

Table of Contents

About this Module/Overview/Objectives.....	Page 3
Chapter 1.....	Page 4- 7
Leadership	
Behaviors that Employees Trust	
Chapter 2.....	Page 8-9
Emotional Intelligence	
Determining My EI	
Chapter 3.....	Page 9-12
Communication	
Teamwork	
Chapter 4.....	Page 13-14
Creating a Positive Environment	
Ways to Decrease Staff Burnout/Turnover	
When does change need to occur	
Chapter 5.....	Page 15
Activity	
Teams and Teamwork Exercise Sheet	
In-service	
Retention and Recruitment	

About this Module:

Staff who are familiar with a nursing facility's resident's routines and preferences are likely to provide better care and are more likely to develop bonds with the residents and with other staff. Improved staff retention also means that caregivers will likely spend less time teaching temporary staff about residents' needed care, likes and dislikes, as well as the facility routines. There is a relationship between turnover of nursing facility staff and quality problems, resulting in adverse outcomes. This module will cover topics that directly link to the retention of staff in all areas of nursing, but more specifically in long-term care settings..

Overview:

Currently, the nation is in crisis with regards to the low number of nurses that are available to care for the aging population. In addition, there is a significant issue with turnover around the nation, with Texas showing high numbers of turnover in all areas of nursing and with Nurse Aides, in comparison to the rest of the nation. There are many reasons why staff leaves a facility, however, the overall goal is to retain as many of the trained staff as possible.

Objectives:

The objectives for this module include

- a. Discuss why recruitment and retention of nursing staff is important to the health of the individuals being cared for
- b. Describe some of the factors that are contributing to the increased turnover in nursing staff (CNA, LVN, and RN)
- c. Identify effective strategies to recruit and retain quality nursing staff candidates (CNA, LVN, and RN)

Chapter 1:

Leadership: “The art of getting someone else to do something you want done because he wants to do it” -Dwight D. Eisenhower¹.

Leadership is the linchpin that holds a teamwork system together. Effective leaders create the climate that allows teamwork to flourish. The actions of this leader are intimately linked to the other three essential elements of teamwork:

- a. First, leaders must constantly monitor the situation to better anticipate team members’ needs and effectively manage the resources to meet those needs.
- b. Second, leaders must communicate effectively with their team members to model appropriate behavior and reinforce and reward that behavior when it is exhibited by team members.
- c. Third, leaders must foster an environment of mutual support by role-modeling and reinforcing the use of those types of behaviors.

As a leader, one also has a responsibility to support the care team that supports the residents in the nursing facility. Leadership has been identified by team researchers as an important piece in the teamwork skills puzzle. Leaders are able to impact team effectiveness not by handing down solutions to teams, but rather by facilitating team problem-solving through cognitive processes, coordination processes, and the team’s collective motivation and behaviors.

In an effort to ensure leadership remains as an important piece of the overall teamwork concept, it is imperative that there are specific team leaders that are able to carry out the goals of the team. A team leader is a well-informed team member who makes decisions and takes necessary actions needed to perform effectively. There are two distinct types of leaders:

- a. Designated Leader: this leader is designated to perform the function. This leader must possess the knowledge, skills, and attitudes to achieve the established goals.
- b. Situational Leader: this leader may emerge as needed based on the situation, such as during care planning, and at spontaneous times, for instance, the first responder during an emergency.

In effective teams, any member of the team with the skills to best manage the situation can assume the role of situational leader. Once the situation has been resolved or the designated leader is ready to assume control, the situational leader may again assume the role of a team member. A team leader must possess a set of effective skills, regardless of the type of team that they are going to lead. The leader must be able to effectively:

- a. Organize the team.

¹ TeamSTEPPS Leadership. <http://www.teamstepsportal.org/component/phocadownload/category/44-module-3-leadership>

- b. Articulate clear goals.
- c. Make decisions based on input of team members.
- d. Empower team members to speak up and openly challenge when appropriate.
- e. Promote and facilitate teamwork.
- f. Resolve conflict.

In addition, effective team leaders are able to:

- a. Be responsible for ensuring team members are sharing information, monitoring situational cues, resolving conflicts, and helping each other when needed.
- b. Manage resources to ensure team performance
- c. Facilitate team actions using successful communication techniques
- d. Develop norms for information sharing
- e. Ensure that team members are aware of situational changes to plans.

