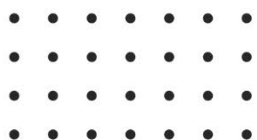




Master of Leadership in
Health Professions Education

Research Project Guide for Implementer & Planner

Version 1 (2022-2023)





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PROGRAM COORDINATOR WELCOME NOTE

Welcome to year 2 in the Master of Science in Leadership in Health Profession Education

During this year you are required to plan and/or implement a change within your organizations by applying all the knowledge and skills gained throughout the first year of the program. Throughout the last seven years, graduates from this program have conducted change management projects that produced considerable developments and improvement in their organizations/colleges. Their feedback has indicated that undertaking the project is a challenging but rewarding learning experience.

You will be supplemented with a series of engaging seminars, action learning sets (ALS) and effective resources to augment your learning. The seminars will guide you throughout the milestones of your project; starting with the introduction to Action Research, followed by developing a literature review, then managing and evaluating a change within an organization, and finally presenting your project. Moreover, you will be supported not only by your supervisor, but also by your colleagues in the ALS and the discussion forum.

Action Learning has been an essential complementary learning method in the program since its launching in 2013. The action learning sets are structured sessions that create a safe environment for you to meet with you fellow classmates in a small group almost every month. In these meetings, you have an opportunity to discuss your progress in the project, to bring out any challenging and complex issues, and to work together with other members of the ALS to explore and propose solutions for these issues.

This document will help you plan, implement, and present you project.

Wishing you a successful year

Mohamed Hassan Taha

Assistant Professor and Coordinator

Assistant Professor, Coordinator & Acting Director of the Medical Education Center

College of Medicine

Medical Education Centre



1. CHANGE PROJECT OVERVIEW

To fulfill the requirements of the MSc in Leadership in Health Professions Education program students are required to undertake an educational change project which carries 9 credit hours. The project is carried out during the second year of the program to enable the student to apply the knowledge, skills, and personal change gained throughout the whole program. The project is expected to be manageable and one that can be completed within the required timeframe.

There are two different types of projects, both of which fulfill the requirements of the second year:

1. **The Project Implementation** is a complete a project that you implement in the organization during year two of the program.
2. **The Project Planning** is the design and plan of a complete project that is capable of being implemented after year two has been completed.

All students are expected to undertake the Project Implementation option. However, ethical approval is required before a project can be implemented. If it is not possible to obtain an ethical approval, a student may request from the faculty supervisor to pursue with the Project Planning option.

Please note this document serves as guide for both the Project Implementation and Project Planning unless indicted in the paragraph heading.

1.1 What Is a Change Project?

The project for the MSc program is an action-research based change project. Students are expected to construct, plan, implement, and evaluate a change within their workplace. This is a “live” project tackling real organizational issues. Students are expected to take the lead in implementing the project and to take responsibility for ensuring its success. The organizational change approach adopted for this program is underpinned by the traditions of action research, particularly the work of Coghlan & Brannick (2014). According to Senior & Swailes (2010:326), action research ‘is a collaborative effort between leaders and facilitators of any change and those who have to enact it.’ Senior & Swailes have further developed this concept and presented an Organisational Development model of change (Figure 1) that present a dynamic action research. It is that this approach change as a ‘one-off’ process.

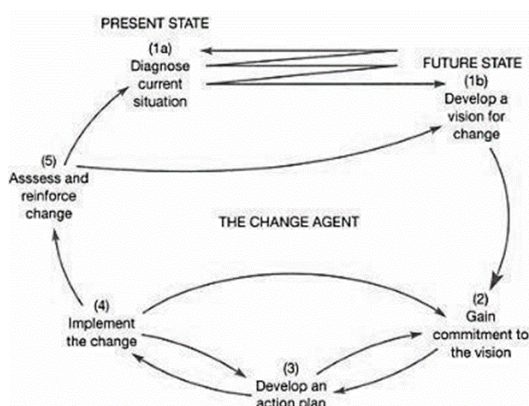


Figure1. Senior & Swailes (2010) OD Model of Change

To meet the requirements of the program, students are expected to conduct their project within the time frame of year two. Using the Coghlan and Brannick approach, students are expected to complete one full action research cycle - diagnosing/constructing, planning, taking action, and evaluating action – Figure 2.

