

## Introduction

**Facilitating Interprofessional Teams** is a four-hour continuing education course designed for front line nursing leaders. The course is intended to strengthen interprofessional collaboration within the workplace. By strengthening these connections, safe and efficient discharges, improved transitions of care, and reduced readmissions can all be achieved. This course includes an online self-paced module and classroom session. During the course, participants examine and discuss the following concepts:

- ❖ Raising self-awareness as a leader or team member
  - ❖ Building Trust
  - ❖ Communicating for cooperation and alignment of goals to maximize unit results.
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## Course Learning Objectives

- ❖ Acknowledge the variety of clinical and non-clinical team members who collaborate to positively impact transitions of care.
  - ❖ Analyze and consider your own habits and practices as a leader or team member – how is positive collaboration hindered or supported by such practices?
  - ❖ Compare and contrast behaviors that build or damage trust between teams.
  - ❖ Demonstrate skilled communication between various employees and roles.
  - ❖ Promote interprofessional teamwork by using the GRIP model.
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## Course Summary

Interprofessional communication is described by the National Institutes of Health as “the sharing of information among members of different health professions to positively influence patient care,” including intentional or unintentional communication. To achieve the highest quality patient outcomes, nurses must work collaboratively across all departments and with all levels of staff. Charge Nurse Leaders play a key role in building trust and collaborative relationships with all members of an interprofessional team.

In this course, participants learn strategies for building trust and practicing skilled communication to foster a positive and productive work environment for all professionals.

## The Role of the Manager

As the supervisor of course participants, your role is integral in ensuring that classroom concepts are successfully applied to workplace scenarios. This document provides exercises that reinforce the use of classroom concepts within the workplace.

Successful supervisors:

- Create appointments with their employees to discuss their learning.
- Complete one or more exercise in this coaching guide to reinforce the application of course content to the work environment. Provide insight and feedback to help the participants accelerate their application of skills to the workplace.

## Choose Your Activity

**The three activities below reinforce course content and encourage participants to apply course concepts to workplace scenarios. Select the activities that work best in your situation.**



### ACTIVITY A

Discuss Workbook Activities and Action Plan



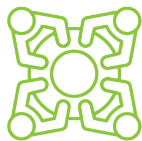
### ACTIVITY B

Identify a New Assignment or Project to Promote Skill Practice



### ACTIVITY C

Discuss the Leadership Compass Self-Assessment



## ACTIVITY A

### Discuss Workbook Activities and Action Plan

#### Instructions:

1. Schedule an appointment with the participant to discuss the course. Focus on the Personal Application and Action Plan activities (see below). **Ask employee to bring the Participant Workbook to this meeting.**
2. Ask the employee if they would like your input and offer additional ideas you may have.
3. Set a follow-up date to discuss successes or obstacles they experience on the job.

#### Discussion Questions

**See Reflection on Self-Assessment Activity on page 13 of the Participant Workbook.**

1. What are your **greatest opportunities for development** in your leadership role?
  - a. What are some specific, actionable efforts you can make to improve in these areas?
  - b. How can I, as your manager, provide support as you make these improvement efforts?
  - c. Define a plan and schedule for addressing this challenge.
2. How can your **awareness of your leadership tendencies guide your collaboration** with co-workers?

**See Self-Reflection Activity – “How Trustworthy Am I?” on page 19 of the Participant Workbook.**

1. What are on or two specific things you can do to **gain more personal credibility with all team members?**
  - a. Which **personal dimension**, honor or proficiency, **do you need to strengthen** to inspire trust in others?
  - b. How can I, as your manager, provide support as you make these trust behaviors?
  - c. Define a plan and schedule for addressing this challenge.

**See Action Planning Mind Map Activity on page 28 of the Participant Workbook.**

1. What **specific plans of action for improving your interprofessional collaboration skills** did you identify for each topic?
  - a. Navigating Your Leadership Tendencies
  - b. Building Trust
  - c. Getting a GRIP on Communication
2. How can I, as your manager, support you as you work on this professional development?



