Management Lab: Instructor’s Guide

INSTRUCTIONS: It is extremely important to complete this lab with students. The NCLEX licensing exam has a substantial number of questions on management.

Distribute worksheets and assign role plays 1 week before lab.

Assign readings week before lab: ch. 5, pgs. 140-143 & 6


OBJECTIVES:

Motivation

Compare and contrast 4 theories of motivation and discuss their implications for nursing practice.

Describe concepts of self-motivation and how to use them to motivate yourself.

Describe the principles of successfully motivating others.

Delegation:

Describe key concepts underlying effective delegation.

GUIDELINES:

Motivation

a. Review study guide
b. Have students complete Work Motivation Questionnaire and discuss results
 c. Assign students to role-play each of the 2 motivation scenarios.

Delegation

a. Show film “Principles of Delegation” #661.2 from the series “Delegating Care to Unlicensed Personnel”– Concept Media – 24 minutes
b. Review study guide
 c. Have students complete Test on Nurse Practice Act and discuss answers
d. Assign students to role-play each of the 2 delegation scenarios and discuss results.
e. Have students complete “How to Test Your Delegation Habits” – Scoring Key on back.
Management Lab

Skills

1. The Team Player
   a. The Motivator
      Motivates and develops other people
   b. The Delegator
      Organizes and delegates tasks

Skill: The Team Player- The Motivator Study Guide
Motivates & Develops Other People

Need to understand what motivates yourself and others in order to help employees perform their jobs effectively and efficiently.

Motivation
Any influence that elicits, channels, and sustains people’s behavior.

Examples
Two people decide to diet because they are overweight. One closely adheres to the prescribed guidelines of the diet and, consequently, loses weight. The other does not follow the guidelines, begins “cheating” on the diet and loses almost no weight.

Two students enter a nursing program. They possess equal abilities. One student attends class regularly, reviews her notes after each lecture, reads the recommended assignments, and receives an A in the course. The other student attends most classes, seldom reads outside assignments, and crams for examinations. This student receives a low B in the class.

What makes the difference in the performance of the individuals described in these two situations?

The motivation of each individual is the answer.
<table>
<thead>
<tr>
<th>Theory</th>
<th>Description</th>
<th>Application</th>
</tr>
</thead>
</table>
| 1. Maslow  | Hierarchy of needs                                                          | Physiological (food, clothes, shelter)  
Self-preservation (safety, protection)  
Affiliation/acceptance (love, belonging)  
Esteem (self-confidence, recognition)  
Self-actualization (maximum achievement, competence) |
|            |                                                                             | Managers who facilitate opportunities for employees to meet more than basic needs in the work setting will attract and retain more and better workers. |
| 2. Herzburg| Motivation-hygiene                                                          | Dissatisfiers/hygiene factors (prevent job dissatisfaction): focus on work environment, work conditions  
**versus**  
Satisfiers/motivators (promote superior performance: focus on work achievement) |
|            |                                                                             | Managers who provide employees with job enrichment opportunities will increase worker performance. |
| 3. McClelland | Affiliation, power, achievement                                              | Major motivators: affiliation (need to belong), power (need to control), achievement (need to succeed) |
|            |                                                                             | Managers who are aware of employee’s unique needs for motivators and provide appropriate opportunities for needs gratification will stimulate superior work performance. |
| 4. McGregor| Theory X  
Theory Y                                                        | *Theory X*  
Workers are basically dissatisfied and are motivated by money and fringe benefits.  
**versus**  
*Theory Y*  
Workers are basically satisfied and welcome opportunities to |
|            |                                                                             | Managers who give people opportunities to grow on the job motivate them to utilize more of their potential. |
**Self-Motivation**

Need to understand factors involved in keeping yourself motivated toward peak performance.

1. **Know Yourself**
   Your most important resource in life is yourself. How well you understand yourself will determine how well you are able to set and achieve your goals and influence others.

   *Complete the Work Motivation Questionnaire*
   Increase your awareness of what motivates you, so you can motivate yourself and others. Discuss results with group.

2. **Venture Beyond Your Comfort Zone**
   New opportunities fall outside the safety of your comfort zone. If you shy away from new experiences, you will not grow.

