



Co-Lead

ABOUT THIS MODULE



ROLE CLARITY



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What is the goal of this module?

This module will help to enhance team members' understanding of each other's roles and responsibilities in the team.

What is the collective leadership focus of this module?

- **Cooperation and coordination between members**
- **Engagement of all team members**
- **Recognising and valuing contribution of others**
- **Sharing leadership roles and responsibilities**
- **Mix of leadership and followership (people leading on topics where they have expertise and motivation)**

What areas of team behaviour does this module focus on?

- **Cooperation between team members**
- **Cohesion and coordination**
- **Cross-monitoring**



Who is this module for?

All team members.

What is the patient safety impact of this module?

When roles are clear, team members are more motivated, less stressed and perform better. Role ambiguity and role conflict are key factors in the development of work stress.¹

When objectives and roles are clear, teams perform significantly better, with fewer errors, greater productivity and higher levels of innovation.^{2,3}

Role ambiguity is negatively associated with role performance,⁴ team performance,⁵ and job satisfaction.⁶



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Additional resources

If you are not sure if the role clarity intervention is needed in your team, the diagnostic tool below can be used in advance to assess the role clarity/ambiguity on the team. This can be conducted in advance to inform the session. It will take 5 minutes for individuals to complete it and approximately 30 minutes for one person to score all responses (the UCD Co-Lead team can advise and assist with this if required). 10 minutes discussion to evaluate whether there is need for in-depth discussion on roles and responsibilities.

Diagnostic Tool

Completion of scale by all team members to assess goal (items 1-5) and role process (items 6-10) clarity in the team.⁷

Please indicate your response to the following statements using the scale below, where 1 indicates very uncertain and 6 indicates very certain: (* indicates item should be reverse scored)

1. I am certain of my duties and responsibilities
2. I am uncertain of the goals and objectives for my job*
3. It is clear to me how my work relates to the overall objectives of my work unit
4. I am certain of the expected results of my work*
5. I am uncertain as to what aspects of my work will lead to positive evaluations*
6. I am clear on how to divide my time among the tasks required of my job
7. I am clear on how to schedule my work day
8. I am uncertain how to determine the appropriate procedures for each work task*
9. I am certain the procedures I use to do my job are correct and proper
10. Considering all your work tasks, how certain are you that you know the best way to do these tasks?

High variance in scoring between team members or a score perceived as low overall score by the team suggests need for group intervention.

