Rolla Technical Center
Program of Practical Nursing

LEADERSHIP & MANAGEMENT FOR PRACTICAL NURSES
(19 HOURS)

Course Information:
Course Title — Leadership and Management for Practical Nurses
Credit Hours — 19 hours during the 3rd trimester
Clinical
Prerequisites — None

Instructor’s Information:
Name — Pati Cox, RN, BSN, M.Ed.
Contact Information — 573-458-0160, ext. 16607 (work)
573-265-5224 (Home)
573-263-1416 (Cell)
pcox@rolla.k12.mo.us

Conference Period — Individual conferences shall be scheduled to assure privacy
and adequate time needed. Call or email for an appointment.

Resources:
Textbook — Anderson, Mary Ann. Braun, Judith, V. Caring for the Elderly

Materials needed for the class:
Computer/Internet access, transportation

Course Description:
The general purpose of the Leadership and Management course is to introduce the
Practical Nursing student to the basic skills and knowledge necessary in leadership and
management. The course introduces basic concepts of leadership and management for
the first-line manager/caregiver, the Licensed Practical Nurse. This course is divided into
two components with the first component focusing on the basic people skills needed to
manage successfully and the second part addresses the daily application and leadership
skills for the first-line manager.

Course Rationale:
To facilitate the learning of information as it relates to the application of nursing care of
the elderly population in accordance with the Minimum Standards of Practical Nursing
Education set forth by the Missouri State Board of Nursing.
At the completion of this course, the student will be able to:

1. Define leadership and management.
2. Discuss the personal outlooks and attitudinal traits of a successful first-line manager.
3. Exhibit effective interpersonal and communication skills with patients/clients, significant others, and healthcare team members.
4. Describe two methods for managing stressful communications.
5. Identify three management styles commonly used and determine the style that is most effective for the situation or setting with all ages and culturally diverse needs.
6. Implement effective conflict resolution skills.
7. Describe the planning hoop and its use in setting priorities.
8. Demonstrate entry-level problem solving techniques and implement nursing skills necessary for management.
9. Apply the nursing process to provide leadership and management in all areas of nursing care: preventative, therapeutic, restorative and rehabilitative.
10. Utilize skills to implement a productive and efficient work force through the application of positive leadership, time management, and supervisory techniques.
11. Demonstrate the use of delegation as it applies to clinical, work and home.
12. Describe the principles and processes necessary for evaluating programs, procedures, and people as a first-line manager.
13. Identify three common errors made in doing employee evaluations.
15. Describe the role and responsibility of the Licensed Practical Nurse in leadership and healthcare supervision as a safe and effective practitioner within the community.
16. Recognize the importance of continuing education and active participation in professional organizations as they apply to the leadership and management skills of the LPN.

Curriculum is available online at:

http://www.iml.missouri.edu/EatOnline/Public/district.aspx?id=22

Instructional Methods:

Methods of instructions will include: active participation, lectures, guest speakers, audiovisuals, discussion groups, computer technology, written assignments, specialized area observation, role-play, problem-based learning, practice labs and activities, and clinical experience.

Schedule:

Course duration: 19 hours during the 3rd trimester
Major exam & Assignments: Unit Exams, Comprehensive Final Exam, Computer Exit Exams and written paper.
Topics covered: People Skills and Application of Leadership and management skills
Evaluation:

Evaluation will be by observation, return demonstration, testing, project development and presentation, written assignments, case-studies, utilizing the E-Learning System, Elsevier On-line case studies. Written assessments will include constructed response, multiple choice, alternative question formats in accordance with the NCLEX-CAT PN test plan.

Grading Scale:

**Classroom:**

- A - 92-100
- B - 83-91
- C - 75-82
- F - below 75

**Clinical:**

This course has a clinical component in the 3rd trimester. All clinical courses are graded on a Pass (meets minimum standards) or Fail (does not meet minimum standards).

Promotion Policy:

At the end of each trimester (16 weeks), a student must have a minimum of 75% or Pass in each nursing subject and clinical area, and a letter grade of a C in required college courses in order to remain in the program.

An exception to this rule is the Intravenous Fluid Treatment Administration Course whereby the Missouri State Board of Nursing states the course final exam of (80%) and clinical grade of 100% / pass must be obtained per regulations, CSR 200.6010 and section 335.017.

Please note: All grades will be recorded on the official transcript as a letter grade or Pass/Fail, not percentage score. Refer to current Program of Practical Nursing Student Handbook for more detail.

Attendance Policy:

This policy pertains to all students enrolled in Rolla Technical Center's Program of Practical Nursing.

**Absences:** A total of 48 hours may be accrued throughout the entire year. Any absence over the stated amount may be cause for student ineligibility for continuing in
Tardies: A total of (6) six tardies may be accrued throughout the entire year. Any tardy over the stated amount may be cause for student ineligibility.

Please Note: Refer to current Program of Practical Nursing Student Handbook for more detail.

Missed Assignments/Exam Procedure:

On the first day the student returns to school after absence, it is his/her responsibility to contact each instructor regarding course work to be made up. Failure to do so will result in a (0) zero for missed assignments or examinations.

Classroom:
1. Make-up will only be allowed if arrangements are made by the student with each instructor on the first day he/she returns to class.
2. No make-up will be allowed on pop quizzes.
3. Early tests will not be allowed prior to scheduled time (to include same day tests).
4. No tests will be made up during class lecture time. Tests may be made up during lunch, before/after school, selective study or during lab time with instructor's approval.

Clinical:
1. Any student who misses more than 2 days per trimester in any clinical rotation will be placed on clinical probation and/or dismissed from the program.
2. No clinical-make up will be allowed.

Assignments:
All classroom and clinical assignments are due at 8:00 a.m. in the designated location as indicated by instructor. Any assignment received after 8:00 a.m. will be considered late unless otherwise instructed. (Refer to Late Assignments/Test Policy).

Late Assignments/Tests:
Late assignments/tests will only be considered for a maximum of (50%) fifty percent of the total points if turned in at 8:00 a.m. on the first scheduled class day following the deadline date. No work will be accepted after this time for credit. This policy is not to be confused with the make-up policy.

Extra Credit:
There will be no extra credit assignments in the classroom or clinical.

Please Note: Refer to current Program of Practical Nursing Student Handbook for more detail.
All students are expected to take an active part in the learning environment of the classroom. This means coming to class on time and being prepared to learn.

**Academic Dishonesty:**

The Rolla School Board has defined Academic Dishonesty as "Dishonesty, such as cheating, plagiarism, or knowingly furnishing false information to the school district. Such behavior may result in reduction in grades, classroom discipline as determined by the instructor, or dismissal from the program.