3. **Develop Your Personal Characteristics**
   a. Be Enthusiastic – a positive self-expectancy of winning, is contagious and will motivate and inspire others.
   b. Be Creative – expose yourself continually to new ideas.
   c. Be Flexible – resistance to change inhibits growth
   d. Increase Self-Esteem – believe in yourself to reach your potential
   e. Look & Act Your Best – lifestyle that promotes good mental and physical health. Power-dressing.
   f. Use Affirmations & Visualizations – replace negative mental thoughts with positive ones.
      Affirmations – positive statements “I’m responsible and reliable”.
      Visualizations – use mental pictures to increase your self-esteem. See yourself as reliable, confident.
   g. Set Personal Goals & Develop an Action Plan to achieve them.
WORK MOTIVATION QUESTIONNAIRE

This questionnaire is designed to assess the kinds of needs that are important to you. There are no right or wrong answers. The best response to any item is simply the one that best reflects your feelings—either as you have experienced them or as you anticipate you would experience them—in a work situation. Respond to the twenty statements by indicating the degree to which each is true for you. Using the following key, circle the letter that best indicates how true and accurate the statement is.

C = Completely true  S = Slightly true and accurate
M = Mostly true and accurate  N = Not true and accurate
P = Partly true and accurate

1. I believe that the real rewards for working are good pay, working conditions, and the like. C M P S N
2. The most important thing to me in evaluating a job is whether it gives me job security and employee benefits. C M P S N
3. I would not want a job in which I had no co-workers to talk with and share work stories. C M P S N
4. I want a job that allows rapid advancement based on my own achievements. C M P S N
5. Searching for what will make me happy is most important in my life. C M P S N
6. Working conditions (office space, equipment, and basic physical necessities) are important to me. C M P S N
7. I would not want a job if the equipment was poor or I was without adequate protection against layoffs. C M P S N
8. Whether the people were compatible would affect my decision about whether or not to take a promotion. C M P S N
9. A job should offer tangible rewards and recognition for one’s performance. C M P S N
10. I want a job that is challenging and stimulating and has meaningful activities. C M P S N
11. If I took a job in which there were strong pressures to rush and little time for lunch, coffee breaks, and the like, my motivation would suffer. C M P S N
12. My motivation would suffer if my fellow employees were cold or held grudges toward me.  
13. Being a valued member of the team and enjoying the social aspects of work are important to me. 
14. I’m likely to work hardest in a situation where there are tangible rewards and recognition for one’s performance. 
15. Going as far as I can, using my skills and capabilities, and exploring new ideas are what really drive me. 
16. An important factor for me is that my job pays well enough to satisfy the needs of my family and me. 
17. Fringe benefits, such as hospitalization insurance, retirement plans, and dental programs, are important to me. 
18. I would likely work hardest in a job where a group of employees discuss and plan their work as a team. 
19. My accomplishments give me an important sense of self-respect. 
20. I would work hardest in a job where I could see the returns of my work from the standpoint of personal interest and growth.

Scoring Directions: In the table below, circle the number that corresponds to the letter you circled for each of the twenty statements.

