GENERAL PRACTICE MANAGER TEMPORARY RE-TRAINING PROGRAMME

Developed in frames of British-Georgian joint "Georgia Primary Care Development Project" collaboratively by the National Health Management Center of Georgia, National Family Medicine Training Center and UK DFID Primary Health Care Project

GENERAL PRACTICE MANAGER TEMPORARY RE-TRAINING PROGRAMME

I.   General regulations for programme implementation

1.1. General Practice Manager (GPM) re-training programme must provide acquisition by the trainees theoretical basics and techniques of management, enabling them to conduct independent activities as GPM;

1.2. One of the important goals of GPM re-training programme is training of GPM trainers, which is serious precondition for preparation new generation of managers;

1.3. Duration of GPM training programme is 6-9 months, with 16 modules. Total number of hours is 650 (annex 7.1).

1.4. The programmeme begins with an audit of competence for each individual participant in the four following areas or key roles:

- Manage Activities
- Manage Resources
- Manage People
- Manage Information

1.5. GPM re-training programme is planned and carried out based on the principles of in-service and multidisciplinary training;

1.6. GPM re-training programme is conducted and headed by the organization (hereinafter "Leading Organization") which has the experience in health managers training, license on conduction post-graduate training and continuous medical education of other human resources of general practice (family physicians and nurses), participates in planning of human resources at managerial, organizational and central levels of health and social care system;

1.7. Development of curriculum for GPM training, and if necessary making its correction is provided by the "Leading Organization". Curriculum is approved according to the established regulations;

1.8. Selection of candidates for participation in the GPN re-training programme is carried out on the competition basis according to the criteria determined by the "Leading Organization".

II.   Regulations for the implementation of the programme

2.1. Based on the contract with the "Leading Organization", GPM re-training programme is conducted at Family Medicine practice (center, department) which is licensed as a family medicine training center;

III.   Description of GPN re-training programme curriculum

3.1. Curriculum for GPM training consists of following areas:

3.1.1. The Nature of Primary Care and Primary Care Management

Following completion of this module participants should be able to:

- Describe the World Health organisation's definition of and approach to primary care

- Understand the place of primary care in the total healthcare system and the implications for their local services
- Appreciate the potential role of primary care in a developmental setting
- Describe the key approaches and activities in a primary care led healthcare system
- Support the team based approach to primary care
- Appreciate the development and place of primary care in the UK and elsewhere as a source of information for developing local services
- Understand the potential role of the manager in a primary care system, and the management skills required in such a setting
- Understand the other key staff roles in a primary care setting and how the manager can help to support clinical primary care staff

Total teaching time for this module is **34 hours.** From this: Tutorial 16 hours, Group-work 10 hours and preparation for, and presentation of report 8 hours.

3.1.2. The functions of Management and Manager Roles and Responsibilities

Following completion of this module participants should be able to:

- Identify managerial roles using, for example, Fayol's ideas and Mintzbergs' classification
- Understand demands, constraints and choices related to their jobs
- To recognise the distinctive features of being a manager
- To reinforce the need for managers to plan and organise their time and workload effectively
- To introduce the issue of dealing with stress in oneself and ones colleagues at work
- To identify how you and your organisation react to change and competitiveness
- To identify strengths and weaknesses in relation to management competence

Total teaching time for this module is **38 hours.** From this: Tutorial 16 hours, Group-work 10 hours and preparation for, and submission of individual assessment 12 hours.

3.1.3. Communication

Following completion of this module participants should be able to:

- Explain why good communication is important for individual and organisational effectiveness
- Describe why it is important to have clearly formulated objectives which relate to both individual and organisational performance
- Assess their own information needs and those of their colleagues, and identify how they can be met
- Begin to develop a network of contacts to broaden the information base for their decision making
- Understand the systems model as it applies to communication in organisations as a way of understanding, monitoring and improving communication performance
- Differentiate between facts, feelings, opinions and values
- Identify some common barriers to face-to-face communication and suggest ways of overcoming them
- Be more sensitive and confident in interpreting non-verbal behaviour
- Recognise the need to listen to people more effectively

- Select and use different types of question that are appropriate to the situation and which elicit the type of information required
- Identify the major issues in running a successful meeting
- Differentiate between different types of meeting
- Determine the advantages and disadvantages of using meetings compared with other ways of communicating

Total teaching time for this module is **38 hours.** From this: Tutorial 18 hours, Group-work 12 hours and preparation and making of presentation 8 hours.

