

GROUP PROCESS AND PERFORMANCE EVALUATION

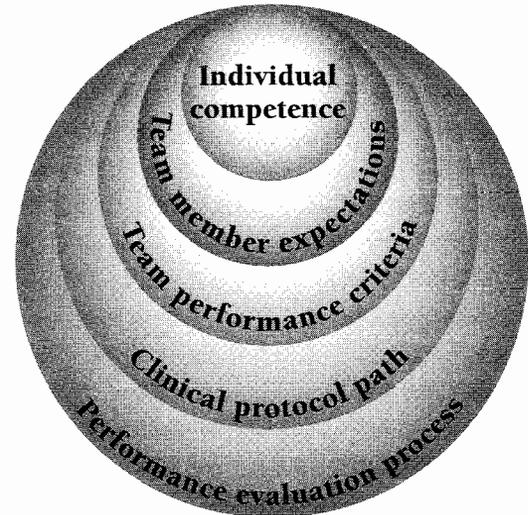
All teams have a life cycle. The stages of team development have been identified from forming, storming, norming, and performing all the way through initiation to extinction. A wide variety of models have been used to identify the life process of groups. Performance evaluation and group life process are critical corollaries that must be addressed in any performance evaluation design and any group process assessment.

Every individual in a group affects the character and work of the group. In fact the group is whatever makes up the life of that group in each of its members. Group development, facilitation, leadership, and the movement toward outcome require an understanding of individual relationship to others and to group process dynamics. Increasingly, an understanding of the group and how the characteristics of individuals in the group work to facilitate it becomes important to the process of evaluating the effectiveness of the group.

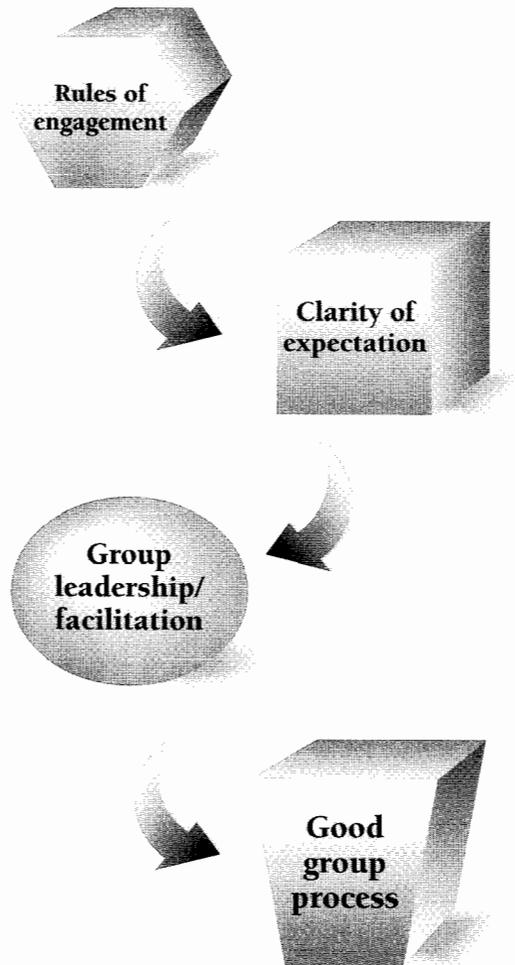
In the life of any group the autonomy, status, independence, and identification of individual members are critical to their relationship to the group and their perception of other members of the group. Before groups can perform well together they must clearly enumerate what these perceptions are and the elements of their relationship one to another, as they begin to identify the interaction each will have with the other in the context of working within the group.

The organizational history and its culture have a clear impact on the viability, trust, and applicability of group process. An organization whose history is autocratic, hierarchical, and narrow in decision making will have a much more difficult time in creating effective group process than an organization whose history is engaging, horizontal, distributive, and empowering in its approach. The distance to travel toward group and team-based activities is considerable.

