Annual at end of academic year	Conduct of four professional development days attended by the five trainees
Attendance at other relevant professional development programs	Attendance at relevant professional development programs	Attendance at relevant professional development programs	Annual at end of academic year	Attendance at relevant professional development programs by the five trainees

**Program intake alternates between two and three trainees each year meaning that in any given year there will be two or three first year trainees.*

3.2 Other Requirements

Possible Cessation of DHS funding

The Rural Management Residency Program provides a two-year time frame for each trainee, whilst a program service agreement covers a one-year funding period.

The department will not consider de-funding the program without giving due consideration to the implications for the two or three first year trainees yet to complete the second year of the program.

This commitment does not apply should the ACHSE be in breach of Schedule 1 of the Service Agreement between ACHSE and the department, 'Conditions of this Agreement.'

4. Reporting

4.1 Project Reports

A written annual project report is to be provided to RRHSB by late November each year and detail project outcomes against performance measures as listed in 3.1 above.

The annual RMRP report to the department will include the following:

- Trainee Recruitment Report
Detailing appropriate skills and motivation of selected candidates
- Placement Commencement Report
Detailing placement location and key tasks and key performance indicators (kpi) for the placement.
- Placement Progress Report
Outlining progress against performance indicator activity outcomes; Trainee placements and structured experience in management activity' trainee support, professional development and trainee academic studies
- Placement End Report
Detailing tasks completed/not completed (and reasons for non-completion)
- Program Development Report
Outlining participation of stakeholders in program development and outcomes in terms of alignment of structured placement activity with acquisition of appropriate management related experience.

4.2 Steering Committee

The RMRP Steering Committee, with membership consisting of the State Manager, ACHSE; CEOs of nominated rural health services and a RRHSB representative will take place quarterly. Minutes will be taken by a representative of the ACHSE and distributed to Committee members.

Appendix 1 RMRP Annual Performance Reporting Template

Annual Performance Reporting Template

**Department of Human Services
Rural and Regional Health Services Branch**

Conducted by the Australian College of Health Service Executives

Project Overview

Project Aim

To encourage Victorian university graduates and postgraduates to take up management positions within rural health services through a two-year program of experiential training placements in rural health services and academic studies in rural health service management.

The RMRP operates in tandem with the metropolitan based and ACHSE managed Management Residency Program (MRP), particularly for orientation, personal development programs and networking relationships.

Project Objectives

The broad objectives of the program are to:

- Attract highly motivated and talented individuals from a diverse range of professional disciplines to rural health service management training and career development
- Offer a combination of academic and experiential exposure to support program residents develop a passion for the challenges and issues confronting the rural health services and communities
- Facilitate the development of skills and knowledge necessary to manage, plan and develop health care services within the rural and regional health context, and
- Develop leadership that is committed to the rural health sector.

Project Monitoring

Ongoing project monitoring will occur through:

- Department of Human Services Project Manager and ACHSE State Manager liaison
- Quarterly Steering Committee meetings

Annual Rural Management Residency Program Report

An annual written report by the ACHSE, as per *Table 1 Performance Measures and Reporting Template* (pages 4–5) is to be submitted to the Rural and Regional Health Services Branch, Department of Human Services, Victoria by late November each year.

Performance Measures and Reporting Template

Note: The Performance Report will provide details of project outcomes against performance measures

Description of Measures	Unit of Measure	Performance Target	Measure Cycle	Performance Target per Cycle	Performance Report
1. Successful completion of placement by trainees at public health sector rural hospitals and a rural-related Department of Human Services office	Trainee placements completed successfully	Five trainee placements completed successfully	Annual at end of academic year	Two placements completed successfully by five trainees	Please complete Met Partially Met Not Met Explanation
2. Demonstrated development/improvement in management competencies	Demonstrated development/improvement in management competencies as per industry standard/competence measure	Demonstrated development/improvement in management competencies as per industry standard/competence measure commensurate with the graduate or postgraduate Stream	Annual at end of academic year	Demonstrated development/improvement in management competencies as per industry standard/competence measure by five trainees commensurate with the graduate or postgraduate stream	Please complete Met Partially Met Not Met Explanation
3. Trainee support including ongoing support from an ACHSE mentor and a host agency preceptor; support visits to sites, by ACHSE mentor, orientation day, program exit interview	Conduct of support visits, orientation day and exit interview	Conduct of support visits, orientation day and exit interview as per program cycle	Annual at end of academic year	Two support visits for two/three trainees, one orientation day for five trainees, one exit interview for each of two/three trainees (depending on which year of the two year placement)	Please complete Met Partially Met Not Met Explanation

Performance Measures and Reporting Template

Note: The performance report will provide details of project outcomes against performance measures

Description of Measures	Unit of Measure	Performance Target	Measure Cycle	Performance Target per Cycle	Performance Report
4. Successful completion of work towards a Graduate Diploma in Business Management	Successful completion of academic work	Ongoing successful completion of academic work	Annual at end of academic year	Successful completion of academic work x five trainees	Please Complete Met Partially Met Not Met Explanation
5. Conduct of quarterly professional development days	Conduct of professional development day	Conduct of four professional development days	Annual at end of academic year	Conduct of four Professional Development Days attended by the five trainees	Please Complete Met Partially Met Not Met Explanation
6. Attendance at other relevant professional development programs	Attendance at relevant professional development programs	Attendance at relevant professional development programs	Annual at end of academic year	Attendance at relevant professional development programs by the five trainees	Please Complete Yes No Explanation

Appendix 2 ACHSE Management Competency Assessment Package

Australian College of Health Service Executives



Management Competency Assessment for Health Professionals

This competency assessment package was first developed by Mary Harris MPH PhD FCHSE in collaboration with the Australian College of Health Service Executives to assist aspiring and practising health service managers to identify their management strengths and weaknesses with a view to clarifying their professional development needs.