**Please note:** Refer to current Program of Practical Nursing Student Handbook.

**COURSE REQUIREMENTS:**

1. Due to the nature of the format of the course, each student is expected to read unit objectives and assignments prior to class in order to facilitate class discussion and participation.
2. Each student will read Chapter 11 in the NCOA text before the beginning of class.
3. Each student will participate in all activities.
4. Each student will be responsible for participating in all clinical experiences as assigned.
5. Each student will complete a notebook/folder with designated items included (see instructions below)

**EVALUATION METHODS FOR LEADERSHIP & MANAGEMENT:**

**Tests:**

1. Examination on Chapter 11 (The Management Role of LPN) - NCOA Text = 100 pts
   
   **Total Points = 100 Points**

**Activities:**

1. Class Participation = 100 pts
   
   **Total Points = 100 Points**

**Written Assignment:**

1. Reflection On Clinical Experience in Leadership = 100 pts
   Discuss learning experiences, advantages/disadvantages of leadership clinical, did you benefit from the rotation and how has this clinical experience better prepared you for graduation?
   
   **Paper must be 2 pages typed – double spaced and 14 font. Title in center of page, name and date on right top of page**
   **Margins – 1 inch for top, bottom, right and left**

**Total Points Possible = 300 Points**
Rolla Technical Center
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Grades:
Letter grades will be based on the percentage of total points earned. The following grading scale will be utilized for this course as stated in the current Practical Nursing Student Handbook. All students must achieve a 75% or above in this course to remain in the nursing program as indicated in the current Practical Nursing Student Handbook.

100-92............A
91-83............B
82-75............C

Text:

References:


Course Outline:

**Part 1: The People Skills: Managing Human Resources**
- Psychosocial and Communication Skills
- Leadership Skills
- Management Skills
- Conflict Resolution

**Part 2: Application of Leadership and Management Skills**
- Delegation
- Legal Implications for the LPN- First Line Manager
- Evaluations

Please Note that the Syllabus is subject to change at the discretion of the Facilitator

Word ï L&M Syllabus
Rev. 5/2010 6
<table>
<thead>
<tr>
<th>Objectives</th>
<th>Learning Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify 6 basic personal skills imports for effective management.</td>
<td><strong>Text:</strong> Chpt 11:</td>
</tr>
<tr>
<td>2. Discuss 3 techniques for developing a positive mental attitude.</td>
<td>161-182</td>
</tr>
<tr>
<td>3. Explore 4 new ways to look at failure (risk-taking)</td>
<td><strong>Methods:</strong></td>
</tr>
<tr>
<td>4. Follow 5 steps to practice critical thinking.</td>
<td>Lecture</td>
</tr>
<tr>
<td>5. Identify 3 motivators for workers.</td>
<td>Power point</td>
</tr>
<tr>
<td>6. Explain the role of respect and integrity in management</td>
<td>Discussion</td>
</tr>
<tr>
<td>7. Compare the difference between achievers and sustainers.</td>
<td>Activities</td>
</tr>
<tr>
<td>8. List 8 qualities of winners (achievers).</td>
<td></td>
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<tr>
<td>10. Identify 7 factors affecting communication</td>
<td></td>
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<tr>
<td>11. List 6 characteristics of a clear and effective message.</td>
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<tr>
<td>12. Define the concept of rapport and its 4 basic ingredients/elements.</td>
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<tr>
<td>13. Discuss 4 strategies for creating rapport.</td>
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<tr>
<td>14. Identify 7 techniques for developing expert listening abilities.</td>
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<tr>
<td>15. State 6 key points for effective written communication.</td>
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<tr>
<td>16. Describe hints for giving and receiving a clear and concise change of shift report.</td>
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<tr>
<td>17. Compare rules of effective phone manners with taboo practices.</td>
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<tr>
<td>18. Discuss telephone techniques for communicating with physicians.</td>
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</tr>
</tbody>
</table>

**Evaluation Methods:**
MANAGING HUMAN RESOURCES: THE PSYCHOSOCIAL SKILLS

Pati Cox, RN, BSN, M.Ed.

Slide 1

Outline

- Introduction
- The People Skills
- The Social Skills

Slide 2

Steps to A Positive Outlook

- Recognize the negative attitude & turn it away. Reject it!!
- Replace negative attitude by frequent repeating positive statements
- Use warm, enthusiastic, upbeat words that help build a feeling of success

Slide 3
Leadership & Management for Practical Nurses

Slide 4

- Express Yourself
- Make Requests
- Learn to Refuse
- Expect to Succeed

Slide 5

Steps for Critical Thinking

- Define the problem
- List all possible solutions
- Compare each solution
- Choose a solution and try it
- Evaluate the Results

Slide 6

Caring

- A concern for and an active interest in others
- A belief in the individual worth, uniqueness, and dignity of each person
- An accepting attitude
- Empathy
Leadership & Management for Practical Nurses

Slide 7

- Dressing Inconsistently
- Dressing Beneath you
- Having a Negative attitude
- Projecting anxieties or nervousness
- Not making decisions quickly
- Allowing others to interrupt you
- Not joining your professional organization

Slide 8

- Positive Self-Expectancy
- Positive Self-Esteem
- Positive Self-Awareness
- Positive Self-Perspective
- Positive Self-Direction
- Positive Self-Control & Discipline
- Positive Communications
- Positive Self-Image

Winning Qualities

Slide 9

- Nurses possess many skills necessary for effective management & leadership
- Personal commitment involves doing your best in every situation
- An important trait for effective management is a gentle sense of humor
- A positive mental attitude is one of the most powerful tools for leaders
- Effective nurse supervisors are organized and willing to take risks

Key Concepts - Psychosocial
Leadership & Management for Practical Nurses

Key Concepts:
- No failures – they are only opportunities for learning
- Problem solving is an important critical thinking skill for managers
- Important social skills for nurse leaders include: Caring, sensitivity to others, respect & integrity
- Dynamic leaders and managers project success
- Image Killers are traits/behaviors that send unfavorable messages
- Achievers have well-developed self-projection, positioning, risk-taking, networking skills & a high level of energy.

Factors That Effect Communication Skills:
- The Message
- Level of Development
- Individual background – culture, attitudes
- Emotions
- Past experiences
- Relationships & roles
- The Grapevine
- Space & Territory
- Environmental Factors

Communication is a priority in leadership & management.

Assertive communication and active listening are the most important skills an effective manager can have.