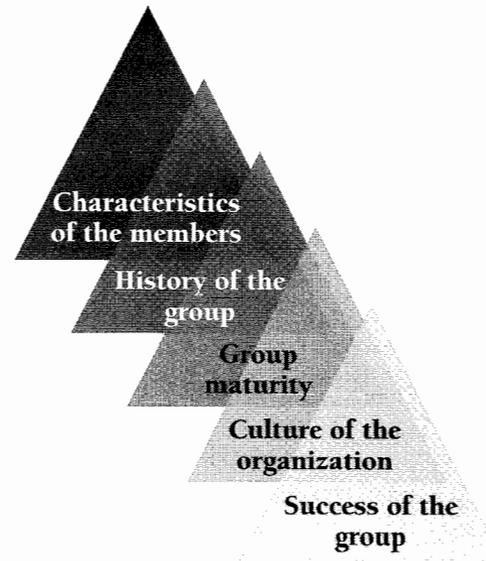
TEAM PERFORMANCE CYCLE



BUILDING BLOCKS FOR GROUP PROCESS



TEAM ADAPTATION



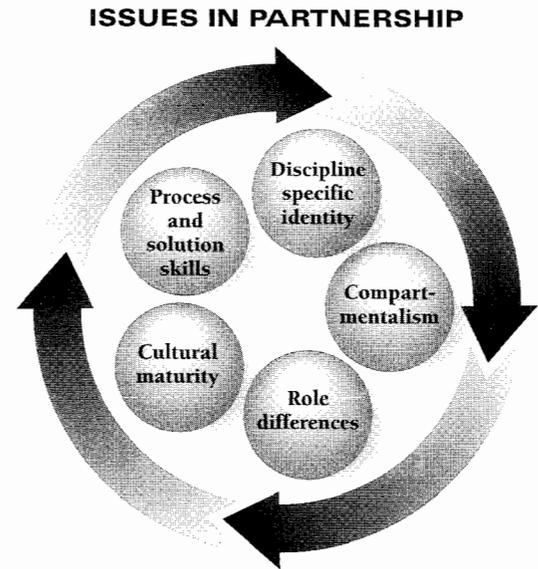
The higher variability of knowledge, understanding, and specificity of roles in professional discipline-oriented teams in health care creates a great barrier to the interface of developing a common knowledge and common intersection in team-based approaches. The differentiation of the disciplines has been critical to their identification and positioning. Therefore the disciplines come together to meet at the table to identify common approaches to delivery of service. The unfolding of their relationship challenges the imbedded differentiation of their knowledge base and will create problems for unification. Addressing those problems and their implication will be part of the initial stages of developing team effectiveness. This should also be a part of the initial performance evaluation activity as the team begins to assess its viability and its movement through its stages of development.

Because the culture does not yet have mature, well-developed point-of-service problem-solving and decision-making processes in place, much of the initial stages of developing performance evaluation processes will be related to the ongoing development of decision-making constructs for the team. Clearly, the evaluation processes at the outset of team-based formation will also look at the team's mechanism for decision making and the problems associated with getting team members configured around the decision-making process. The team's ability to perform together, to work together to resolve its relational and interactional problems, will be critical to early-stage performance evaluation activities regarding team development. Consistent performance cannot be obtained until the team members' basic relationships with each other have been plainly established and well developed.

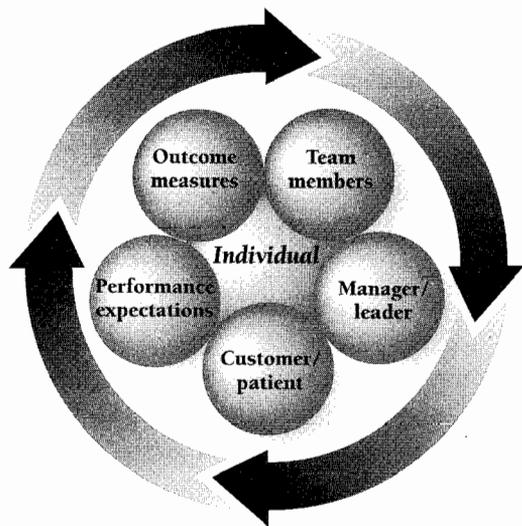
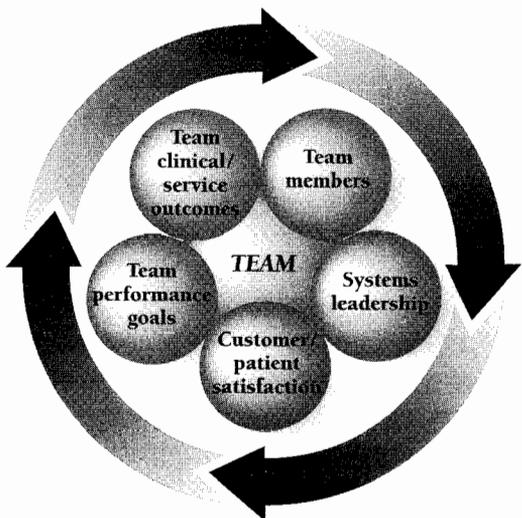
360-Degree Performance Measurement