There are several different leadership styles that the LVN should be aware of, as he/she will display the characteristics of their specific style. These styles include²:

- a. Directing: the leader provides specific direction and closely monitors completion of the tasks. Appropriate decision has to be made quickly or for the inexperienced person whom it may appear has the potential to be self-directed.
- b. Coaching: Two way communication. Leader provides guidance and instruction, but allows staff to work more independently, making decisions. Provides and listens to feedback. This works best with staff that wants to develop new skills or competence, a group that needs help learning to manage a meeting; or someone who has transferred from a different department and needs roles explained.
- c. Supporting: The leader begins to share the decision making process with the staff as their problem solving skills have improved. This style works best with staff that have 2 to 3 years of experience on their job; an experienced group that has been brought together to complete a specific task; or someone with experience who has transferred from another facility.
- d. Delegating Leadership Responsibilities: the leader turns over day-to-day decision-making and problem solving to staff. Delegating is appropriate for staff members who are self-reliant achievers – people who are competent and committed, and who do not need much direction.

The Licensed Vocational Nurse (LVN) should have an idea of the leadership style in which he/she works, in order to ensure that he/she will be successful in leading others to the overall goal that is desired. Being able to work with other staff in a leadership capacity is important when it comes to caring for residents and it must be something that is at the forefront of the leaders mind.

² Arcell, B., The Long-Term Care Director of Nursing Field Guide, 2011, 2nd Edition.

1. Behaviors that Employees Trust³: There are many different behaviors that can be exhibited by a leader, however, there are some behaviors that will gain and maintain the trust of those who they are leading. Below are some of these behaviors:
 - a. Inspire and Motivate Others: Leaders who are effective at inspiring and motivating others have a high level of energy and enthusiasm. They energize their team to achieve difficult goals and increase the level of performance from everyone on the team. Many leaders focus on accomplishing tasks in their job description while forgetting to inspire. This is a mistake. Without inspiration, employees do an adequate job. However, when inspiration is a focus, leaders unlock a level of additional effort and energy that can make the difference between organizational success and failure. The point is every leader needs to find ways to inspire their employees to higher performance
 - b. Driving for Results: The drive for results is a critical behavior to success. However, in some organizations it is all push (drive for results) and no pull (inspiration), which ultimately reduces motivation. Conversely, all pull and no push does not work well either. A healthy balance between the two behaviors is necessary. Leaders who are effective at driving for results are skillful at getting people to stay focused on and stretch for the highest priority goals. They establish high standards of excellence for the work group. Leaders that do this well are not afraid to ask their employees for a higher level of performance and continually remind them of their progress relative to the goal.
 - c. Strategic Perspective: Leaders who provide their team with a definite sense of direction and purpose tend to have more satisfied and committed employees. These leaders paint a clear perspective between the overall picture and the details of day-to-day activities. The most successful leaders are constantly reinforcing where the organization is heading and the key steps that lead to success. Employees need to see how their hard work makes a difference, and how it helps get the organization closer to achieving success.
 - d. Collaboration: Possibly one of the most common challenges in today's organizations is the lack of collaboration between groups within an organization. One team is competing for the resources or recognition against other teams. Information is not shared, customers are not well-served, and work frequently gets stalled. This conflict and lack of synergy frustrates and discourages employees. Leaders who promote a high level of cooperation between their work group and other groups create a positive and productive atmosphere in the organization. When leaders demonstrate that they can achieve objectives that require a high level of inter-group cooperation, synergy is created and every employee enjoys the work experience.
 - e. Walk the Talk: A key behavior in creating a satisfied and committed workforce is the very basic and fundamental skill of being honest and acting with integrity. Leaders need to be role models and set a good example for their work group. Leaders create cynicism and lose trust when they say one thing and do another, such as telling employees that the

³ Top 9 Leadership Behaviors that Drive Employee Commitment. <http://zengerfolkman.com/wp-content/uploads/2013/05/ZFA-9-Behaviors.pdf>.

budget is tight and to curb all expenditures, but then proceed to stay in 5 star hotels and eat in expensive restaurants. Every leader needs to look at their behavior critically and ask the question, “Am I walking my talk?”