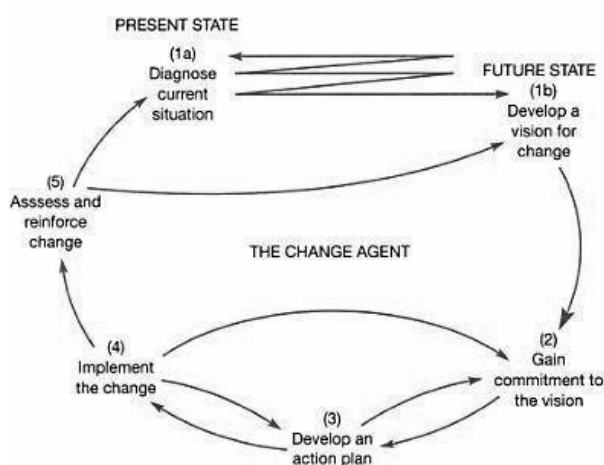


Figure 2. Coghlan & Brannick (2014) Action research cycle

1.2 The purpose of the project

The purpose of the project is twofold. Firstly, the project provides an opportunity for students to put into practice and demonstrate what they have learned in Year 1. It is hoped that students will further develop their educational leadership skills by implementing a real evidence-based organizational change within their workplace. Secondly, it is hoped the project will have an organizational impact and contribute to broader improvements. The project also allows the students to develop skills in planning for, evaluating, and measuring this impact.

1.3 An evidence-based approach to organizational change

Evidence-based practice is the foundation for good leadership and management. It is expected that the project will be informed by sound evidence drawn from published research, organizational and national data, and other credible sources. The student is expected to analyze their organisation and/or service and identify appropriate areas for educational change that are supported by evidence. The student is also required to be familiar with relevant literature related to their project topic. This will be demonstrated through conducting a systematized review (Grant & Booth, 2009) that draws on research papers, reports, and other relevant sources. Also, students will need to be informed by the extensive literature on organizational change and to consider the most appropriate model of change to help guide their project.



2. LEARNING OUTCOMES

2.1 Learning Outcomes for an Implementer

On successful completion of this project, students will be able to:

1. Evaluate the complexities of leading organizational change.
2. Critically analyze their organizational environment to identify an area for planning, implementing, and evaluating organisational change in practice.
3. Critically analyze previous evidence in the subject area and use this to inform organizational change.
4. Recognize the operational, financial, and further objectives of stakeholders, including the organization and to respond appropriately.
5. Undertake an evidence-based organizational change project which demonstrates an ability to lead and evaluate the complex processes inherent in organizational change.
6. Reflect critically on their practice to evaluate the impact of their change project upon their organization and themselves as health and educational practitioner

2.2 Learning Outcomes for a Planner

On successful completion of this project students will be able to:

1. Evaluate the complexities of leading organizational change.
2. Critically analyze their organizational environment to identify an area for planning and evaluating organizational change.
3. Critically analyze previous evidence in the subject area and use this to inform organizational change.
4. Recognize the operational, financial, and further objectives of stakeholders including the organization and to respond appropriately.
5. Plan an evidence-based organizational change project which demonstrates an ability to lead and evaluate the complex processes inherent in organizational change.
6. Reflect critically on their practice to evaluate the impact of their change project upon their organization and themselves as health and educational practitioners.
7. Demonstrate the ability to verbally communicate and defend the merits of the planned change before a panel.



3. CHOOSING A PROJECT

Students are encouraged to consider the following criteria when selecting their organizational change project:

- The change must have an educational focus
- The change requires a change in the 'way things are done.'
- The change project should be a legitimate part of the student's role, for which he/she have responsibility.
- The change project should be perceived as challenging, but not overwhelming.
- The change project should be agreed on with the line manager or person with the appropriate authority.
- The change project should have identifiable meaningful and tangible outcomes.
- The change project is expected to bring measurable and identifiable benefits to the organization.
- The change project should fit with the organization's strategy.

In deciding which project to undertake, it is helpful to consider the following questions. While there are no precise prescriptions to be found in the answers, they will provide a basis to assess the strengths and weaknesses of the project. The student can ask himself/herself:

- Am I interested in making a change to the current situation?
- How much do I know about this situation?
- Can I cope with the likely demands?
- Do the potential benefits to the organization match the time and effort I am likely to put in?
- Are the resources (time, facilities, money, equipment, staffing, knowledge, skills, etc.) available to make this project achievable?
- Will I need to learn new techniques and methods?
- Does the project have a clear end/outcome?
- What could go wrong, and how can I avoid such problems?
- What is the likely balance between practical and desk work (i.e., doing vs. reading, collecting information, and analyzing) and how does this relate to the project objectives?