3.1.4. Decision making

Following completion of this module participants should be able to:

- Define the factors that influence the way in which we make decisions
- Identify the key stages involved in decision making
- Describe why each stage is important to the whole process
- Understand how aids to decision making can lead to making better decisions
- Decide when it is appropriate to involve other members of staff, or take a team approach to decision making
- Adopt a systematic approach to preparing a plan
- Identify some of the factors that lead to complexity in planning
- Review planning activities in their organisations and describe the levels and types of planning
- Generate options for meeting objectives and choose between them in a rational way
- Choose and apply suitable techniques at appropriate points in the planning process
- Plan and schedule activities for which they are responsible
- Identify the resources that will be required to implement a plan
- Determine objectives for individuals and teams, and allocate tasks and responsibilities
- Explain the basis of managerial control, outline its benefits, and depict the process of control in terms of the control loop
- Choose an appropriate way of setting standards for a given task or situation
- Monitor and measure performance
- Identify the main means and sources of gathering information for control that are available and assess their adequacy
- Recognise and respond appropriately to differences between levels of performance and standards set

Total teaching time for this module is **50 hours.** From this: Tutorial 24 hours, video work 6 hours, Group-work 12 hours and preparation of assignment 10 hours.

3.1.5. Motivation and Job Design

Following completion of this module participants should be able to:

- Distinguish between contrasting sets of assumptions about human behaviour that may affect their approach to managing

- Describe and avoid some false assumptions that can lead to problems with working relationships in organisations
- Explain and recognise how human behaviour may be influenced by unsatisfied needs and by values and beliefs
- Understand how learned behaviour affects human behaviour
- Explain the importance of motivation to the task of managing staff
- Recognise the variety of different motives that staff may have and the significance of this to the manager
- Explain the basic ideas and implications of some of the main models of motivation such as the rational-economic model, the social model, the self-actualising model, the complex model, and to recognise the kind of behaviour linked to each
- Use models such as Herzberg's two-factor theory, the psychological contract and expectancy theory to understand and apply to issues concerning motivation and performance in their own area of responsibility
- Understand the importance of reviewing an individuals job on a regular basis
- Argue for the importance of considering job design principles when any organisational changes are likely to affect existing jobs
- Apply the principles of job design when making changes to their own work or that of others, specifically in the areas of: skill variety, task identity and task significance, autonomy, feedback, social interaction and team working.

Total teaching time for this module is **46 hours.** From this: Tutorial 36 hours, Group-work 10 hours.

3.1.6. Recruitment and Selection

Following completion of this module participants should be able to:

- Understand the human resource management cycle and place of recruitment and selection in that process
- Carry out an analysis of a job that needs to be filled
- Provide a written description of the job in terms of its key features and detailed activities
- Draw up a detailed specification of the ideal person for the job
- From the job analysis and job description prepare a suitable form for applicants
- Design a suitable advertisement that describes the job and candidate requirements and avoids discrimination
- Understand how to prepare a shortlist of suitable candidates
- Critically appraise their own and others interview techniques
- Prepare systematically and comprehensively for selection interviews
- Plan a structure and determine the content of a selection interview
- Exercise an appropriate level of control over the interview to ensure that the structure id fulfilled
- Close a selection interview with due regard to the candidates needs
- Avoid the major pitfalls such as pre-judging, stereotyping, halo and horns effects, inaccurate perception and emotional involvement
- Know how to approach the selection decision systematically and rationally

Total teaching time for this module is **38 hours.** From this: Tutorial 12 hours, Group-work 10 hours, preparation for, and presentation of report 16 hours.

3.1.7. Development and Appraisal

Following completion of this module participants should be able to:

- Understand the human resource management cycle and place of development and appraisal in that process
- Describe the main ways in which managers can contribute to the development of their staff
- Take steps to identify the development needs of staff and recommend appropriate methods of meeting them
- Contribute to the design of an induction programmeme for someone joining the organisation
- Anticipate common difficulties associated with staff development
- Describe the purposes of appraisal schemes and how they may be used to enhance performance
- Prepare for and carry out sensitive appraisals of staff
- Use team meetings to review and enhance performance
- Develop their ability to provide constructive and effective feedback on performance

Total teaching time for this module is **30 hours.** From this: Tutorial 12 hours, Group-work 10 hours, preparation for, and presentation of report 8 hours.

3.1.8. Leadership and Power

Following completion of this module participants should be able to:

- Describe the main features of trait, style and contingency theories of leadership, to recognise the key assumptions they make and their limitations
- Recognise the implications of these theories for their own relationships with subordinates, colleagues and superiors
- Appreciate the opposing views of 'one best style' versus a contingency approach
- Define their leadership role in terms of the needs of the individual, the group, the task
- Identify their strengths and weaknesses in leading a team and in helping to maintain group morale
- See themselves as role models
- Identify the different types of participation and their importance to those in leadership roles
- Assess ways of improving their skills in delegation
- Understand the importance and potential advantage of managing ones manager
- Take steps to understand their managers work style, motivation, goals and objectives
- Develop strategies for handling 'problem' managers
- Distinguish between power, influence and authority
- Recognise and differentiate between the various sources of power that individuals in an organisation can use
- Assess the nature and extent of their own sources of power
- Recognise and differentiate between various influence strategies
- Analyse their own preferred influence strategies and their strengths and weaknesses

Total teaching time for this module is **22 hours.** From this: Tutorial 12 hours, Group-work 10 hours.