In team-based, point-of-service driven organizational systems, hierarchical, superior-subordinate performance evaluation processes no longer have meaning. Indeed they produce no viable results that sustainably affect performance and outcome over time. Therefore they have no purpose or value in a team-based performance system.

Every player who has an impact on the outcomes of the work of any other player must be involved in the life and activity of that individual. Therefore a part of performance review is evaluating the relationship of each player to other players within the set of relationships that define the outcomes, expectations, and performance of any given individual. The question as to who should be involved in individual performance evaluation of a team-based system is therefore easily responded to. Anyone who relates to or has an impact on the role of an individual in a team has an evaluation obligation and should be provided an opportunity to be a part of the evaluation of that relationship at any given time in the evaluation process. This 360-degree approach to performance evaluation and im-



In the emerging whole systems approaches to structuring organizations, investment and ownership is necessary for thriving. The point of evaluation is the assurance that all people and processes are converging to fulfill the purposes and outcomes of the system. Evaluation mechanisms should support this expectation.

360-DEGREE EVALUATION**TEAM
360-DEGREE EVALUATION**

provement is a critical underpinning of team-based evaluation processes.

The team is always attempting to evaluate its effectiveness against the expectations for team performance. Therefore team members look at each other in relationship to their contribution to the team's role in obtaining those outcomes for which it has a defined level of expectation. Individual performance evaluation, then, simply relates the individual to the aggregated measures of performance. Every individual certainly looks at his or her role in light of the team expectations. In any review the individual looks at specific activities or functions that facilitated or resonated with the full team expectations. The reverse is also true. All team members look at an individual in light of the individual's fit with the aggregated activities the team expects. When there is variance, need for adjustment, or performance improvement, functional adjustment of that member's activities is needed to bring them in line with the team goal. The demand for adjustment can be exemplified by any one of a number of performance-related elements—the critical process, clinical plan, care map, best practice, or other format for delineating the team outcome.

Therefore three areas of team-based individual performance evaluation need to be articulated in the team's evaluation of its members and their performance against the expectations of the team with regard to outcomes: the individual's competence, team-based relationship, and exercise of accountability.

Team Member Competencies

Each individual professional or member of the team brings with him or her specific expectations for function and performance that his or her skill base, professional discipline, and role lend to the achievement of the goals of the team. As a result, standards, practices, routines, legal requirements, and other mandates of that member's discipline will be clearly articulated by the discipline for the team member before his or her membership on the team.

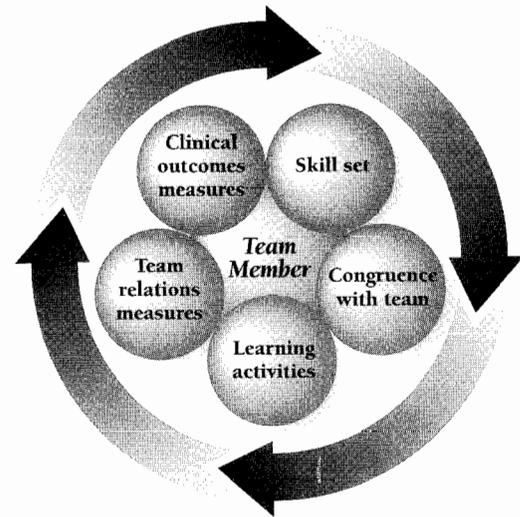
Whatever measures exist should reflect the unique character of the discipline's contribution, the clinical expectations for competence that the dis-

discipline provides for its members, and the team-based expectations for competence negotiated and delineated between and among the members of the team and the individual in the discipline. This serves as the foundation for establishing the specific, culturally driven, and professionally centered core competencies that will be continually examined and evaluated or expected of the team member when contributing to the work of the team. Clearly, competence should relate to the contribution the team member makes in the context of the performance expectations of the team. Each competency that is critical or core to the process of delivering service must be articulated in a way that can be understood by all team members and can be exercised by the individual professional working member who is expected to perform the competencies outlined.

