

Being Part of a Team

Curriculum Module



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Being Part of a Team

Curriculum Module



Introduction

Being Part of a Team Curriculum Module

Directions for Use

Being Part of a Team is a curriculum module that has been prepared for two groups of people. First, the instructors, for whom we wish to provide a curriculum that can be used to complement their teaching skills and help them to educate nurse aides to remain knowledgeable, efficient, and caring. Second, the nurse aides, for whom we wish to provide the knowledge and skills necessary to remain competent and current in their provision of care.

Curriculum Pages

Each objective has been featured on a single page divided into two areas - Content Area and Instructor Notes.

- The "Content" area included in each part of the curriculum module outlines the lecture information to be covered in order to meet the objective. Handouts, written activities, discussions, and overheads complimenting each part of the curriculum module are also included.
- The "Notes" area for each part of the curriculum module includes a blank area specially designed for instructor notes. Instructors may choose to write notes beforehand, during class, or afterwards. The notes may serve as reminders for the instructor or may include additional content or examples.

Overhead Transparencies

Each of the three parts of the curriculum module contains a set of overhead transparencies. Each transparency corresponds with a specific objective or objectives and includes information gleaned from curriculum pages. Each transparency is numbered and corresponds with the curriculum content. Even though use of overhead transparencies by the instructor is optional, their use may be an effective teaching tool for nurse aides who are visual learners.

Handouts

A set of handouts for each part of the curriculum module is included. Each handout is numbered and corresponds with specific content. Handouts include information gleaned from each of the three parts of the curriculum module. The master copy of each handout should be duplicated and distributed to each nurse aide at the appropriate time during the lecture sequence. Participants should be encouraged to complete appropriate portions of handouts, based on information provided during lecture.

Written Activities

Written learning activities are designed to enhance understanding of the content included in the curriculum module. Completion of each written activity requires the application of concepts learned by the health care provider.

Each written activity corresponds to a specific objective or objectives and is coded with a number corresponding with curriculum content. A master copy of each written activity and an instructor key (when applicable) are included. The master copy of each written activity should be duplicated and distributed to each health care provider at the appropriate time during the lecture sequence.

Group Discussions

Group discussions are done after each health care provider has completed written activity worksheets and are based on the answers to the worksheets. Group discussions are facilitated by the instructor and allow the health care providers to voluntarily answer the questions on the written activity worksheets.

Being Part of a Team Curriculum Module Syllabus

Description:

Being Part of a Team is a curriculum module designed for the nurse aide employed in a variety of health care settings. Effective teams do not just happen. Creating an effective team requires specific knowledge, skills, and effort. A nurse aide may be a member of a variety of groups and/or teams. The knowledge gained from this module may therefore be used by the nurse aide, both in the health care setting and outside the boundaries of a health care institution.

Objectives:

1. Identify three types of groups.
2. Describe what it is like to be a part of a working group, also known as a team.
3. Describe the stages of team development.
4. List the features of effective teams with committed team members.
5. List the features of ineffective teams with non-committed team members.
6. Identify patterns of communication among team members.
7. Compare positive and negative roles demonstrated by members of a team.

Teaching Methods:

- Lecture;
- Overhead Transparencies (Optional);
- Worksheets;
- Role Play; and
- Class Discussion

Method of Evaluation:

In order to meet requirements for the curriculum module, the nurse aide must:

- Attend the entire class;
- Participate in class discussions; and
- Complete each of the four worksheets;
- Pass the "closed book" written test with a minimum grade of 80.

Being Part of a Team Curriculum Module

Vocabulary

<u>Brainstorm</u>	when two or more people suggest wild, weird, brilliant, or very simple ideas during a certain period of time.
<u>Clarification</u>	to make clear or easier to understand.
<u>Cohesiveness</u>	the act of sticking together or forming a tight bond.
<u>Collaboration</u>	the working together of health team members in the delivery of care to a resident or group of residents.
<u>Collegial</u>	every member of a group or team is considered equal in value as a person and recognized based on their contribution to the group or team, rather than on status within the organization.
<u>Conflict</u>	when two or more people, groups, agencies, or organizations have opposite views about a situation.
<u>Fiscal</u>	when something relates to the finances of an agency or organization.
<u>Group</u>	two or more people that work together for a purpose.
<u>Inter-</u>	a prefix that means between, among, or together.
<u>Interdependent</u>	depending on one another.
<u>Interdisciplinary</u>	a team that consists of different people that represents a variety of professions.
<u>Hierarchical</u>	a group of people classified according to rank or position within an agency or organization.
<u>Mix of people</u>	the planned blending of people on a team based on level of skills, experience, and education.

Motivation to work

the degree to which members of an agency or organization is willing to work.

Objective

the identified outcomes that direct activities toward achieving the purpose of the agency or organization.

Purpose

the service or services provided and for which an agency or organization exists.

Team

working groups with a stable membership, a common purpose, and adequate resources.

Unified

united and viewed as one body.

Handouts

Duplicate the following as handouts:

- Syllabus
- Vocabulary

Overhead Transparencies



Being Part of a Team

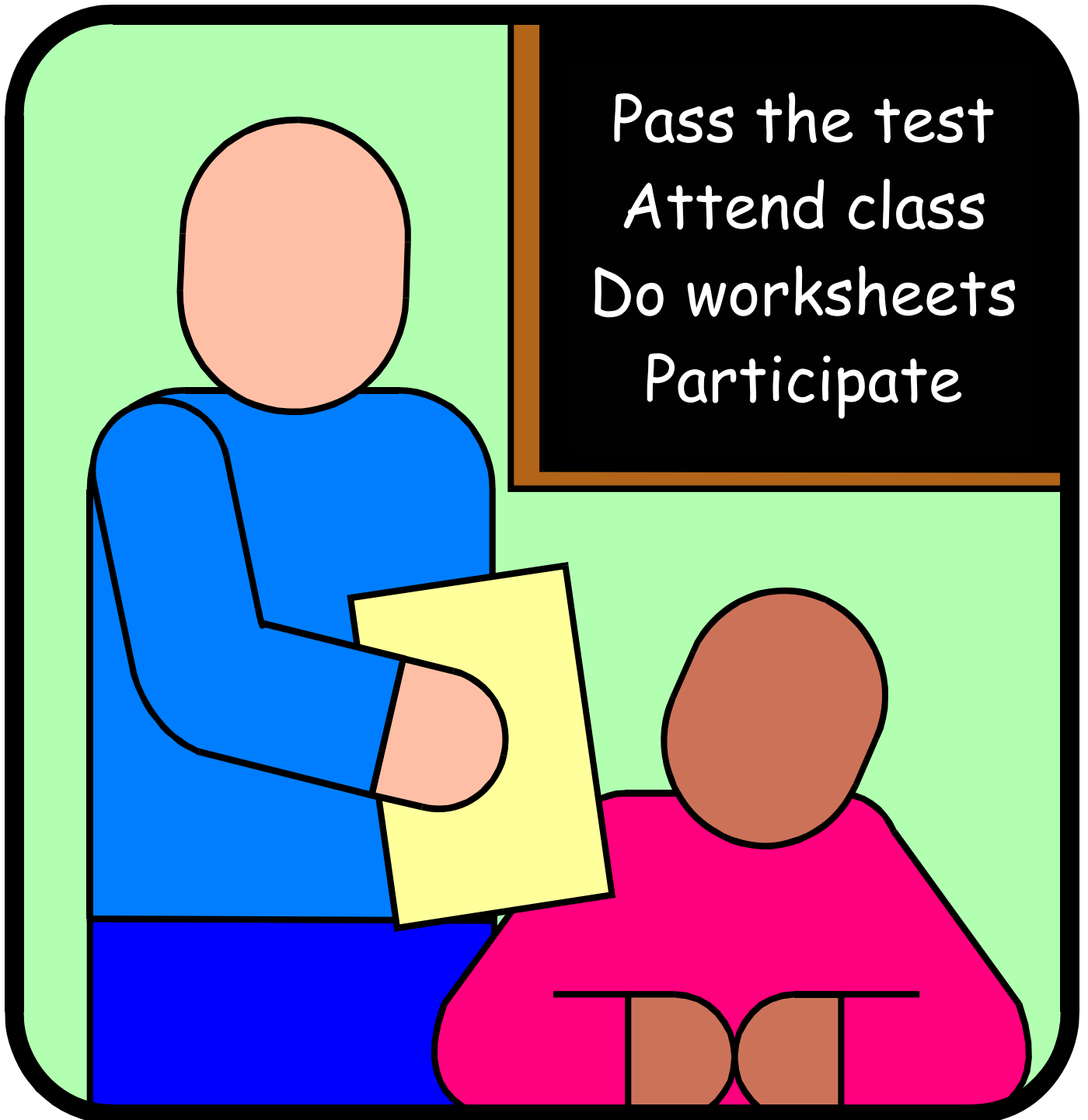
Objectives



- Identify 3 types of groups.
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- List the features of ineffective teams with non-committed members.
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- Compare positive and negative roles demonstrated by members of a team.

Being Part of a Team

Method of Evaluation



Being Part of a Team Curriculum Module



Part One

Objective 1: Identify three types of groups.	
<u>Content</u>	<u>Notes</u>
<p><i>Handout - Distribute Handout Number 1.</i></p> <p><i>Overhead - Show Overhead Number 1.</i></p> <p><u>Definition of a Group</u></p> <p>Two or more people that work together for a purpose</p> <p><u>Three Types of Groups:</u></p> <p><i>Overhead - Show Overhead Number 2.</i></p> <p>1. Formal</p> <ul style="list-style-type: none"> • Purpose is to carry out a task or goal instead of meeting the needs of the group members. • Control of group and choice of leadership is determined from above and based on qualifications. • Management and managers are symbols of power. • Fiscal goals and funds are of no concern to members. • Group must follow behavior and rules that are handed down from above. • Membership in the group is partly voluntary and may be based on selection by others in authority. • Contact among group members is limited. • Example of this type of group - the work organization. <p><i>Overhead - Show Overhead Number 3.</i></p> <p>2. Semi-formal</p> <ul style="list-style-type: none"> • Formal structure. • Membership is voluntary, but may be need to be 	

Objective 1: Identify three types of groups.

<u>Content</u>	<u>Notes</u>
<p>Semi-formal (cont.)</p> <p>approved by others in authority.</p> <ul style="list-style-type: none">• Fame and status may be obtained by being a member.• Structured and pre-planned activities take up a large part of the meeting time.• Objectives and goals are rigid.• Often, leader has direct control over choice of his/her replacement.• Expected standards of behavior and rules are determined by the group.• Examples of this type of group - churches, PTAs, country clubs, social clubs. <p><i>Overhead - Show Overhead Number 4.</i></p> <p>3. Informal</p> <ul style="list-style-type: none">• Informal structure.• Group does not have to follow written rules, but is based on unwritten rules, standards of acceptable behavior of members, and strong code of ethics.• Group is purely practical and has very basic objectives.• Group assigns duties to members best qualified for certain duties.• Leaders are easily replaced when mistakes are made.• Harmony and group friendship are needed to maintain the group.• Group members talk and relate to each other's at will.	

Objective 1: Identify three types of groups.

