

The Six Sources Strategy Matrix

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EDLD 5304

Source 1: PERSONAL MOTIVATION		Source 2: PERSONAL ABILITY	
Questions to ask	<ul style="list-style-type: none"> Do new program directors feel that the modules align with their values and career goals? Will they find personal satisfaction and growth through this professional development? Do they believe this training will reduce the stress and uncertainty of their role? 	Questions to ask	<ul style="list-style-type: none"> Do directors feel they have the skills and knowledge to navigate their responsibilities effectively after completing the modules? Are they equipped to handle tasks as an administrator, like curriculum planning and accreditation compliance? Can they use their learning to manage real-world challenges that often lead to turnover?
Strategies	<ul style="list-style-type: none"> Share testimonials from directors who benefitted from similar training, showing how it positively impacted their confidence and career longevity. Connect the purpose of the modules to the directors' values, such as improving student outcomes, enhancing their leadership skills, and reducing burnout. Emphasize the role of training in shaping future surgical technologists and how their leadership can make a lasting difference. 	Strategies	<ul style="list-style-type: none"> Provide interactive, practical exercises in each module that simulate real challenges in program management. Include regular feedback sessions with mentors to reinforce skills and ensure directors feel confident applying what they learn. Offer additional resources like templates, guides, and FAQs to address common questions or difficulties directors may encounter in their roles.
Source 3: SOCIAL MOTIVATION		Source 4: SOCIAL ABILITY	
Questions to ask	<ul style="list-style-type: none"> Are leaders within ARC/STSA and AST endorsing the program and setting an example? Do directors feel encouraged by their peers to complete the modules and view them as a valuable resource? Is there a community where directors can openly share experiences and encourage one another? 	Questions to ask	<ul style="list-style-type: none"> Do program directors have mentors, support, and resources they need when facing challenges in the role? Is there a support system they can rely on for guidance without feeling judged or isolated? Are they aware of peers who are available to help with specific issues or provide encouragement?
Strategies	<ul style="list-style-type: none"> Engage influential ARC/STSA and AST leaders to promote the program, showing that industry leaders support and value this development. Establish peer groups or learning cohorts for directors to complete the modules together, encouraging accountability and mutual support. Arrange regular check-ins with respected program directors who can share success stories and advice, fostering a culture of learning and mentorship. 	Strategies	<ul style="list-style-type: none"> Assign each new director a mentor from a pool of experienced directors who can provide guidance on module content and career challenges. Develop a secure, dedicated online community or forum where directors can ask questions and discuss issues openly with mentors and peers. Organize monthly "office hours" or group calls with mentors where directors can drop in for support and advice.
Source 5: STRUCTURAL MOTIVATION		Source 6: STRUCTURAL ABILITY	
Questions to ask	<ul style="list-style-type: none"> Are there incentives that reward the completion of the modules, encouraging directors to fully engage? Is there recognition for completing professional development that highlights the value of this achievement? Are there consequences for not participating that reinforce the importance of the training? 	Questions to ask	<ul style="list-style-type: none"> Are the modules easily accessible and structured so that directors can complete them without disrupting their primary responsibilities? Are there reminders, progress tracking, or resources to keep directors on track and engaged with the program? Is all necessary support (e.g., technical help, resource access) readily available?
Strategies	<ul style="list-style-type: none"> Provide continuing education credits from AST and certificates of completion for each module. Publicly recognize directors who complete the program in ARC/STSA or AST newsletters, conferences, or other professional networks. Consider incorporating module completion into institutional performance reviews or professional development plans, ensuring that participation is seen as essential for career growth. 	Strategies	<ul style="list-style-type: none"> Design the modules to be self-paced and accessible online and downloadable, allowing directors to fit training around their schedules without additional stress. Send regular progress reminders, provide an online dashboard for tracking module completion, and include motivational checkpoints to keep directors engaged. Offer technical support, clear instructions, and an FAQ resource to ensure directors can navigate the platform.

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INFLUENCER STRATEGY

FOR SURGICAL TECHNOLOGY PROGRAM DIRECTOR EDUCATION

1



REDUCE TURNOVER RATES

The main goal of this project is to reduce the current turnover rates of Surgical Technology Program Directors across the nation. This would be accomplished by providing structured educational learning modules coupled with a mentorship program.

2



MEASURE RESULTS

Results will be measured by tracking turnover rates on an annual basis, program completion rates (how many PD's completed training), satisfaction surveys, and competency assessments. The Accreditation Review Council for Surgical Technology and Surgical Assisting (ARC/STSA) is a vested stakeholder and will conduct the previously mentioned assessments.

3



ORGANIZATIONAL STAKEHOLDERS

ARC/STSA and the Association of Surgical Technologist (AST), Experienced Program Directors/educators, Institutions, and educational specialists.

4



VITAL BEHAVIORS

Engagement in continuous learning, seek mentors for collaboration and guidance, and apply knowledge to their new role as a program director/educator.