Interactive Distances:
- Interactive Distance – (18" or less)
- Personal Distance – (18" – 4’)
- Social Distance – (4’ – 12’)
- Public Distance – (More than 12’)

___________________________________
___________________________________
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_elements of rapport

- A concern for and active interest in others
- An accepting, non-judgmental approach
- Empathy and sympathy
- A belief in the dignity, worth, and uniqueness of each individual

 técnicas para establecer acercamiento

- Define your goals for the relationship
- Listen for rapport
- Use rapport builders

_aptitudes de escucha experta_

- Take time to listen
- Teach yourself to concentrate
- Do not interrupt
- Listen to what the speaker is saying
- Listen between the lines
- Listen with your eyes

猎Active Listening猎

To really be good at active listening & assertive communication you need to do what DOES NOT feel natural.
Leadership & Management for Practical Nurses

Guidelines for Written Communication

- Have a clear idea of what is to be communicated
- Know the essential facts. The receiver needs them to help form a conclusion or take action
- Consider the receiver. Think about the reader's attitudes, feelings & educational level

Guidelines cont.

- Decide on the medium. Telephone, personal interaction, and written message all have a different impact on the receiver. Be guided by the type of message you want to send
- Write clearly (legibly). If you can't print
- Use clear language. Choose words carefully. Be clear & organized

Guidelines for Telephone Etiquette

- Answer the phone on your unit with facility's name
- Project a positive attitude
- Allow the caller to tell his/her story
- Listen
- Speak with respect
- Speak the caller's language
- Be prepared & return all phone calls
- End each call with courtesy & tact
- Take complete messages
Leadership & Management for Practical Nurses

Key Concepts: Communication

- Communication is a constantly occurring process in which an exchange of info takes place on several levels.
- 10 factors that effect communication within the work setting relate to the message: the developmental levels, indiv. Backgrounds, past experiences, roles and relationships, emotions of communicators, the grapevine, space and territory & env. factors.

The grapevine is an informal communication system that exists in every organization. To become effective managers, nurses need to be aware of and work with:

- The distance between person has an impact on communication.
- The most effective verbal messages are: brief, clear, paced appropriately, effectively toned, relevant and well timed.
Key Concepts: Communication

- Touch is a powerful communication tool.
- Body language encompasses position, posture, gait, gestures, and facial expressions.
- Rapport is a catalyst that transforms a series of interactions into a meaningful relationship.
- Sending and receiving verbal messages require attention to and practice with specific communication skills.

Effective listening, an important component of the communication process, is a developed skill.

- Change of shift reports exchange important information among healthcare providers in a short period of time.
- Good telephone skills are imperative for effective management and a professional impression.
- Effective communication with Dr.'s is vital to the client's welfare. Managers should encourage the nursing staff to practice good communication skills, especially when phoning Dr.'s.
### Objectives

1. Explain 3 ways in which the work force is changing.  
2. Describe 3 components of leadership.  
3. Define leadership/management styles.  
4. Compare the characteristics, advantages and disadvantages of the basic leadership styles.  
5. Discuss 3 nursing situations in which a specific leadership style would be preferred.  
6. Compare the characteristics and functions of formal leaders  
7. Explain the importance of recognizing and empowering the informal leader.  
8. Define power and identify your feelings in relation to its use  
9. Compare and contrast personal power with position power.  
10. List 12 qualities of a creative leader.  
11. Identify 5 guidelines for developing the qualities of a leader.

### Learning Experiences

- **Text:** Chpt 11
- **Methods:**
  - Lecture
  - Power point
  - Discussion
  - Activities

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**Evaluation Methods:**
Leadership Skills - Unit 3
Pati Cox RN, BSN, M.Ed.

Slide 2

Elements of The Workplace
- OLD
  - Structured, Stable, Secure
  - Employer will take care of employees
  - Financial Incentives
  - Work for Others
  - Local or National Economy
  - Male, main influence
  - Large employers, clear definition of work
  - Hierarchial
  - Education is completed
  - Dollar Driven
  - Focus on Product
- New
  - Flexible, changing, little security
  - Employees responsible for themselves
  - Variety of incentives
  - Self-employment
  - Global economy
  - Multiethnic, female influence
  - Small employers/units
  - Knowledge intensive
  - Worker as human resource
  - Participatory
  - Lifelong learning
  - Customer focus
  - Value driven

Slide 3

3 Components of Leadership
- Group
  - Individuals that make up the group
- Leadership Style
  - Multiple styles
- Organization
  - Type may determine what leadership is
Theories

- Set of ideas that explain the nature or behavior of something
- Based on facts or observable and predictable behaviors
- Ideas that help to explain reality, predict actions, and provide guidance for their users

Leadership Theories

- Great Man Theory
- Trait Theory
- Situational Theory
- Interactional Theory

Great Man Theory

- Belief that leaders possess innate characteristics that impel them to lead
- “Born Leaders”
Slide 7

Leadership & Management

Trait Theory
 Defines essential characteristics that determine leadership

Slide 8

Situational Theory

Leadership is determined as a result of a particular situation

Slide 9

INTERACTIONAL THEORY:

Leadership is the interaction between leader and group behaviors and a particular situation.
Choosing A Style

- Structure of Environment
- Task or Goal
- People to Be Led (Group)
- The Leader (You)

Leadership Styles

- Autocratic
- Bureaucratic
- Parental
- Democratic
- Laissez Faire
- Multicratic

Autocratic (Directive)

- Total control
- Issues orders
- Demands obedience
- Focuses on productivity
- Worker may feel hostile toward supervisor, criticize decisions – due to no involvement
- Example – Code Blue

Authoritarian
Leadership & Management

Slide 13

- Similar to Autocratic
- More emphasis on adhering to rigid rules & procedures
- Example - Government & Army

Slide 14

- Parental
  - Fosters obedience & dependency in group

Slide 15

- Democratic (Participative)
  - Shares control with the group
  - Enc. Participation in decision making
  - Retains authority & control
  - Most employees think leader is fair when involved in decisions
Leadership & Management

Slide 16

**Laissez Faire (Motivational)**

- Gives control to group
- Very permissive
- Allows individual to set goals without direction
- Decision making freedom
- Employee may feel confused because lack of direction

Slide 17

**Multicratic Style**

Uses all styles
Dependent upon situation

Slide 18

**Formal & Informal Leaders**

**Formal**
- Official leader appt by administration
- Given authority or power to act
- All responsibilities, rules are est. by adm.
- Able to exercise power best when followers accept & trust leader

**Informal**
- No official power
- Members of group empower leader
- No chain of command
- Powers more stable & subjective
- Usu. Worker with most status is leader
- Communicates problems to supervisor
The ability to act
The force or energy required to accomplish a task, meet a goal, promote changes, or influence others
Nurses must learn to develop and effectively utilize their power!!!
Leadership & Management

Qualities of Leadership
- Group advocacy
- Conflict resolution
- Tolerance of uncertainty
- Persuasiveness
- Initiate Structure
- Tolerance of Freedom
- Role Assumption
- Consideration
- Production
- Emphasis
- Predictive Accuracy
- Integration
- Consideration of Administration

Guidelines for Developing Your Leadership Potential
- Nurture Role
- Confidence
- Decisiveness
- Analytical Abilities
- Technical & Psychosocial Skills
- Awareness