<u>Content</u>	<u>Notes</u>
<p>3. Informal (cont.)</p> <ul style="list-style-type: none">• Examples of this type of group - friendship groups, hobby groups, groups that have a useful purpose (carpool). <p><i>Instructor Example - Instructor will share an example of a group that he/she belongs to and will include information requested on Written Activity 1 - Group Involvement Worksheet.</i></p> <p><i>Written Activity - Distribute Written Activity 1 - Group Involvement Worksheet. Instruct nurse aides to complete the Group Involvement Worksheet using Handout Number 1 as a resource.</i></p> <p><i>Group Discussion - Ask nurse aides to share individual responses to the Group Involvement Worksheet with the group.</i></p>	

Objective 2: Describe what it is like to be a part of a working group, also known as a team.

<u>Content</u>	<u>Notes</u>
<p><i>Handout - Distribute Handout Number 2.</i></p> <p><i>Overhead - Show Overhead Number 5.</i></p> <p><u>Definition of a Team</u></p> <p>Working groups with a stable membership, a common purpose, and adequate resources.</p> <p><u>Team members</u></p> <ul style="list-style-type: none">• Work together and function as interrelated parts of the whole team.• Communicate with each other.• Coordinate work activities and share responsibility. <p><u>Two types of teams</u></p> <ol style="list-style-type: none">1. Collegial - Members relate to each other as equals and recognition is based on their contribution to the team. Example - an interdisciplinary team is made up of people from different professions and may include a pharmacist, social worker, physician, nurse, and dietician.2. Hierarchical - Members relate to each other based on status and position. Members are not treated equally and recognition is based on status. Example - a nursing team is made up of people at different levels within the same profession and includes RNs, LPNs, NAs. <p><i>Overhead - Show Overhead Number 6</i></p>	

Objective 2: Describe what it is like to be a part of a working group, also known as a team.

<u>Content</u>	<u>Notes</u>
<p><u>Steps to Build a Successful Team</u></p> <ul style="list-style-type: none">• Select team members - people chosen based on ability to perform tasks, ability to work with others, level of education, and stable work history. Selection is determined based on desired mix of people; for example, Unit B has a mix of 2 RNs, 4 LPNs, and 5 NAs.• Set goals that clearly define the purpose.• Define roles - people are told exactly what is expected of them as members of the team.• Develop team identity and cohesiveness - people are told about the team (its purpose and its function) and introduced to other team members. Teamwork, commitment, and identity with the team are encouraged. Many contacts or links with each other on team increases cohesiveness, a shared spirit, and a feeling of enthusiasm. A team area is established where the team will function and meet.• Open communication - open written and verbal communication leads to understanding and positive relationships. Provides simple purposes and objectives, defines roles, and keeps members informed.• Manage conflicts - conflict should not be shunned or encouraged, but managed. Too much conflict damages the team and reduces team effectiveness. <p><i>Overhead - Show Overhead Number 7.</i></p> <p><u>Team Assignments</u></p> <p>Communicating team assignments ensures that each team</p>	

Objective 2: Describe what it is like to be a part of a working group, also known as a team.

<u>Content</u>	<u>Notes</u>
<p><u>Team Assignments (cont.)</u></p> <p>member knows what to do. Members will know what is expected of them and how to plan work schedules.</p> <ul style="list-style-type: none">• Verbal - allows for clarification and questions.• Written assignment - may be used for later reference and evaluation, used as a reminder.	

Objective 3: Describe the stages of team development.

<u>Content</u>	<u>Notes</u>
<p><i>Overhead - Show Overhead Number 8</i></p> <p><u>Orientation</u></p> <ul style="list-style-type: none">• Members seek to be accepted and look for ways of how they are alike and they are different from each other.• Anxiety is high.• Group is viewed as a group of individuals rather than a group as a whole.• Members feel unsure, unfamiliar, insecure, and do not trust others.• Team's mission and purpose are defined. <p><u>Forming</u></p> <ul style="list-style-type: none">• Members begin to accept each other.• Communication skills learned.• Period of high energy and motivation.• Taking part in the team encouraged. <p><u>Storming</u></p> <ul style="list-style-type: none">• Team spirit is developing.• Trust is developing.• Conflict may arise.• Members may be impatient and frustrated.• Goals and objectives set up.• Most stressful and unpleasant for everyone.• Member decides if he/she wants to stay in the group.• Power struggles may occur.	

Objective 3: Describe the stages of team development.

<u>Content</u>	<u>Notes</u>
<p><u>Norming</u></p> <ul style="list-style-type: none">• Increased comfort among members.• Effective team interaction.• Responsibilities identified.• Conflicts resolved.• Plans are made.• Interactions are practical.• Progress is made toward goals. <p><u>Performing</u></p> <ul style="list-style-type: none">• Clear purpose.• Members are unified and hang together.• Group solves problems and works together.• Members act as a team.• Increased responsibility is encouraged.• Members carry out their part of the tasks or job.• Members talk out disagreements.• Group functions as a whole.• Climate is open, pleasant, and relaxed.• Trust is high and individual members are valued. <p><i>Written Activity - Distribute Written Activity 2 - Team Building Worksheet. Instruct nurse aides to complete the Team Building Worksheet using Handout Number 1 as a resource.</i></p> <p><i>Group Discussion - Ask nurse aides to share individual responses to the Team Building Worksheet with the group.</i></p>	

Handouts

Handout #1

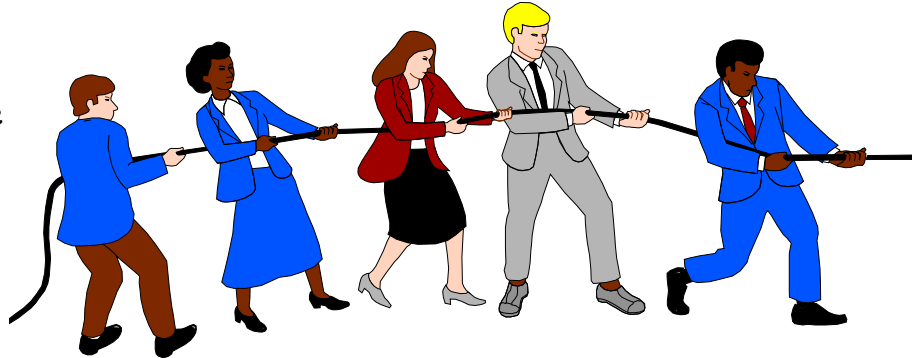
Three Types of Groups

Definition of a Group

- ❖ Two or more people
- ❖ Work together for a purpose

Three Types of Groups

1. Formal Group
2. Semi-formal Group
3. Informal Group



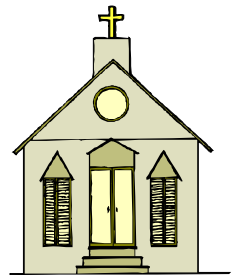
Formal Group

- Purpose - carry out a task or goal
- Control of group and choice of leadership determined from above
- Symbols of power - management and managers
- Group must follow behavior and rules handed down
- Membership in the group - partly voluntary and may be based on selection
- Contact among group members is limited
- Example of this type of group - the work organization



Semi-formal

- Formal structure.
- Membership - voluntary, but may need to be approved by others
- Members may achieve fame and status
- Structured and pre-planned activities
- Objectives and goals are rigid
- Often, leader has direct control over choice of replacement
- Expected standards of behavior and rules - determined by the group
- Examples - churches, PTAs, country clubs, social clubs.



Informal

- Informal structure
- Rules and behaviors - group does not have to follow written rules, but follows unwritten rules, standards of acceptable behavior of members, and strong code of ethics
- Group purpose - is purely practical and has very basic objectives
- Duties - group assigns duties to members based on qualifications
- Leaders - easily replaced when mistakes are made
- Maintenance - harmony and group friendship are needed
- Group members - talk and relate to each others at will
- Examples - friendship groups, hobby groups, groups that have a useful purpose (carpool).



Handout #2 Team Building

Definition of a Team

Working group that has

- ❖ A stable membership;
- ❖ A common purpose; and
- ❖ Adequate resources

Two Types of Groups

1. Collegial Team
2. Hierarchical Team

Collegial Team

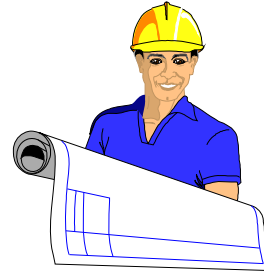
- ❖ Members relate to each other as equals
- ❖ Members are recognized based on their contribution to the team
- ❖ Example - an interdisciplinary team is made up of people from different professions and may include:
 - a pharmacist
 - social worker
 - physician
 - nurse
 - dietician

Hierarchical

- ❖ Members relate to each other based on status and position.
- ❖ Members are not treated equally and recognition is based on status.
- ❖ Example - a nursing team is made up of people at different levels within the same profession and may include:
 - RNs
 - LPNs
 - NAs



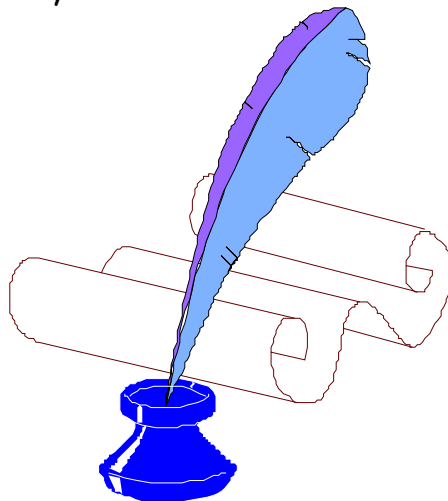
Steps to Build a Successful Team



- ❖ Select team members. People chosen based on
 - Ability to perform tasks;
 - Ability to work with others;
 - Level of education;
 - Stable work history; and
 - Desired mix of people (numbers of RNs, LPNs, and NAs).
- ❖ Set goals that clearly define the purpose.
- ❖ Define roles - people are told exactly what is expected of them as members of the team.
- ❖ Develop team identity and cohesiveness
 - People told about the team (its purpose and its function)
 - People introduced to other team members.
 - Teamwork, commitment, and identity with the team encouraged.
 - Increased contact with each other on team increases cohesiveness, shared spirit, and a feeling of enthusiasm.
 - Team area is established where the team will function and meet.

Open Written and Verbal Communication

- ❖ Communicating team assignments
 - Ensures that each team member knows what to do.
 - Members will know what is expected of them and how to plan work schedules.
- ❖ Verbal assignment - allows for clarification and questions.
- ❖ Written assignment - may be used for later reference and evaluation, used as a reminder.



Stages of Team Development

❖ Orientation

- Members seek to be accepted and look for ways of how they are alike and how they are different from each other.
- Anxiety is high.
- Group is viewed as a group of individuals, rather than a group as a whole.
- Members feel unsure, unfamiliar, insecure, and do not trust others.
- Team's mission and purpose are defined.

❖ Forming

- Members begin to accept each other.
- Communication skills learned.
- Period of high energy and motivation.
- Taking part in the team encouraged.

❖ Storming

- Team spirit and trust developing.
- Conflict may arise.
- Members may be impatient and frustrated.
- Goals and objectives set up.
- Most stressful and unpleasant for everyone.
- Member decides if he/she wants to stay in the group.
- Power struggles may occur.

❖ Norming

- Increased comfort among members.
- Effective team interaction.
- Responsibilities identified.
- Conflicts resolved.
- Plans are made.
- Interactions are practical.
- Progress is made toward goals.