3.1 Providing evidence to support reasons for selecting a project

It is important that students provide organizational evidence to support the reason they have selected the project and to align their project with organisational priorities and strategies. This will help create a sense of urgency during the initiation stage of the process and increase the likelihood of success. Students are encouraged to use appropriate change management tools such as **Force Field analysis, SWOT, and Stakeholder Analysis** to help inform the diagnosis of the current situation within the organization. The raw data from the tools can be included in the appendices of the project report. The benefit of using the particular tool should be stated in the text, supported by reference to the appropriate literature. You may refer to this link to help you to prepare your SWOT analysis

<https://www.hse.ie/eng/staff/resources/changeguide/resources/template-621-swot-analysis.pdf>

3.2 Access to Previous Project Reports

Samples of previous well written Change Project reports will be available in the Blackboard to provide further guidance.

3.3 Project Proposal

Students are required to submit a project proposal for approval before commencing the implementation of the project. A template is provided on Blackboard that outlines the submission dates and requirements. Students will then be provided with feedback on their proposal. The feedback will also indicate whether or not the student should proceed with their project. Project proposals that are not approved must be revised and resubmitted on Blackboard within the indicated deadlines

3.4 Project Proposal outline

- Name
- Student ID
- Word count (max 1,500 words)
- First: Draft project title
- Second: Content, which includes the following:
 1. Organization Description: Provide a brief description of the organization (keep it anonymous) that can explain the context of the change you propose.
 2. Proposed Change: Describe the educational change you plan to implement in your organization.
 3. Change Model: Outline which model of change (It should be either Senior & Swailes model or the HSE model) you are going to use and the reason for your choice. You can explain about the other models in brief.
 4. Aim and objectives: Write the project aim and provide 2-3 (S-M-A-R-T) objectives
 5. Rationale: Justify why change is needed and outline the evidence for it. Include 5-7 references from the literature on the topic.
 6. Impact of the change: Discuss the organizational impact you hope to have the change will have.
 7. Potential Threats: Discuss potential threats and obstacles to the change being implemented
 8. Ethical Consideration: Consider the ethical implications and approvals needed for the project
 9. Evaluation: Outline your proposed method/s of evaluating the change. What/how will you gather the data (provide draft data collections method/s and tool/s), what analysis you will conduct? How will you demonstrate that you have achieved the objectives (evaluation model you will choose, and the reasons for choosing it, how are you going to use it)?
 10. Role in the organization: Describe your role in the organization and your role in this change project, e.g., how much authority do you have to introduce the change, what are you/others responsible for?
 11. Time Frame: Include a detailed Gantt, containing tasks and timeframes for completion

3.5 Project Sponsorship, Permission

3.5.1 Project Sponsorship, Permission and Completion for Implementers

To ensure the quality and authenticity of the projects, students are required to obtain permission to carry out their project within the participating organization and confirmation that the project was carried out and completed. Students are required to identify an organizational project sponsor within their organization who will support the project. The sponsor selected must also have the appropriate authority to provide permission for the project to be carried out. Appendix 1 shows the information sheet for Organization Sponsor. Students are required to submit on the Blackboard a completed 'Permission & Sponsorship Form' (Appendix 2) before commencing their project.

Once the project is complete, Students are also required to submit an Organization Final Confirmation Form (Appendix 2) signed by the same senior staff member.

Finally, you are required to complete a Declaration form, which will accompany the submission of your dissertation. This declaration form will be available in Appendix

4.

3.5.2 Project Permission for Planners

To ensure the quality and authenticity of the projects students are required to obtain permission to develop their project plan within the participating organization. Students are required to identify a project sponsor within their organization who will support the project. The sponsor selected must also have the appropriate authority to provide permission for the project if it to be carried out.

Students are required to submit on the Blackboard a completed 'Permission & Sponsorship Form' (Appendix 2) before commencing their project.

4. ETHICAL CONSIDERATIONS

4.1 Honesty and Integrity

The University of Sharjah requires that the students apply the highest standards of honesty to all aspects of their dissertations including generation and analysis of data, the publication of outcomes, the acknowledgment of input, both direct and indirect, of others and the declaration of conflicts of interest. These standards must also be applied to their dealings with other researchers and their work. Plagiarism, deception, or the fabrication or falsification of results will be regarded as a serious offense and will be disciplined accordingly. As a matter of good practice, students are required to keep clear and accurate records and to include procedures followed, approvals granted and final dissertation outcomes. This is important to facilitate proper investigation should question later arise regarding the conduct of the dissertation or the outcomes.