Key Concepts:
- Every Leadership situation consists of relationships between the nurse leader, the group, the organization & the leader
- Leadership Style is the manner used by the leader to influence the group to accomplish goals
- Basic types of leadership styles include: autocratic (directive), democratic (participative), and laissez faire (motivational)
- No single leadership style is suitable for every situation
Leadership & Management

Key Concepts

- Power is the energy required to act, to meet goals, promote change or influence others
- Informal and Informal Leaders
- Personal Power (internal) is the energy we give ourselves
- Position Power (external) is the authority given by administration – most effective when the leader is respected by the followers
- Exceptional leaders share many of the same characteristics
- Nurses have leadership potential that needs to be nurtured in order to grow
### Management Skills

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Learning Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. List 3 main characteristics of contemporary definitions of management.</td>
<td>Text: Chpt 11</td>
</tr>
<tr>
<td>2. State the general organization goal for most health care delivery facilities.</td>
<td></td>
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<tr>
<td>3. Define the 5 basic functions of management.</td>
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<tr>
<td>4. Identify at least 4 tasks for each management function.</td>
<td>Methods: Lecture</td>
</tr>
<tr>
<td>5. List 7 components of effective management practice.</td>
<td>Power point</td>
</tr>
<tr>
<td>6. Name 3 types of skills important for successful management performance.</td>
<td>Discussion</td>
</tr>
<tr>
<td>7. Discuss 4 reasons for developing effective management skills.</td>
<td>Activities</td>
</tr>
<tr>
<td>8. List 2 situations in which management skills can be used effectively.</td>
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<tr>
<td>9. Differentiate between management of self and management of others.</td>
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<tr>
<td>10. Explain the universality of the management concept.</td>
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<tr>
<td>11. Discuss 15 attributes of an effective nurse manager.</td>
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<tr>
<td>12. Name the 7 sins of management.</td>
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<tr>
<td>13. Identify 7 hints for successful management.</td>
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<tr>
<td>14. Describe each step of the management process.</td>
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</tbody>
</table>

**Evaluation Methods:**
MANAGEMENT SKILLS

Leadership & Management - Unit 4
Pati Cox, RN, BSN, M.Ed.

MANAGEMENT
- Process by which a group directs others toward a common goal
- Process of achieving organizational goals by using limited resources and the efforts of others in a changing environment
- The coordination of resources in order to achieve a goal
- Establishing an effective "People Environment" within a formal organization
- Activities that coordinate to meet goals that cannot be achieved by 1 person alone
7 Hints to Successful Management

• Act the Part
• Never tolerate mediocrity
• Line up problems
• Be Effective, then Efficient
• No one gives 100%
• Planning is not complicated
• Managers are jugglers

Basic Ingredients: Successful Manager

• Negotiating
• Team building Skills
• Delegation of Skills
• Planning, Organizing, & Evaluation Skills
• Positive Energy
• Commitment to becoming an effective manager
• Time Management
• Problem Solving

• Believe in your people
• Positive professional self image
• Learn to take pride in getting the job done through others
• Effective communication skills
• Competent use of power
• Motivating & Inspiring Skills
• Conflict Resolution
WHOM DO I MANAGE?

- Self and others
- Most imp. To manage yourself 1st
- Others participating on your team, patients, special interest groups, meetings, personnel from other depts.
As appropriate
When Are Management Skills Used?

• Management is a process, a series of related activities that bring a desired result.
• Universality of management
  > “All Managers do the same job regardless of title, position, or management level.”
• All do the same job – Produce work through others.
• A repeating process: Use skills continuously, practice applying, grow.

Why Develop Management Skills?

• Ensure Success
• Monitor Quality
• Work with Others
• Live Effectively
Slide 11

Nursing:

• Traditional Role – Care for Patient's only
• Today – Must be a Manager

Slide 12

Where Are Management Skills Used?

A. PERSONAL SITUATIONS:
   - Apply to own life
   - Begin with Self Direction

B. GROUP SITUATIONS:
   - Whenever people come together with a common purpose; management skills are needed
   - 0 Goals = 0 Management
Components of Management

- Gathers data
- Actively engages in org. strategic planning
- Actively assumes leadership of team
- Organizes work efficiently by comparing task requirements with the worker's abilities
- Coordinates staff with work requirements
- Directs & Monitors work prn
- Represents both administration & staff
- Participates in evaluation of individual & team
- Fosters development of each team member
- Uses psychosocial skills to meet individual & group needs

Management Functions

- Plan
- Organize
- Coordinate
- Direct
- Evaluate
**Plan**

- Assesses and Develops goals
- Develops budget, policies, standards
- Develops action plans and alternative plans
- Communicates with all involved people
- Establishes priorities

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**Organize**

- Know organizational structure, culture
- Fit action plan into formal structure of facility
- Determine job descriptions and evaluation criteria
- Collect resources
- Build support (team building skills)
Rolla Technical Center
Program of Practical Nursing

Slide 17

- Recruit new staff, screen and select personnel
- Orient new staff
- Plan for staff development
- Determine staffing needs
- Devise staffing schedules
- Develop retention, absenteeism strategies
- Provide technical direction

Slide 18

- Guide group toward goal
- Problem-solve to make decisions
- Manage conflict
- Lead positively
- Determine need for direction
- Review job performances
- Monitor progress toward goal
Evaluate (Effectiveness)

- Compare performance with standards
- Identify problems
- Take corrective and preventative actions
- Employee evaluation, discipline, counseling
- Program evaluation: Quality Assurance Committee (QA)
  - PSRO (Professional Standards Review Organization)
  - Risk Management, Patient Care Audits
  - Peer Review, Utilization Review
<table>
<thead>
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<tr>
<td>1. Describe the management process of directing.</td>
<td><strong>Text</strong>: Chapter 11</td>
</tr>
<tr>
<td>2. List the basic reason for maintaining discipline.</td>
<td><strong>Methods</strong>:</td>
</tr>
<tr>
<td>3. Identify 4 responsibilities of managers when delegating.</td>
<td><strong>Lecture</strong>:</td>
</tr>
<tr>
<td>4. Describe the 3 principles of delegation relating to employees.</td>
<td><strong>Power point</strong>:</td>
</tr>
<tr>
<td>5. Explain the importance of job descriptions, policies, and procedures in planning for delegation.</td>
<td><strong>Discussion</strong>:</td>
</tr>
<tr>
<td>6. Discuss 4 organizational barriers to effective delegation.</td>
<td><strong>Activities</strong>:</td>
</tr>
<tr>
<td>7. Describe 3 personal barriers to effective delegation.</td>
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<td>8. Explain how group dynamics can influence the delegation process.</td>
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<tr>
<td>9. Relate how a supervisor’s management style can influence the delegation process.</td>
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<tr>
<td>10. List the 6 steps of the delegation process.</td>
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<tr>
<td>11. Explain the necessity of planning prior to delegating.</td>
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<tr>
<td>12. Identify 4 steps for assigning a delegated task.</td>
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</tbody>
</table>