<table>
<thead>
<tr>
<th></th>
<th>C = 5</th>
<th></th>
<th>C = 5</th>
<th></th>
<th>C = 5</th>
<th></th>
<th>C = 5</th>
<th></th>
<th>C = 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>M = 4</td>
<td>2</td>
<td>M = 4</td>
<td>3</td>
<td>M = 4</td>
<td>4</td>
<td>M = 4</td>
<td>5</td>
<td>M = 4</td>
</tr>
<tr>
<td>1</td>
<td>P = 3</td>
<td>2</td>
<td>P = 3</td>
<td>3</td>
<td>P = 3</td>
<td>4</td>
<td>P = 3</td>
<td>5</td>
<td>P = 3</td>
</tr>
<tr>
<td>1</td>
<td>S = 2</td>
<td>2</td>
<td>S = 2</td>
<td>3</td>
<td>S = 2</td>
<td>4</td>
<td>S = 2</td>
<td>5</td>
<td>S = 2</td>
</tr>
<tr>
<td>1</td>
<td>N = 1</td>
<td>2</td>
<td>N = 1</td>
<td>3</td>
<td>N = 1</td>
<td>4</td>
<td>N = 1</td>
<td>5</td>
<td>N = 1</td>
</tr>
<tr>
<td>6</td>
<td>M = 4</td>
<td>7</td>
<td>M = 4</td>
<td>8</td>
<td>M = 4</td>
<td>9</td>
<td>M = 4</td>
<td>10</td>
<td>M = 4</td>
</tr>
<tr>
<td>6</td>
<td>P = 3</td>
<td>7</td>
<td>P = 3</td>
<td>8</td>
<td>P = 3</td>
<td>9</td>
<td>P = 3</td>
<td>10</td>
<td>P = 3</td>
</tr>
<tr>
<td>6</td>
<td>S = 2</td>
<td>7</td>
<td>S = 2</td>
<td>8</td>
<td>S = 2</td>
<td>9</td>
<td>S = 2</td>
<td>10</td>
<td>S = 2</td>
</tr>
<tr>
<td>6</td>
<td>N = 1</td>
<td>7</td>
<td>N = 1</td>
<td>8</td>
<td>N = 1</td>
<td>9</td>
<td>N = 1</td>
<td>10</td>
<td>N = 1</td>
</tr>
<tr>
<td>11</td>
<td>M = 4</td>
<td>12</td>
<td>M = 4</td>
<td>13</td>
<td>M = 4</td>
<td>14</td>
<td>M = 4</td>
<td>15</td>
<td>M = 4</td>
</tr>
<tr>
<td>11</td>
<td>P = 3</td>
<td>12</td>
<td>P = 3</td>
<td>13</td>
<td>P = 3</td>
<td>14</td>
<td>P = 3</td>
<td>15</td>
<td>P = 3</td>
</tr>
<tr>
<td>11</td>
<td>S = 2</td>
<td>12</td>
<td>S = 2</td>
<td>13</td>
<td>S = 2</td>
<td>14</td>
<td>S = 2</td>
<td>15</td>
<td>S = 2</td>
</tr>
<tr>
<td>11</td>
<td>N = 1</td>
<td>12</td>
<td>N = 1</td>
<td>13</td>
<td>N = 1</td>
<td>14</td>
<td>N = 1</td>
<td>15</td>
<td>N = 1</td>
</tr>
<tr>
<td>16</td>
<td>M = 4</td>
<td>17</td>
<td>M = 4</td>
<td>18</td>
<td>M = 4</td>
<td>19</td>
<td>M = 4</td>
<td>20</td>
<td>M = 4</td>
</tr>
<tr>
<td>16</td>
<td>P = 3</td>
<td>17</td>
<td>P = 3</td>
<td>18</td>
<td>P = 3</td>
<td>19</td>
<td>P = 3</td>
<td>20</td>
<td>P = 3</td>
</tr>
<tr>
<td>16</td>
<td>S = 2</td>
<td>17</td>
<td>S = 2</td>
<td>18</td>
<td>S = 2</td>
<td>19</td>
<td>S = 2</td>
<td>20</td>
<td>S = 2</td>
</tr>
<tr>
<td>16</td>
<td>N = 1</td>
<td>17</td>
<td>N = 1</td>
<td>18</td>
<td>N = 1</td>
<td>19</td>
<td>N = 1</td>
<td>20</td>
<td>N = 1</td>
</tr>
</tbody>
</table>

Totals

Need Motives

Basic creature comfort

Safety Social or affiliation

Self-esteem

Self-actualization
Interpretation

For each of the five need motives, there is a minimum of 4 and a maximum of 20 points. Scores of 18 or more are quite high and suggest that the motives measured by that scale are very important to you. Scores from 13 to 17 suggest that the motives measured are moderately important to you. Scores from 9 to 12 suggest that the motives are not especially important to you. Scores below 9 are quite low and suggest that the motives measured are not at all important to you.
**Techniques for Motivating Others:**

1. **Establish credibility**
   The ability to inspire the trust and confidence of others.
   Be knowledgeable, so you are a valuable resource.
   Consistently follow up on problems and keep promises.