3.1.9. Managing Conflict

Following completion of this module participants should be able to:

- Assess their negotiating ability through the negotiating skills questionnaire and associated exercises
- Define conflict and distinguish it from other signs of differences such as argument or competition
- Understand the symptoms and causes of conflict
- Understand the six basic models for human interaction
- Prepare plans for dealing with negotiation and conflict resolution
- Identify the strategies available for dealing with conflict
- Choose and apply an appropriate strategy for any particular conflict situation
- Know and apply where appropriate the different styles of negotiation
- Understand and apply the skills of principled negotiation
- Apply the four basic steps in looking for options to achieve mutual gain
- Understand how to deal with conflict situations involving those in positions of power

Total teaching time for this module is **28 hours.** From this: Tutorial 18 hours, Group-work 10 hours.

3.1.10. Structuring Organisations

Following completion of this module participants should be able to:

- Define the key concepts in organisational structure such as hierarchy, centralisation and decentralisation, specialisation and unity of command
- Apply these ideas to their own situation
- Recognise some of the problems arising from inappropriate structure
- Analyse the strengths and weaknesses of their own situation and identify how this affects the management of the organisation
- Recognise the tension between integration and differentiation
- Describe the what is meant by mechanistic and organic types of organisation
- Explain the contingency approach to organisational structure
- Identify the benefits of networking within and between organisations

Total teaching time for this module is **56 hours**. From this: Tutorial and exercises 30 hours, Group-work 10 hours, preparation and presentation of reports 16 hours.

1.3.11. Quality in Primary Care

Following completion of this module participants should be able to:

- Define quality and describe and understand the background to the 'quality movement' including such concepts as total quality management (TQM)

- Describe the different dimensions of quality and identify the 'product' in healthcare and primary care
- Describe the requirements of the customer in this setting
- Assess whether they are delivering good quality and diagnose where problems exist
- Apply the concept of the 'cost of quality' to their area of work
- Involve the appropriate people in setting standards and improving and monitoring service performance
- Appreciate the importance of appropriate documentation for quality improvement procedures
- Consider how quality improvement issues from the UK and elsewhere might apply in the local situation
- Understand and apply the principles of scheduling in project management
- Appreciate the need to schedule appropriate numbers of staff and skills in order to meet the demands of the organisations quality objectives

Total teaching time for this module is **38 hours**. From this: Tutorial 12 hours, Group-work 10 hours, preparation and presentation of reports presentation of report with clinical colleagues 6 hours.

3.1.12. Managing Change

Following completion of this module participants should be able to

- Explain why change is important in organisations
- Identify a range of internal and external pressures for change
- Compare the advantages and disadvantages of various approaches to change and change management
- Explain how the organisation might respond to change
- Identify level, complexity and time as factors in the change process
- Explain the reasons for resistance to change
- Select appropriate ways of dealing with resistance to change
- Describe the three stage and the five stage models of a change programmeme
- Use the models to appraise a change situation

Total teaching time for this module is 4**8 hours**. From this: Tutorial and exercises 36 hours, Group-work 12 hours.

3.1.13. The Influence of Culture

Following completion of this module participants should be able to

- Appreciate the research on the wide variations in approaches to management in different national cultures
- Identify the background to their own national approach to a managerial culture and whether this is changing
- Explain what is meant by 'organisational culture'
- Appreciate why it is important for managers to understand organisational culture
- Identify ways in which organisational culture manifests itself in their organisation
- Define the term subculture and provide examples from their own experience

- Explain what the implications might be of trying to change the culture in their own organisations
- Create links between the issue of culture and other aspects of management, particularly quality

Total teaching time for this module is 2**8 hours**. From this: Tutorial 12 hours, Group-work 10 hours, preparation and presentation of report 6 hours.

3.1.14. Managing Finance

Following completion of this module participants should be able to

- Describe and understand how the financing of healthcare operates in their local situation and in their organisations
- Place the development of primary care within this process
- Analyse and consider how different financing models might be applied to the primary care development project locally
- Use the UK and other approaches as a reference point in considering their local situation
- Appreciate the principles of good financial management and the managers role in relation the finance function within an organisation
- Understand the general principles accounting and financial management and how to develop any necessary skills in this area as appropriate
- Describe the financial flows and the process of financial control in their own organisation
- Explain how financial probity and audit can be applied in organisations

Total teaching time for this module is 36 **hours**. From this: Tutorial 12 hours, Group-work 10 hours, Examination of and reporting on local situation 14 hours.