**Evaluation Methods:**
Leadership & Management
Unit 5 - Delegation Skills
Pati Cox, RN, BSN, M.Ed.

Delegation Functions - Basic Reasons for Delegation
- Directing
  - Purpose
  - Tasks
- Discipline
  - Purpose
  - Process

Slide 2

Directing
- “The connecting link between organization for work & getting the job done”
- Purpose
  - Goal attainment
  - Efficient use of Human Resources
  - Provides opportunity for staff to contribute to organization
  - Art of directing individual & focusing them on a common course of action

Slide 3
Slide 4

Tasks:
- Assigning, ordering, instructing employees
- Solving problems, making decisions
- Productively delegated tasks
- Teaching, counseling, monitoring, progress, evaluation of performance/progress

Slide 5

Discipline

- Often synonymous with punishment
- 2 are separate/different concepts
- Punishment inflicts pain – so no more mistakes are made
- Nursing heritage is full of punishment – no one is perfect
- 0 tolerance in nursing

Slide 6

Discipline (cont.)

- Purpose
  - “A state of order based on submission to rules and authority”
  - Maintain order within an organization
  - Referred to as corrective actions
- Process
  - Manager attempts to reduce undesirable behavior by controlling consequences of that behavior
Slide 7

**Approaches**

- Impose more traditional punitive methods where the consequences of the employee's undesirable behavior is perceived as unpleasant.
- Replace destructive behavior with productive, cooperative behavior.
- Consistent & fair = useful tool for ensuring order and productivity.

Slide 8

**Discipline**

- Discipline is a necessary component of the directing process.

Slide 9

**How to Discipline Effectively**

- Define undesirable behavior & list its effects on working environment.
- Define more appropriate corrective behavior.
- Determine consequences of both corrective & undesirable behavior.
- Confer with employee.
- Define the problem.
- Attempt to determine cause.
- Mutually solve problem.
- Discuss expectations.
- Develop action plan.
- If no improvement - progress to oral warning & reminder of plan.
- Written warning - last step. File & send home.
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Slide 10
Delegating
- Assigning job activities/corresponding authority to specific individual within organization
- Channeling work toward goals

Slide 11
Purpose of Delegating
- To be effective – MUST DELEGATE
- Achieve results through efforts of others
- One of tools that helps to achieve results
- Manager’s plan, organize, coordinate & direct through use of delegation
- Evaluate team members abilities & perform by delegating tasks/authority

Slide 12
Process of Delegating:
- Assign Duties
- Grant Authority
- Create an Obligation
Slide 13

Delegation
- Essentially a contract between delegator (LPN) & delegatee (employee, team member, worker, CNA)
- Each person entering contract assumes certain responsibility & roles
- Must delegate if plan on accomplishing goals
- May overdelegate or underdelegate
- Must find balance

Slide 14

Responsibilities – The Delegator (LPN)
- Delegate activities you know best
- Clearly assign duties
- Delegate authority; retain the responsibility
- Challenge staff
  - Encourage creativity & provide opportunities for growth
  - Must plan, monitor & evaluate
- Delegate when you need time for work, want to involve employees
  - Policies, procedures, job description

Slide 15

The Delegator (LPN)
- Always match task with employee's abilities
The Delegator – (LPN)

Tasks/Basic Guidelines

- Exercise control broadly
- “Let others make the mistake”
- Allow the delegatee to exercise authority to accomplish tasks/goals
- Establish & agree upon result & standards of performance for the delegated duties
- Encourage ideas

The 5 Right’s of Delegation are:

- The Right Task
- The Right Circumstance
- The Right Person
- The Right Direction
- The Right Supervision

Delegation

- Develop, foster, nurture attitudes that breed success
- The art of giving/receiving delegated responsibility is essential component of management process
Key Concepts:
- Delegation is 1 component of the broader management function known as directing.
- Managers provide direction in order to achieve goals, use resources efficiently and provide employees opportunities for growth.

Slide 27
Review Delegation Tree on MO State Board of Nursing Web site.

Key Concepts:
- Discipline is the process of maintaining order based on compliance with the organization's rules and authority.
- The positive approach to discipline involves working with staff members to replace undesirable behaviors with productive ones.

Slide 28
Key Concepts:
- Delegation is the process of assigning specific responsibilities, activities and authority to a certain individual within the facility.
- Delegation is a contract or agreement between supervisor & employee. Both must understand their roles and responsibilities.
Slide 29

**Key Concepts:**
- Supervisors must be willing to give up authority and let others make the mistakes while still retaining the responsibility, exercise limited authority, be accountable and put forth best effort.
- Organizational obstacles to quality delegation include: inadequate Org. charts, job descriptions, job confusion, lack of authority & historical behavior of management.

Slide 30

**Key Concepts:**
- Employee related barriers stem from fear, lack of knowledge, org. skills, insecurity, a desire for personal recognition, opinions about the activity or the task, or attitudes relating to the work group.
- Effective delegation requires a solid foundation built on the company’s atmosphere and management style.

Slide 31

**Key Concepts:**
- The process of delegation consists of 6 steps: preparation, task selection, delegatee selection, communication, assignments, and monitoring tools and evaluation.
- The planning step is crucial for success of delegation.
Key Concepts:

- Communication needs to be clear and understood when determining activities, responsibilities, and other parameters of delegation agreement.
- Monitoring activities show progress toward goal attainment, provide feedback, and allow for ease of evaluation.

Key Concepts:

- Evaluating the delegation process exposes its successes and allows the supervisor to engage in corrective planning for its failures.
- To accept delegation effectively, certain information relating to responsibility (delegated activity), the parameters, and the outcome (goals) of the delegation is necessary.

Key Concepts:

- Once the delegation contract is agreed upon, the effective delegate takes the initiative for bringing about a successful outcome, communicates frequently to all involved staff, and works to develop himself/herself as well as others.
### Objectives

<table>
<thead>
<tr>
<th></th>
<th>Learning Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Define conflict.</td>
</tr>
<tr>
<td>2.</td>
<td>Discuss 2 nursing situations in which conflict occurs.</td>
</tr>
<tr>
<td>3.</td>
<td>List 3 disadvantages of applying values or emotions to conflict.</td>
</tr>
<tr>
<td>4.</td>
<td>Identify 5 characteristics of a conflict solution.</td>
</tr>
<tr>
<td>5.</td>
<td>Name 10 guidelines for preventing intragroup conflict.</td>
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<tr>
<td>6.</td>
<td>Identify the 5 phases of a conflict solution.</td>
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<tr>
<td>7.</td>
<td>List 5 sources of conflict in the work environment.</td>
</tr>
<tr>
<td>8.</td>
<td>Explain 5 common methods of resolving conflict.</td>
</tr>
<tr>
<td>9.</td>
<td>Identify 3 key factors necessary for successful conflict resolution.</td>
</tr>
<tr>
<td>10.</td>
<td>Discuss 10 techniques for improving conflict resolution.</td>
</tr>
</tbody>
</table>

### Evaluation Methods:

None
Conflict Resolution Skills

Leadership & Management
Pati L.H. Cox, RN, BSN, M.Ed.