4.2 Ethical Approval and Data Protection

4.2.1 For Implementers

Students are required to ensure compliance with all ethical, legal, and organizational requirements before commencing their project. In some organizations ethical approval is not required for work that is part of the normal organizational change processes. All projects must be conducted with adherence to ethical principles. The following process must be followed:

1. All projects must be reviewed by the Ethics Committee of the organization, or by a senior decision maker within the organization where the project will be carried out.
2. Where approval is granted from an external research ethics committee a letter confirming their decision must be uploaded with the supporting documentation that accompanied the application onto the designated link on the Blackboard Year 2 course site.
3. If a research ethics committee or an organization decides that ethical approval is not required a letter confirming this decision must be uploaded with the supporting documentation that informed the decision onto the designated link on the Blackboard Year 2 course site
4. A copy of the letter confirming that ethical approval was granted or not required must be included in the appendices of the project report.
5. Students must be compliant with data protection requirements within the jurisdiction that the project is conducted.

4.2.2 For Planner

Students are required to ensure compliance with all ethical, legal, and organizational requirements before commencing their project. All projects must be conducted with adherence to ethical principles. Note that without ethical approval, the collection of data or other activities that require the direct involvement of patients, customers or staff or their records must not be engaged in.

4.3 Copyrights

The copyright for the project report is owned by the individual student. The University of Sharjah embraces the ethos of sharing and disseminating academic work to the wider community.

4.4 Confidentiality

The confidentiality of information or data collected or included as part of the project is sometimes an issue of concern for students and their organization. Confidentiality can be maintained by avoiding the identification of the institution or staff/personnel.

5. SUBMISSIONS AND REQUIREMENTS

5.1 Submission Requirements of the Implementation Project

Comprises of three components:

1. Project Report
2. Poster
3. Reflective Diary

5.2 Submission Requirements for the Planning Project

Comprises of three components.

1. Project Report
2. Oral Presentation
3. Reflective Diary

Guidance on the requirements for each of these components of the project is outlined below. Students are required to upload the project report and the reflections as two separate files onto the Taskstream as well as the Blackboard within the assignment submission deadline. Before the submission of the project, students will be directed to complete an online declaration. Please note that late submission will not be accepted, and the Blackboard will automatically close at the designated time.

5.3 Generic Recommendations for the presentation of the Project Report

5.3.1 Report format, layout, and presentation

The report should contain the following elements:

- Front page: The title page must bear the title of the work in at least 24pt type. The title should describe the content of the project accurately and concisely (not more than 15 words). The name and initials of the candidate, the qualification for which the work is submitted (e.g., a project submitted in part fulfillment of the degree of MSc in Health Professions Education, University of Sharjah), word count and the year of submission must also be shown. Please see the template available on the Blackboard (Appendix 5).
- Declaration sheet (Appendix 3)
- Table of Contents
The table of contents should list chapter headings and subheadings and should be exactly the same as the headings in the text (a template is provided for reference in Appendix 6). References and appendices should be listed following all other sections. The list of tables following the main contents page should contain details of all tables with page numbers. The list of figures following the main contents page or a list of tables (whichever is relevant) should contain details of all figures with page numbers. Please Note: Headings in the bold font should act as main headings, subheadings are in italics only. Avoid using the colored font in the project report.
- Acknowledgments: This section should include an acknowledgment to all who have

provided support during the project process. It can also include those who participated in the change and the organization in which the project has taken place (without naming the organization).

- Abstract: The abstract should be a brief but comprehensive summary of the project.
 - Approximate length of 200-250 words
 - It is usually the last section to be written but the first to be read by reviewers.
 - The abstract must be written in a language that could be understood by an informed layperson.
 - It must communicate the essential parts of the project and follow the same order as the report.
 - Abbreviations and references should not be used in the abstract.
 - Suggested headings include Title, Background and aim, Methods, Results, Conclusions
- List of Tables
- List of Figures
- The main body of the report (5 chapters, see below)
 - Chapter 1: Introduction
 - Chapter 2: Literature Review
 - Chapter 3: Organizational Change Process
 - Chapter 4: Evaluation
 - Chapter 5: Discussion & Conclusion
- Reference List
- Appendices

5.3.2 First- or third-person construct and gender-neutral language

- It is common for students to ask whether they should write in the first ('I did') or third person ('this was done'). While there are no definitive rules, it is recommended that students consider adopting an approach that best suits what is being discussed. This can change throughout the report.
- For example
- Chapter 1. A mixture of both first and third person but predominately first.
- Chapter 2. The literature review is considering the views of others and should be written in the third person.
- Chapter 3. This chapter will describe your involvement in the change process and is written in the first person. However, it will be appropriate to use the third person in some instances.
- Chapter 4. Quantitative results are written in the third person. Qualitative results can be written in the first person.
- Chapter 5. The discussion is a mixture of both the first and third person.

