

RN as Supervisor

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N242 ~ Professional Role



Lecture Objectives

Learn about the responsibilities
of supervisory roles...



Assigned Reading

Marquis & Huston

Chpt. 1, pp. 7-16

Chpt. 13, pp. 322-337

Chpt. 16, pp. 411

Chpt. 24, pp. 648-664 (stop at
Performance Mgt)



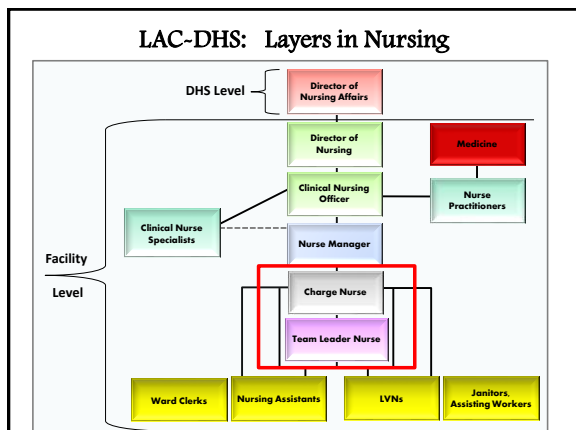
California Board of Registered Nursing

- ✓ The RN as Supervisor
- ✓ Supervisor's Responsibility
- ✓ The RN as Patient Advocate

The Art of Supervising Others



LAC-DHS: Layers in Nursing



Supervising Others

Charge Nurse

- ✓ May supervise more than one ward, all shifts
- ✓ Determines the distribution of available nursing staff across all shifts
- ✓ Completes daily client assignment
(RN Responsibility When Floating)
- ✓ May interact with clients
- ✓ Ensures all runs smoothly and is up to code
- ✓ Responsible for taking action in times of crisis
- ✓ Principal liaison/resource nurse for operations
- ✓ Responsible for staff training and evaluations
- ✓ Has a foot in management...a foot in labor

Supervising Others

RN Team Leader

- ✓ Ensures patient safety at all times
- ✓ Coordinates patient care with team members
- ✓ Accountable for delegated tasks to subordinates
Handouts: RN as Supervisor and Supervisor's Responsibility
- ✓ Knows the roles of those assigned to them; verifies competency
- ✓ Knows strengths and weakness of team members
- ✓ Provides backup to team members
- ✓ Assists with troubleshooting
- ✓ Patient advocate
- ✓ Establishes and supports effective communication

Key Supervisory Function

Communication

- Open lines of communication at all times.
Most important part of managing and supervising



Importance of Feedback

- An informal, continuous process based on job description
- Used for positive and negative performances
- Done on an "as needed" basis

Power



The Role of Power in Supervising

- ✓ Ability to influence others
- ✓ Ability to get another to do what they might not have done on their own
- ✓ Major resource of directing and controlling staff
- ✓ Requires a “perception” of dependence on another person
- ✓ Very important supervisory aspect and plays significant role in the organization

Importance of Power

- ✓ Helps to control people and resources so cooperation and achievement is realized
- ✓ Used for political engagement and influencing the decision-making process; frequent contact with the decision-makers... *“in the know”*
- ✓ Individuals who possess power usually have more opportunity for promotion
- ✓ An important aspect required for efficient organizational functioning

Bases or sources of Power

Gender

Historically, “the view of women as less powerful than men is changing”,

Marquis & Huston, pg.324


Positional Power

Legitimate
Reward
Coercive

Personal Power

Expert
Referent
Charismatic

← Informational →




Positional Power

Legitimate – the position itself is one of power (aka *positional power*).

Reward – based on ability to grant rewards.

Coercive – Based on fear of negative results.





Personal Power

Expert – has *vast knowledge*, expertise or *extensive clinical experience*.

Referent – gained only through association with powerful others.

Charismatic – uses personal charm to get things done.






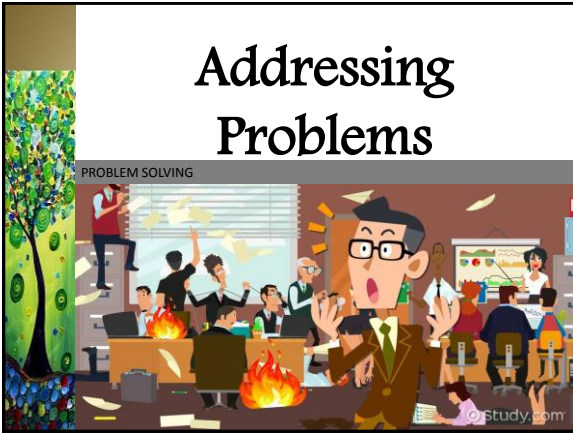
Positional/Personal Power


Informational – people who *have or have access* to valuable or important information that others need

...control over information flow

- ✓ Based on legitimate power to some degree
- ✓ Relates to a formal communication network
- ✓ Common in centralized structures (wheel pattern)








Problem Solving

Types of approaches:


- ✓ Heuristic
- ✓ Intuitive
- ✓ Traditional
- ✓ *Integrated Ethical*
- ✓ Managerial Decision-making Process vs. Nursing Process

How are they alike?