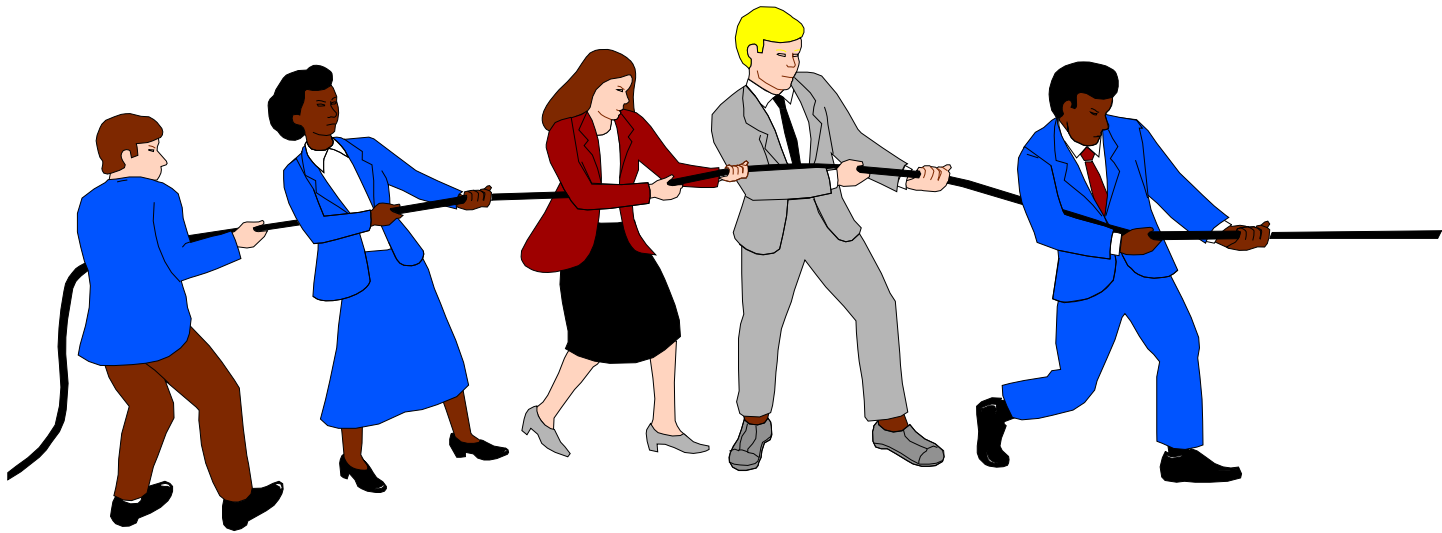
❖ Performing

- Clear purpose.
- Members are unified and hang together.
- Group solves problems and works together.
- Members act as a team.
- Increased responsibility is encouraged.
- Members carry out their part of the tasks or job.
- Members talk out disagreements.
- Group functions as a whole.
- Climate is open, pleasant, and relaxed.
- Trust is high and individual members are valued.

Overhead Transparencies

Definition of a Group

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- ❖ Work together for a purpose



Three Types of Groups

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3. Informal Group

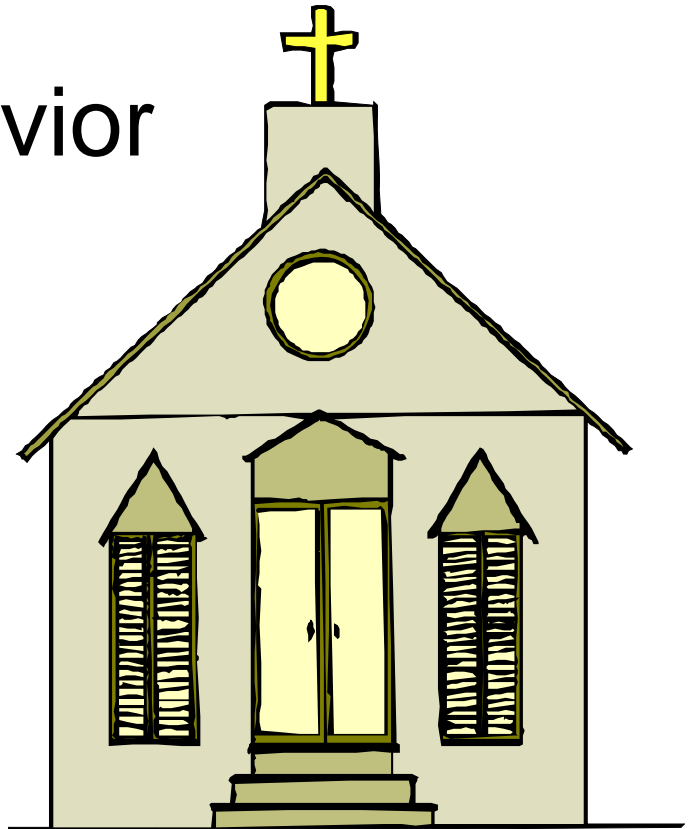
Formal Group



- ❖ Purpose
- ❖ Control
- ❖ Power
- ❖ Rules & Behavior
- ❖ Membership
- ❖ Contact
- ❖ Example

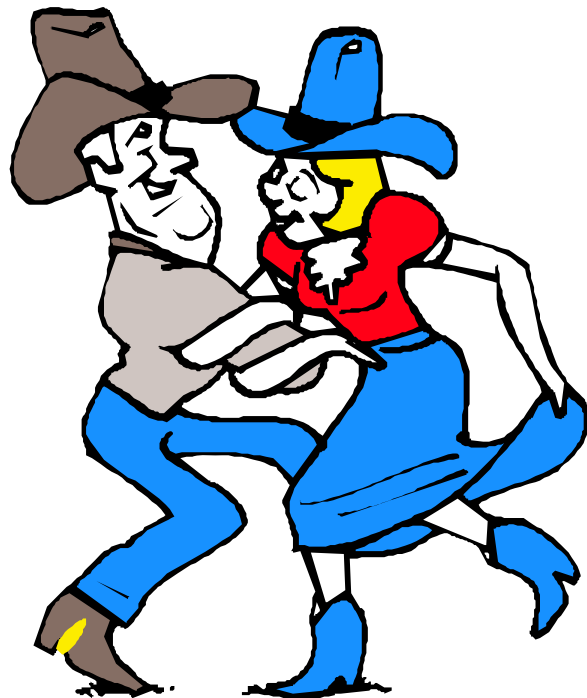
Semi-formal Group

- ❖ Formal Structure
- ❖ Membership
- ❖ Fame & Status
- ❖ Activities
- ❖ Objectives & Goals
- ❖ Control
- ❖ Rules & Behavior
- ❖ Examples



Informal Group

- ❖ Informal Structure
- ❖ Rules & Behavior
- ❖ Practical
- ❖ Member Duties
- ❖ Leaders
- ❖ Group Maintenance
- ❖ Members
- ❖ Examples



Definition of a Team

- ❖ Working groups
- ❖ Stable membership
- ❖ Common purpose
- ❖ Adequate resources

Two Types of Teams

1. Collegial team
2. Hierarchical team



Steps to Building a Team

1. Select team members
2. Set goals
3. Define roles



4. Develop team identity
5. Open communication
6. Manage conflict

Team Assignments

Each member knows

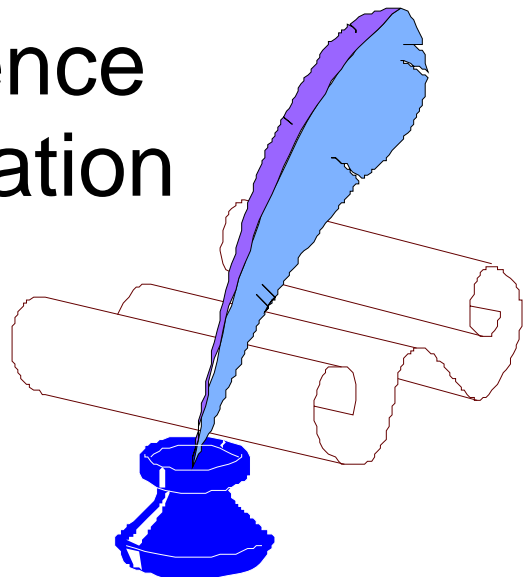
- ❖ What to do
- ❖ What is expected
- ❖ How to plan work schedules

Verbal Assignment

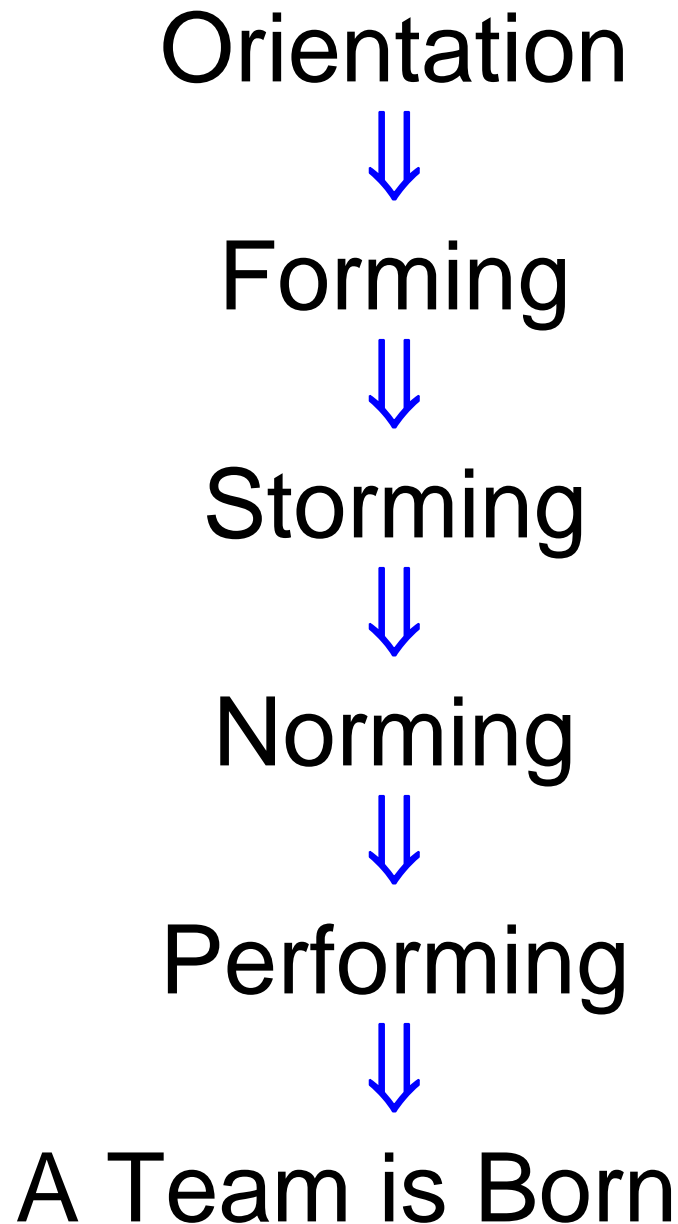
- ❖ Allows for clarification
- ❖ Allows for questions

Written Assignment

- ❖ Used for later reference
- ❖ Used for later evaluation
- ❖ Used as a reminder



Stages of Team Development



Written Activities

Written Activity #1
Group Involvement Worksheet

Instructions: Pick a group (other than your work group) that you are a member of and answer the following questions. Be ready to share your responses with the group. You will have 10 minutes to complete the worksheet.

Name of Group: _____

Type of Group: _____ Formal
 _____ Semiformal
 _____ Informal

How long have you been in the group? _____

How often does the group meet? _____

Where does the group meet? _____

Do you enjoy being with the members of the group? _____ yes; _____ no

Describe the leader of the group. _____

How was the leader chosen? _____ volunteered
 _____ elected
 _____ it just happened

Would you like to be the leader of this group? _____ yes; _____ no

How do you contribute to the good of the group?