Slide 2

Conflict
- A struggle or clash between 2 or more opposing forces
- When an individual or group appears to be benefiting at the expense of others
- When values, ideas, interests seem to be incompatible
- Whenever 2 or more people work together
- An element of life
- An inevitable part of personal growth & development
- Found in every work environment

Slide 3

Conflict
- Within healthcare environment – multiple roles breed conflict
- Conflict itself has no value
- Mostly viewed as negative but can be a positive motivator
Conflict

Key to successful management:
- Analyze the value or emotion given to the conflict situation
- Change your values in relation to conflict is first and foremost important step in successfully managing conflict

Characteristics of Conflict
- At least 2 parties are involved in some form of interaction
- Differences in goals/values either exist or is perceived to exist by parties involved
- The interaction involves behavior that will defeat, reduce or suppress the opponent or gain victory
- The parties come together with opposing actions and counteractions
- Each party attempts to create an imbalance or favored power position

Categories of Conflict
- Facts
- Methods
- Goals
- Values

Agreeing to Disagree is Okay,
- Conveys acceptance of another’s viewpoint and allows you to move on
Sources of Conflict

- Can arise from any situation
- Occurs when a person or group perceives or believes a conflict exists
- Resources
- Competition
- Differences
- Roles
- Work Design and Flow
- Miscommunication

Phases of Conflict

- Anticipation
- Perceived Conflict
- Manifest Conflict
- Conflict Resolution
- Conflict Aftermath

Anticipation

- “Hunch or gut feeling”
- Something just isn’t right
- Prepare to do battle
- Gather more information
- Ignore emotions generated in relation to conflict
- “Fight or Flight”
Perceived Conflict

- When anxieties and reactions have reached thinking levels
- Unexpressed differences affect morale and productivity of group
- Defense mechanisms used, no acknowledgment of problem
- Increase work efforts
- Rationalize
- Displace
- Suffer from physical symptoms
- Must involve in open discussion

Manifest Conflict

- Overt behaviors
- Begin discussions either constructively or destructively
- Perceptions accurate or inaccurate
- Discussion, open dispute or open conflict (win-lose situation)

Conflict Resolution

- Win – Lose
  - 1 side satisfied the other not
  - Loser may feel hostility
  - Solution may resolve conflict temporarily
- Lose – Lose
  - Neither side is willing to give
  - Resolved through avoidance, bribery, coercion, threats or withdrawal
  - Satisfied with outcome
- Win – Win
  - Unachieved outcome both sides
  - Open honest communication
  - Satisfactory idea to all
  - Mutual goal setting, takes longer to implement, but success is greater
Conflict Aftermath

- Look at resolution
- Evaluation of process
- Once resolution appears to be on the road – emotional level drops off
- Each successfully managed conflict builds confidence and abilities; prepares for the next situation

Conflict Management Techniques

- Support
- Clarify
- Negotiate
- Problem Solving Process
  - Prevention
  - Assessment
  - Analyze
  - Goals
  - Intervention
  - Evaluation

Common Conflict Management Methods

- Avoidance
- Accommodations
- Competition
- Compromise
- Collaboration
Slide 16

Avoidance

- Deny, avoid, ignore, repress, withdrawal
- Unassertive, uncooperative
- Leads to Lose-Lose situation
- May be used when:
  1. Issue is unimportant, no chance of meeting goals
  2. One party is more powerful than another
  3. More appropriate for others to solve problems
  4. When more information is needed

Slide 17

Accommodations

- "Soothing things over"
- Complimenting, finding small similarities, acting as though little disagreement exists
- Unassertive, self sacrificing technique – Win – Lose situation
- Conflict may be soothed, it seldom addresses or solves underlying problems

Slide 18

Competition

- Competitive situations
- Win-lose situation created
- Emotions run high
- Loser likely to be alienated
- May be used when quick decision is made and someone is always unhappy
- Unlikely to solicit employees to admit mistakes or offer new ideas or opinions
Compromise

1. Bargaining involves assertiveness and cooperation
2. Agreeable to work for mutually acceptable solutions
3. "Give and take" process
4. Useful in long-term solutions
5. Can be used as a first step toward collaboration and problem-solving

Collaboration

1. One of the most difficult but effective approaches to managing conflict is cooperative problem-solving
2. Assertive, cooperative, and constructive method in which results in win-win
3. All parties problem-solve
4. Trust and commitment
5. Open honest discussion of facts and feelings
6. Takes time
7. Works best when both sides have equal power

Elements Present for Successful Conflict Resolution

- Commitment
- Communication
- Trust
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**Helpful Hints/Guidelines**

- Identify the Conflict
- Find the balance of power
- Force communications
- Recognize human needs
- Handle your emotions
- Problem solve
- Strengthen Self Respect
- Allow experiments
- Project into the future
- Follow Through

---

**Slide 23**

The Opposite of Conflict is:  

Problem Solving

---

**Slide 24**

**Key Concepts:**

- Conflict is a struggle or disagreement between 2 or more opposing forces
- Conflict is an inherent part of daily life
- It is the value we give to conflict that determines our behavior
- Conflict is an inescapable component of the nursing profession
- 5 characteristics of a conflict situation are: interaction, differences, a win-lose situation, opposing actions, and struggle for power
Conflict among health care workers can arise from differences in facts, methods, values, goals and roles.

The best method of coping with intragroup conflict is prevention.

The process of conflict proceeds through the phases of: anticipation, perceived conflict, open conflict, resolution, and aftermath.

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It is important for the nurse manager to recognize and intervene during the early stages of conflict process.

Sources of conflict within the work environment are related to: miscommunication, roles, differences among people, work flow or design and resources.

Common conflict management techniques include avoidance, accommodation, competition, compromise, and collaboration.