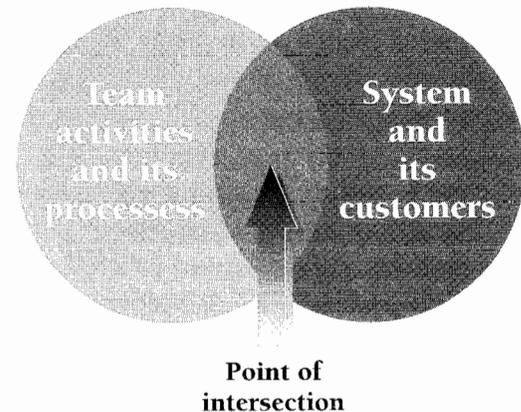
Furthermore, the individual team member should also be evaluated within the context of his or her ability to identify shifts, adjustment, and changes in the core competence required to effectively perform as a member of the team representing that member's specific discipline or frame of reference. This individual should be able to anticipate questions, problems, and concerns with regard to his or her specific competency contribution. The individual should be able to organize functional activities, familiar and unfamiliar, within the context of the competencies expected of him or her. Where additional resources or insider information is required to refine the competency contribution, the individual is expected to obtain the information necessary to incorporate these into the baseline or standards of expectation for his or her performance as a member of the team.

All team members are considered able to function interdependently. The whole notion of independence or dependence is a specious one within team-based approaches. At some level of function the interdependencies define the parameters of the competencies that any one individual may express. There will be a number of options and opportunities to negotiate the application of specific competencies and the sharing of roles and functions with others who might also either develop these competencies or share them with the individual practitioner. Therefore this individual is able to consistently perform the core expectations and competency interdependently with other

TEAM MEMBER COMPETENCY CYCLE



TEAM INTERDEPENDENCE

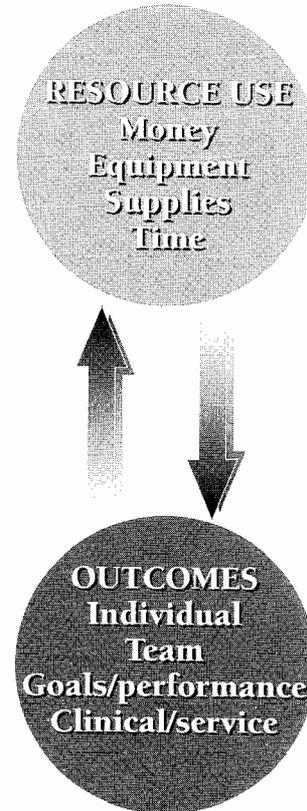


Every individual is expected to perform at or above the level of team expectation. Furthermore, all team members must give evidence of the ability to advance and grow in their practice and as team members. Good fit between all members and the expectations they have for each other in the achievement of outcomes is essential to the team's ability to thrive.

providers and practitioners. There should be clear evidence of the interface between the individual competencies and skills and the collective demand for competence regarding the outcomes to which each role is directed.

Within the framework of individual competencies in a team format there is an expectation on the part of the team members that the individual will