Written Activity # 2

Team Building Worksheet

Instructions: Read the Descriptions for Team Number One and Team Number Two. Answer the questions about each team. You have 10 minutes to complete the worksheets.

Team Number One

I am a member of a team. I am a cafeteria manager. I am responsible for supervising the cafeteria employees, developing policies, ordering food and supplies, and working with state regulators. I have a two-year management degree from the local community college and have worked at the nursing home ten years.

Other members of my team include dietetic technicians, cafeteria servers, and cooks. Dietetic technicians place food and drinks on resident trays and transport trays to and from the nursing units. Cafeteria servers are responsible for serving food and drinks to people eating in the nursing home cafeteria. Cooks are responsible for cooking and preparing all food that is eaten in the nursing home. Dietetic technicians and cooks are required to have high school diplomas. Cafeteria servers are not required to have a high school diploma.

The nursing home employs one cafeteria manager. Five dietetic technicians are needed to work each day at the nursing home (three work on first shift and two work on second shift). Four cafeteria servers are needed to work each day at the nursing home (two work on first shift and two work on second shift). Four cooks are needed to work each day at the nursing home (two work on first shift and two work on second shift).

1. I am a member of what kind of team? (Check one.) _____ Hierarchical
_____ Collegial
2. Who is the leader of my team? (Check one.) _____ Cafeteria Manager
_____ Dietetic Technicians
_____ Cafeteria Servers
_____ Cooks

3. What is the mix of people on 1st shift? _____ Cafeteria Manager
_____ Dietetic Technicians
_____ Cafeteria Servers
_____ Cooks

4. What is the common purpose for this team?

Team Number Two

I am a member of a team. The chair of my team is a physician. I am a Registered Dietician. I make sure residents are receiving the proper diets and the proper supplements. I read the residents' charts and note weights, intake, and lab reports. I have a Masters Degree and I have worked at the nursing home three years.

Other members of my team include a physician, the Director of Nursing, a speech therapist, a pharmacist, and a social worker. The physician is in charge of the medical care of each of the residents and is the leader of the team. The Director of Nursing is responsible for the entire nursing staff. The speech therapist assists residents with oral communications problems. The pharmacist receives orders for medications, prepares medications for the residents, and checks lab reports. The social worker counsels residents and helps locate community and financial resources.

The physician has a medical degree. The Director of Nursing, social worker, and pharmacist each have advanced educational degrees.

The team meets once a month. Members of the team trust each other and work well together. The members function well as a team and as a whole. Team members appear relaxed during meetings and communication is always open and pleasant. Each of the team members are valued, always prepared, and carries out their duties. The team members rarely quarrel. Disagreements are always discussed and problems worked out.

1. I am a member of what kind of team? (Check one.) _____ Hierarchical
_____ Collegial

2. Who is the leader of my team? (Check one.) _____ Physician
_____ Registered Dietician
_____ Pharmacist
_____ Social Worker

3. What is the common purpose for this team?

4. What is the stage of development of this team? (Check one.)

_____ Orientation

_____ Forming

_____ Storming

_____ Norming

_____ Performing

Written Activity #2

Team Building Worksheet Answer Key Team Number 1 and Team Number 2

Instructions: Read the Team Descriptions for Team Number One and Team Number Two. Answer the questions about each team. You have 10 minutes to complete the worksheet.

Team Number One

I am a member of a team. I am a cafeteria manager. I am responsible for supervising the cafeteria employees, developing policies, ordering food and supplies, and working with state regulators. I have a two-year management degree from the local community college and have worked at the nursing home ten years.

Other members of my team include dietetic technicians, cafeteria servers, and cooks. Dietetic technicians place food and drinks on resident trays and transport trays to and from the nursing units. Cafeteria servers are responsible for serving food and drinks to people eating in the nursing home cafeteria. Cooks are responsible for cooking and preparing all food that is eaten in the nursing home. Dietetic technicians and cooks are required to have high school diplomas. Cafeteria servers are not required to have a high school diploma.

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1. I am a member of what kind of team? Hierarchical

2. Who is the leader of my team? Cafeteria Manager

3. What is the mix of people on 1st shift? 1 Cafeteria Manager
 3 Dietetic Technicians
 2 Cafeteria Servers
 2 Cooks

4. What is the common purpose for this team? To provide a nutritional meal for the residents.

Written Activity #2

Team Building Worksheet Answer Key for Team Number Two

I am a member of a team. The chair of my team is a physician. I am a Registered Dietician. I make sure residents are receiving the proper diets and the proper supplements. I read the residents' charts and note weights, intake, and lab reports. I have a Masters Degree and I have worked at the nursing home three years.

Other members of my team include a physician, the Director of Nursing, a speech therapist, a pharmacist, and a social worker. The physician is in charge of the medical care of each of the residents and is the leader of the team. The Director of Nursing is responsible for the entire nursing staff. The speech therapist assists residents with oral communications problems. The pharmacist receives orders for medications, prepares medications for the residents, and checks lab reports. The social worker counsels residents and helps locate community and financial resources.

The physician has a medical degree. The Director of Nursing, social worker and pharmacist each have advanced educational degrees.

The team meets once a month. Members of the team trust each other and work well together. The members function well as a team and as a whole. Team members appear relaxed during meetings and communication is always open and pleasant. Each of the team members are valued, always prepared, and carries out their duties. The team members rarely quarrel. Disagreements are always discussed and problems worked out.

1. I am a member of what kind of team? collegial
2. Who is the leader of my team? physician
3. What is the common purpose for this team? provide optimal care for the residents
4. What is the stage of development of this team? performing

Being Part of a Team Curriculum Module



Part Two

Objective 4: List the features of effective teams with committed team members.

Content

Notes

Handout - Distribute Handout Number 1.

Overhead - Show Overhead Number 1.

Qualities of Effective Teams

- Climate – informal, comfortable, and relaxed. Members are interested and involved.
- Communication – open and two-way. Ideas and feelings encouraged.
- Interactions – inclusive, trusting, people like each other and like working with each other.
- Getting the job done – goals, tasks, objectives are appropriate, understood, and modified so that members can be committed.
- Leadership and member participation shift from time to time, depending on what is going on at the time and level of expertise of the individuals.
- Decision-making done by consensus.

Overhead - Show Overhead Number 2.

- Cohesion – high levels of inclusion, trust, liking, and support.
- Reasons for disagreements or conflicts are looked at and group tries to resolve them. Group learns to live with disagreements that cannot be resolved.
- Power is based on abilities, knowledge, and is shared. Main point is how to get the job done.
- Problem-solving is high. Constructive criticism is frequent, honest, and oriented to removing the problem.
- Group self-evaluation is often. All members evaluate progress and how to improve functioning.

Objective 4: List the features of effective teams with committed team members.

Content

- Creativity is encouraged. Members have the chance to become all they can be and excel.

Overhead - Show Overhead Number 3.

Indications of Group Commitment

- Members feel a strong sense of belonging.
- Members enjoy being with each other.
- Members ask each other for advice.
- Members seek and provide support in times of difficulty. Members value each other and contributions.
- Members are motivated and want to do a good job.
- Members express good feelings openly.
- Members feel the goals of the group are important and achievable.

Notes

Objective 5: List the features of ineffective teams with non-committed team members.

Content

Notes

Overhead – Show Overhead Number 4 & 5.

Qualities of Ineffective Teams:

- Tense climate, signs of boredom.
- Closed and one-way communication. Ideas and feelings are discouraged. Members are reluctant to speak up. May be "hidden agendas."
- Interactions are based on authority. Chair may dominate the group. Members participate unequally. People with more power dominate.
- Unclear, misunderstood, or imposed goals may be accepted by members.
- Decision-making done by the highest authority, with minimal group involvement.
- Distrust among members, and members forced to conform.
- Disagreements or conflicts are ignored, denied, suppressed.
- Power is based on position in group. Employees do what they are told to do or suffer the consequences.
- Problem-solving is low. Criticism is destructive, members are attacked, prevents job from getting done.
- Group self-evaluation is seldom done. If evaluation is done, it is done by the highest authority.
- Creativity is discouraged. Members are afraid they will be laughed at or will appear foolish if they suggest something that is creative.

Objective 5: List the features of ineffective teams with non-committed team members.

Content

Notes

Overhead – Show Overhead Number 6.

Indications of Group Non-commitment:

- Members do not feel a strong sense of belonging.
- Members do not enjoy being with each other and dread meetings.
- Members are in a hurry to leave after the meeting is over.
- Members do not confide in each other.
- Members generally do not like each other and do not value contributions made.
- Members are not motivated to work for the good of the team.
- Members speak negatively about the team.

Written Activity – Distribute Written Activity 1 – Go Team Worksheet. Instruct nurse aides to complete the Team Building Worksheet using Handout Number 1 as a resource.

Group Discussion – Ask nurse aides to share individual responses to the Go Team Worksheet with the group.

Handouts

Handout #1

Go Team

Qualities of Effective Teams

- ❖ Climate
 - Informal, comfortable, and relaxed
 - Members are interested and involved
- ❖ Communication
 - Open and two-way
 - Ideas and feelings encouraged
- ❖ Interactions
 - Inclusive, trusting
 - People like each other and like working with each other
- ❖ Getting the job done
 - Appropriate and understood goals, tasks, objectives.
 - Goals, tasks, objectives are often modified as needed
- ❖ Leadership and member participation
 - Shift from time to time
 - Depends on what is going on at the time and level of expertise of the individuals.
- ❖ Decision-making – done by consensus
- ❖ Cohesion – high levels of inclusion, trust, liking, and support
- ❖ Reasons for disagreements or conflicts
 - Are looked at and group tries to resolve them.
 - Group learns to live with disagreements that cannot be resolved.
- ❖ Power
 - Based on abilities and knowledge
 - Shared
 - Main point is how to get the job done
- ❖ Problem-solving is high
- ❖ Constructive criticism
 - Frequent and honest
 - Oriented to removing the problem
- ❖ Group self-evaluation
 - Is often
 - All members evaluate progress and how to improve functioning
- ❖ Creativity is encouraged and all have a chance to excel



Indications of Group Commitment

Members

- ✓ Feel a strong sense of belonging.
- ✓ Enjoy being with each other.
- ✓ Ask each other for advice.
- ✓ Seek and provide support in times of difficulty.
- ✓ Value each other and contributions.
- ✓ Are motivated and want to do a good job.
- ✓ Express good feelings openly.
- ✓ Feel the goals of the group are important and achievable.