When writing your report, it is important to use terminology that treats gender equally. To avoid the use of 'his' or 'her' the plural can be used e.g. 'Hospital managers have increasingly complex roles; their duties include...' rather than 'The Hospital Manager has...; her duties include...'

5.3.3. Text

- Left-aligned
- Recommended font – Arial size 12pt
- One-and-a-half spacing

5.3.4 Word Count

The word count for the Project Report is 15,000 words (+/-10%). The abstract that is included in the project report should be 200-250 words. The word count for the Report starts from the first word of Chapter 1 to the final word of Chapter 5.

5.3.5 Turnitin

All drafts of chapters, the full draft and final submission must be uploaded onto Turnitin. Feedback will not be given on similarity indexes of 20% or greater.

5.4 Poster presentation for Implementer

Students are required to submit a poster as part of their second-year project. The poster should provide an overview of the completed project providing the following information:

- Title
- Introduction
- Aim and Objectives (SMART)
- Methods
- Results
- Conclusion

A presentation of the draft poster is scheduled for the final action learning set. This provides an opportunity to receive feedback from colleagues and the facilitator on it before submission. Resources are available on the Blackboard to help guide the student in preparing their poster

5.4.1 Guidance on Poster Submission

- Upload the Poster onto the Blackboard as a separate file.
- A color copy of the poster should be included as part of the appendices of the softbound copy of the report.
- No word limit is specified for the poster.

5.5 Presentation for Planner

The Presentation is an oral examination where students present their project to a panel. The assessment is carried out by two faculty members. Each student will be allocated a total of 20 minutes: Presentation of the project (10 mins) and Questions from the panel (10 mins)

Students must bring two completed copies of the Project Initiation Document with them to the presentation. The presentation will take place after the submission date for the project report and reflection.

5.5 Reflection Diary

Students are required to reflect on the experience of carrying out their project during the change process. The reflection should focus on the experience, feeling, thoughts, and emotions. This should be recorded regularly throughout the year. The reflection cycle provides an opportunity to reflect on the experience and learning that has taken place while carrying out the project. Students are required to select an appropriate reflective model to help structure their reflections (such as Gibbs, Kolb, Rolfe). Resources to help guide students in the use of reflection are available on the Blackboard. Students are required to submit five reflections as a separate document to the report. The reflection is not part of the word count for the project report and references, apart from the reflective model used, are not a requirement. The reflections are not graded. However, students are required to submit the structured reflections to enable them to complete the Year 2 program successfully. Note that students are encouraged to incorporate elements of their reflections into the main report.

5.6 Weightage of Assessments

5.6.1 For Implementer

Project Report	80%
Poster	10%
Contribution to ALS	10%
Reflective Diary	0

5.6.2 For Planner

Project Report	70%
Presentation	20%
Contribution to ALS	10%
Reflective Diary	0

5.7 Student Support

Student support during the project will be provided through the use of facilitated action learning sets, seminars, faculty supervision, and online support for more details review the Research Project Module descriptor.

5.7.1 Feedback

Written feedback will be provided to students on their draft/ final proposal and drafts of chapter 1, 2, 3, 4 and full draft. Feedback on the chapters and full draft will be provided by supervisors. All students are required to submit a final draft consisting of a complete project report, including appendices and references. Students are expected to proofread drafts for spelling and grammatical errors (please note that the supervisor will not be correcting spelling, grammatical, and typographical errors) before submission for review. Please refer to the Blackboard for the timeline for submission of drafts.

6. CHAPTERS OF PROJECT REPORT

6.1 Structuring chapters

Chapters should be divided using sections and subsections as required. It is advisable to use headings and subheadings and number these subsections. For example, Chapter 1 sections may be numbered as follows, 1.1, 1.2, etc. and Chapter 2 would be numbered 2.1, 2.2 (see Appendix 8). Headings and numbering provide the reader with a 'signpost' throughout the report. Figures should be labeled as figure 1, 2, 3, as they appear in the text. The tables should also be labeled Table 1, 2, three as they are presented.

It is important to inform the reader briefly what is going to be addressed at the beginning of each chapter and provide a summary at the end of the chapter. It is important that summaries are brief and do not include any new information. Each chapter should stand alone but should link to each other. This will remind the reader of the key points throughout the project report.

6.2 Chapter 1: Introduction

This chapter should introduce the project and provide a clear statement of the organizational change that the student plan to introduce. Chapter one must include the following.