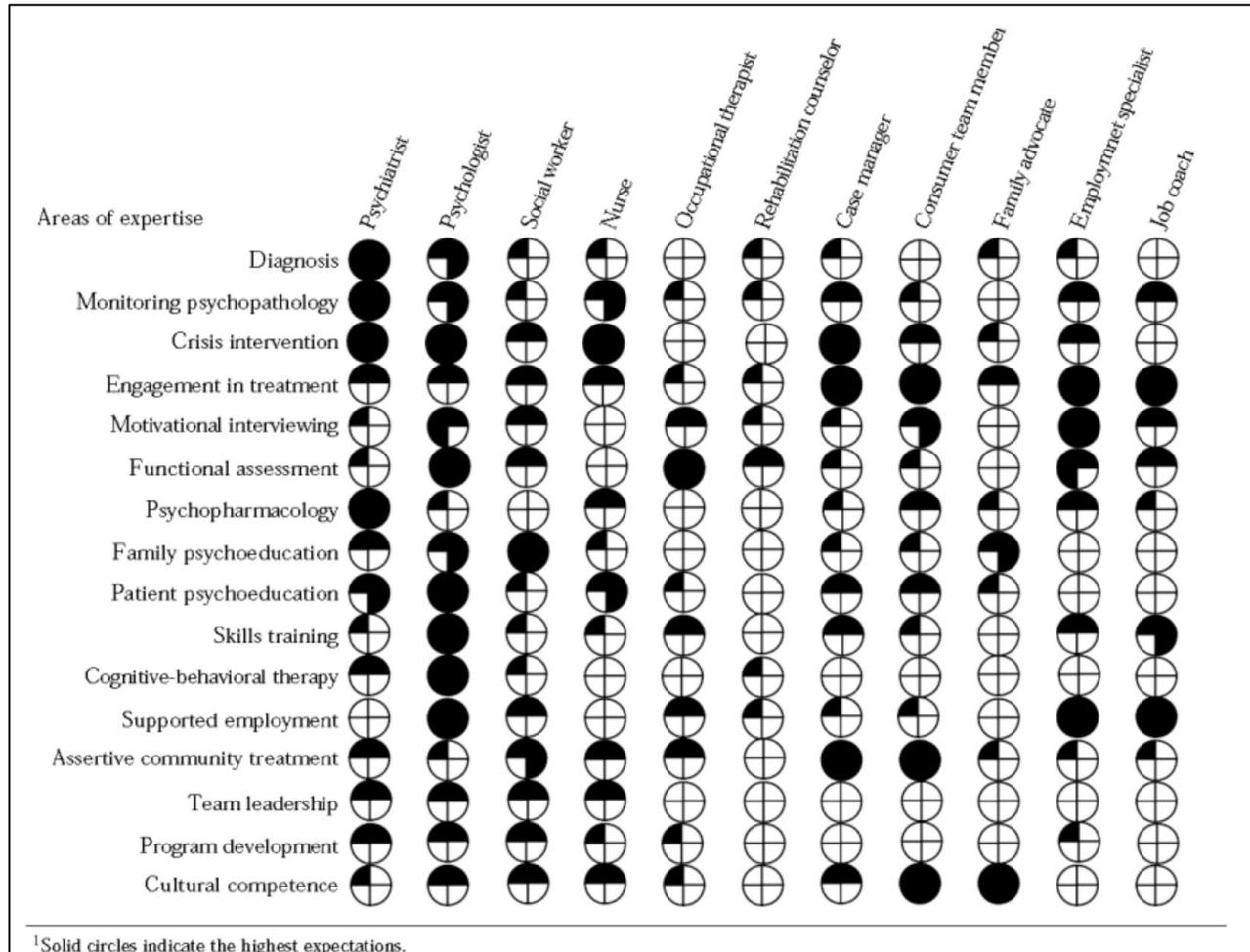




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Additional resources

Below is an example of a way for teams to visualise their member's roles, from "High Performing Interdisciplinary Teams" by Jeff Capobianco, of the National Council for Behavioural Health.⁸





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References

1. Woods S, West, MA. The Psychology of Work and Organizations: 2nd edition. Cengage Textbooks. 2014
2. West MA, Markiewicz L. Effective team working in health care. In Ferlie E, Montgomery K, Pedersen AR, editors, The Oxford Handbook of Health Care Management. Oxford: Oxford University Press. 2016. p. 231-252
3. West M. The Essence of High Performance Teams. In Heimer Rathbone CL, editor, Ready for Change?: Transition Through Turbulence to Reformation and Transformation. Basingstoke: Palgrave Macmillan. 2012. p. 111-127
4. Gilboa S, Shirom A, Fried Y, Cooper CL. A meta-analysis of work demand stressors and job performance: examining main and moderating effects. Personnel Psychology. 2008;61(2):227-271.
5. Salas, E., Rozell, D., Mullen, B., & Driskell, J. E. (1999). The effect of team building on performance: An integration. Small Group Research, 30(3), 309-329.
6. Slattery, JP, Selvarajan, TT & Anderson, JE (2008) The influences of new employee development practices upon role stressors and work-related attitudes of temporary employees, The International Journal of Human Resource Management, 19:12, 2268-2293
7. Sawyer, JE (1992). Goal and process clarity: Specification of multiple constructs of role ambiguity and a structural equation model of their antecedents and consequences. Journal of Applied Psychology, 77(2), 130-142
8. Capobianco, J. High-performing interdisciplinary teams (conference presentation.) Washington, DC. 2014. Available at: <https://www.ok.gov/odmhsas/documents/High%20Performing%20Interdisciplinary%20Teams.pdf>