RESOURCE-OUTCOME INTERDEPENDENCE

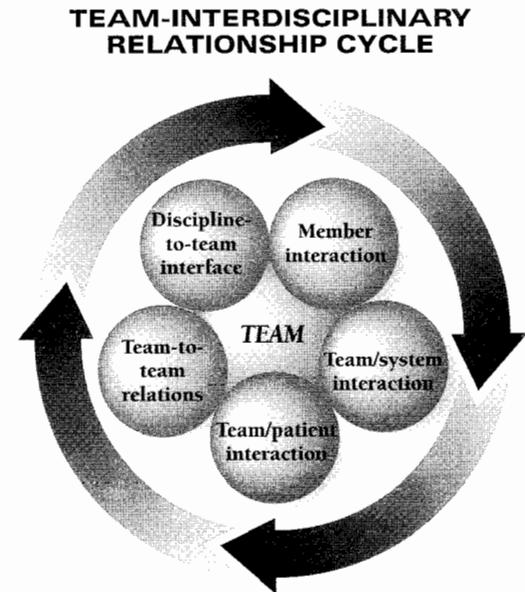


give evidence of the ability to adapt, to adjust, and to shift in a fluid and flexible way. Mobility is the measure of viability of team membership. The need to maintain that mobility and fluidity will be important as the character, content, functions, and activities of providing health services shift as the locus of control for health care shifts and as the point-of-service becomes the more critical and appropriate locus for decision making. The relationships, intersections, adjustments, changes, critical paths, and continuum issues that affect the unfolding of individual and team-based practice will require a high level of flexibility and adaptability to change. Therefore the team has a right to expect of the individual an attitude, a performance viability, and a level of willingness to embrace and engage change and to incorporate that change into one's own practice. The ability to seek support and to use it where appropriate should also be enumerated in a performance evaluation process. A positive disposition to the processes of change and the adaptability of new skills and expectations in roles should also be a part of what is anticipated and expected in the individual team member's roles and should be evaluated by the team as a whole.

Of equal importance is the ability of the individual to be organized, to be systematic, and to manage time effectively in delineating his or her role. Each team member should be able to give evidence of good organization, sound time management, and the structuring of his or her routines in an appropriate and timely fashion. Increasingly in team-based approaches, tightening of resources and increasing demands for outcomes create an emphasis on tightly defined time management. It is therefore appropriate for team members to expect of team individuals the ability to organize and use their time wisely and efficiently. Good time management should be a part of the team's evaluation of its individual members.

Team Member Interdisciplinary Relationships

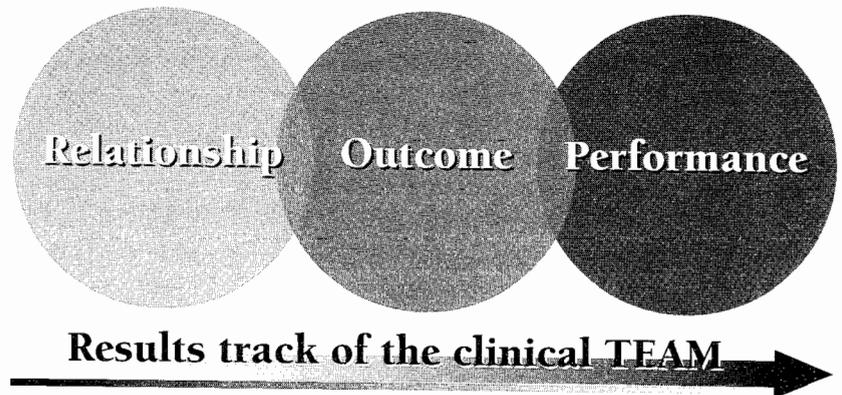
The team is a human group. Therefore it is subject to both the foibles and facilities of team process. The development of processes associated with building effective and meaningful teams takes a considerable period of time.



Through the use of well-devised and well-defined techniques and methodologies, that time frame can be tightened. However, an ongoing monitoring and assessment of the interpersonal relationships between members of the team will be a critical part of ensuring its ongoing effectiveness.

The ability of the individual to interact well with other team members, get along well with them, and be enthused about his or her relationship with them is an important part of the team-based development process. There should be evidence of the effective ability to interact well with people, to confront difficult situations, to problem solve, to face conflict where it occurs, and to use the techniques and methodology for resolving conflicts without heightening interpersonal anxiety. Each of these elements and skills will be necessary for effective team-based functioning. Every member will have them in varying degrees of sophistication. The developmental and learning process of individuals as well as of the team should be to focus on the continual attention to enhancing and improving the interactional processes of team members with the team as a whole.

THREE ELEMENTS OF EVALUATION



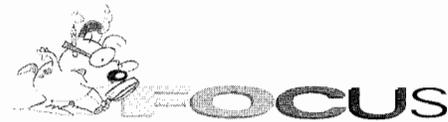
ELEMENTS OF EVALUATION

A further expectation is that the individual is able to work well with implementing the group's processes, the expectations of the group, and the clinical paths, critical pathways, care maps, and other processes that define the activities and expectations of the group. Certainly, team members must be able to commit to group decisions of which they were a part. Even though it may surely be recognized that certain individuals in a group may not necessarily always agree with the strategies, activities, and decisions of the group, because they are team members they inherently consent to implement the decisions of the group once those have been determined. They further agree to incorporate their energies and investment around the activities necessary to make the group process successful. This takes a level of maturity and insight that will be present at varying degrees of intensity in each member of the team.