- f. **Trust:** Trust can be built or destroyed over time and is built in different ways. Leaders can engender trust by becoming aware of the concerns, aspirations, and circumstances of others. The reality is that we tend to trust our friends more than our enemies. Trust can also be built through knowledge and expertise. People trust leaders with deep expertise and knowledge because they project confidence in their ability to make informed decisions. We further build trust with others through consistency. When leaders are consistent and predictable, others acquire confidence and trust in them. Finally, trust can be built from a leader’s rock-solid honesty and integrity. When direct reports know that they would never be told anything that is not 100 percent accurate and factual, they trust that leader. Consistency is the key to building this kind of trust.
- g. **Develops and Supports Others:** When leaders work with employees and push them to develop new skills and abilities, they are building higher levels of employee satisfaction and commitment. Employees who develop new skills become higher performers and more promotable. Effective leaders are thrilled by the success of others. Leaders can promote greater employee development by creating a learning environment in which people are encouraged to learn from mistakes, take the time to analyze their successes, and understand what went well.
- h. **Building Relationships:** Leaders who stay in touch with issues and concerns of individuals in the work group have employees with higher levels of employee satisfaction and commitment. In the study, these leaders were perceived as being able to balance “getting results” with a concern for other’s needs. That does not mean that they are not focused on achieving results. Rather they balance individual needs against organizational deadlines and demonstrate that they value the individual. They create strong positive relationships with team members.
- i. **Courage:** The leaders with the highest levels of employee satisfaction and commitment are courageous. They do not shy away from conflicts. They deal with issues head on, and when they see the first signs of problems within their teams, they addressed it directly and candidly. Some leaders assume that conflicts will work themselves out and the problems will simply disappear. They only fool themselves with this kind of thinking. It takes courage to address issues, resolve conflicts, and insist that everyone is accountable.

Chapter 2:

Emotional Intelligence (EI)⁴:

⁴ MindTools. Emotional Intelligence – Developing Strong People Skills.
https://www.mindtools.com/pages/article/newCDV_59.htm

The ability to express and control our emotions is essential, but so is our ability to understand, interpret, and respond to the emotions of others. Imagine a world where one could not understand when a friend was feeling sad or when a co-worker was angry. Emotional Intelligence refers to the ability to perceive, control, and evaluate emotions. Some researchers suggest that emotional intelligence can be learned and strengthened, while others claim it is an inborn characteristic. Four different factors of emotional intelligence were identified. They include:

- a. **Perceiving Emotions:** the first step in understanding emotions is to perceive them accurately. In many cases, this might involve understanding nonverbal signals such as body language and facial expressions.
- b. **Reasoning with Emotions:** the next step involves using emotions to promote thinking and cognitive activity. Emotions help prioritize what we pay attention and react to; we respond emotionally to things that garner our attention.
- c. **Understanding Emotions:** the emotions that we perceive can carry a wide variety of meanings. If someone is expressing angry emotions, the observer must interpret the cause of their anger and what it might mean. For example, if your boss is acting angry, it might mean that he is dissatisfied with your work; or it could be because he got a speeding ticket on his way to work that morning or that he's been fighting with his wife.
- d. **Managing Emotions:** the ability to manage emotions effectively is a crucial part of emotional intelligence. Regulating emotions, responding appropriately, and responding to the emotions of others are all important aspects of emotional management.

It is important that the LVN understands his/her own emotional intelligence in order to be work well with others. Characteristics of Emotional Intelligence include:

- a. **Self-Awareness:** People with high EI are usually very self-aware. They understand their emotions, and because of this, they don't let their feelings rule them. They're confident – because they trust their intuition and don't let their emotions get out of control. They're also willing to take an honest look at themselves. They know their strengths and weaknesses, and they work on these areas so they can perform better. Many people believe that this self-awareness is the most important part of EI.
- b. **Self-Regulation:** This is the ability to control emotions and impulses. People who self-regulate typically don't allow themselves to become too angry or jealous, and they don't make impulsive, careless decisions. They think before they act. Characteristics of self-regulation are thoughtfulness, comfort with change, integrity, and the ability to say no.
- c. **Motivation:** People with a high degree of EI are usually motivated. They're willing to defer immediate results for long-term success. They're highly productive, love a challenge, and are very effective in whatever they do.
- d. **Empathy:** This is perhaps the second-most important element of EI. Empathy is the ability to identify with and understand the wants, needs, and viewpoints of those around you. People with empathy are good at recognizing the feelings of others, even when those feelings may

not be obvious. As a result, empathetic people are usually excellent at managing relationships, listening, and relating to others. They avoid stereotyping and judging too quickly, and they live their lives in a very open, honest way.