- i. Problem description.
- ii. Details about the organization and the context of the change.
- iii. Rationale for carrying out the project.
- iv. Details of the proposed change.
- v. A description of the project leading to a specific Aim & 2-3 SMART Objectives.
- vi. The role of the student and the team involved in the project.
- vii. Signpost the reader to the remaining chapters.

6.2.1 Setting SMART Objectives for the Project

This resource is designed to help the student understand and to develop SMART objectives. Objectives are crucial for planning a change project by clarifying the nature of the project, how the aim will be achieved, how it will be measured, and when is the objective expected to be achieved.

SMART is an acronym for

- Specific
- Measurable
- Achievable
- Realistic
- Time-Bound

There is often confusion and variation in the use of the terms aim and objectives. To ensure consistency, students are expected to understand the following definitions:

The Aim is WHAT change you are going to introduce e.g.,

The Aim: to introduce a Problem Based Learning methodology into the curriculum of year three pharmacy students.

Objectives are WHY you are going to do this- e.g.,

- to reduce by 40 % the numbers of students who fail Toxicology by February 2017.
- To develop students self-directed learning skills by February 2016.

Structured objectives originated with the work of Drucker (1954) in his book 'The Practice of Management' where he introduced his idea of MBO (Management by Objectives). This was later developed by Doran (1981) into SMART objectives.

A change project generally includes between two to four objectives, each containing the elements of the SMART acronym.

Developing a SMART objective

Step 1.

When selecting the objectives consider the following to help inform the focus of your objectives.

What are the triggers and drivers for the change?

What is the expected impact once the project is complete?

Step 2.

You can use the following template to help construct your objectives.

By /_ /_ ,

[WHEN—Time bound*] [WHO/WHAT—Specific]

from to .

[MEASURE (number, rate, percentage of change and baseline)—Measurable]

6.2.2 Example of SMART Objectives

By 6th May 2014 [time bound], there will be an increase in compliance with HIQA hand hygiene standards XX [specific and relevant to the project], from 60% to 100% [measurable and achievable].

You will need to review your objectives to ensure they are realistic and achievable. It would be normal to include between 2 and 4 SMART objectives as part of your project.

It is worth noting that this is not the only method of writing SMART objectives. For example, when introducing a new system, it is unlikely that employees will have the required knowledge. In this case, your baseline knowledge could be low or even 0%. Listed below are several different approaches to writing objectives.

Examples

- By 30th March 2014 [time bound], 95% [measurable] of all grade 3/4 hospital clerical staff will have attended the new PIMS training session [specific].

- By 24th May 2014, all grade 3/4 hospital clerical staff who have attended the new PIMS system training session will achieve a minimum post-training test score of 75%.
- All nursing staff performing IV cannulation of patients will have completed the Hospital IV cannulation training session as measured on the 2nd of May 2014.
- All nursing staff performing IV cannulation of patients will have achieved a minimum post-training test score of 90% as measured on the 2nd of May 2014.
- By 3rd of April, the average waiting time in the rheumatology out-patients department will reduce from 120 minutes to 30 minutes.
- By 3rd of May, 95%, all patients attending the accident and emergency department will be triaged by a registered nurse within 20 minutes of registration.
- By 23rd of January 2014, the selected order communications system will be 100% compliant with organizational specifications.
- By 22nd of April, the wards included with the surgical directorate will be 95% compliant with the pre-operative protocol.

Students can use the Blackboard discussion forum to provide examples of their project objectives. They can also ask other group members during the action learning set to identify the SMART elements within their objectives and to provide peer feedback.

6.3 Chapter 2: Literature Review

This chapter should be a comprehensive review that draws extensively on the literature relevant to the selected topic. A short description of the search strategy should be included. The search strategy should detail the parameters set for the review, such as search terms, databases used, date parameters, types of literature, and inclusion/exclusion criteria. The number of articles or literature included in the review should also be stated. The review is expected to provide a concentrated critique of the literature on the project topic. Also, it should outline the implications for the project and provide evidence to support the rationale for the change. This chapter should not be a summary of the actual change or the change literature. The literature review should conclude with a brief overview of the findings and implications for the project.

There are different of literature reviews. As per the requirement of the project, you are required to write a structured literature review. The link below provides tips for writing a structured literature review.