The package contains information about competencies for health service managers and two instruments. The first instrument is a management competency self-assessment questionnaire and the second questionnaire can be photocopied and used to gain feedback from selected colleagues. At the back of the first questionnaire is a score sheet, which can be used to summarize and analyze the data gained from self-assessment and colleague assessment.

Senior managers from a range of disciplines and sectors have identified the competencies contained in this assessment tool as important.

Australian College of Health Service Executives

Our Vision

The leadership and learning network for health professionals in management.

Our Mission

To advance the practice of management in health by:

- Developing the expertise and professionalism of members
- Promoting education and continuing professional development
- Shaping curricula and education standards
- Facilitating networking and mentoring
- Promoting research in health management
- Influencing health policy

Our Values

We value trust, integrity and mutual respect through the participation of our members.

The Australian College of Health Service Executives was established in 1945 (then known as the Australian Institute of Hospital Administrators) in order to represent the interests of health service managers and to develop their expertise and professionalism.

Today, the college is the professional organisation representing senior management executive in Australia and New Zealand with some 3,000 members from both public and private sector organisations.

Australian College of Health Service Executives

Management Competency Assessment for Health Professionals

Self-Assessment Questionnaire

Acknowledgements

Senior Australian health managers from a range of disciplines and sectors identified the competencies contained in this assessment tool as important.

For further information about this assessment tool, please contact ACHSE (S.A. Branch)
Phone: (08) 8373 1616; email achse@senet.com.au

Management Competency Self-Assessment Questionnaire for Health Professionals

Aim

The aim of this competency self-assessment questionnaire is to assist aspiring and practising health service managers to identify manager strengths and weaknesses with a view to improving individual and organisational performance. It is assumed that managers who seek to improve their competence are motivated by two imperatives, viz., to advance their careers and to improve the performance of their organisation.

Potential uses

To assist individuals:

- Self-assess their competence against a set of recognised health service management competencies.
- Gain feedback from relevant workplace colleagues, such as manager/supervisor, peers, subordinates, internal and/or external customer (sometimes referred to as 360 degree feedback when combined with self-assessment). An additional instrument is provided for this purpose.
- Develop a professional development portfolio, through analysis of data collected from self and peers, based on a set of recognised health service management competencies. This portfolio may also contain evidence such as formal qualifications, professional development activities and special projects.

To assist employers to:

- Develop a professional development plan for a given set of employees based on identified strengths and weaknesses as defined by a set of recognised health service management competencies
- Monitor change over time in perceptions of manager-self-efficacy and peer assessment of manager performance as defined by a set of recognised health service management competencies.

Limitations

This set of competencies reflects those required of senior and middle-level health service managers. For people new to management, the Australian National Training Authority has developed a set of 'Frontline Management Competencies'.

Any set of defined competencies is good for the time for which it is written. Periodic review is necessary to reflect the complex and changing nature of the health service manager's role.

The health service management competencies included in this instrument are reasonably generic and basic. Every effort has been taken to keep the number of competencies to a minimum. Additions and/or deletions may be required for health managers working in particular situations (eg central/corporate office, public hospitals, private hospitals, public health, community health, disability service, and residential aged care services).

Definition

A management competency has been defined *as the specification and application of management knowledge and skills within an industry to the standard of performance required in employment given favourable environmental and psychological circumstances* (Harris and Bleakley, 1991). This definition is favoured because it emphasizes not only the responsibility of the employee to meet required competency standards, but also the responsibility of the employer to specify the standards of performance and to provide a work environment conducive to excellent performance.

Guidelines for completion and scoring of the questionnaire

Scoring method and time required to complete the questionnaire

For each competency, circle the number which best indicates your level of competence. We suggest you allow approximately 20 minutes to complete the self-assessment questionnaire.

Organisation of the questionnaire

There are eight groups of competencies, viz:

- Leadership
- Strategic decision-making and planning
- Communication/public relations
- Business/financial acumen and accountability
- Influence and negotiation
- Quality and safety
- Interpersonal
- Resilience

If you have never held a management or leadership position you can still benefit from this self-assessment exercise. However, you may find that you cannot answer all of the questions because you have never had opportunity to test in practice your competence in a particular area (e.g. 'The ability to develop an effective change management team'). For questions such as this one, which obviously relates to senior managers, you should circle the 'don't know' category. Similarly, if you are using this instrument with reference to a particular management position, you should circle 'don't know' if you find that a specific competency is not applicable to this position.

Feedback from peers

A further questionnaire is provided which you should photocopy and use to gain feedback from three or more colleagues. For people presently working in a management position it is suggested that you seek feedback from your manager/supervisor, peers, subordinates and customers (internal and external).

Scoring methodology

Self-assessment

Once you have completed the self-assessment questionnaire summarise your findings using the 'data summary sheet' provided at the end of this package. Your strengths are likely to be those competencies for which you scored three or more. Your weaknesses are likely to be those competencies for which you scored less than three.

Workplace colleagues-assessment

Should you have decided to gain feedback from relevant workplace colleagues, such as you manager/supervisor, peers, subordinates, internal and/or external customers, the data summary sheet enables you to compare your self-assessed score with those of your colleagues.

First enter the raw scores for each competency from each workplace colleague assessment and then calculate the average score for each competency. Compare these scores with your self-assessed scores.

It is suggested that where you find disagreement between your own score and those of your colleagues that you make the time and effort to seek feedback from your colleagues. New and valuable insights may be gained from this activity.