- e. **Social Skills:** It's usually easy to talk to and like people with good social skills, another sign of high EI. Those with strong social skills are typically team players. Rather than focus on their own success first, they help others develop and shine. They can manage disputes, are excellent communicators, and are masters at building and maintaining relationships. The ability to manage people and relationships is very important in all leaders, so developing and using one's EI can be a good way to show others the leader inside. An LVN, if interested in understanding his/her own Emotional Intelligence, can take a quiz to measure it, by visiting the following website: <https://www.mindtools.com/pages/article/ei-quiz.htm>.

Chapter 3:

Communication⁵:

“Communication is the response one gets from the message that is sent, regardless of its intent”.
–Author Unknown.

Effective communication is a vital skill that the LVN should possess. In addition to the wide range of technical proficiencies that the LVN needs to properly treat and provide comfort for his/her residents, he/she must also appropriately communicate with those residents, building strong relationships with the residents and their families. It is imperative that the LVN also understand that the resident should be part of the communication as well.

Communication is an important component of the team process because it serves as a coordinating mechanism or supporting structure for teamwork. Effective communication skills are needed to convey clear information, provide awareness of roles and responsibilities, and explain how performance affects outcomes. Direct care workers monitor situations by communicating any changes to keep the team informed and the resident protected.

Communication delivery includes the intended audience, the mode of communication (written and oral), and the delivery technique (clear and brief). Effective information exchange involves:

- a. **Sending techniques:** seeking information from all available sources, sharing information before asked, and providing situation updates as necessary.
- b. **Recurring techniques:** analyzing the data (information) provided and synthesizing it into or modifying the existing plan of care.
- c. **Verifying techniques:** checking back information to investigate the intent of the sender.

⁵ TeamSTEPPS Communication. <http://www.ahrq.gov/professionals/education/curriculum-tools/teamstepps/longtermcare/index.html>.

- d. Validating techniques—confirming the intent of the sender orally or in writing.

Lack of communication among staff can lead to failure of:

- a. Sharing information with the team
- b. Requesting information from others
- c. Directing information to specific team members
- d. Including residents in communication involving their care

Examples of missed communication opportunities include:

- a. Inconsistencies in the utilization of automated systems
- b. Poor documentation—not timed, nonspecific, illegible, and incomplete

Strategies to avoid these pitfalls:

- a. Having the right information will facilitate the right action
- b. Directing information to the particular individual you expect to execute the order ensures that it will not be delayed or missed
- c. Remembering that residents and their families are an important information source will improve communication

Whether sharing information with the team, resident, or family, the LVN must understand that communication should meet four standards to be effective. Effective communication is:

- a. Complete:
 - i. Communicate all relevant information while avoiding unnecessary details that may lead to confusion
 - ii. Leave enough time for residents to ask questions, and answer questions completely
- b. Clear:
 - i. Use information that is plainly understood (avoid medical jargon, use layperson’s terminology with residents and their families)
 - ii. Use common or standard terminology when communicating with members of the team
- c. Brief:
 - i. Be concise
- d. Timely:
 - i. Be dependable about offering and requesting information
 - ii. Avoid delays in relaying information that could compromise a resident’s situation
 - iii. Note times of observations and interventions in the resident’s record
 - iv. Update residents and families frequently
 - v. Verifying requires checking that the information received was the intended message of the sender
 - vi. Validate or acknowledge

The LVN should understand that are often times challenges or barriers to communication that can make caring for a resident unsuccessful. These include:

- a. Language barriers: non-English speaking residents/staff can pose particular challenges.
- b. Distractions: emergencies can take the LVNs attention away from the current task at hand.
- c. Physical Proximity

- d. Personalities: sometimes it is difficult to communicate with particular individuals, based on the differences in personalities.
- e. Workload: during heavy workload times, all of the necessary details may not be communicated, or they may be communicated but not verified.
- f. Varying communication styles: health care workers are traditionally trained with a different communication style than that of the residents
- g. Conflict: disagreements may disrupt the flow of information between communicating individuals
- h. Verification of information: it is important to verify and acknowledge information that is exchanged
- i. Shift change: transitions in care are the most significant times when communication breakdowns occur.

Good communication facilitates development of mutual trust and shared mental models, enabling teams to quickly adapt to changing situations. Communication is especially important as the environment becomes more complex (e.g., emergency situations), it distributes needed information to other team members and facilitates the continual updating of the team's shared mental model and its engagement in other team activities.

Teamwork:

Teamwork cannot occur in the absence of a clearly defined team. Therefore, improving upon an existing, or designing a new team structure is the first step in implementing a teamwork system in any environment. There is value in the team working together as a unit, with leadership serving as a means for improving employee performance and attitudes. It is important that the LVN understands the structure of the team on which he/she works and how to best promote teamwork with a climate conducive to effective team functioning.