Qualities of Ineffective Teams

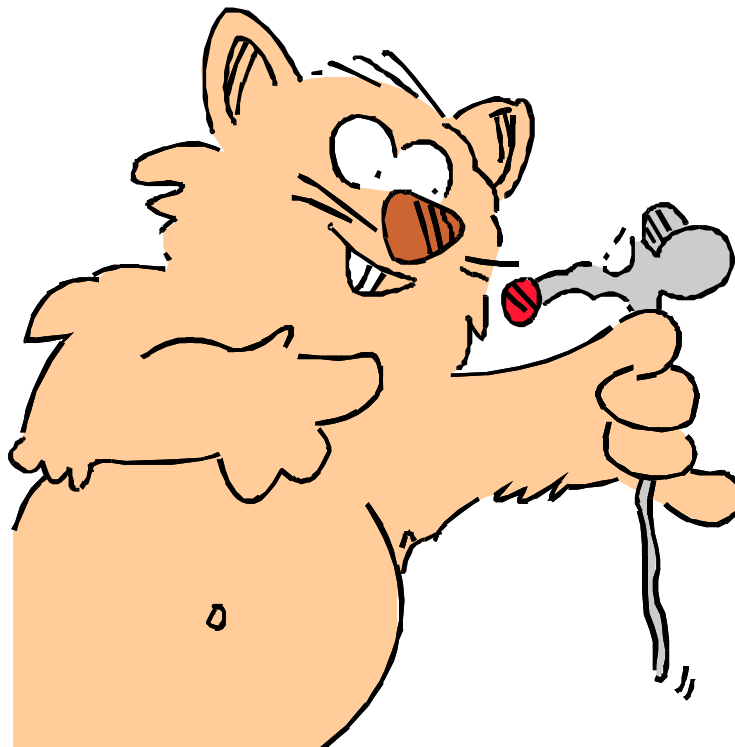
- ❖ Climate
 - Tense
 - Signs of boredom
- ❖ Communication
 - Closed and one-way
 - Ideas and feelings discouraged
 - Members are reluctant to speak up
 - May be “hidden agendas”
- ❖ Interactions
 - Based on authority
 - Chair may dominate the group
 - Members participate unequally
 - People with more power dominate
- ❖ Getting the job done
 - Unclear, misunderstood, or imposed goals
 - May or may not be accepted by members
- ❖ Decision-making
 - Done by the highest authority
 - Minimal group involvement
- ❖ Cohesion
 - Used to control members
 - Distrust among members and are forced to conform
- ❖ Disagreements or conflicts are ignored, denied, suppressed
- ❖ Power is based on position in group and are told what they are told to do or suffer consequences
- ❖ Problem-solving is low
- ❖ Criticism
 - Is destructive
 - Members are attacked
 - Job does not get done
- ❖ Group self-evaluation
 - Seldom done and if it is done, it is done by the highest authority
- ❖ Creativity
 - Is discouraged
 - Members are afraid they will be laughed at or will appear foolish if they make suggestions



Indications of Group Non-commitment

Members

- ✓ Do not feel a strong sense of belonging.
- ✓ Do not enjoy being with each other and dread meetings.
- ✓ Are in a hurry to leave after meetings are over.
- ✓ Do not confide in each other.
- ✓ Generally do not like each other and do not value contributions made.
- ✓ Are not motivated to work for the good of the team.
- ✓ Speak negatively about the team.



Overhead Transparencies

Qualities of Effective Teams

Climate is positive

Communication open/two-way

Interactions are positive

Getting the job done

Leadership/member participation

Decision-making done by all



Qualities of Effective Teams

Cohesion is high

Disagreements/conflicts dealt with

Power is shared

Problem-solving is high

Constructive criticism is positive

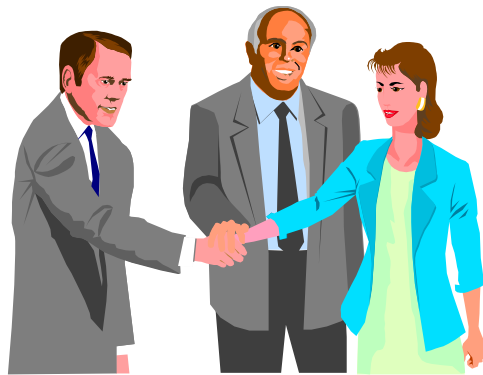
Group self-evaluation is often

Creativity is encouraged



Group Commitment

- ☆ Strong sense of belonging
- ☆ Enjoy being with each other
- ☆ Ask each other for advice
- ☆ Seek & provide support
- ☆ Value each other
- ☆ Motivated & want to do good
- ☆ Express good feelings openly
- ☆ Group goals important
- ☆ Group goals achievable



Qualities of Ineffective Teams

Climate is tense

Communication is closed/one-way

Interactions - based on authority

Job rarely gets done

Decision-making done by authority



Qualities of Ineffective Teams

Cohesion is absent

Disagreements/conflicts ignored

Power based on position

Problem-solving is very low

Group self-evaluation seldom done

Creativity is discouraged



Group Non-commitment

★ No strong sense of belonging

★ Hate being with each other



★ Dread meetings

★ Not motivated

★ Do not like
each other

★ Do not confide
in each other

★ Do not value each other

★ Do not want to do a good job

★ Express negative feelings

Written Activities

Written Activity #1
Go Team Worksheet

Instructions: Read the following conversations overheard in various health care facilities. Decide whether a member of an effective team or an ineffective team is talking. Place a check in the correct box – effective or ineffective. Place a check mark in the third box if you have heard, thought, or said a similar comment in the past. You have 15 minutes to complete the worksheet.

Conversation	Effective	Ineffective	Heard, Thought, or Said Comment?
1. "No, I won't get Mr. James up to the bathroom, because he is not my resident."			
2. "I can't wait until the staff Christmas party!"			
3. "Why don't you get Mrs. Smith on the bedpan, and I'll turn Mr. Peters."			
4. "If I have to sit in another end-of-shift report with that witch, Mrs. Billingsworth, I'll scream!"			
5. "Don't you think Jackie is a good charge nurse?"			
6. "I really enjoy working with you, Katie."			
7. "Hey Marty, let's go turn all our residents together."			
8. "Cindy, I sure do see why we can't keep any Nurse Aides here. I've been here the longest and I've only been here eight months!"			
9. "That Mary, she looks like a horse whenever she shakes her head, no."			
10. "Guess what I heard about Johnnie? I t will really shock you!"			
11. "I am really glad to be a part of the care planning team."			
12. "You are such a good person to work with."			

Conversation	Effective	Ineffective	Heard, Thought, or Said Comment?
13. "The infection control nurse said that we only had a 2% infection rate. We did better on our goal than we predicted."			
14. "Sophie, you know Mrs. Atkins better than anyone. Why do you think she seems so unhappy?"			
15. "Gee, Betsy, I sure am glad you and Sam resolved the disagreement about the luncheon date."			
16. "Hey Cecil, can I ask your advice about something?"			
17. "I don't care what you think, Missy. We are not going to do it that way. We are going to do it my way."			
18. "That's a stupid goal. How in the world will we ever achieve that?"			
19. "You will do it now, because I said so!"			
20. "Man, I never seem to get done with all my assigned work."			
21. "Frankly, I don't care what you think."			

Think About It Activity

Instructions: After discussing the *Go Team Worksheet* with your instructor, take three minutes to think about all the teams that you have been a part of, during your lifetime. These teams may be work teams, church teams, social teams, etc. Were the teams effective? Why or why not?

Written Activity #1
Go Team Worksheet Answer Key

Instructions: Read the following conversations overheard in various health care facilities. Decide whether a member of an effective team or an ineffective team is talking. Place a check in the correct box – effective or ineffective. Place a check mark in the third box if you have heard, thought, or said a similar comment in the past. You have 15 minutes to complete the worksheet.

Conversation	Effective	Ineffective	Heard, Thought, or Said Comment?
1. "No, I won't get Mr. James up to the bathroom because he is not my resident."		X	
2. "I can't wait until the staff Christmas party!"	X		
3. "Why don't you get Mrs. Smith on the bedpan, and I'll turn Mr. Peters."	X		
4. "If I have to sit in another end-of-shift report with that witch, Mrs. Billingsworth, I'll scream!"		X	
5. "Don't you think Jackie is a good charge nurse."	X		
6. "I really enjoy working with you, Katie."	X		
7. "Hey Marty, let's go turn all our residents together."	X		
8. "Cindy, I sure do see why we can't keep any Nurse Aides here. I've been here the longest and I've only been here eight months!"		X	
9. "That Mary, she looks like a horse whenever she shakes her head, no."		X	
10. "Guess what I heard about Johnnie? It will really shock you!"		X	
11. "I am really glad to be a part of the care planning team."	X		
12. "You are such a good person to work with."	X		
13. "The infection control nurse said that we only had a 2% infection rate. We did better on our goal than we predicted."	X		

Conversation	Effective	Ineffective	Heard, Thought, or Said Comment?
14. "Sophie, you know Mrs. Atkins better than anyone. Why do you think she seems so unhappy?"	X		
15. "Gee, Betsy, I sure am glad you and Sam resolved the disagreement about the luncheon date."	X		
16. "Hey Cecil, can I ask your advice about something?"	X		
17. "I don't care what you think, Missy. We are not going to do it that way. We are going to do it my way."		X	
18. "That's a stupid goal. How in the world will we ever achieve that?"		X	
19. "You will do it now, because I said so!"		X	
20. "Man, I never seem to get done with all my assigned work."		X	
21. "Frankly, I don't care what you think."		X	

Think About It Activity

Instructions: After discussing the *Go Team Worksheet* with your instructor, take three minutes to think about all the teams that you have been a part of, during your lifetime. These teams may be work teams, church teams, social teams, etc. Were the teams effective? Why or why not?

This is just a thinking exercise for the nurse aides. They do not need to answer the questions in class.

Being Part of a Team Curriculum Module



Part Three

Objective 6: I identify patterns of communication among team members.

Content

Notes

Handout - Distribute Handout Number 1.

Overhead - Show Overhead Number 1.

One-way

- Verbal communication moves one way – from leader to group members.
- Highly planned and controlled by leader.
- Group allows control by leader.
- Nonverbal responses may affect leader (frowns, yawns, nods, smiles)
- Leader may permit questions or comments from group, but maintains control.
- Efficient way to communicate facts to lots of people in short amount of time.
- Not good for decision making, problem solving, or evaluation.
- Example, lecture or stage performance.

Overhead - Show Overhead Number 2.

Stilted

- Verbal communication flows both ways.
- Pattern is slightly formal.
- Usually each member takes a turn to speak, in formal manner.
- Communication is directed toward leader.
- Very structured.
- Gives everyone a chance to speak.
- Discourages discussion.

Objective 6: I identify patterns of communication among team members.

<u>Content</u>	<u>Notes</u>
<p><u>Limited</u></p> <ul style="list-style-type: none">• Some group members communicate with leader and each other, while others do not.• Can result from strong smaller group of people within the big group or members not wishing to join in. <p><i>Overhead - Show Overhead Number 3.</i></p> <p><u>Open</u></p> <ul style="list-style-type: none">• Free and easy exchange between leader and members.• Each member has a chance to speak, to be heard, and get a response.• Communication is planned and expected, yet flexible.• Each member knows what to expect from each other.• Not a great way to make decisions. <p><i>Overhead - Show Overhead Number 4.</i></p> <p><u>Chaotic</u></p> <ul style="list-style-type: none">• Leader has no control of group.• Disorganized, unpredictable, and out of control.• Side conversations between two members occur.• Members interrupt each other, ignore each other, talk at the same time, shout at each other.• May be relaxed or tense.• Not a good way to meet if goals must be met.	

Objective 7: Compare positive and negative roles demonstrated by members of a team.

<u>Content</u>	<u>Notes</u>
<p><i>Handout - Distribute Handout Number 2.</i></p> <p><i>Overhead - Show Overhead Number 5.</i></p> <p><u>Team Roles</u></p> <p>Are positive or negative patterns of individual behavior that affect the team. One person can assume one role or many roles.</p> <p><u>Three Components of a Team Meeting</u></p> <ul style="list-style-type: none">• Leader - oversees the team.• Recorder - writes down what team has done.• Members - participants of the team. <p><i>Overhead - Show Overhead Number 6.</i></p> <p><u>Positive Roles</u></p> <ul style="list-style-type: none">• Contributor - suggests something, proposes new ideas.• Information giver - offers important information from own knowledge or experience.• Information seeker - asks for information from others.• Opinion giver - offers opinions or feelings about things.• Opinion seeker - asks for opinions or feelings from others.• Disagreer - points out mistakes or takes a different point of view.• Coordinator - points out relationships between two or more ideas.• Elaborator - expands on ideas or provides examples.• Energizer - stimulates and moves the group toward goals, encourages activity.	