	Level of Competence				
	Don't know	Low	Moderate	High	Very High
	(No experience/ not applicable)	(I sink like a stone most of the time)	(I do ok sometimes)	(I do well most time)	(I excel most times)
Leadership. The ability to:					
Take control and lead people	(0)	(1)	(2)	(3)	(4)
Develop and lead an effective work team (e.g. change management)	(0)	(1)	(2)	(3)	(4)
Develop a shared vision and communicate the desired direction to others	(0)	(1)	(2)	(3)	(4)
Foster and maintain an ethical organisational/work unit culture	(0)	(1)	(2)	(3)	(4)
Delegate, get others to do tasks and accept responsibility for their actions	(0)	(1)	(2)	(3)	(4)
Select and appoint appropriate people	(0)	(1)	(2)	(3)	(4)
Be versatile in approach to leadership (e.g. participative, directive, transformational)	(0)	(1)	(2)	(3)	(4)
Use an effective appraisal system to monitor and develop the performance of others	(0)	(1)	(2)	(3)	(4)
Demonstrate determination and perseverance in achieving organisational/work unit goals	(0)	(1)	(2)	(3)	(4)
Consult and favourably position the organisation/unit with more senior levels of management	(0)	(1)	(2)	(3)	(4)
Strategic decision-making and planning. The ability to:					
Have the confidence to make ethical workplace decisions	(0)	(1)	(2)	(3)	(4)
Respond rapidly and appropriately to unexpected events	(0)	(1)	(2)	(3)	(4)
Make decisions based on logical and objective analysis through consultation and acquisition of data	(0)	(1)	(2)	(3)	(4)
Use appropriate planning methodologies to re-think and re-state the organisations/units vision, objectives and strategies	(0)	(1)	(2)	(3)	(4)
Guide the organisation/unit through knowledge of federal, state and local politics	(0)	(1)	(2)	(3)	(4)
Interpret to members of the organisation/unit the implications of changes in the external environment (e.g. socio-economic, epidemiological, technological, and industrial)	(0)	(1)	(2)	(3)	(4)
Prioritise the work to be done, including setting targets and key performance indicators	(0)	(1)	(2)	(3)	(4)
Organise the work to be done by the organisation/unit	(0)	(1)	(2)	(3)	(4)
Monitor and review performance against targets	(0)	(1)	(2)	(3)	(4)
Anticipate and plan workforce requirements consistent with unit/organisation plans	(0)	(1)	(2)	(3)	(4)

	Level of Competence				
	Don't know <small>(No experience/ not applicable)</small>	Low <small>(I sink like a stone most of the time)</small>	Moderate <small>(I do OK sometimes)</small>	High <small>(I do well most time)</small>	Very High <small>(I excel most times)</small>
Communication. The ability to:					
Communicate desired organisational/work unit direction to facilitate action and implement change	(0)	(1)	(2)	(3)	(4)
Empathise, listen and respond to someone else's statements to facilitate shared meaning	(0)	(1)	(2)	(3)	(4)
Communicate clearly, succinctly and unambiguously in writing	(0)	(1)	(2)	(3)	(4)
Create surroundings conducive to effective communication	(0)	(1)	(2)	(3)	(4)
Make formal and informal oral presentations clearly and confidently	(0)	(1)	(2)	(3)	(4)
'Read' the politics of a given situation and act accordingly	(0)	(1)	(2)	(3)	(4)
Develop effective public relations and consultative processes within the organisation/unit	(0)	(1)	(2)	(3)	(4)
Develop effective consultative processes with the wider community	(0)	(1)	(2)	(3)	(4)
Business and financial acumen and accountability. The ability to:					
Undertake market research and analysis	(0)	(1)	(2)	(3)	(4)
Anticipate and plan for changes in policy affecting funding to the organisation/unit	(0)	(1)	(2)	(3)	(4)
Interpret basic financial statements and to question and look behind the figures	(0)	(1)	(2)	(3)	(4)
Consult on financial matters	(0)	(1)	(2)	(3)	(4)
Forward plan, e.g. five to ten year fiscal plan	(0)	(1)	(2)	(3)	(4)
Develop and control budgets	(0)	(1)	(2)	(3)	(4)
Utilise financial performance measurements and industry averages	(0)	(1)	(2)	(3)	(4)
Advise on risk management processes with effective audit tools	(0)	(1)	(2)	(3)	(4)
Advise on information requirements for planning, monitoring and reporting business and financial activities	(0)	(1)	(2)	(3)	(4)
Market the services provided by the organisation/unit to relevant target groups	(0)	(1)	(2)	(3)	(4)
Negotiate contracts with external suppliers of services based on the supplier meeting the specifications and standards required and not on price alone	(0)	(1)	(2)	(3)	(4)
Build relationships with external suppliers that enable their performance to be objectively assessed and managed	(0)	(1)	(2)	(3)	(4)

	Level of Competence				
	Don't know (No experience/ not applicable)	Low (I sink like a stone most of the time)	Moderate (I do OK sometimes)	High (I do well most time)	Very High (I excel most times)
Quality and safety. The ability to:					
Think creatively and generate new ideas	(0)	(1)	(2)	(3)	(4)
Be flexible and change oriented	(0)	(1)	(2)	(3)	(4)
Problem solve using appropriate methodologies and data	(0)	(1)	(2)	(3)	(4)
Foster a customer oriented approach, one that is sensitive to the needs of people with various cultural and sexual preference backgrounds	(0)	(1)	(2)	(3)	(4)
Give leadership through knowledge of quality improvement, clinical governance and risk management concepts and techniques	(0)	(1)	(2)	(3)	(4)
Advise on relevant ethical procedures & legal principles for protecting the rights of customers	(0)	(1)	(2)	(3)	(4)
Conduct quality and safety appraisals and use the findings as a basis for constructive staff development	(0)	(1)	(2)	(3)	(4)
Advise on information requirements for controlling and improving the quality and safety of the work environment for customers and staff	(0)	(1)	(2)	(3)	(4)
Influence and negotiation. The ability to:					
Analyse sources of power available to individuals and groups; use this knowledge to negotiate desired organisational/unit changes	(0)	(1)	(2)	(3)	(4)
Gain cooperation and agreement of others through skills of persuasive and ethical negotiation	(0)	(1)	(2)	(3)	(4)
Identify conflict and demonstrate understanding of differing points of view	(0)	(1)	(2)	(3)	(4)
Mediate between conflicting individuals and groups in a systematic manner which develops trust and positive outcomes ('win-win')	(0)	(1)	(2)	(3)	(4)
Interpersonal. The ability to:					
Develop and maintain professional relationships with people from a wide variety of backgrounds	(0)	(1)	(2)	(3)	(4)
Gain feedback from others to develop self-understanding	(0)	(1)	(2)	(3)	(4)
Provide other people with spontaneous positive feedback	(0)	(1)	(2)	(3)	(4)
Function effectively as a member of a team	(0)	(1)	(2)	(3)	(4)
Display a high level of self confidence through assertive verbal and non-verbal interactions	(0)	(1)	(2)	(3)	(4)
Demonstrate energy, commitment and enthusiasm for your work	(0)	(1)	(2)	(3)	(4)
Resilience. The ability to:					
Focus on more than one issue at any one time	(0)	(1)	(2)	(3)	(4)
Be resilient, remain calm under pressure	(0)	(1)	(2)	(3)	(4)
Make tough decisions	(0)	(1)	(2)	(3)	(4)
Cope with feelings of loneliness	(0)	(1)	(2)	(3)	(4)
Establish and maintain personal support networks	(0)	(1)	(2)	(3)	(4)
Perceive the positive aspects of negative events	(0)	(1)	(2)	(3)	(4)
Celebrate victories	(0)	(1)	(2)	(3)	(4)