2. **Be a role model**
   What you do is more important than what you say in motivating others.
   Se the tone, place, energy level, ethics of your work group.

3. **Take an interest in others**
   One of the greatest motivators is caring.
   Demonstrate genuine interest in staff as individuals.
   Help them grow.
   Focus should be on their job performance/careers not personal life.

4. **Reward positive behaviors**
   Positive feedback is one of the most powerful motivators.
   Verbalize it as soon as possible after the task is completed.
   A public thank you is more powerful than a private one.

5. **Share decision-making (Participative Management)**
   People need to feel important and valued.
   People perform better when they think they are contributing to a team effort.

6. **Make criticism constructive**
   Constructive Criticism: suggestions for change that will improve performance.
   Should be directed toward the behavior, not the individual.
   Praise in public, criticize in private.
Role-Play: Motivation

Paul Parnof is the day charge nurse on a unit for Medicare patients at Melody Nursing Center. His staff is composed of two licensed practical nurses who give medications and do treatments, and four nursing assistants. He is concerned that he needs to motivate the nursing assistants in regard to their care of the elderly patients on this unit. What strategies might he use to increase motivation of this staff?

Students Assigned

1. Paul Parnof
2. LPN #1
3. LPN #2
4. NA #1
5. NA #2
6. NA #3
7. NA #4

Role-Play: Motivation

The morale of your nursing work group is slipping somewhat. Members express feeling overworked, underpaid, and unappreciated. Describe what you would do to help without increasing financial costs.

Students Assigned

1. Head Nurse
2. RN #1
3. RN #2

Class Discussion:

What techniques to motivate others were used in these role plays?

What theories of motivation were used by the managers?
Skill: The Team Player: The Delegator

Study Guide
Delegation: (as defined by National Council of State Boards of Nursing)
Transferring to a competent individual the authority to perform a selected nursing task in a selected situation. The nurse retains the accountability for the delegation. Being accountable means being answerable for what one has done.

Nurse Practice Act

The laws written in each state to regulate the practice of nursing. It defines the legal scope of practice within a state.

Each of you should have one for your personal reference and one where you work.

*Complete the Test on the Nurse Practice Act & Delegation.

Discuss answers.

Test on the Nurse Practice Act

Please answer the following questions as true or false:

_____1. Once I delegate a task to an unlicensed health care worker, I am no longer accountable for what happens.

_____2. My state’s nurse practice act specifically allows me to delegate nursing care activities.

_____3. My state’s nurse practice act specifies that I must know the competencies and abilities of the person to whom I delegate.

_____4. My state’s nurse practice act states that I may be in violation of the standards of conduct if I delegate tasks to those I have reason to know lack the ability to perform the function or responsibility.

_____5. If I fail to supervise those to whom nursing tasks have been delegated, I may be disciplined by the state board.

_____6. If a nursing assistant makes a mistake during a task I have delegated, it would mean I could lose my license.

_____7. Employer policies or directives can relieve me of my responsibility for making judgments about the delegation of nursing activities.
Answers to Test on Nurse Practice Act & Delegation

1. False
   You remain accountable for the decision you made to delegate a task to an unlicensed assistant. Your primary legal obligation is to ensure the competency of the individual you are working with.

2. True

3. True
   Must know the competencies of the person you delegate to.

4. True
   Knowing that the person is not competent or prepared educationally and proceeding to delegate the task anyway will certainly be a violation of the nurse practice act.

5. True
   Supervision is the provision of:
   a. guidance or direction – the initial instructions you provide when first delegating the task.
   b. evaluation – the decision you make regarding the frequency of checking back with the person based on your judgment of the situation.
   c. follow-up – you need to communicate your evaluation findings to those in a position to do something about the situation.

6. True
   But only if you delegate inappropriately. In the eyes of the law, you will be evaluated according to the manner in which you delegate a task and the supervision you provide to the person.

7. False
   It is inappropriate for employers to require nurses to delegate, when, in the nurse’s professional judgment, delegation is unsafe and not in the patient’s best interest.

ROLE OF THE L.P.N.:
Recognizing and meeting the basic needs of the client, giving nursing care under the direction and supervision of the registered nurse or licensed physician to clients in routine nursing situations. Limited scope of practice, do not have autonomy of practice.