Objective 7: Compare positive and negative roles demonstrated by members of a team.

<u>Content</u>	<u>Notes</u>
<ul style="list-style-type: none">• Summarizer – pulls together ideas of the group, outlines what group has done.• Gatekeeper – makes sure everyone has a chance to speak, may limit people who talk too much.• Follower – accepts group decisions, goes along with the group, does not take an active role. <p><i>Handout – Distribute Handout Number 3.</i></p> <p><i>Overhead – Show Overhead Number 7.</i></p> <p><u>Negative Roles</u></p> <ul style="list-style-type: none">• Aggressor – makes mean, attacking remarks, criticizes others.• Recognition seeker – does things to call attention to himself/herself.• Monopolizer – talks so often or so long that others don't get a chance to speak.• Dominator – tries to take over the leader's role, wants to have his/her own way.• Playboy – makes irrelevant and silly comments, whispers, jokes around, does not take group seriously.• Zipper-mouth – does not share at all, may sulk, sits with arms folded, does not accept group.• Busy body – not committed to group, arrives late, leaves early, takes care of personal business during meetings, simply shows up for appearance sake.• Squasher – stops idea before it is discussed, always has a reason for why something will not work, blocks progress of group.• Interrupter – never allows others to finish thoughts or ideas.	

Objective 7: Compare positive and negative roles demonstrated by members of a team.

Content

Role Play Activity – Distribute Role Play Activity #1 and assign parts to six nurse aides. Instruct them to act out skit.

Role Play Activity Worksheet – After skit, instructor and nurse aides complete Role Play Activity Worksheet #1 together in class, using Handout Numbers 1, 2, and 3.

Role Play Activity – Distribute Role Play Activity #2 and assign parts to six to ten nurse aides. Instruct them to act out skit.

Role Play Activity Worksheet – After skit, instructor and nurse aides complete Role Play Activity Worksheet #2 together in class, using Handout Numbers 1, 2, and 3.

Notes

Handouts

Handout #1

Patterns of Communication

One-way

- ❖ Verbal communication moves one way
- ❖ Highly planned and controlled by leader
- ❖ Nonverbal responses may affect leader
- ❖ Leader may permit questions or comments
- ❖ Efficient way to communicate to lots of people
- ❖ Not good for decision making or evaluation
- ❖ Example lecture

Stilted

- ❖ Verbal communication flows both ways
- ❖ Slightly formal and structured pattern
- ❖ Members take turns to speak in formal manner
- ❖ Communication directed toward leader
- ❖ Everyone has a chance to speak
- ❖ Discussions discouraged

Limited

- ❖ May or may not communicate with each other
- ❖ Can result from strong smaller group

Open

- ❖ Free and easy exchange
- ❖ Members can speak/be heard/get a response
- ❖ Communication is planned/expected, flexible.
- ❖ Members know what to expect
- ❖ Not a great way to make decisions

Chaotic

- ❖ Leader has no control of group
- ❖ Disorganized/unpredictable/out of control
- ❖ Side conversations
- ❖ Members are interrupted and ignored
- ❖ Members talk at the same time and shout
- ❖ May be relaxed or tense
- ❖ Not a good way to meet if goals must be met

Handout #2

Roles of Team Members

Team Roles

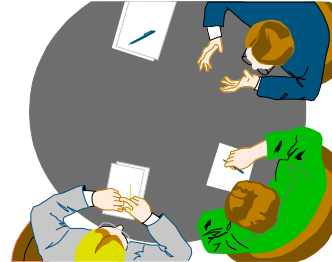
Are positive or negative patterns of individual behavior that affect the team. One person can assume one role or many roles.

Three Components of a Team Meeting

Leader – oversees the team

Recorder – writes down what team has done

Members – participants of the team



Positive Roles

Contributor – suggests something, proposes new ideas

Information giver – gives important information from own knowledge/
experience

Information seeker – asks for information from others

Opinion giver – offers opinions or feelings about things

Opinion seeker – asks for opinions or feelings from others

Disagreer – points out mistakes or takes a different point of view

Coordinator – points out relationships between two or more ideas

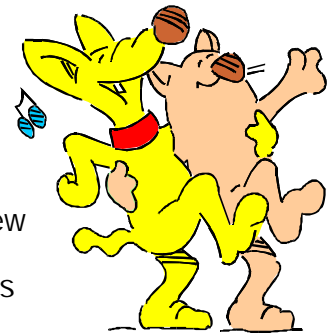
Elaborator – expands on ideas or provides examples

Energizer – stimulates/moves the group toward goals, encourages activity

Summarizer – pulls together group's ideas, outlines what group has done

Gatekeeper – makes sure everyone has a chance to speak, may limit people

Follower – accepts group decisions, goes along with the group, not active



Handout #3

Roles of Team Members

Team Roles

Are positive or negative patterns of individual behavior that affect the team. One person can assume one role or many roles.

Three Components of a Team Meeting

Leader - oversees the team

Recorder - writes down what team has done

Members - participants of the team



Negative Roles

Aggressor - makes mean, attacking remarks, criticizes others

Recognition seeker - does things to call attention to himself/herself

Monopolizer - talks so often or so long that others don't get a chance to speak

Dominator - tries to take over the leader's role, wants to have own way

Playboy - irrelevant/silly comments, whispers, jokes around, not serious

Zipper-mouth - does not share or accept group, may sulk, sits with arms folded

Busy body - not committed, arrives late, leaves early, takes care of personal business during meetings, simply shows up for appearance sake

Squasher - stops idea before discussed, always has a reason for why something will not work, blocks progress

Interrupter - never allows others to finish thoughts or ideas

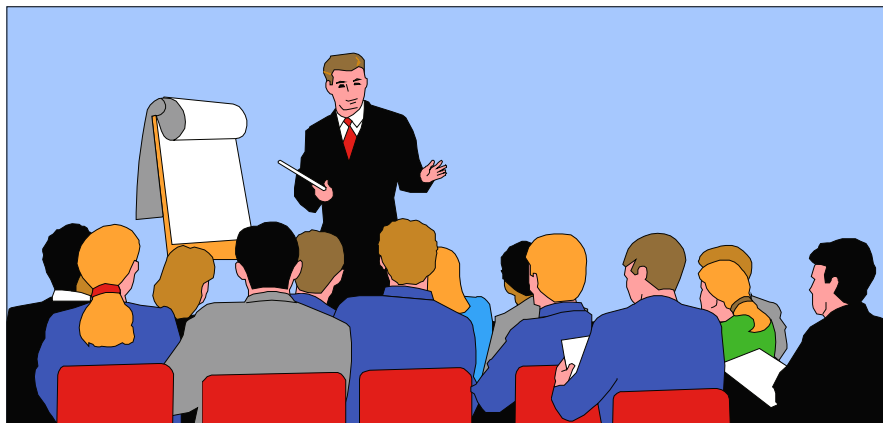


Overhead Transparencies

Patterns of Communication

One-way

- Verbal communication moves one way
- Highly planned/controlled by leader
- Nonverbal responses may affect leader
- Leader may permit questions or comments
- Efficient way to communicate to lots of people
- Not good for decision making or evaluation
- Example, lecture



Patterns of Communication

Stilted

- Verbal communication flows both ways
- Slightly formal and structured pattern
- Members take turns to speak in formal manner
- Communication directed toward leader
- Everyone has a chance to speak
- Discussions discouraged

Limited

- May or may not communicate with each other
- Can result from strong smaller group

Patterns of Communication

Open

- Free and easy exchange
- Members can speak/be heard/get a response
- Communication is planned/expected, flexible.
- Members know what to expect
- Not a great way to make decisions



Patterns of Communication

Chaotic

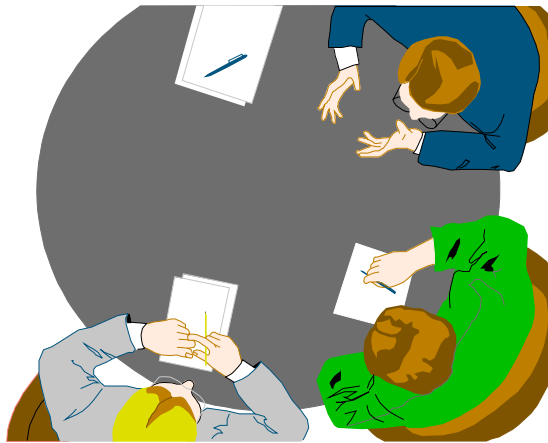
- Leader has no control of group
- Disorganized/unpredictable/out of control
- Side conversations
- Members are interrupted and ignored
- Members talk at the same time and shout
- May be relaxed or tense
- Not a good way to meet if goals must be met



Roles of Team Members

Team Roles

Are positive or negative patterns of individual behavior that affect the team. One person can assume one role or many roles.



Three Components of a Team Meeting

1. Leader – oversees the team
2. Recorder – writes down things done
3. Members – participants of the team

Roles of Team Members

Positive Roles

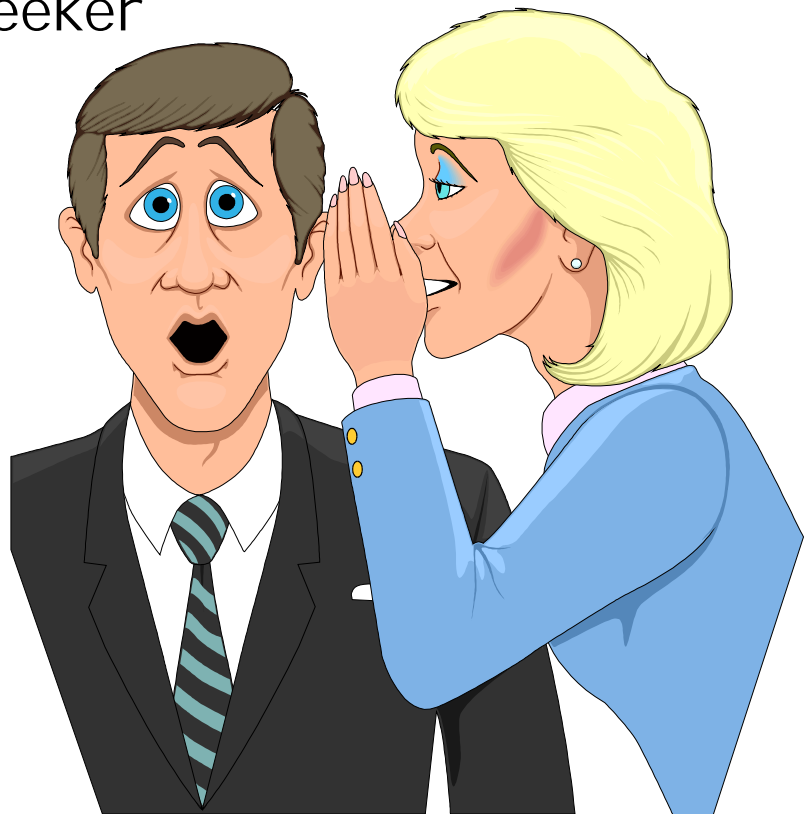
- + Contributor
- + Coordinator
- + Information giver
- + Elaborator
- + Information seeker
- + Energizer
- + Opinion giver
- + Summarizer
- + Opinion seeker
- + Gatekeeper
- + Disagreeer
- + Follower



Roles of Team Members

Negative Roles

- Aggressor
- Zipper-mouth
- Recognition Seeker
- Busy body
- Monopolizer
- Squasher
- Dominator
- Interrupter
- Playboy



Role Play Activities

Role Play Activity #1

Instructions: This is a skit that includes 6 characters. If you are assigned a part, take five minutes to read over the skit. If you are not assigned a part, take a small stretch break and do not read the skit.