How are they different?



Problem Solving



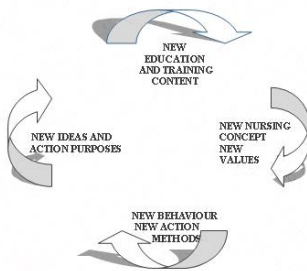
Heuristic	Intuitive	Traditional
<ul style="list-style-type: none"> • Unconscious process based on experience • Used to make quick decisions; informal process • Encourages learners to look for solutions on their own • Not fail-safe. Very dependent on experience/exposure • Serves as an aid to learning, discovery, or problem-solving by experimental 	<ul style="list-style-type: none"> • Rapid, automatic process of recognizing familiar problems instantly while using experience to ID solutions • An immediate gut reaction/ apprehension • Direct perception of truth/fact. Independent of any reasoning process • Used as an adjunct to empirical/rational decision-making 	<ul style="list-style-type: none"> • Structured, linear, systematic approach • Provides a focus for the group • Needs a large amount of time for implementation (less effective with tight time constraints) • Lacks an initial objective-set up • Breaks problems into manageable smaller units analyzing the problem

Problem Solving

Decision-making Process	Nursing Process
1. ID the decision	1. Assess
2. Collect data	
3. ID criteria for decision	2. Plan
4. ID alternatives	
5. Choose	3. Intervention
6. Implement	4. Implement
7. Evaluate	5. Evaluate

From Table 1.1, p. 9

Education & Training

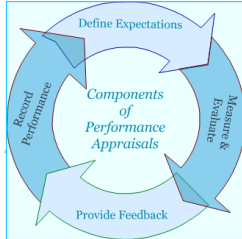


Supervisor Responsibility

Charge nurses (& other level supervisors)

- ✓ May be given the responsibility to track educational requirements and training of those assigned to their rotation
- ✓ Schedule dates for employee to attend workshop, in-service, or training
- ✓ Notifies Nurse Manager and/or Human Resources if the employee is not in compliance
 - May affect your ability to work
- ✓ May provide counseling to employee regarding same

Performance Appraisals



The goal of the Performance Appraisal

- ✓ Documentation specific criteria
- ✓ Ongoing communication
- ✓ Set achievable goals
- ✓ Having a plan of action

Supervisory Awareness

- ✓ Appraiser should
 - Develop awareness of his/her own biases and prejudices
 - Strive for objectivity
 - Consult with other managers/superiors for guidance and suggestions
 - Maintain accurate record keeping
 - Stay calm and supportive
 - Do not just hear...

LISTEN

Performance Appraisal Tools

- ✓ **Anecdotal notes** – written method to document achievements and deficiencies, non-formal notes, usually done in chronological order

View Send To ...

10. O'Watt, Meg

Insert: Name: CTRL + N
Date: CTRL + D

Save and Return

Sep 17, 2004 Meg was late a second time. Served a detention after school.

Sep 20, 2004 Late again. Served a detention after school. Meg promised to make up two missing assignments.

Sep 24, 2004 Absent from class. Missing assignment list growing. Called mother (Irene 555-2392) at 9:30 at her work. She thought Meg was in school because she escorted meg to the building at 8:15am. Irene promised to look into the attendance issues. An individual attendance report and a Student progress report were sent to the Principal.