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Successful management of conflict requires communication, commitment, and trust.
## Objectives

<table>
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<th>Learning Experiences</th>
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<tr>
<td>1. Differentiate among licensure, registration, and certification.</td>
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<tr>
<td>2. Describe how standards of practice, policies, procedures and job description affect practice of nursing.</td>
</tr>
<tr>
<td>3. Identify 4 legal roles of a nurse.</td>
</tr>
<tr>
<td>4. Explain the difference between a crime and a tort.</td>
</tr>
<tr>
<td>5. Define 6 torts that relate to nursing practice and give an example of each.</td>
</tr>
<tr>
<td>6. Describe 5 legal implications of the nursing process.</td>
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<tr>
<td>7. List at least 2 guidelines for a supervisor to follow when working with informed consents, incidents, or accident reports, patient’s rights, and code/no code orders.</td>
</tr>
<tr>
<td>8. Discuss 3 guidelines for receiving physician’s orders.</td>
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<tr>
<td>9. Name at least 2 legal implications of teaching specifically about medications.</td>
</tr>
<tr>
<td>10. Explain 2 legal duties that relate to teaching clients and staff members.</td>
</tr>
<tr>
<td>11. Describe 6 legal duties of a supervisor/manager.</td>
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<tr>
<td>12. Demonstrate how quality assurance (QA) and risk-management are utilized.</td>
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<tr>
<td>14. Discuss how one’s personal commitments affect the quality of client health care delivery.</td>
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**Evaluation Methods:**
Legal Implications for Supervision by the LPN

Unit 7
Pati Cox, RN, BSN, M.Ed.

Characteristics of Professions
- Education, usu. Based on a liberal foundation and extended over a long period
- A code of ethics or standards that govern “right” or proper behaviors
- Specialized services are provided
- An established theory base that defines abilities and norms
- Autonomy in practice is present

Legal Dimensions
- All nurses are ethically and legally accountable for actions taken in course of nursing practice as well as actions delegated by the nurse to assist others assisting in delivery of nursing care
- Must have working knowledge of legal dimensions
- Licensure, registration
- Certification
- Standards of Practice, Policies, procedures & Job descriptions
Leadership & Management

Licensure
- Legal permits granted by a government agency to individuals to engage in the practice of a profession and to use a particular title. (Kozier, Erb, 1987)
  - Protects the public
  - Defines the specialized type of work
  - Mandatory to practice
    - State Boards of Nursing grant licenses and monitor nursing activities
    - Must pass NCLEX licensure exam

Registration
- Listing of names of an official roster
  - US nurses registered with state boards of nursing
  - Canada – all registered not licensed
  - Until 1900 – nursing practice unregulated
  - 1940’s – State Boards of Nursing united to provide a standard licensing exam for all nursing candidates
  - State Board of Nursing
    - Define nursing practice in individual state
    - Approve curricula for nursing schools
    - Monitor CEU’s
    - Discipline nurses

Certification
- Meets predetermined standards of nursing competence in a specialized area
  - Must graduated from approved program
  - Complete a specific amount of work experience
  - Pass 1 or more exams
  - Recognized as specialist within field
Leadership & Management

Slide 7

Difference between Licensure & Certification

- **Licensure**
  - Mandatory
  - Licensed to practice nursing
  - Can practice without certification
  - Public Credentialing
    - Granting of license and the power to legally prohibit unlicensed people from practicing

- **Certification**
  - Voluntary
  - Can choose to become certified
  - Has to be licensed
  - Private Credentialing
    - Not public like licensure
    - Organization/agency that issues is not necessarily a governmental body

Slide 8

Standards of Practice

- Provide exact criteria against which clients, nurses and employers can evaluate care for effectiveness and excellence
- Each nurse has legal & ethical responsibility to practice up to standards
- American Nurses Association (ANA) first defined standards in 1974 for medical surgical nurses

Slide 9

Policies, Procedures, Job Descriptions

- Policies
- Procedures
- Job Descriptions
Leadership & Management

Slide 10

- Policies
  - Statements of course of action or strategy or what is to be done
  - Student Handbook, Policy manual at agency = examples

Slide 11

- Procedures
  - Describe in detail the method or technique for performing the stated course of action
  - Process and time frame included
  - Both policies and procedures are compiled into a manual that should be accessible and easily located for referral and provide guidelines for safe and effective nursing practice

Slide 12

- Job Description
  - Define and specify the functions of a particular job
  - The qualifications required to do the job and to whom the employee reports
  - Define the scope and limitations of each nursing position
Leadership & Management

All help to standardize care, define and set standards relating to client care, and provide criteria for effective evaluation.

Role of Nurse

- Citizen
- Employee
- Provider of Service
- Supervisor/Manager

Areas of Potential Liability - Laws

- Constitutional Law
- Statutory Law
- Common Law
- Public Law
- Private (Civil) Law
  - Contract Law
  - Tort Law
Areas of Potential Liability – Torts

- Violation of individual’s rights
- Legal wrong that is committed against the person or property of another individual
- Fraud
- Invasion of Privacy
- False Imprisonment
- Libel & Slander
- Assault & Battery

Fraud

False representation of a fact knowing that the fact will be acted upon – intentional false information

Example:
Document something you did not do
Invasion of Privacy

Privacy includes body, confidential information, right to be alone

Example

Releasing confidential information to unauthorized persons, gossiping about clients, does not knock before entering in pt’s room

Libel & Slander

Defamation of character occurs when information that could damage an individual’s reputation is disclosed by another person

Libel – Written form

( writes an evaluation and states on the evaluation, that person drinks to much)

Slander – Spoken

(gossips in the breakroom to another cohort about so and so’s drinking problem)

False Imprisonment

Any unjustifiable detention that limits an individual’s movement against his/her will constitutes false imprisonment

Example:

Use of restraints or keeping client in room against his/her will
Assault

• Unjustifiable attempt to touch another person or the threat to do so in such circumstances as to cause the other to reasonably believe that it will be carried out

• Any act that carries a threat with it, actual touching or contact is not required for assault to occur

Battery

• Un-permitted contact

• Carrying out threat of harm and violent or negligent touching of another person or clothes or anything attached to his person or held by him

• Touching the client, his/her clothing or his/her possessions without his/her permission can be grounds for battery

Best prevention of assault/battery is clear, open & cooperative communication
Leadership & Management

Slide 25

Negligence

- Both are based upon the “REASONABLE & PRUDENT PERSON” Theory – Important for Manager to Follow
- Malpractice (most publicized) area of potential liability

Malpractice

- Professional negligence = any unprofessional misconduct, unreasonable lack of skill or fidelity in the professional duties, evil practice, or illegal/moral conduct
- Any professional misbehavior or unreasonable lack of skills

Slide 26

Negligence

- Omitting to do something that a reasonable person in ordinary circumstances would do
- OR
- Do something that a reasonable person would not do

Slide 27
Malpractice Criteria: Duty

- The nurse owed a duty to the client. Standards of care & expert witnesses help establish the elements of the duty.

Malpractice Criteria: Breach

- The nurse did not fulfill the duty.
Leadership & Management

Malpractice Criteria: Proximate Cause

- The client was injured as a direct result of the nurse’s actions (or omissions).
- The nurse’s actions were so closely connected that liability exists.