Sally: Hello everyone. I am really glad you could make it for today's meeting. As you know, we are here to plan for Mrs. Smith's surprise 100th birthday party. Jane, will you take notes please?

Jane: Sure. I'll be glad...

Mary: [Interrupts Jane.] Well, we sure better hurry up and plan this thing because Mrs. Smith sure isn't getting any younger, you know!

Jean: Well, since her birthday falls on a Saturday this year, why don't we have it on the exact day of her birthday?

Joanne: [Rolls her eyes and speaks in a sarcastic tone.] Gee, Jean what a great idea. We'll have her birthday party on her birthday! While we are at it, why don't we plan the Halloween Party on Halloween day and our Columbus Day Party on Columbus Day. Oh brother, give me a break.

[Betty enters room. Betty sits down at the table.]

Betty: Hi there. Sorry I'm late, but I got stuck at the beauty salon.

Joanne: Based on how your hair looks, you should've stayed there a little while longer.

Betty: Oh Joanne, you're such a kidder.

Joanne: [Mumbles to the person next to her.] I wasn't kidding.

Jane: OK. Let's get back to Mrs. Smith's birthday party. We need to decide on food, decorations, and a guest list.

Jean: Well, you know Mrs. Smith's favorite cake is chocolate and her favorite ice-cream is . . .

Mary: [Interrupts Jean.] Vanilla. And we can have fruit punch to drink. Chips, dip, nuts, fruit slices.

[Ring. Ring. Ring. Betty's cellular telephone rings. Betty answers the phone and starts talking to the person.]

Betty: Oh really? Yeah, sure. OK. You need me now. Well, OK, if this is the only time. [Betty hangs up the telephone and starts to leave.]

Betty: Sorry. Gotta go. My nail technician just called and she has an appointment for me now. Toodles.

[Betty leaves the room.]

Joanne: [Rolls her eyes and replies in a sarcastic tone.] Toodles.

Sally: Jean, I think having chocolate cake is a good idea, but I'm not sure about vanilla ice-cream. With Mrs. Smith bad heart, cold foods may not . . .

Mary: [Interrupts Sally.] Well, I think we should have the party on the 27th of May at 3:00 in the afternoon. That way day and evening shifts can attend the party.

Joanne: [Real sarcastic.] Hey, I got a better idea. Why not have it at 11:00 at night? That way evening and night shifts can attend the party. All the residents will be asleep and the staff can eat all the goodies.

Sally: [Ignores Joanne.] Now, let's see where we are. We will have the party on the 27th at. . .

Mary: [Interrupts Sally.] 3:00 PM.

Sally: Right. We're going to have chocolate cake, chips, dip, nuts, and punch. Who do you think we should invite, besides staff?

Jane: I think we should invite...

Mary: [Interrupts Jane.] Her sons, her daughter, her three sisters, and the preacher from her church. Oh, what's his name?

Jean: Reverend Scott. What about the Mayor and also Senator Jackson?

Joanne: Oh come on!!!! Don't you think the Mayor and the Senator have more important things to do than attend someone's birthday party?

Sally: [Ignores Joanne.] Yes, we'll invite Mrs. Smith's whole family, the Mayor, Senator Jackson, and the staff. I'll also order a center piece for the table.

Jean: Sally, don't forget. Mrs. Smith is allergic to roses.

Sally: Right. OK.

Jane: To summarize, we are going to have the party on the 27th...

Mary: [Interrupts Jane.] Of May.
Jane: At 3:00...

Mary: [Interrupts Jane.] In the afternoon.

Jane: We are having chocolate cake, potato...

Mary: [Interrupts Jane.] Chips, dip, nuts, and punch.

Jane: We are inviting Mrs. . . .

Mary: [Interrupts Jane.] Smith's family, the staff, the Mayor, and the Senator.

Sally: Sounds real good. Let's meet again next Tuesday at 10:00 am.

Joanne: [Real sarcastic.] Oh no! I'm getting my nails done then. Maybe I can switch my appointment with Beautiful Betty.

Sally: [Ignores Joanne.] Meeting adjourned.

Role Play Activity Worksheet #1

Instructions: After observing or participating in the skit, complete the Role Play Activity Worksheet in class with your instructor. You may use your *Patterns of Communication Handout* and *Roles of Team Members Handout*.

Character	Dialogue	Positive or Negative	Role
Sally	Hello everyone. I am really glad you could make it for today's meeting. As you know, we are here to plan for Mrs. Smith's surprise 100 th birthday party. Jane, will you take notes please?		
Jane	Sure. I'll be glad.		
Mary	[I interrupts Jane.] Well we sure better hurry up and plan this thing because Mrs. Smith sure isn't getting any younger, you know!		
Jean	Well, since her birthday falls on a Saturday this year, why don't we have it on the exact day of her birthday?		
Joanne	[Rolls her eyes and speaks in a sarcastic tone.] Gee, Jean what a great idea. We'll have her birthday party on her birthday! While we are at it, why don't we plan the Halloween Party on Halloween day and our Columbus Day Party on Columbus Day. Oh brother, give me a break.		
Betty	[Betty enters room. Betty sits down at the table.]		
Betty	Hi there. Sorry I'm late, but I got stuck at the beauty salon.		
Joanne	Based on how your hair looks, you should've stayed there a little while longer.		
Betty	Oh Joanne, you're such a kidder.		
Joanne	[Mumbles to the person next to her.] I wasn't kidding.		
Jane	OK. Let's get back to Mrs. Smith's birthday party. We need to decide on food, decorations, and a guest list.		
Jean	Well, you know Mrs. Smith's favorite cake is chocolate and her favorite ice-cream is . . .		
Mary	[I interrupts Jean.] Vanilla. And we can have fruit punch to drink. Chips, dip, nuts, fruit slices.		

Character	Dialogue	Positive or Negative	Role
Betty	Sorry. Gotta go. My nail technician just called and she has an appointment for me now. Toodles. [Betty leaves the room.]		
Joanne	[Rolls her eyes and replies in a sarcastic tone.] Toodles.		
Joanne	[Real sarcastic.] Hey, I got a better idea. Why not have it at 11:00 at night? That way evening and night shifts can attend the party. All the residents will be asleep and the staff can eat all the goodies.		
Sally	[I gnores Joanne.] Now, let's see where we are at. We will have the party on the 27 th at. . .		
Mary	[I nterrupts Sally.] 3:00 PM.		
Sally	Right. We're going to have chocolate cake, chips, dip, nuts, and punch. Who do you think we should invite, besides staff?		
Jane	I think we should invite...		
Mary	[I nterrupts Jane.] Her sons, her daughter, her three sisters, and the preacher from her church. Oh what's his name?		
Jean	Reverend Scott. What about the Mayor and also Senator Jackson?		
Joanne	Oh come on!!!! Don't you think the Mayor and the Senator have more important things to do than attend Someone's birthday party?		
Sally	[I gnores Joanne.] Yes, we'll invite Mrs. Smith's whole family, the Mayor, Senator Jackson, and the staff. I'll also order a center piece for the table.		
Jean	Sally, don't forget. Mrs. Smith is allergic to roses.		
Sally	Right ,OK.		
Jane	To summarize, we are going to have the party on the 27 th . . .		
Mary	[I nterrupts Jane.] Of May.		
Jane	At 3:00...		
Jane	We are having chocolate cake, potato...		
Mary	[I nterrupts Jane.] Chips, dip, nuts, and punch.		
Jane	We are inviting Mrs...		
Mary	[I nterrupts Jane.] Smith's family, the staff, the Mayor, and the Senator.		

Character	Dialogue	Positive or Negative	Role
Joanne	[Real sarcastic.] Oh no! I'm getting my nails done then. Maybe I can switch my appointment with Beautiful Betty.		
Sally	[Ignores Joanne.] Meeting adjourned.		

Is Sally a good leader? _____ yes; _____ no Why or why not? _____

If you were the leader of a group, which characters would you like to have in your group?_____

I identify the pattern of communication among team members._____

Role Play Activity Worksheet #1 Answer Key

Instructions: After observing or participating in the skit, complete the Role Play Activity Worksheet in class with your instructor. You may use your *Patterns of Communication Handout* and *Roles of Team Members Handout*.

Character	Dialogue	Positive or Negative	Role
Sally	Hello everyone. I am really glad you could make it for today's meeting. As you know, we are here to plan for Mrs. Smith's surprise 100 th birthday party. Jane, will you take notes please?	Positive	Energizer
Jane	Sure. I'll be glad...	Positive	Opinion Giver
Mary	[I nterrupts Jane.] Well we sure better hurry up and plan this thing because Mrs. Smith sure isn't getting any younger, you know!	Negative	I nterrupter
Jean	Well, since her birthday falls on a Saturday this year, why don't we have it on the exact day of her birthday?	Positive	I nformation Giver
Joanne	[R olls her eyes and speaks in a sarcastic tone.] Gee, Jean what a great idea. We'll have her birthday party on her birthday! While we are at it, why don't we plan the Halloween Party on Halloween day and our Columbus Day Party on Columbus Day. Oh brother, give me a break.	Negative	A ggressor
Betty	[B etty enters room. Betty sits down at the table.]	Negative	B usy B ody
Betty	Hi there. Sorry I'm late, but I got stuck at the beauty salon.	Negative	B usy B ody
Joanne	Based on how your hair looks, you should've stayed there a little while longer.	Negative	A ggressor
Betty	Oh Joanne, you're such a kidder.	Positive	O pinion G iver
Joanne	[M umbles to the person next to her.] I wasn't kidding.	Negative	A ggressor
Jane	OK. Let's get back to Mrs. Smith's birthday party. We need to decide on food, decorations, and a guest list.	Positive	Energizer
Jean	Well, you know Mrs. Smith's favorite cake is chocolate and her favorite ice-cream is . . .	Positive	I nformation G iver
Mary	[I nterrupts Jean.] Vanilla. And we can have fruit punch to drink. Chips, dip, nuts, fruit slices.	Negative	I nterrupter

Character	Dialogue	Positive or Negative	Role
Betty	Sorry. Gotta go. My nail technician just called and she has an appointment for me now. Toodles. [Betty leaves the room.]	Negative	Busy Body
Joanne	[Rolls her eyes and replies in a sarcastic tone.] Toodles.	Negative	Playboy
Joanne	[Real sarcastic.] Hey, I got a better idea. Why not have it at 11:00 at night? That way evening and night shifts can attend the party. All the residents will be asleep and the staff can eat all the goodies.	Negative	Playboy
Sally	[Ignores Joanne.] Now, let's see where we are at. We will have the party on the 27 th at. . .	Positive	Summarizer
Mary	[Interrupts Sally.] 3:00 PM.	Negative	Interrupter
Sally	Right. We're going to have chocolate cake, chips, dip, nuts, and punch. Who do you think we should invite, besides staff?	Positive	Summarizer
Jane	I think we should invite...	Positive	Opinion Giver
Mary	[Interrupts Jane.] Her sons, her daughter, her three sisters, and the preacher from her church. Oh what's his name?	Negative	Interrupter
Jean	Reverend Scott. What about the Mayor and also Senator Jackson?	Positive	Information Giver
Joanne	Oh come on!!!! Don't you think the Mayor and the Senator have more important things to do than attend someone's birthday party?	Negative	Squasher
Sally	[Ignores Joanne.] Yes, we'll invite Mrs. Smith's whole family, the Mayor, Senator Jackson, and the staff. I'll also order a center piece for the table.	Positive	Energizer
Jean	Sally, don't forget. Mrs. Smith is allergic to roses.	Positive	Information Giver
Sally	Right ,OK.	Positive	Energizer
Jane	To summarize, we are going to have the party on the 27 th . . .	Positive	Summarizer
Mary	[Interrupts Jane.] Of May.	Negative	Interrupter
Jane	At 3:00...	Positive	Summarizer
Jane	We are having chocolate cake, potato...	Positive	Summarizer
Mary	[Interrupts Jane.] Chips, dip, nuts, and punch.	Negative	Interrupter