3.1.15. Managing Information

Following completion of this module participants should be able to

- Understand the importance of establishing appropriate management and communication systems
- Provide information to support decision making
- Forecast trends and developments which are likely to affect the organisations objectives
- Appreciate the need to identify information flows
- Identify the patterns of management control that apply to different management information systems
- Analyse their organisations requirements for recording and storing information
- Define information requirements appropriate in different parts of the organisation
- Define the types of data which must be collected to enable management information to be produced
- Understand the features and uses of database packages in a developed primary care setting
- Understand the uses of information in project management
- Understand the use of planning and scheduling techniques
- Identify the roles played by a project manager
- Understand the need for training strategies related to information management

Total teaching time for this module is **38 hours**. From this: Tutorial 16 hours, Group-work 10 hours, Investigation of local situation and preparation of report 12 hours.

3.1.16 The Nature of Management Training

Following completion of this module participants should be able to

- Determine goals and objectives of particular modules of GPM professional training programme;
- Design of training materials for trainees;
- Evaluation of individual training needs of trainees and on its basis development of individual training programmes in frames of core curriculum;
- Selection and application of most effective training methodology for achieving goals of the curriculum;
- Organization and carrying out of seminars, sessions, individual training in order to extend the theoretical knowledge of trainees;
- Application of practical training, simulated consultations, role playing, video material and appropriate methodology in order to extend acquire new skills by the trainees;
- Selection of current evaluation methods and their practical application. Interpretation of obtained results and development of future working plans;
- Participation in development of the curriculum summary evaluation package and promotion of its systematic update;
- Based on own experience and passed training material elaboration of appropriate exercises for role playing, case studies and group working;
- Relate any training activities to own managerial experience and personal development;
- Preparation of regular reports on carried out training activities, indicating description of performed work and achieved results, as well as recommendations on making corrections in curriculum for its update.

Total teaching time for this module is **22 hours**. From this: Tutorial 12 hours, Individual and Group-work 10 hours.

IV. Evaluation of participants in GPM Training Programme

4.1. To the evaluation of participants in GPM Training Programme is will be given 60 hours, from which: Preparation of business plan 24 hours, Assessment with Tutor 30 hours, Completion of assessment questions 6 hours.

4.2. Evaluation of participants in GPM Training Programme includes four stages. Detailed description of these stages is given below.

4.2.1. Written assessment

Written report covering aspects of key areas of the course. The following 4 questions are examples of the approach that will be used:

1.
- Why are objectives important in management?
- Give an example of how you have used, or would use, objective setting in your work related to primary care.
- Describe how you might run a training session related to this topic

2.
- Give examples of the key stages in the planning process.
- Demonstrate how you have used, or would use, the planning approach in your work related to primary care.
- Comment on whether there are particular problems with using such an approach in Georgia, and how you might deal with these problems.
- Describe what you might include in a training session related to this topic how you would go about running such a session..

3.
- What is your understanding of the key roles of the manager? Give examples of how your experience fits with this topic.
- Describe how you might run a training session related to this topic

4.
- What are some of the key features of organisational structures, and what problems can arise from having an inappropriate structure? Which is the best type of structure mechanistic or organic?
- From your analysis of your own situation how have you applied, or could you apply some of these concepts to improve the situation.
- Describe how you might run a training session related to this topic

4.2.2. General Application

Will be assessed:

- Consideration of response to tasks set
- Use of English
- Participation in and feedback from any study tour undertaken or similar activities

4.2.3. Performance in the Group

Will be assessed:

- Attendance
- Participation
- Use of presentations
- Performance in practice training sessions

4.2.4. Planning Activities

- Completion of business plan and its standard

Annex 7.1

Curriculum for General Practice Managers Training

№	Topic	Duration	Training methodology
1.	Nature of Primary Care and Primary Care Management	34 hours	Tutorial, exercises, individual & group-work, preparation and making of presentation, preparation of assignment
2.	functions of Management and Manager Roles and Responsibilities	38 hours	
3.	Communication	38 hours	
4.	Making decision	50 hours	
5.	Motivation and job design	46 hours	
6.	Recruiting and selection	38 hours	
7.	Development and appraisal	30 hours	
8.	Leadership and power	22 hours	
9.	Managing conflict	28 hours	
10.	Structuring organisation	56 hours	
11.	Quality in primary care	38 hours	
12.	Managing change	48 hours	
13.	Influence of culture	28 hours	
14.	Managing finance	36 hours	
15.	Managing information	38 hours	
16.	Nature of management training	22 hours	
	Total	**650 hours**	