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SESSION OUTLINE



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SESSION OVERVIEW

- Purpose:** This session will enhance participants' understanding of their roles and responsibilities, and those of others on the team.
- Timing:** 60 min.
- Setup:** Introduction > Discussion > Group exercise > Feedback
- Outcomes:** Through group discussion participants will gain understanding of various team members' roles, and the team will implement ways to maintain and monitor role clarity.
- Facilitators:** 1-2 team members to facilitate; 1 team member to act as scribe to record ideas, discussion points, and outputs.

ADVANCE PREPARATION

- Materials:** OUTPUT documents from Session 1: "Values, Vision and Mission"
- Equipment:** Stable internet connection; note-taking equipment (scribe).
- Room:** Zoom (Premium Account for security) or Skype; Appoint individuals to lead sub-group discussions to be ready with their own Zoom/Skype accounts (brief them for Section 3).
- Attendees:** Team members and stakeholders are invited to participate remotely via teleconference. If they can't, session materials should be shared in advance via email.





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START OF SESSION

1) Welcome and introduction (10 min.)

Welcome and re-cap on Co-Lead (aims, sharing of leadership across team, etc.) Introductions if there are new people in attendance.

The aim of this session is to explore and enhance role clarity among team members. There is strong evidence from the literature that when roles are clear, team members are more motivated and less stressed, and performance improves. Conversely poor role clarity has a negative impact on individual performance, team performance and job satisfaction.

2) Opening discussion / icebreaker (10 min.)

Ask the team to reflect on the below question:

Identify at least one quality that you appreciate about another professional group working on the team (e.g., a nurse would highlight something he/she appreciates about physicians/HSCPs/another professional group on the team)

Allow one minute to reflect on the question; facilitate group discussion and invite feedback from team members (scribe to take notes).



3) Group exercise and discussion to explore role perceptions/expectations (20 min. + 10 min. feedback)

If possible, create sub-groups that are discipline-specific: ask nurses to work together on this task in one group, doctors in another, HSCPs, HCAs, etc. as appropriate for your team.

If this is not possible, cluster professionals to create 2-3 sub-groups by combining professions (e.g., by putting nurses and HCAs together).

One person in each small group should have prepared a separate Zoom/Skype discussion room, a timer to limit discussion to 5 minutes, take bullet point notes to summarize discussions with particular emphasis on how people describe their roles and key responsibilities.

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(contd.)

Ask individuals to reflect quietly for 1 min. on the following questions and to make notes for discussion in their sub-group.

Then ask sub-groups to spend approx. 5 min. discussing perspectives. These answers will be fed back to the wider group for discussion:

1. How would you describe your role?
2. What do others perceive as your role?
3. Choose another professional group represented here today (or on the team) and describe what you believe their role to be.

Facilitators should then lead a whole- group discussion and ask team to reflect on what has been said. Begin with any major discrepancies or misunderstandings and talk through these issues. Facilitators should ensure the discussion remains respectful and inclusive.

Questions below may help stimulate discussion:

1. Were you surprised to hear other team members' role descriptions or to hear their perspective of your professional role?
2. What roles/aspects of roles lead to confusion on our team? Why?
3. Is it clear how individuals/professional groups work together to achieve the goals we have set for our team?
4. *If time permits:* Are there tasks that you do because you feel you are good at them or you like doing them or you feel it is helpful to other people, even though they are not necessarily part of your role?
5. *And/or:* Ask each individual to identify one thing that others could do to make it easier for them to do their job. What can we do to help each other?



4) Close of session (5 min.)

Give brief feedback on the session. Notes can be collected and collated by one individual to maintain a record of the discussion and shared to the team via email. This can be useful for inducting new members by making explicit the roles of everyone on the team.