<https://kib.ki.se/en/search-evaluate/systematic-reviews/structured-literature-reviews-guide-students>

6.4 Chapter 3: Organizational Change Process

Students are required to choose a model of organizational change to guide their project. The models that should be used are Senior, and Swailes (2010) OD Model for Change or the Health Service Executive (2008) Change Model. The table below provides a comparison between the main elements of the two models. The rationale for choosing the model must be discussed in

Chapter 3 and justified in the context of relevant. Note that if required, a PDSA cycle can be incorporated into the model.

Table 1: Models of change

Senior & Swailes	HSE Change Model
1. Diagnose current situation	1. Initiation
2. Develop a vision for change	2. Planning
3. Gain commitment to the vision	3. Implementation
4. Develop an action plan	4. Mainstreaming
5. Implement the change	
6. Assess and reinforce change	

6.4.1 Organization Change Process for Implementer

The main focus of this chapter is to detail the change process and the methods utilized in carrying out the project. This should be structured using the change model that the student has selected to help guide the project. A brief critical review of change models should be provided along with a rationale for the model selected. Consideration should be given to the costs, financial impact, and value for money of the project. Note that if required, a PDSA cycle can be incorporated into the model. Students' reflections can be incorporated into this chapter to help support the discussion on your experience. Ethical considerations and how they were addressed should be included in this chapter.

6.4.2 Organization Change Process for Planner

The main focus of this chapter is to detail the change process and methods used in planning the project. This should be structured using the change model that the student has selected to help guide the project. A brief critical review of approaches to change should be provided along with a rationale for the model selected. The chapter should outline the practices you have, or plan to engage in with reference to the change literature. Consideration should be given to the costs, financial impact and value for money of the project. A risk assessment must also be carried out. Note that a PDSA cycle can be incorporated into the change model. Students' reflections can be integrated into this chapter to help support the discussion on your experience. Ethical considerations and how they have been or will be addressed should be included in this chapter. All aspects of the chapter should be supported by relevant literature and theories associated with planning and leading organizational change projects. The report should be at a standard suitable for a top management team for assessment of its suitability for implementation

6.5 Chapter 4: Evaluation

6.5.1 Evaluation for Implementer

This chapter provides details of the methods and measures employed for the evaluation and the analysis carried out. A brief discussion on the significance of healthcare or educational evaluation should be provided at the start of the chapter. Quantitative and qualitative data/metrics should be included in this chapter. Reference should be made to the literature associated with the chosen methods. Please note that it is important that the evaluation should be linked directly to each of the objectives in Chapter One. If financial objectives have been set, they should also be reported in this chapter.

6.5.2 Evaluation for Planner

This chapter provides details of the methods and measures planned for the evaluation and the analysis of the project. A brief discussion on the significance of educational and/or healthcare evaluation should be provided at the start of the chapter. Details of the quantitative and/or qualitative data/metrics planned to be used should be included. Reference should be made to the literature associated with the chosen methods. Please note that it is important that the evaluation should be linked directly to the stated objectives in Chapter 1. If financial objectives have been set, they should be reported in this chapter.

6.6 Chapter 5: Discussion & Conclusions

6.6.1 For Implementer

The discussion chapter should address four key areas: summary, interpretation, limitations, and conclusions. This chapter should take the form of a critical discussion of students' experience of leading the change process, as described in Chapter Three, and the evaluation findings, as described in Chapter Four. The chapter is an opportunity to provide an overview of key findings, including relevance to the rationale and specific aim/objectives and the particular strength of the project. Students are also encouraged to explore their experience of introducing change and to discuss how the project relates to the literature discussed in chapter two. The reflections can be incorporated into this chapter to help support the discussion on the experience. The interpretation and limitations of the project experience and outcomes should address the following.

- Impact of the project on people and systems
- Reason for any differences between achieved and anticipated outcomes.
- Limitations
- Generalizability and application to other contexts
- Cost and strategic trade-offs, including opportunity costs
- Sustainability
- Implications for practice and further study in the field

- Suggested next steps

6.6.2 For Planner

The discussion chapter should address four key areas: summary, interpretation, limitations, and conclusions. This chapter should take the form of a critical discussion of students experience of planning the change process, as described in Chapter 3 and the evaluation as described in Chapter 4. Students need to discuss how the project relates to the literature discussed in chapter 2. The reflections can be integrated into this chapter to help support the discussion on your experience. The interpretation and limitations of your project experience and possible outcomes should address the following.

- Impact of the project on people and systems.
- Limitations
- Generalizability and potential for spread to other contexts
- Cost and strategic trade-offs, including opportunity costs
- Sustainability
- Implications for practice and further study in the field
- Suggested next steps

7. REFERENCES AND RECOMMENDED READING

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8. APPENDICES





Appendix 1: Information for Organisation Sponsor

Why are our students carrying out a project as part of their Master's program?