ROLE OF UNLICENSED ASSISTIVE PERSONNEL (UAP):
The New York State Nurses Association has raised concerns about the role of unlicensed assistive personnel. In September, 2004 the NYSNA published a “Position Statement on Registered Professional Nursing’s Utilization of Unlicensed Assistive Personnel.”
1. It is the position of the NYSNA that the registered professional nurse bears responsibility for:
   a. Developing, implementing and evaluating nursing care as part of the interdisciplinary Plan of care.
      • Verifying the preparation and competence of unlicensed personnel.
   b. Identifying health-related tasks and circumstances on a case by case basis which can be assigned to UAP. The RN assesses and determines that the health-related activity is appropriate for performance by each unlicensed person with each individual patient.
   c. Recognizing that inappropriate utilization of unlicensed assistive personnel to perform professional nursing responsibilities is illegal, impedes quality of care and places patients and practitioners in positions of potential jeopardy.

2. Recommendations of the NYSNA are:
   a. Support identification and measurement of core competencies appropriate to all settings for UAP. (see Attachment II). Note: these exist in long-term care for Certified Nurses Aides.
   b. Promote standardized training for UAP in the acute care setting. Note: CNAs must complete a federal training program in order to be certified and work in long-term care.
   c. Support staffing legislation that would provide sufficient resources for nurses to fulfill professional nursing responsibilities, including monitoring and supervision of unlicensed assistive personnel.
   d. Continue to provide consultation and education regarding appropriate utilization of RNs, LPNs and UAPs in all settings.

When you make assignments remember the “Five Rights” of Delegation” (Joint Statement of the National Council of State Boards of Nursing (NCSBN) and the American Nurses Association (ANA) – 2006 - Principles for Delegation)
1. Right Task: can the task be delegated?
   • Depends on State Nurse Practice Act, job descriptions, licenses
   • Be familiar with job descriptions of UAP (unlicensed assistive personnel)
   • Only delegate tasks that do not require professional judgment or nursing Process – assessment, planning, evaluation
   • American Association of Critical Care nurses has defined tasks that do not require critical judgements as those that are routine, do not require modification & have a predictable outcome
2. Right Circumstances: tasks that require assessment, judgment, evaluation must not be delegated
3. Right Person: is the person competent to do the task?
   • Match the skills of the person to the task
   • Don’t assume person knows the task
   • How has the competency of the person to do the task been determined?
   • Organizational accountability
     Give RNs information on the competence of the staff
     ensure sufficient staffing with an appropriate staff mix
   • JCAHO requires written documentation of staff competence
4. Right Communication: the expectations are clearly stated & understood
• Allow adequate time for a report

5. Right Supervision/Evaluation: check progress at intervals & assess clients
   • UAP must be assigned to an RN, not directly to a group of patients
   • Degree of supervision required depends on competency of UAP
   • Are they new or weak?
   • Be helpful rather than critical

When you make assignments consider the Six Risk Factors:
The RN should evaluate both the activity and the patient/client for certain risk factors. In general, a UAP should be assigned no more than minimal health-related activities for patients and clients who are stable.
The risk factors include:
   • Potential for harm
   • Condition/stability of the patient/client
   • Complexity of the task
   • Problem-solving and innovation necessary
   • Unpredictability of outcome
   • Level of interaction required with patient/client

-----American Association of Critical Care Nurses, 1990

Match the person and task
Investigate what the state outlines as the scope of practice for the L.P.N. Within these legal constraints, you will also need to consider the agency policy regarding the role of the LPN’s and what protocols they can carry out.

The unlicensed care providers are much more limited in their scope of practice. Sometimes they do not clearly understand their roles. You may want to establish partnerships between nursing assistants who provide standardized care and licensed personnel who will establish priorities of care only they are educated to provide.

Give clear instructions: Success in Direction Giving
You may feel at times that you are spending a lot of time coaching, but remember that coaching is a critical part of managing a team. Exhibit trust and keep communication open. People will then come to you with problems and concerns and you will know what is happening on your unit/team.