Australian College of Health Service Executives

Management Competency

Colleague Questionnaire

Senior Australian health managers from a range of disciplines and sectors identified the competencies contained in this assessment tool as important.

Please reflect on your work or study experiences with:

.....

Your assistance is sought to rate his/her performance on eight groups of competencies. Please complete the attached questionnaire by circling the appropriate number for each competency. If you have not observed his/her performance of a specific competency please check 'don't know'.

You will need to allow approximately 20 minutes to complete the questionnaire.

A management competency has been defined as *the specification of and the application of management knowledge and skills within an industry to the standard of performance required in employment given favourable environmental and psychological circumstances* (Harris and Bleakley, 1991). This definition is favoured because it emphasizes not only the responsibility of the employee to meet required competency standards and the responsibility of the employer to specify the standards of performance and to provide a work environment conducive to excellent performance.

Acknowledgement

Senior Australian health managers from a range of disciplines and sectors identified the competencies contained in this assessment tool as important.

For further information about this assessment tool, please contact ACHSE (S.A. Branch)
Phone: (08) 8373 1616; Email achse@senet.com.au

From my observations and to the best of my knowledge, I estimate’s competencies to be:

	Level of Competence				
	Don't know (No experience/ not applicable)	Low (I sink like a stone most of the time)	Moderate (I do OK sometimes)	High (I do well most time)	Very High (I excel most times)
Leadership. The ability to:					
Take control and lead people	(0)	(1)	(2)	(3)	(4)
Develop and lead an effective work team (e.g. change management)	(0)	(1)	(2)	(3)	(4)
Develop a shared vision and communicate the desired direction to others	(0)	(1)	(2)	(3)	(4)
Foster and maintain an ethical organisational/work unit culture	(0)	(1)	(2)	(3)	(4)
Delegate, get others to do tasks and accept responsibility for their actions	(0)	(1)	(2)	(3)	(4)
Select and appoint appropriate people	(0)	(1)	(2)	(3)	(4)
Be versatile in approach to leadership (e.g. participative, directive, transformational)	(0)	(1)	(2)	(3)	(4)
Use an effective appraisal system to monitor and develop the performance of others	(0)	(1)	(2)	(3)	(4)
Demonstrate determination and perseverance in achieving organisational/work unit goals	(0)	(1)	(2)	(3)	(4)
Consult and favourably position the organisation/unit with more senior levels of management	(0)	(1)	(2)	(3)	(4)
Strategic decision-making, and planning. The ability to:					
Have the confidence to make ethical workplace decisions	(0)	(1)	(2)	(3)	(4)
Respond rapidly and appropriately to unexpected events	(0)	(1)	(2)	(3)	(4)
Make decisions based on logical and objective analysis through consultation and acquisition of data	(0)	(1)	(2)	(3)	(4)
Use appropriate planning methodologies to re-think and re-state the organisation's/unit's vision, objectives and strategies	(0)	(1)	(2)	(3)	(4)
Guide the organisation/unit through knowledge of federal, state and local politics	(0)	(1)	(2)	(3)	(4)
Interpret to members of the organisation/unit the implications of changes in the external environment (e.g. socio-economic, epidemiological, technological, and industrial)	(0)	(1)	(2)	(3)	(4)
Prioritise the work to be done, including setting targets and key performance indicators	(0)	(1)	(2)	(3)	(4)
Organise the work to be done by the organisation/unit	(0)	(1)	(2)	(3)	(4)
Monitor and review performance against targets	(0)	(1)	(2)	(3)	(4)
Anticipate and plan workforce requirements consistent with unit/organisation plans	(0)	(1)	(2)	(3)	(4)