Malpractice Criteria: Damages

- The client (plaintiff) must prove that actual loss or damage resulted from the nurse’s actions.

Nurse’s most commonly charged with claims that relate to:

- Medication administration, patient falls, perioperative care, equipment (IV’s, catheters), documentation, abandonment, poor communication, following unclear orders, omitting routine care – when the nurse does not follow the reasonable/prudent nurse principle.
Leadership & Management

Slide 34

Ward off Possible Lawsuit:

- Meet standards of care – basis for nursing care
- Each step of the nursing process is guided by reasonable & prudent nurse theory
- Accurate & timely documentation of client’s condition, nursing actions & attempts to communicate with Dr’s prevents many problems
- Good client-Nurse relationship is necessary with mutual respect & communication

Slide 35

Legal Interests For Nurse Managers

- Informed Consent
- Incident/Event Reports
- Accidents
- Patient Rights
- No Code Orders

See Handouts

Slide 36

Documentation

- One of the MOST IMPORTANT protections for both care givers & clients
- Remember – “IF YOU DID NOT CHART IT, YOU DID NOT DO IT!”
Leadership & Management

Documentation Guidelines:

- Document all assessments, problems, nursing actions, and pt. responses
- Be Specific. Document objective data. Use quotes when possible to chart client statements
- Document all treatments, procedures, observations, and safety measures

Slide 38

Doctor's Orders

Written
- Much safer – provides documentation of physical intentions
- Nurse’s are responsible for ensuring accuracy & appropriateness of each order
- Nurse may be liable for failing to challenge incorrect order

Verbal
- Use is discouraged due to potential for dangerous legal consequences
Guidelines for Verbal Orders:

- Know & follow facility policy for receiving verbal orders.
- Write the order down as it is being given.
- Repeat the order word for word including client's name to physician.
- Write the order on the appropriate forms.
- Sign T.O/P.O (Telephone order) or V.O. (Verbal order).
- Write the doctor's name and then sign your name.
- Have the Dr. sign the order ASAP (within 24 hours).

Implications of Teaching:

- Duty To Know
- Duty to Instruct

See Handout

Implications of Supervision:

The Reasonable & Prudent Nurse Theory

See Handout
Leadership & Management

Duties of a Supervisor

• To Act
• To Advise
• Communicate
• To Delegate
• To Monitor
• To Teach

See Handout
Unit 2: Application of Leadership and Management

<table>
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<tr>
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<td>1. Define evaluation.</td>
<td><strong>Text:</strong> Chpt 11</td>
</tr>
<tr>
<td>2. Describe 2 types of evaluations.</td>
<td><strong>Methods:</strong></td>
</tr>
<tr>
<td>3. Explain 3 applications of the evaluation process.</td>
<td>Lecture.</td>
</tr>
<tr>
<td>4. List 5 reasons for using the evaluation process.</td>
<td>Powerpoint</td>
</tr>
<tr>
<td>5. Discuss how the leniency error, halo error, and the regency error could influence the evaluation process.</td>
<td>Discussion</td>
</tr>
<tr>
<td>7. Identify 4 data collection tools.</td>
<td>Activity</td>
</tr>
<tr>
<td>8. Explain the importance of establishing criteria during the first step of the evaluation process.</td>
<td></td>
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<tr>
<td>9. Describe 3 possible judgments or outcomes that result from the evaluation process.</td>
<td></td>
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<tr>
<td>10. Describe 3 types of criteria.</td>
<td></td>
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<tr>
<td>11. Explain the purpose of a performance evaluation.</td>
<td></td>
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<tr>
<td>12. List 6 topics to be addressed during the supervisor-employee conference.</td>
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<tr>
<td>13. Identify 3 common errors made in doing employee evaluations.</td>
<td></td>
</tr>
<tr>
<td>14. Discuss how a supervisor’s objectivity may influence the evaluation process.</td>
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</tr>
<tr>
<td>15. Identify 3 guidelines for giving feedback effectively.</td>
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</table>

**Evaluation Methods:**
Slide 1

Techniques for Evaluations
Leadership & Management
Pati L.H. Cox, RN, BSN, M.Ed.

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Slide 2

Evaluations

- Involves a judgment or placing a value on something
- Part of everyday life; problem-solving & nursing process

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Slide 3

Types of Evaluations

**Informal**
- Done continuously throughout the day
- Ongoing
- Helps leader to modify, refine or improve current situation

**Formal**
- Written
- Structured
- Purpose is to summarize events & provide method for determining effectiveness for each action

Both are imp. Tools for the nurse manager
Slide 4

Application of Evaluations

- Performance Appraisal
- Quality Assurance
- Utilization Review
- Risk Management

Slide 5

Purpose of Evaluations

- Organizational:
  - Provide feedback
  - Improve Work Performance
  - Helps organization get “Biggest Bang for the Buck”
- Personal:
  - Clarify performance expectations
  - Modify behavior
  - Promote Change

Slide 6

Common Evaluation Errors

- Must be aware of subjectivity
- Influences
  - Halo Effect “Angel”
  - Horns Effect “Devil”
- Differences
  - Contrast Error
  - Conflict Error – Standing conflicts are present

Leniency Error
Regency Error
Halo or Horns Error
Tools of Evaluation

- Anecdotal Records
- Lists
- Scales/Ranks
- Peer Review/Audits
- 360 Degree

The Evaluation Process

- Establish Outcome
- The Foundation
- The Criteria
  - Structural = Organization
  - Process = Work Actually Done
  - Outcome = End Results

Criteria Requirements:

- Simplicity
- Attainable
- Acceptable & Positive
- Communicated
- Accurate
Conducting a Work Evaluation

- The Employee
  - May be done by peer review
  - Most often conducted by immediate manager
  - How manager conducts = strong impact on staff members performance and morale
  - Goal = improve work performance through constructive feedback & guidance
  - Provides an opportunity to set goals
  - Reinforce positive behavior
  - Correct unacceptable behavior
  - Provide basis for advancement, reward and recognition

The Evaluation Conference

- Goal = provide a positive growth producing analysis of work performed by staff
  - Setting
  - Process
  - Goals (individual)

Guidelines for Effective Feedback

- Be Objective
  - Base evaluation on observable behavior
  - 4 R’s of Feedback
    - Right purpose
    - Right time
    - Right place
    - Right approach
**Guidelines for Effective Feedback**

- **Be Positive**
  - Focus on correcting wrongs
  - Focus on motivating employees toward higher performance levels
  - Respect

- **Plan for Growth**
  - Informal evaluation should include at least 1 suggestion to encourage growth

**A Working Relationship is An Effective Evaluation**

A truly cooperative effort between managers and employees where a healthy respect for one another exists, a genuine concern for each other’s success & cooperation for mutual benefits =