Performance Appraisal Tools

- ✓ **Competence assessment** – evaluates skills, education, and knowledge the employee has to perform the job



Performance Appraisal Tools

- ✓ **Performance evaluation** – evaluates execution of regular job assignments/tasks, involvement in facility/ward activities, above & beyond achievements with ratings and comments. Often includes employee input on future goals

Please evaluate the employee's job performance by checking the appropriate box next to each attribute based on the following scale:

Excellent (5) Very good (4) Good (3) Fair (2) Poor (1)

Attribute	Excellent (5)	Very good (4)	Good (3)	Fair (2)	Poor (1)
Overall job performance					
Quality of work					
Quantity of work					
Attendance					
Initiative					
Teamwork					
Communication skills					
Customer service					
Problem solving					
Adaptability					
Professionalism					
Reliability					
Leadership					
Self-motivation					
Time management					
Attention to detail					
Flexibility					
Stress management					
Conflict resolution					
Continuous improvement					
Goal setting					
Feedback acceptance					
Professional development					
Overall rating					

Please evaluate the employee's job performance by checking the appropriate box next to each attribute based on the following scale:
 U=unsatisfactory; NI=needs improvement; S=satisfactory; AA=above average; E=excellent; NA=not applicable

ATTRIBUTE TO BE EVALUATED	U	NI	S	AA	E	NA
Quantity of work extent to which the employee meets job requirements on a timely basis		✓				
Quality of work extent to which the employee's work is thorough, effective and accurate			✓			
Knowledge of job extent to which the employee knows and demonstrates all phases of assigned work			✓			
Cooperation with others extent to which the employee gets along well with others; responds positively to direction and adapts well to changes; shows tact, courtesy and effectiveness in dealing with others				✓		
Judgment extent to which the employee makes sound job-related decisions, develops alternative solutions and recommendations and selects proper course of action; understands impact of decisions and actions		✓				
Attendance, reliability and dependability extent to which the employee is not absent and contacts supervisor concerning absences on a timely basis; can be depended upon to be available for work; assumes responsibilities and ensures tasks are followed to completion					✓	
Planning and organizational effectiveness extent to which the employee meets deadlines, manages resources, and effectively balances tasks and priorities			✓			
Communication extent to which the employee effectively conveys information and ideas to others; clarity of oral and written communications	✓					
Initiative and creativity extent to which the employee is self-directed, resourceful and creative in meeting job objectives; follows through on assignments; initiates or modifies ideas, methods or procedures to meet changing circumstances or needs				✓		
Supervisory ability (if applicable) extent to which the employee applies sound practices in executing higher supervisory responsibilities; demonstrates skill in screening, interview and evaluation in subordinates; effectively selects and develops personnel		✓				

✓ **Scales** – A specific list of tasks, job duties, and sometimes personal traits that are graded using a Likert Scale (usually 1 to 5)

My caregivers:	Never	1	2	3	4	5	6	7	Always
Deliver my care with loving-kindness.								7	
Meet my basic human needs.								7	
Have helping and trusting relationships with me.							6	7	
Create a caring environment that helps me to heal.							6	7	
Value my personal beliefs and faith, allowing for hope.							6	7	

✓ **Checklist** – a weighted scale for statements of required behavioral job traits. See textbook for other types of checklists: forced and simple

LEADERSHIP CHECKLIST				
Student name: _____				
Observation dates:	1	2	3	Total score
1. Asks for help from team members.	✓			1
2. Asks for competing points of view.		✓		2
3. Asks for opinions from non-participating team members.			✓	3
4. Gives praise and/or encouragement.			✓	3
				9

Appraisal Errors

- ✓ **Halo effect** – one/two good aspects of the employee overshadows the remaining appraisal components
- ✓ **Horn effect** – allows a negative aspect to overshadow the overall appraisal
- ✓ **Central tendency** – everything is “competent” or “average”
 - Scared (of confrontation)
 - Too busy? (lazy?...naw)
 - Maybe new or just behind



Appraisal Errors

- ✓ **Matthew Effect** - appraisal results stay the same through-out their employment...past appraisals effect current ones
- ✓ **Compatibility** – lack thereof
- ✓ **Non-compliance** – Mgr does not do or is late on completing the performance evaluation
- ✓ **Hypercritical** –
Do you know this one?




Enhancing Staff Effectiveness


- ✓ Give fair/accurate informal, daily feedback
- ✓ Compliment strengths and accomplishments
- ✓ Ensure employee has clear understanding of performance requirements
- ✓ Provide opportunities for learning/advancement
- ✓ Publicly acknowledge things exceptionally well done
- ✓ Share the satisfaction of achievement with the employees
- ✓ Look at things from the employee's viewpoint



Progressive Disciplinary Process

- ✓ Start with **feedback** on an “as needed” basis; as often as is required
- ✓ **Informal reprimand** (verbal warning)
 - Record what was said in anecdotal notes
 - Clear and concise directives (plan of action)
 - Timeframes and reevaluation date
- ✓ **Formal reprimand** (written warning) – same as verbal, employee and supervisor signs
- ✓ **Suspension** – removed from the job for a set duration (days or weeks) w/ or w/o pay
- ✓ **Termination**





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