The LVN should know and understand that while the team is comprised of the healthcare staff who are caring for a resident, they are not the only ones that are a part of the team. The resident is also a part of the team and should be partnered with it. In addition, the resident's families or significant others should also be a part of the resident care team. All of these individuals should be embraced and valued as contributing partners to the resident's care.

As a team member, the LVN will work with many types of individuals of varying ages. The LVN needs to learn how to work with a person from different generations, as this will help them be a better team lead. This is the first time in history that nurses are working with nurses and certified nursing assistants from at least 4 generations. The LVN may be a team leader and therefore, should know how to lead and manage these generations; this knowledge will help with retaining the members of your team. Each of these generations has a different set of values and ethics. Take for example the Generation X person (born between 1961-1981) these individuals were latch key kids and many became disillusioned with the value system of corporate America.⁶ This generation does not trust easily and wants to be led, not managed. Generation Y (born between 1978-1986) is more global and is optimistic, self-confident, and socially conscious.

⁶ Huston, C. J. (2006). Professional Issues in Nursing. Lippincott Williams & Wilkins.

These qualities can cause staffing issues as well. Therefore, the team leader must know their generations and what motivates them.

In looking at the team who is at the center? It's the resident. The resident and person-centered care in the nursing home setting describes a philosophy that puts the needs, interests, and choices of residents at the center of care. It provides residents with the ability to exercise control and autonomy over their own lives, to the fullest extent possible. Evidence has shown that including the resident as a member of the team improves their health. Learning to work with the resident and their family members as true partners is neither easy nor intuitive. The LVN must be able to:

- a. Learn to listen.
- b. Ask residents how involved they prefer to be in their own care, this includes medical decisions as well as lifestyle choices.
- c. Explain things to residents and their families in language they will understand. Speaking in lay terms, regardless of the resident's ability to understand medical terminology, can prevent any inadvertent embarrassment or confusion.
- d. Ask residents about their concerns before any details are provided. This can help ensure residents will be active listeners and understand what is being said to them.
- e. Remind residents and families that they have access to relevant information.
- f. Continuously ask residents and their families for feedback and to be proactive participants in their care and life at the nursing home.

Residents, families, and other visitors may have questions and concerns from time to time. Understanding the complexities for the facility staffing structure may be confusing to residents, families, and visitors. Consideration should be given to directing the residents and the families and visitors to the appropriate staff person to alleviate the concerns and have their questions answered. Posting the facility's organizational structure and names of department contacts can be a useful tool that may be very much appreciated by the residents and their families. So, why Teamwork? Well the answer is quite simple, teamwork has many goals including:

- a. Reduce clinical errors
- b. Improve resident outcomes
- c. Improve process outcomes
- d. Improve resident satisfaction
- e. Increase family satisfaction
- f. Increase staff satisfaction
- g. Reduce staff turnover
- h. Reduce resident and family grievances and complaints

It is important that the individuals who make up the team are part of a high performing team. Some of the common traits of high performing teams include:

- a. Team members are able to anticipate each other's needs.
- b. Have clear roles and responsibilities.
- c. Have a clear, valued and shared vision.
- d. Strong team leadership.
- e. Engage in regular discipline of feedback.
- f. Develop a strong sense of collective trust, team identity, and confidence.

- g. Create mechanisms to cooperate, coordinate, and generate ongoing collaboration.
- h. Manage and optimize performance outcomes.

The LVN should understand that teamwork requires the assistance of everyone who is providing care for the residents. There is no one person who is more important than another, each adding in a unique perspective on the resident and the care being provided. If there is any time in which the LVN isn't aware of the role that he/she plays on the team, it is crucial that he/she asks a supervisor, to determine the role and how best to fulfill it.

Chapter 4:

Creating a Positive Environment:

A positive environment is crucial to the retention of skilled and knowledgeable LVNs. It has been shown that staff stays in their place of employment for many different reasons. Some of those reasons include caring for those who cannot care for themselves; feeling good about the work being done; flexible scheduling; work location; and enjoying working with co-workers. In order to have successful staff retention within the facility, the administration must start by recruiting high quality nursing staff with characteristics such as dependability, positive attitude, compassion, initiative, loyalty, and efficiency. There are several ways that the facility can recruit high quality staff. These include: offering staff referral bonuses; tuition reimbursement; providing a favorable life-work balance; offering relocation incentives, commuting incentives, etc.; providing opportunities for career advancement; and providing flexible, often times self-scheduling.