	Level of Competence				
	Don't know <small>(No experience/ not applicable)</small>	Low <small>(I sink like a stone most of the time)</small>	Moderate <small>(I do OK sometimes)</small>	High <small>(I do well most time)</small>	Very High <small>(I excel most times)</small>
Communication. The ability to:					
Communicate desired organisational/work unit direction to facilitate action and implement change	(0)	(1)	(2)	(3)	(4)
Empathise, listen and respond to someone else's statements to facilitate shared meaning	(0)	(1)	(2)	(3)	(4)
Communicate clearly, succinctly and unambiguously in writing	(0)	(1)	(2)	(3)	(4)
Create surroundings conducive to effective communication	(0)	(1)	(2)	(3)	(4)
Make formal and informal oral presentations clearly and confidently	(0)	(1)	(2)	(3)	(4)
'Read' the politics of a given situation and act accordingly	(0)	(1)	(2)	(3)	(4)
Develop effective public relations and consultative processes within the organisation/unit	(0)	(1)	(2)	(3)	(4)
Develop effective consultative processes with the wider community	(0)	(1)	(2)	(3)	(4)
Business and financial acumen and accountability. The ability to:					
Undertake market research and analysis	(0)	(1)	(2)	(3)	(4)
Anticipate and plan for changes in policy affecting funding to the organisation/unit	(0)	(1)	(2)	(3)	(4)
Interpret basic financial statements and to question and look behind the figures	(0)	(1)	(2)	(3)	(4)
Consult on financial matters	(0)	(1)	(2)	(3)	(4)
Forward plan, e.g. five to ten year fiscal plan	(0)	(1)	(2)	(3)	(4)
Develop and control budgets	(0)	(1)	(2)	(3)	(4)
Utilise financial performance measurements and industry averages	(0)	(1)	(2)	(3)	(4)
Advise on risk management processes with effective audit tools	(0)	(1)	(2)	(3)	(4)
Advise on information requirements for planning, monitoring and reporting business and financial activities	(0)	(1)	(2)	(3)	(4)
Market the services provided by the organisation/unit to relevant target groups	(0)	(1)	(2)	(3)	(4)
Negotiate contracts with external suppliers of services based on the supplier meeting the specifications and standards required and not on price alone	(0)	(1)	(2)	(3)	(4)
Build relationships with external suppliers that enable their performance to be objectively assessed and managed	(0)	(1)	(2)	(3)	(4)

	Level of Competence				
	Don't know <small>(No experience/ not applicable)</small>	Low <small>(I sink like a stone most of the time)</small>	Moderate <small>(I do OK sometimes)</small>	High <small>(I do well most time)</small>	Very High <small>(I excel most times)</small>
Quality and safety. The ability to:					
Think creatively and generate new ideas	(0)	(1)	(2)	(3)	(4)
Be flexible and change oriented	(0)	(1)	(2)	(3)	(4)
Problem solve using appropriate methodologies and data	(0)	(1)	(2)	(3)	(4)
Foster a customer oriented approach, one that is sensitive to the needs of people with various cultural and sexual preference backgrounds	(0)	(1)	(2)	(3)	(4)
Give leadership through knowledge of quality improvement, clinical governance and risk management concepts and techniques	(0)	(1)	(2)	(3)	(4)
Advise on relevant ethical procedures & legal principles for protecting the rights of customers	(0)	(1)	(2)	(3)	(4)
Conduct quality and safety appraisals and use the findings as a basis for constructive staff development	(0)	(1)	(2)	(3)	(4)
Advise on information requirements for controlling and improving the quality and safety of the work environment for customers and staff	(0)	(1)	(2)	(3)	(4)
Influence and negotiation. The ability to:					
Analyse sources of power available to individuals and groups; use this knowledge to negotiate desired organisational/unit changes	(0)	(1)	(2)	(3)	(4)
Gain cooperation and agreement of others through skills of persuasive and ethical negotiation	(0)	(1)	(2)	(3)	(4)
Identify conflict and demonstrate understanding of differing points of view	(0)	(1)	(2)	(3)	(4)
Mediate between conflicting individuals and groups in a systematic manner which develops trust and positive outcomes ('win-win')	(0)	(1)	(2)	(3)	(4)
Interpersonal. The ability to:					
Develop and maintain professional relationships with people from a wide variety of backgrounds	(0)	(1)	(2)	(3)	(4)
Gain feedback from others to develop self-understanding	(0)	(1)	(2)	(3)	(4)
Provide other people with spontaneous positive feedback	(0)	(1)	(2)	(3)	(4)
Function effectively as a member of a team	(0)	(1)	(2)	(3)	(4)
Display a high level of self confidence through assertive verbal and non-verbal interactions	(0)	(1)	(2)	(3)	(4)
Demonstrate energy, commitment and enthusiasm for your work	(0)	(1)	(2)	(3)	(4)

	Level of Competence				
	Don't know <small>(No experience/ not applicable)</small>	Low <small>(I sink like a stone most of the time)</small>	Moderate <small>(I do OK sometimes)</small>	High <small>(I do well most time)</small>	Very High <small>(I excel most times)</small>
Resilience. The ability to:					
Focus on more than one issue at any one time	(0)	(1)	(2)	(3)	(4)
Be resilient, remain calm under pressure	(0)	(1)	(2)	(3)	(4)
Make tough decisions	(0)	(1)	(2)	(3)	(4)
Cope with feelings of loneliness	(0)	(1)	(2)	(3)	(4)
Establish and maintain personal support networks	(0)	(1)	(2)	(3)	(4)
Perceive the positive aspects of negative events	(0)	(1)	(2)	(3)	(4)
Celebrate victories	(0)	(1)	(2)	(3)	(4)

ACHSE Management Competency Data Summary Sheet

The following matrix is provided to assist you to summarise the information that you have obtained about your ability to manage from your own assessment and that of the colleagues you selected to assist you with this exercise. The left hand column lists (in abbreviated form) the competencies outlined in the questionnaire. Enter the raw score you gave yourself for each competency in the column titled "Self-assessment". Enter the raw score that each of your colleagues gave you in the columns titled "Colleague assessment" and calculate and enter the average of these scores in the relevant column.