The second year of our masters' programs is dedicated to a substantial project. Students are required to design and conduct a change project requiring full implementation in your organization during the lifetime of the program. The purpose of this is to demonstrate their skills as a change manager. The project should be conducted during the last semester of the MSc program to enable them to draw on and apply their knowledge gained throughout the program. The project selected should be manageable and one that can be completed within the required timeframe. In situations where they are involved in a large organizational project, a smaller aspect of this project could be considered to meet the requirements. The student needs to secure a signed sponsorship form (attached), which indicates support/permission for the project from their organization as well as a final confirmation form (also attached), which indicates that the student did indeed implement the change project.

What does it mean to be an organizational sponsor and give permission?

We ask students to seek a sponsor and permission for two reasons. Firstly, we want these projects to have a chance of success, and so we ask students to discuss their ideas with a more senior person and gain permission to carry out the project. More than permission, we would hope that this more senior person would also act as a sponsor in the sense that they would support the project internally and so enhance the chance of success for the student. Secondly, as a college, we need to be able to verify that a real project is taking place. Therefore, we ask for contact details (phone and email), so we can contact the sponsors to discuss the project if we have concerns about authenticity. Whoever signs the permission form may receive a phone call and email from the Program Director within University of Sharjah (UoS). This person also signs a second form at the end of the project to confirm it took place.

What about confidentiality?

Many organizations are concerned about confidentiality as these projects are written up and submitted to the college for assessment. Within the written project, the students do not name specific organizations or specific people. They are asked to provide general descriptions only (for example "a large pediatric hospital" or "the senior consultant"). If you have any further concerns about confidentiality, please contact us.

Who should the organization contact if they have more questions?

Please contact the Program Coordinator



Appendix 2. Organisation Permission & Sponsorship Form

Name (Employee/ Student):	
Student Number:	
Organisation:	
Project Sponsor:	
(Line or Senior Manager)	

Telephone Contact: Email Contact:

Project Start Date:

Proposed Date of Completion:

Title of Project

Declaration

I permit for this project to be undertaken in this organization/ department, and I agree to act as an organisational project sponsor. I also agree to be contacted by the University of Sharjah to verify this project if required.

Name: Signature:

Date:

University of Sharjah

P O Box 27272, Sharjah U.A.E.

mtaha@sharjah.ac.ae

Office telephone Number: +971-6-505 7268

Appendix 3. Organisation Final Confirmation Form for implementer

Name (Employee/ Student):	
Student Number:	
Organisation:	

Project Sponsor: (Senior Manager)

Telephone Contact:

Email Contact:

Declaration

I confirm that the project named above was undertaken in this organization/ department and that the student named above was responsible for its implementation.

Name: Signature:

Date

Appendix 4: Declaration Sheet



THIS PAGE SHOULD ACCOMPANY THE WRITTEN REPORT It is required TO BESUBMITTED ON THE BLACKBOARD

Declaration:

"I at this moment certify that this material, which I now submit for assessment for the Year 2 Project onthe MSc in Leadership in Health Professions Education is entirely my work and has not been submittedas an exercise for assessment at this or any other University."

Student's Signature(s):

Date:

Student's Number (s):

Appendix 5: Front Page

{Insert Title of Project}

{Insert your first and last name}

A Dissertation submitted in part fulfilment of the degree

of MSc Leadership Health Professions Education, University of Sharjah

Student ID: Submission

Date: Word Count:

Appendix 5: Sample Table of Contents for Implementer

Acknowledgments

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1.6	6 Role of the student and the team involved in the project.
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2.3.2	Theme 2
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3.4	4 Change Model* (choose one)
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3.4.5	Diagnose Current Situation
3.4.6	Develop a Vision for Change
3.4.7	Gain Commitment to the Vision
3.4.8	Develop an Action Plan
3.4.9	Implement the Change
3.4.10	3.4.10 Assess and reinforce the Change
3.5	Summary and Conclusion

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 - 4.3 Evaluation
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 - 3.3 Rationale for Change model Selected
 - 3.4 Change model* (choose one core model)
 - 3.4.1 Initiation
 - 3.4.2 Planning
 - 3.4.3 Implementation
 - 3.4.4 Mainstreaming
or
 - 3.4.5 Diagnose Current Situation
 - 3.4.6 Develop a Vision for Change
 - 3.4.7 Gain Commitment to the Vision
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5 Discussion & Conclusions

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5.3 Experience of Planning a change

5.4 Limitations

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6 References

7 Appendices



Contact Us:



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