The expectation is that each member has the basic skills and abilities to interact, problem solve, and achieve the goals of the team in an effective and meaningful way.

The ability to collaborate in an ongoing way and to delineate and do the work of the team is an important evaluative element in the individual's appraisal by the team. Team members should be able to remove barriers to the relationships they have with each other. Each team member should know that in the learning plan, the performance evaluation, and the improvement process, the clinical delivery system and all of the elements that enumerate it, there is evidence that the individual is able to embrace the issues that arise in implementing the activities of patient care and to directly and honestly confront them as a member of the team in a way that invests the team members in solution seeking, problem solving, and advancing practice. The attitude and expectation should be one of enthusiasm, engagement, and excitement. The ability of the individual to achieve positive solutions in a "win-win" environment is critical to the viability of the team-based approach and team-based activities.

TEAM EFFECTIVENESS CYCLE

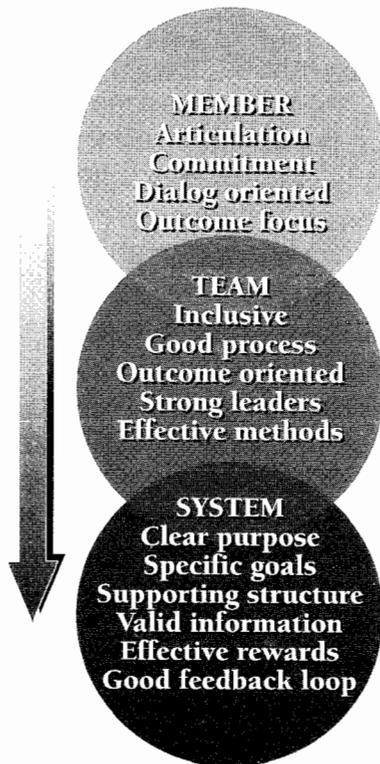


Collaboration requires that team members be proficient at managing their relationships with each other. Such management demands a level of maturity that includes the ability to:

- *Work through personal differences*
- *Problem solve using critical processes*
- *Use continuous quality methods*
- *Make personal changes when indicated*
- *Facilitate others' and own growth activities*

The relationship format for all teams is “win-win.” If competition between players for control, ego, rewards, benefit, or position operates at the expense of the team congruence, outcomes suffer and the team ethic dissipates. When that is gone—so is the team.

TEAM COMMUNICATION PROCESS



In team-based systems the ability to communicate effectively is critical to the success of the team. Communication is the life blood of the team. It is central to the ongoing effectiveness of team relationships. If an individual is not able to articulate, integrate, and communicate effectively in the team, the team begins to break down in fundamental ways and its outcomes and expectations remain unfulfilled. Therefore all members should be able to communicate and articulate their role, expectations, communication, and responses in a meaningful way. Expression of their thoughts and feelings, notions, and creativities should be communicated in an effective and constructive manner. Nonconfrontation, ability to facilitate integration, and ability to engage team members in a viable and meaningful way are essential constituents of effective communications.

The individual should also be able to use the information infrastructure and communications system effectively. In team-based approaches it is no longer a legitimate excuse for team members to say, “I didn’t know.” The obligation for knowing rests with the individual. The obligation of the communication infrastructure is to make sure that knowing is possible. Therefore measurement of the individual’s ability to receive and to convey information, to express the self clearly and well, to articulate feelings, thoughts, and notions, and to act consistently as a contributing member of the team in its deliberations will be critical evaluative criteria for the individual team member’s contribution.

Consistent with communication measurement and interpersonal skills, and identification with the team’s expectation and outcomes, is the requisite that members be able to relate specifically to the subscriber, patient, or service receiver in an effective and meaningful way. Some practitioners have a history of not being able to communicate well with those they serve. This is untenable in a team-based approach. Those who are served have a right to expect that the interaction, intersection, communication, and relationship with the service provider will be positive, meaningful, and considerate. All relationship to service receivers and those who are a part of their network is a critical part of the effectiveness and efficacy of the team-