Competency	Self assessment	Colleague assessment						Strengths	Competencies requiring development
	Enter your score	Enter score given by each colleague							
								Your best judgment - probably any competency with a self and/or colleague average score of 3 or more.	Your best judgment - probably any competency with a self and/or colleague average score of less than 3.
Leadership									
Take control and lead									
Develop and lead team									
Develop shared vision									
Foster an ethical culture									
Delegate, get others to do									
Select and appoint people									
Be versatile in leadership									
Use an appraisal system									
Determination in achieving goals									
Consult/favourably position org.									
Strategic decision-making, planning									
Confidence to make decisions									
Respond to unexpected events									
Make decisions-logical & objective									
Use planning methodologies									
Knowledge of federal, state politics									
Interpret changes in environment									
Prioritise work/targets/indicators									
Organise the work to be done									
Review performance against targets									
Anticipate/plan workforce									
Communication									
Communicate direction									
Empathise, listen and respond									
Communicate in writing									
Create surroundings conducive to.									
Make oral presentations									
'Read' the politics of a situation									
Develop PR & consult. in org/unit									
Develop PR & consultative processes with wider community									

Competency	Self assessment	Colleague assessment						Strengths	Competencies requiring development
	Enter your score	Enter score given by each colleague			Average of scores given by colleagues			Your best judgment - probably any competency with a self and/or colleague average score of 3 or more.	Your best judgment - probably any competency with a self and/or colleague average score of less than 3.
Business/financial acumen									
Undertake market research									
Anticipate/plan for policy changes									
Interpret basic financial statements									
Consult on financial matters									
Forward plan									
Develop and control budgets									
Utilise performance measurements									
Advise on risk management									
Advise on data-base requirements									
Advise on information requirements									
Market services									
Negotiate contracts									
Build supplier relationships									
Quality, safety, risk management									
Think creatively/generate new ideas									
Be flexible and change oriented									
Problem solve-use methods & data									
Foster customer oriented approach									
Leadership-knowledge QI, CG, RM									
Legal principles re rights customers									
Quality/safety appraisals/staff dev.									
Information requirements-control									
Influence and negotiation									
Analyse sources of power									
Gain cooperation and agreement									
Identify conflict									
Mediate – develop ('win-win')									
Interpersonal									
Develop professional relationships									
Gain feedback from others									
Provide spontaneous feedback									
Function as a member of a team									
Display self confidence									
Demonstrate energy, commitment									

Competency	Self assessment	Colleague assessment						Strengths	Competencies requiring development
	Enter your score	Enter score given by each colleague					Average of scores given by colleagues		
								Your best judgment - probably any competency with a self and/or colleague average score of 3 or more.	Your best judgment - probably any competency with a self and/or colleague average score of less than 3.
Resilience									
Focus on more than one issue									
Be resilient, calm under pressure									
Make tough decisions									
Cope with feelings of loneliness									
Establish personal support networks									
Perceive the positive aspects of ...									
Celebrate victories									

Appendix 3 RMRP Position Description



ACHSE Rural Management Residency Program

Position Description

Part One

1. Rural Management Residency Program

- 1.0 Background
- 1.1 Introduction
- 1.2 Entry Criteria
- 1.3 Selection Criteria
- 1.4 Experiential Learning
- 1.5 Academic Learning
- 1.6 Professional Development
- 1.7 Mentoring / Preceptorship
- 1.8 Conditions of Employment
- 1.9 Completion of the Program
- 1.10 Sources for Additional Information

Part Two

2. Career in Healthcare

- 2.1 Introduction
- 2.2 Healthcare: A System on the Move
- 2.3 The Healthcare Executive: A Pivotal Position

Part Three

3. Attributes of a Healthcare Executive

- 3.1 Applicant attributes
- 3.2 Developing your career
- 3.3 Sources for additional information on health industry careers

Part One

1. Rural Management Residency Program

1.0 Background

The Rural Management Residency Program (RMRP) was established to promote careers in rural health service management and increase understanding of rural health services and rural health issues. The RMRP, funded in part by the Department of Human Services, is an initiative developed to address the issue of the shortage of healthcare management personnel in rural Victoria.

1.1 Introduction

The program commenced in 1998 and offers successful applicants placements (rural and metropolitan) over a two-year period in a variety of organisational settings, designed to develop their personal understanding of rural health and management.

In addition, successful applicants will undertake a Graduate Diploma in Business (Management) from Monash University's Churchill campus and Monash University's School of Rural Health, Traralgon. The graduate diploma provides advanced standing to a number of Monash University postgraduate courses including the Master of Business (Management) and Master of Rural Health.

1.2 Entry criteria

Recent graduates with degree qualifications from tertiary institutions are invited to apply. Preference will be given to the following disciplines: Accounting, Business, Management, Commerce, Economics, Arts, Science and Maths. To be eligible the applicant must have completed their degree within the preceding five years, and require a commitment to pursue a career in health management. The program welcomes individuals who exhibit ability and the appropriate personal attributes, but lack relevant work experience and also to individuals who have gained a maximum five years work experience after the completion of their undergraduate qualification.

The current program is open to clinicians who wish to pursue academic studies in health management with a view to taking up positions in health administration in the future.

1.3 Selection criteria

- Individuals with business related, Economics, Arts, Mathematics and Science undergraduate degree qualifications who have undertaken course work with particular emphasis on management, quantitative, analytical and statistical subjects.
- Clinicians who wish to pursue academic studies in health management with a view to pursuing a career in health administration.
- An understanding of the health industry and the management skills required within the private and public sectors.
- Demonstrate outstanding interpersonal and communication skills, with the ability to be a strong team player.
- Individuals who exhibit excellent writing skills as part of the application.
- Individuals who exhibit high levels of motivation and enthusiasm and can be identified as a 'self-starter'
- Hold a current Victorian driver's licence.

The programs combined academic and 'on the job' approach provides development of a broad understanding of health services and policy development in Australia.

1.4 Experiential learning

Residents will undertake a series of rotating placements throughout the two years. The desired outcome of these placements is to expose the resident to a diverse range of management situations under the supervision of experienced management administrators. The content of each placement will differ with each organisation, but defined generic learning goals will be adhered to in each position.

The experiential learning process of the program is categorised under four areas. While there is no fixed sequence for the completion of each phase, all phases must be completed within the duration of the two-year program.

Phase One: Department of Human Services. This phase will be over 26 weeks and include exposure to the central office and/or regional office functions of the Department.

Phase Two: Rural Health Services This phase will be over two stages each of 26 weeks duration. Each stage will be undertaken at a different location within the state of Victoria.

Phase Three: Elective Phase. This phase is an elective phase over 26 weeks. Options include extending an existing placement or being placed at an Extended Care Facility, Community Health Centre or in a metropolitan hospital.