Character	Dialogue	Positive or Negative	Role
Jane	We are inviting Mrs...	Positive	Summarizer
Mary	[Interrupts Jane.] Smith's family, the staff, the Mayor, and the Senator.	Negative	Interrupter
Sally	Sounds real good. Let's meet again next Tuesday at 10:00 am.	Positive	Contributor
Joanne	[Real sarcastic.] Oh no! I'm getting my nails done then. Maybe I can switch my appointment with Beautiful Betty.	Negative	Recognition Seeker
Sally	[Ignores Joanne.] Meeting adjourned.	Positive	Contributor

Is Sally a good leader? No

Why or why not? She did not acknowledge the negative behavior of some of the members. She did not have control of the group. The meeting was unpredictable and out of control. Side conversations were occurring. Members were constantly being interrupted.

If you were the leader of a group, which characters would you like to have in your group? Sally, Jane, Jean

I identify the pattern of communication among team members. Chaotic. The leader did not acknowledge the negative behavior of some of the members and did not have control of the group. The meeting was unpredictable and out of control. Side conversations were occurring. Members were constantly being interrupted.

Role Play Activity #2

Instructions: This is a skit that includes 10 characters. Read the following scene and descriptions of the 10 characters. After choosing a character or being assigned a character, take part in the role-play activity, based on how your individual characters would respond. Remember to respond in a positive, committed manner when speaking to other characters.

The Setting:

A 150-bed long-term care facility located in a small, rural town in eastern North Carolina.

The Purpose of the Meeting:

To choose a slate of candidates for the 2000 *Nurse Aide of the Year*.

Characters:

Steve Forrester is the administrator of the long-term care facility. He has worked at the facility for ten years. He is a good administrator and is well respected by the employees at the facility.

Mary Scott is the Director of Nursing at the long-term care facility. She has worked at the facility for ten months. She used to work as a staff development coordinator at a local facility for five years. She enjoys working at the facility and is often seen on the units helping out when needed. Mrs. Scott is the chair of the committee.

John Smith is a staff supervisor at the long-term care facility. He has worked at the facility for three years. He works hard, gets along well with others, and often works extra shifts when needed.

Betsy Stewart is a nurse aide at the long-term care facility. She has worked at the facility for three years. She was voted *Nurse Aide of the Year* in 1998. She is well liked by the others at the facility and treats her residents very well.

Mrs. Barnes is a 92-year old female resident who has lived at the long-term care facility. Mrs. Barnes is alert, mobile, and President of the Resident's Association.

Mr. Meredith is the 32-year old son of a 72-year old resident living at the long-term care facility. He visits his father about three to four times a week. He often brings the staff candy and is very grateful for the excellent care that his father has received.

Other Characters:

Dr. Timothy Robbins, Medical Director of the long-term care facility

Jessica Allen, Staff Dietician

Brittany Daniels, Staff Licensed Practical Nurse

Kaitlyn Gabriel, Staff Nurse Aide

Role-Play Activity Worksheet #2

After performing in the final role-play activity, complete the following questions and participate in the final discussion.

1. How did you feel in your role?
2. Did you like your character? Why or why not?
3. How did the team perform as a whole?
4. Was Mrs. Scott an effective leader? Why or why not?
5. Did everyone participate in the role play activity?
6. What positive roles did you observe during the role-play activity?
7. Would you like to work at the long-term care facility described in the activity? Why or why not?

Test Being Part of A Team

Name _____

Being Part of a Team Test

Answer the following questions. You may not use your notes or handouts. You have 30 minutes to complete the test.

Part 1. Match the following types of groups with the correct examples.

- | | |
|----------------------------|----------------------------------|
| _____ 1. Informal Group | a. a church group |
| _____ 2. Formal Group | b. a work team at a nursing home |
| _____ 3. Semi-formal Group | c. a friendship group |

Part 2. Read each of the statements below. Circle each sentence that is a quality of an effective team with committed members.

1. The members feel a strong sense of belonging to the team.
2. The members are motivated and want to do a good job.
3. The members do not enjoy being with each other.
4. The climate of the team is very tense.
5. The goals of the team are unclear and misunderstood.
6. There is a lot of trust among team members.
7. The members speak badly about the team.
8. Members do not confide in each other.
9. The members are afraid that their ideas will be laughed at if they offer a suggestion.
10. Members are afraid to speak up at meetings.

Part 3. Read each of the following questions and circle the correct answer.

1. A working group with a stable membership, a common purpose, and adequate resources is called a:
 - a. Verbal assignment
 - b. One-way communication
 - c. Team
 - d. Climate

2. Which of the following statements is a feature of a formal group?
 - a. The group does not follow written rules.
 - b. The leader is easily replaced when he/she makes a mistake.
 - c. The group decides on expected standards of behavior.
 - d. The group must follow rules that are handed down from above.

3. A team that consists of registered nurses, licensed practical nurses, and nurse aides is called a:
 - a. Hierarchical team
 - b. Collegial team
 - c. Storming team
 - d. Norming team

4. The first stage of team development when the team's mission is defined and members seek to be accepted:
 - a. Performing
 - b. Storming
 - c. Norming
 - d. Orientation

5. Chaotic communication:
- a. Occurs when the leader has no control of the group or the team members
 - b. Is well planned and controlled by the leader
 - c. Is very structured and formal
 - d. Verbal communication moves from the leader to the group only
6. Which of the following team roles is positive?
- a. Playboy
 - b. Aggressor
 - c. Squasher
 - d. Summarizer
7. A team member that often arrives late, leaves early, and takes care of personal business during a meeting is called a:
- a. Playboy
 - b. Busy body
 - c. Energizer
 - d. Contributor

Being Part of a Team Test
Answer Key

Answer the following questions. You may not use your notes or handouts. You have 30 minutes to complete the test.

Part 1. Match the following types of groups with the correct examples.

- | | |
|-------------------------------|----------------------------------|
| <u>c</u> 1. Informal Group | a. a church group |
| <u>b</u> 2. Formal Group | b. a work team at a nursing home |
| <u>a</u> 3. Semi-formal Group | c. a friendship group |

Part 2. Read each of the statements below. Circle each sentence that is a quality of an effective team with committed members.

- ✓ 1. The members feel a strong sense of belonging to the team.
- ✓ 2. The members are motivated and want to do a good job.
- 3. The members do not enjoy being with each other.
- 4. The climate of the team is very tense.
- 5. The goals of the team are unclear and misunderstood.
- ✓ 6. There is a lot of trust among team members.
- 7. The members speak badly about the team.
- 8. Members do not confide in each other.
- 9. The members are afraid that their ideas will be laughed at if they offer a suggestion.
- 10. Members are afraid to speak up at meetings.

Part 3. Read each of the following questions and circle the correct answer.

1. A working group with a stable membership, a common purpose, and adequate resources is called a:
 - a. Verbal assignment
 - b. One-way communication
 - ✓ c. Team
 - d. Climate

2. Which of the following statements is a feature of a formal group?
 - a. The group does not follow written rules.
 - b. The leader is easily replaced when he/she makes a mistake.
 - c. The group decides on expected standards of behavior.
 - ✓ d. The group must follow rules that are handed down from above.

3. A team that consists of registered nurses, licensed practical nurses, and nurse aides is called a:
 - ✓ a. Hierarchical team
 - b. Collegial team
 - c. Storming team
 - d. Norming team

4. The first stage of team development when the team's mission is defined and members seek to be accepted:
 - a. Performing
 - b. Storming
 - c. Norming
 - ✓ d. Orientation

5. Chaotic communication:
- ✓ a. Occurs when the leader has no control of the group or the team members
 - b. Is well planned and controlled by the leader
 - c. Is very structured and formal
 - d. Verbal communication moves from the leader to the group only
6. Which of the following team roles is positive?
- a. Playboy
 - b. Aggressor
 - c. Squasher
 - ✓ d. Summarizer
7. A team member that often arrives late, leaves early, and takes care of personal business during a meeting is called a:
- a. Playboy
 - ✓ b. Busy body
 - c. Energizer
 - d. Contributor

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Curriculum Module Evaluation

Evaluation Form for Instructor Being Part of a Team Curriculum Module

Instructions: Please take a few minutes to complete the following evaluation. Read each statement and circle the response that represents your opinion about the curriculum module. Your responses and comments will help us improve the contents of the curriculum module, *Being Part of a Team*. Thank you for your time.

Statements	Rating Scale				
	Strongly Agree	Agree	Disagree	Strongly Disagree	Does not Apply
1.The objectives were appropriate for the content.	1	2	3	4	0
2.The content was appropriate for the nurse aide's level of learning.	1	2	3	4	0
3.The Activity Worksheets were appropriate and complemented the teaching/learning process.	1	2	3	4	0
4.The role-play activities were appropriate and complemented the teaching/learning process.	1	2	3	4	0
5.Clinical practice was appropriate and complemented the teaching/learning process.	1	2	3	4	0
6.The handouts were appropriate and complemented the teaching/learning process.	1	2	3	4	0
7.The overhead transparencies were used, were appropriate and complemented the teaching/learning process.	1	2	3	4	0
8.The nurse aides will be able to use what they have learned in the work setting.	1	2	3	4	0
9.The nurse aides will be able to use what they have learned away from the work setting.	1	2	3	4	0

Please write additional comments in the space below:

What are the learning needs of the nurse aides employed at your facility?

Evaluation Form for Nurse Aide Being Part of a Team Curriculum Module

Instructions: Please take a few minutes to complete the following evaluation. Read each statement and circle the response that represents your opinion about the curriculum module. Your responses and comments will help us improve the contents of the curriculum module, *Being Part of a Team*. Thank you for your time.

Statements	Rating Scale				
	Strongly Agree	Agree	Disagree	Strongly Disagree	Does not Apply
1.The objectives were written clearly and easy to understand.	1	2	3	4	0
2.The content was appropriate for my level of learning.	1	2	3	4	0
3.The Activity Worksheets were helpful and helped me learn the content.	1	2	3	4	0
4.The role-play activities were helpful and helped me learn the content.	1	2	3	4	0
5.Clinical practice was helpful and helped me learn the content.	1	2	3	4	0
6.The handouts were helpful and helped me learn the content.	1	2	3	4	0
7.The overhead transparencies (if used) were helpful and helped me learn the content.	1	2	3	4	0
8.I will be able to use what I learned in the work setting.	1	2	3	4	0
9.I will be able to use what I learned away from the work setting.	1	2	3	4	0

Please write additional comments in the space below:

What other learning needs do you have?