In communicating assignments to the delegate: remember the 4 Cs:
   Clear: Am I saying what I want to say and is the delegate hearing it? Have I considered language and cultural differences?
   Concise: Am I confusing him or her with too much information?
   Correct: Is this a task I can comfortably delegate to a competent individual, within his or her scope of practice? Avoid dumping on competent employees – train other staff to be at same level.
   Complete: (This is where we most often err.) Am I stating the outcome we want to achieve (why this is being done?) Have I given times and parameters for reporting? Does the delegate have enough information to do the job accurately?
Include:
What: What is the job/task to be done?
When: What time or by when, do you want the task completed?
Where: Could mean either anatomical location on the patient or a geographical location.
How: Any specifics about how the task should be completed.

Release control
Give the other staff members the authority to do what is delegated to them. Check with them regarding progress, but don’t step in and take over unless there is a strong need to do so. When you feel reluctant to delegate, consider whether there are real barriers, such as inadequately prepared assistive personnel, or are the barriers within you (ex. anxiety about mistakes).

Monitor Outcomes:
Check to see that tasks are completed according to appropriate standards. Give constructive feedback and praise to reward the employees effort.
Remember you are accountable – answerable for results.
Constantly work toward increased productive use of time and resources to provide cost-effective quality care.

Guidelines for Assigning Client Care

1. Determine the amount of nursing care time required, and the complexity of the activities allocated.
2. Identify who, of the available staff, is best qualified to provide the client’s care, considering attitudes, skills, demeanor, and efficiency.
3. Consider each staff member as an individual with unique combination of needs, skills, and talents.
4. Strive to maximize continuity of care and reduce fragmentation.
5. Combine assignments to increase efficiency; consider treatment schedules and geographic locations of clients.
6. Describe the assignment in measurable terms; be specific about expected results.
7. Designate one person or an absolute minimum number of staff to be responsible for each client’s care.
8. Plan to provide additional help, direction, or instruction as necessary to match the needs of individual staff members.
9. Communicate assignments clearly, preferably in writing.
10. Assign responsibility for holistic care; avoid assigning only nursing procedures.

Role Play: Delegation

You will be the team leader for a team composed of four staff members. On your team are one licensed practical nurse, two nursing assistants, and one nursing student who is in her final semester. As a team you have twenty-two patients. Of these patients, five had an abdominal hysterectomy yesterday afternoon. Four patients are scheduled for surgery this morning. Four patients are scheduled for discharge if their progress is as expected. One patient is still seriously ill with major dressing, total parenteral nutrition, and patient-controlled analgesia with morphine.
Three patients are second day post-op and five are third day post-op. Plan for the assignment of this team and give report to the team.

Describe approaches you would use to promote positive experiences for your delegates.

**Students Assigned**

<table>
<thead>
<tr>
<th>Role</th>
<th>Assignee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Leader</td>
<td></td>
</tr>
<tr>
<td>LPN</td>
<td></td>
</tr>
<tr>
<td>NA #1</td>
<td></td>
</tr>
<tr>
<td>NA #2</td>
<td></td>
</tr>
<tr>
<td>Nursing Student</td>
<td></td>
</tr>
</tbody>
</table>

Students assigned can brainstorm together on how to do the assignment.

Present staff assignments to group. Use blackboard for clarity.

**Another Role Play: Delegation**

The following patients are on your unit during the day shift:

101: 65 yo total hip, day 2, has hyperal, is confused, family problem, very unhappy with care.

102: 35 yo bowel resection, day 3, very happy that cancerous bowel was removed, ready to begin to learn home care.

103: 82 yo cholecystitis, day 1, patient admitted by daughter because she wanted to go on vacation. Physician furious that ER physician admitted him. Patient is very stable and fun to take care of. Requires little care, will probably be sent home, or to another place if tests ok. Doubt pain is cardiac.

104: 35 yo total hysterectomy, day 2, very stable, requires little care, ready to go home in a.m.

105: 29 yo motor vehicle accident day 3, multiple lacerations, bruises, dressings and wound care with saline/persoxide flush, takes about one hour to do wound care.


107: 81 yo TURP day 2, patient from group home disabled, ready to return tomorrow. Alert, friendly, understands instructions.