1.5 Academic learning

To provide graduates interested in rural health management with the opportunity to develop skills and knowledge required for employment in this field, the participant undertakes a Graduate Diploma of Business (Management) during the two years of the program.

The Graduate Diploma of Business (Management) is undertaken by distance education with Monash University School for Rural Health, and Monash University Churchill.

The Graduate Diploma of Business (Management) will allow the graduated student to articulate their studies into either the Masters of Rural Health with Monash University, School of Rural Health, or the Masters of Business Management with Monash University, Churchill.

Graduates are advised to refer to the Monash University handbook for details of course content.

Link to Monash University <http://monash.edu.au/pubs/handbooks/courses/1741.html>

1.6 Professional development

The management resident is strongly encouraged to participate in the ACHSE Professional Developmental Program (e.g. breakfast briefings, evening updates and residentials).

1.7 Mentoring / preceptorship

A placement coordinator will provide an introduction and guidance in the early stages of the program. Periodically, meetings will be organised to discuss placements, workplace challenges and broad health related issues.

During the placement, the RMRP supervisor will usually take on the role of a mentor or preceptor (this role is most important). At this level they are responsible for ensuring the RMRP is exposed to a number of work place experiences through project work, meeting participation, assisting and interacting with other staff in the organisation.

1.8 Conditions of employment

Management Residents receive a remuneration package, which is made up of a salary component and a component that covers the cost of university fees and professional development activities. Standard working conditions apply i.e. 38 hour week, four weeks annual leave, 9% superannuation guarantee levy and other conditions as set out in the Health and Allied Services Public Sector Victorian Consolidated Award 1998.

Annual leave is to be taken between Christmas Day and Australia Day with any unused portion being paid out at the end of the program.

1.9 Completion of the program

To formally graduate from the Rural Management Residency Program, residents will be required to have satisfactorily completed both the academic and experiential learning programs. Graduates will be eligible for Associate Fellow entry to the Australian College of Health Service Executives.

It is anticipated that graduates of the program will be highly sought after by health agencies and that during placements you will have had the opportunity to demonstrate your skills and ability in adding value to these organisations.

No guarantee of employment is made to residents who have successfully completed their placements, but every assistance will be provided to identify suitable positions within the health sector.

1.10 Sources for additional information.

The Australian College of Health Service Executives

<http://www.achse.org.au>

Department of Human Services.

<http://www.dhs.vic.gov.au>

Monash University.

<http://www.monash.edu.au>

Commonwealth Department of Health and Family Services

<http://www.health.gov.au>

Health Services Association Australia

<http://www.hsansw.aust.com>

Part Two

2. Career in healthcare

2.1 Introduction

The purpose of this section is to give you a better understanding of the exciting profession of health service management. Healthcare is one of today's most dynamic and growing industries. It is also a field that offers new opportunities and challenges for those who choose it as a career. The Australian College of Health Service Executives wants to assist you to make a positive and informed decision for a career in health.

2.2 Healthcare: a system on the move

The present healthcare system is on the move, responding to a variety of trends and shifts in the population, in government, technology and medical advances. The dilemmas that the present health care system are encountered with are:

- Restrictions on government payments for patient care
- Pressures from business and government to contain financial costs
- A growing elderly population
- Better informed patients that demand a higher level of patient care
- Continual advances in medical technology
- Pressures to emphasise prevention and 'wellness'.
- Para-medical professionals seeking expanded roles.
- Increasing capital shortages for construction and renovation
- Increased competition.

For a career in the healthcare industry one must respond to those dilemmas. For people considering entry into the profession of health services management it is a challenging and exciting time. The healthcare field will require uniquely qualified individuals to manage these institutions.

Tomorrow's healthcare facility may vary significantly from the hospital you know today. The hospital of tomorrow will not just provide general medical and surgical services, but a vast range of community and support services as well. Healthcare executives will need to be entrepreneurs and innovators - people who understand how to build affiliations, manage contracts, deal with professional staff and unions, and develop health related businesses.

2.3 The healthcare executive: a pivotal position

A decade ago hospitals were growing at such a dramatic rate that most career opportunities were located in hospitals. The number of hospitals in Victoria now stands at less than 140. However this figure will continue to decline due to the changing in provision of hospital care, amalgamations and reductions in general usage. Today more than 1500 individuals occupy senior health management positions at numerous organisational levels from CEO to supervisor of a department.

Previously, career paths for graduates have been a straightforward vertical progression through an organisation. Nowadays these career paths are less clearly defined. Graduates will spend several years in a variety of management and staff positions before progressing to senior management. Often graduates will move laterally across the organisation from position to position.

Even though requirements for the very senior positions in hospitals and other institutions will be demanding, there will be great opportunities for graduates to succeed. If you do choose a career in healthcare management you might find your first position in areas such as:

- Finance
- Information systems
- Support services
- Ambulatory services
- Planning
- Marketing & public affairs

- Patient care services
- Human resources
- Nursing administration
- Risk management
- Materials management

Many of these opportunities may not exist in the traditional hospital environment. However, a career in health may also be found in a:

- Consulting firm
- Mental health institution or agency
- Hospice
- Health insurance company

- Long-term care facility
- Healthcare association
- Public health department

All areas will carry exciting career opportunities for bright, enthusiastic and motivated graduates. Each will have the chance to create a significant contribution to the healthcare field and to the overall health of the Australian community.

Part Three

3. Attributes of a healthcare executive

3.1 Applicant attributes

Employers search for certain attributes in their junior level managers. The criteria for measuring those attributes are as follows:

Academic training

Do you hold a degree from an accredited graduate program in health administration? Have you completed another degree that qualifies you? Do you demonstrate a commitment to professional development and continuing education?

Previous work experience

Have you already held a position within a health related organisation? Do you have other kinds of business experience? Did your graduate university program provide you with valuable work experience?

Specific skills, interests and areas of expertise

Do you hold the specific academic or work experience required of the position. Do you have the commitment for additional learning in these areas?