Retention is not simply about ensuring that high quality staff is recruited, it is about also working to retain the current staff in the facility. That is, provided that the current staff are fulfilling the goals of the facility and the residents that are being cared for. There are several ways to retain the current staff in a facility. First and foremost, the administration of the facility should do an assessment of the current staff's view of the culture within the facility to determine if there are any major issues that might be causing staff turnover. These reasons may include:

- a. **Organizational Culture:** ask yourself the following: is the facility is a personal place to work, do employees know that facility mission and vision, is the facility a fun place to work (are employees excited to come to work), and is there a feeling of team work among leadership and employees?
- b. **Organizational Leadership:** does the leadership nurture, mentor, and coach employees, does leadership teach and model good communication and listening skills, does leadership establish relationships with employees, and does leadership encourage employees to provide feedback/suggestions on what is and isn't working in the daily job tasks?
- c. **Resident Care:** are residents enabled to make decisions about their daily activities and care; does leadership promote and support staff in getting to know their residents, the family, medical history, and current wishes; and are consistent assignments encouraged by leadership?
- d. **Recruitment:** does leadership involve staff in the interview process, are exit interviews performed with employees that are leaving, and does the facility have a volunteer or

internship program targeted at high school or college students to introduce them to long-term care?

- e. Training and evaluation: does the orientation incorporate non-technical skills such as problem solving and critical thinking, is there a process in place to follow up with new employees to assess their skill development, does leadership evaluate employee performance on a regular schedule, and is diversity training provided for employees?
- f. Support of staff: are employees encouraged/invited to participate in decision making in scheduling, hiring, future planning, or resident care planning; is there an employee recognition program or worker appreciation events; are employees provided with the appropriate work environment, tools, and resources to do their jobs, are clear expectations set for the employees, and is individual and cultural diversity of the employees acknowledged, accepted, and celebrated?
- g. Management of employees: is employee turnover tracked, are employees surveyed to give feedback on their satisfaction with their job, and is open communication between employees and leadership encouraged?
- h. Community involvement: are resident's family invited to be part of the organizational community, are residents given the opportunity to be active in the local community, and does the facility invite the community into the organization.

Decrease Staff Burnout/Turnover: There are ways in which administration is able to create a positive environment, which in turn may decrease staff burnout and turnover. These include listening to the employees; reducing stress whenever possible; providing for fair evaluations; promoting a culture that recognizes employees who show resident respect, by getting to know the residents they are providing care for; providing a safe workplace; and caring for the staff as individuals. In order to ensure that staff are not burnt out with the job they are doing, administration or anyone in a leadership role, which often times includes the LVN, should be sure to acknowledge that there are instances when staff may not be having the best day. In these instances, as long as they are not often, some facilities may develop policies and procedures that allow for staff to leave for the shift (without the worry of the shift going uncovered), to spend the time refocusing on the job, and going back for the next shift refreshed. When leadership shows that there is a consideration for staff who may not be able to perform at 100%, there is generally a higher level of attention paid to the staff that in turn ensures that the residents are being cared for at the highest level possible.

When does change need to occur: There are often times when high performing employees leave an organization, not necessarily due to the organization itself, but possibly due to the co-workers, the leaders "running" the organization, or perhaps the overall culture of the organization. In order for an organization to retain their best employees, those in leadership positions need to determine if and when changes need to be made. It may not always be easy, looking from the outside, in, to determine if changes need to be made. Surveying the employees is the best way to determine how things are going within the organization to determine what may need to be improved. The best results of a survey that will provide honest answers may come from an anonymous survey. When employees fear retaliation for their opinions, they are less likely to share what issues may be the cause of turnover. The LVN should be comfortable with providing his/her opinion on ways in which to improve the work environment in order to ensure that the residents receive the care that they deserve.

Chapter 5:

Activity:

1. Teams and Teamwork Exercise Sheet:

Instructions: Have the student write down names (or positions) of the people in your clinical rotation or current work area (if applicable) who contribute to the success in providing care and services to residents in a nursing facility. Then answer the additional questions. Once the questions are answered, discuss the answers that are provided by the student.

A. Contributors:

Name:

Title:

B. What is the GOAL of the unit where you perform your clinical rotation or current work area?

C. What elements or characteristics make the group a team...or could make them a team?

2. Retention and Recruitment In-service: Providing the LVNs with additional may be made easy with the use of the attaches in-service.