108: 74 yo TIA day 2, CVA now evident, extending, family discussing code decision with doctor, very unstable vital signs, on q 15 minute neuro checks.

109: 71 yo with abd pain, new admit, probable diverticulosis, has had hx in the past, stable. Language problem, speaks only Vietnamese.

110: 42 yo pneumonia, day 4, on 2 IV antibiotics q 4-6 hours.

Plan your assignment with the following staff:

**Yourself (RN Charge Nurse):** ______________________
HOW TO TEST YOUR DELEGATION HABITS

STRONGLY AGREE | STRONGLY DISAGREE
--- | ---
1. I’d delegate more but the jobs I delegate never seem to get done the way I want them to be done. | 5 4 3 2 1
2. I don’t feel I have the time to delegate properly. | 5 4 3 2 1
3. I carefully check on subordinates’ work without letting them know I’m doing it, so I can correct their mistakes if necessary before they cause too many problems. | 5 4 3 2 1
4. I delegate the whole job—giving the opportunity for the subordinate to complete it without any of my involvement. Then I review the end result. | 5 4 3 2 1
5. When I have given clear instructions and the job isn’t done right, I get upset. | 5 4 3 2 1
6. I feel the staff lacks the commitment that I have. So any job I delegate won’t get done as well as I’d do it. | 5 4 3 2 1
7. I’d delegate more, but I feel I can do the task better than the person I might delegate it to. | 5 4 3 2 1
8. I’d delegate more, but if the individual I delegate the tasks to does an incompetent job, I’ll be severely criticized. | 5 4 3 2 1
9. If I were to delegate a job, I often find that the task, my job wouldn’t be nearly as much fun. | 5 4 3 2 1
10. When I delegate a job, I often find that the outcome is such that I end up doing the job over again myself. | 5 4 3 2 1
11. I have not really found that delegation saves any time. | 5 4 3 2 1
12. I delegate a task clearly and concisely explaining exactly how it should be accomplished. | 5 4 3 2 1
13. I can’t delegate as much as I’d like to because my subordinates lack the necessary experience. | 5 4 3 2 1
14. I feel that when I delegate I lose control. | 5 4 3 2 1
15. I would delegate more but I’m pretty much a perfectionist. | 5 4 3 2 1
16. I work longer hours than I should. | 5 4 3 2 1
17. I can give subordinates the routine tasks, but I feel I must keep non-routine tasks myself. | 5 4 3 2 1
18. My own boss expects me to keep very close to all details of the work. | 5 4 3 2 1
TOTAL SCORE

Add up your score
72 – 90       Not delegating correctly
54 – 71       Need for substantial improvement
36 – 53       Need some improvement but doing a lot right
18 – 36       Using delegation skills correctly
NEW YORK STATE NURSES ASSOCIATION
Position Statement
Registered Professional Nursing's Utilization of
Unlicensed Assistive Personnel

Attachment I

EXAMPLES OF HEALTH-RELATED AND NON-NURSING FUNCTIONS
This list is illustrative and not all inclusive.

HEALTH-RELATED FUNCTIONS may include:

Making beds: occupied and unoccupied
Measuring vital signs: temperature, pulse, respiration, blood pressure
Bathing patients
Assisting with mobility: ambulation and range of motion exercises
Providing routine skin care
Assisting with routine bowel and bladder care
Collecting data, at the direction of the registered nurse (RN) and reporting of data to the RN

NON-NURSING FUNCTIONS may include:

Housekeeping:
General cleaning (utility rooms, closets, bathrooms, kitchen, furniture, floors)
Equipment cleaning (discharge units, wheelchairs, stretchers, televisions)
Special equipment cleaning (EKG monitors, respirators, suction apparatus, scales, inhalation)
Cleaning of operating room between and prior to procedures
Medication cart/room cleaning
Emptying trash
Stocking supplies (soap, paper towels)
Straightening supply closets/rooms
Stripping, cleaning and making unoccupied beds/units/stretchers
Moving equipment, stocking linen
Changing sharp disposal containers

**Bibliography – on reserve**


**Nursing Computer Lab**

Leadership Management Folder on Desktop:

1. "Clinical Delegation & Nursing Roles"

2. "Conflict Resolve Resolution"