Professional attitude and appearance

Do you conduct yourself in a professional manner? Do you communicate confidence, maturity and authority?

Communication skills

Can you present your ideas in language that is clear, direct, concrete and specific? Can you show evidence of the strong written and communication skills needed to develop reports and proposals?

Dependability, judgement, character

Do you obtain the maturity necessary to make decisions and take responsibility for them? Are you honest and ethical in nature in the manner you conduct business? Are you willing to form a commitment to the organisation?

General management skills

Can you work well with other - superiors, sub-ordinates and peers? Are you an individual that can motivate, delegate, evaluate, train, co-ordinate and lead?

3.2 Developing your career

The following are some general guidelines in becoming an astute, focussed and successful manager within the healthcare sector

- Investigate available educational programs - both graduate and undergraduate - before you make a commitment of time and money.
- Develop strong quantitative skills - healthcare executives will have to understand finance, information systems and computers.
- Develop your interpersonal skills - your success as a healthcare executive will depend on your ability interact cohesively with diverse groups of professionals. Learn how to motivate, negotiate and manage.
- Stay briefed on healthcare trends - Be aware of shifting opportunities. Stay current and up to date
- Read about healthcare - Interesting articles can be found in local newspapers, national magazines, Healthcare magazines, and report, proposals, recommendation and analytical papers published by various organisations in the healthcare sector.
- Be patient and flexible and identify your career goals.
- Rely on the expertise of healthcare institutions.

3.3 Sources for additional information on health industry careers

Victorian Healthcare Association

PO Box 365
South Melbourne Vic 3205
Phone: 86064600

Australian Health Services Association

42 Thesiger Court
Deakin ACT 2600
Phone: (02) 9818 3344

Australian Council of Healthcare Standards

1st floor, 7-9A Joynton Ave
Zetland NSW 2017
Phone: (02) 6662 2311

Secretariat of Health Administration Programs in Education

19 North Terrace House
Hackney SA 5069
Phone: (08) 8363 0920

School of Health Administration, NSW

Faculty of Professional Studies in Health Administration
University of NSW
Kensington NSW 2033
Phone: (02) 6697 2597

Department of Human Services

50 Lonsdale Street
Melbourne Vic 3000
Phone: (03) 9096 0000

Hospital & Health Networks

737 North Michigan Avenue, Suite 700
Chicago, USA

Applications:

Applications should demonstrate the applicant's experience and interests in a career in health service management and should be forwarded to:

Mr David Webb

State Manager
ACHSE (Victorian Branch)
Management Residency Program
PO Box 328
Ground floor
43 Carrington Road
Box Hill 3128

Tel: (03) 8843 2225
Fax: (03) 8843 2270
Email: david.webb@achsevic.org.au

Appendix 4 Steering Committee Terms of Reference and Structure

Aim of Rural Management Residency Program

To provide a pool of personnel with managerial expertise to rural healthcare organisations, and raise the profile of rural health careers in Victoria through the implementation of a successful Rural Management Residency Program (RMRP) for graduates wishing to undertake a career in rural health management.

Terms of reference

The ACHSE will draw on the Steering Committee's capacity and function to:

1. Operate to provide key decision making in collaboration with ACHSE, with regard to the RMRP.
2. Develop and promote the profile of the program and rural health management careers across Victoria.
3. Act as informal mentors to the RMRP participant through the course of the program.
4. Assist ACHSE in the process of recruitment of new RMRP trainees.
5. Ensure the continuing relevance of the program to the Victorian rural healthcare industry.

Structure of advisory group

The Advisory Committee will be made of appropriate representatives from all sectors of the health industry, including ACHSE, Department of Human Services, hospitals, Community Health Services and past RMRP participants.

Ideally, the Steering Committee shall achieve a gender, cultural, and geographical balance, ensuring a wealth of experience and background is brought to the group.

The Steering Committee will meet bi-monthly via teleconference, with regular face-to-face meetings scheduled.

Appendix 5 Exit interview proforma document

Rural Management Residency Program Exit Interview Form

Instructions on how to complete the form.

1. The form comprises of three sections.
2. The first two sections are to be completed independently by the preceptor and the trainee prior to the interview.
3. The third section is to be completed at the interview.
4. The form, with sections one and two completed, should be made available to the preceptor and the trainee at least two days prior to the interview.
5. The interview should be scheduled immediately prior to the end of the placement.
6. It is recommended that at least 30 minutes be allocated to the interview and that it be held in an environment that facilitates open communication and minimises interruptions.
7. Section three of the form is designed to present the agreed position of the preceptor and the trainee after discussing the comments and issues raised in sections one and two of the form. If agreement cannot be reached then this should be noted with brief comments on why agreement cannot be reached.
8. The form is to be signed and dated by the preceptor and the trainee and a copy retained by both parties with the original to be sent to the State Manager of the College.
9. The form will be treated as confidential information by all parties and will not be released to anyone unless both the preceptor and the trainee give agreement.

6. Do you have any other comments?

Section 2: to be completed by the trainee

This section is designed to provide the trainee with an opportunity to comment on the placement.

1. State your learning objectives.

2. Has the placement fulfilled your learning objectives? If not, why not?

3. Are there any aspects of the placement that could have been better organized?

4. Were the objectives and outcomes of the projects to which you were assigned specified clearly?

5. Did you have sufficient resources to enable you to undertake the work?

6. Did you receive adequate support and guidance during the course of your placement?

7. Were you able to balance work and study requirements during the placement?

8. Other comments

Section 3

To be completed after discussion of the issues raised in sections one and two of this form

1. After each party has considered the comments of the other are there any additional comments that should be noted?

2. Is there agreement on the issues raised by both parties?

3. If there is not agreement on all issues list the items that are not agreed and the reasons for disagreement.

4. Outline the areas in which the trainee requires further development and the methodology for providing such developmental opportunities.

Signed..... Preceptor

Signed.....Trainee