## ACTIVITY B

### Identify a New Assignment or Project to Promote Skill Practice

#### Instructions:

1. Review the employee's performance goals and consider current challenges in the unit.
2. Identify an assignment that will require the participant to apply to the workplace the skills they learned from the course. Projects related to team leadership, improving patient safety, reducing hospital-acquired conditions, or utilizing nursing quality dashboards are all relevant.
3. Set an appointment with the participant to discuss how they will apply the course concepts to the completion of the task.
4. Monitor progress and meet regularly to check-in during the project.
5. At the completion of the project, schedule a date and time to discuss what went well, the challenges encountered, and what the employee learned from this experience.

**ASSIGNMENT / PROJECT PLAN:** \_\_\_\_\_

**ISSUE TO BE ADDRESSED:** \_\_\_\_\_

**CURRENT SITUATION:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**DESIRED OUTCOME:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**KEY PEOPLE AND/OR DEPARTMENTS TO INVOLVE:** \_\_\_\_\_

\_\_\_\_\_



## ACTIVITY C

### Discuss the Leadership Compass Self-Assessment

#### Instructions:

1. Each participant completed the Leadership Compass Self-Assessment in the online module. Complete the assessment yourself to discover your preferred work style.
2. Ask the participant if they are willing to discuss responses with you. Schedule an appointment to share your work style preferences with each other.
3. Focus on understanding your similarities and differences to build a better working relationship.

Read each statement **listed below and on the following page**. Place a check mark in the box next to statements that apply to how you make decisions at work. Count the total number of check marks in each section and place that number in the spaces provided. The section with the highest number of check marks is your dominant leadership style.

\_\_\_\_\_ TOTAL for NORTH: Action

\_\_\_\_\_ TOTAL for SOUTH: Empathy

\_\_\_\_\_ TOTAL for EAST: Vision

\_\_\_\_\_ TOTAL for WEST: Analytical

#### Discussion Questions:

1. How can awareness of your leadership styles guide your ability to communicate with one another?
2. How are your leadership style similar and different?
3. How can you each adapt your style to better communicate with one another?

✓	NORTH: ACTION
	I am usually assertive, active, and decisive.
	I like to determine the course of events and be in control of professional relationships.
	I am quick to act and express a sense of urgency for others to act.
	I enjoy challenges presented by difficult situations and people.
	I think in terms of the bottom line or results.
	I like a quick pace and fast track.
	I persevere and am not stopped by hearing “No”; I probe and press to get at hidden resistances.
	I like variety, novelty, and new projects.
	I am comfortable being in front of a room or crowd.
	Some of my value-oriented words/phrases include “Do it now!,” “I’ll do it!,” and “What’s the bottom line?”

✓	<b>EAST: VISION</b>
	I am a visionary who sees the big picture.
	I am a generative and creative thinker; I am able to think outside the box.
	I am very idea-oriented and focus on future thought.
	I make decisions by standing in the future.
	I usually have insight into mission and purpose.
	I look for overarching themes and ideas.
	I am adept at problem-solving.
	I like to experiment and explore new ways of doing things.
	I appreciate a lot of information.
	My value-oriented words are “option,” “possibility,” and “imagine.”

✓	<b>SOUTH: EMPATHY</b>
	I understand how people need to receive information in order to act upon it.
	I integrate others' input in determining the direction of what's happening.
	I am value-driven regarding aspects of professional life.
	I use professional relationships to accomplish tasks and interaction is primary to me.
	I am supportive of colleagues and peers.
	I have a willingness to take others' statements at face value.
	I am feeling-based and trust my own emotions and intuition.
	I believe my intuition and emotions are regarded as truth.
	I am receptive to others' ideas; I am a team player; I build on the ideas of others.
	I am generally non-competitive.
	I am able to focus on the present moment.
	My value-oriented words are “right” and “fair.”

✓	<b>WEST: ANALYTICAL</b>
	I understand what information is needed to assist in decision-making.
	I am seen as practical, dependable, and thorough in task situations.
	I'm helpful to others by providing planning and resources and come through for the team.
	I move carefully and follow procedures and guidelines.
	I use data analysis and logic to make decisions.
	I weigh all sides of an issue and am balanced.
	I am introspective and self-analytical.
	I am careful and thoroughly examine people's needs in situations.
	I maximize existing resources and get the most out of what has been done in the past.
	I am skilled at finding fatal flaws in an idea or project.
	My value-oriented word is “objective.”