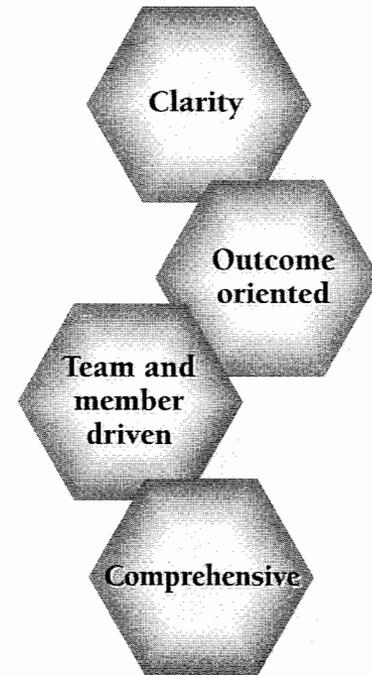
based approach. The point-of-service demands that those who are served are at the center of the organizational system, and as members of the system continuously hopeful of improvements in the quality of life or in their health process. Each person has the right to expect that the provider will be concerned, interested, and sensitive to all of his or her health care needs. Therefore the individual is involved in advancing the relationship with the patient or consumer, the education of the consumer, and developing and refining the relational and interactional processes between consumers and providers within the health care delivery system.

ACCOUNTABILITY AND PERFORMANCE

Accountability is the cornerstone of performance. While teams have accountability to achieve the outcomes to which they are directed, team members have specific accountabilities whose exercise operates in fulfillment of the purposes, mission, and outcomes of the team and the organizational system. Therefore each team member has specific accountabilities that numerate his or her role and contribution to the work of the team and of the system. These accountabilities should be outcome defined, clearly enumerated, well articulated, and part of the team's performance evaluation of the individual's contribution to the team's work. Accountability relates to the expectations for performance of the individual in terms of the outcomes to which that performance is directed. The outcomes must be clear and the accountability in outcome language must be specific and understandable to every member of the team. It can therefore serve as the criteria on which the team measures the appropriate behaviors and practices of the individual discipline.

Accountabilities arise out of the discipline that should also be a part of the evaluation. The discipline member is responsible to make it clear to other members of the team what those elements of the discipline are that should be part of the evaluation process so that the team members can be engaged. Using these accountabilities for performance evaluation provides an objective template and framework for other team

ACCOUNTABILITY ELEMENTS



Accountability requires ownership on the part of every team member in relationship to each other.

Accountability is always expressed in terms of the outcomes that are achieved, not the processes that are implemented.



FOCUS

The team is now the basic unit of work. It creates a real challenge for leadership to see process and structure in the context of team-driven processes. To do so means the following:

- *No more individual performance evaluations out of the context of the team process*
- *More rewards directed toward the team rather than simply the individual*
- *Better generation of information toward the point-of-service (team)*
- *Leadership development in the skills of facilitation, coordination, integration, and mentoring*

members to look at the behavior of any one team member. It also serves as a mechanism for delineating the expectations for performance and for articulating corrective action wherever that is indicated in the performance evaluation process.

Each of the above elements serves as a discipline or framework that team members can use for evaluating the relationship of individual team members with the team. When integrated with the team's obligation for measuring its performance against the outcomes to which it is directed, it serves as a complete performance evaluation framework for team-based activities. The two levels of evaluation articulated at the beginning of this chapter—the individual's relationship to the team and the team's relationship to its outcomes—are therefore adequately addressed within the context of a whole systems approach to team-based evaluation processes.

The mechanisms of evaluation in team-based systems are new and therefore challenging. The dynamics of team-based performance evaluation and improvement, as well as individual relationships to team performance improvement activities, are clearly different from those experienced in the past by individuals in an organization. The movement from individual performance evaluation to team-based systems brings with it much adjustment, challenge, and noise in expectations, performance, and evaluation processes. The centerpiece of all evaluation is the accountability that drives the performance of individuals and the activities of the group.

Enumerating accountabilities in light of the clinical processes and the expectations of the team becomes the framework within which all performance gets defined and all performance evaluation and improvement unfold. Linking the concept of evaluation and improvement to the outcomes of the team and the organization's mission and purposes creates a systematic, cyclical approach to team activities and performance evaluation. Here again, systems process and dynamics drive the character of understanding performance evaluation. It becomes less critical to enumerate performance deficits of an individual and more important for identifying the develop-

mental, interactional, and outcome-oriented requisites for ensuring effective delivery of care and sustainable outcomes. It is the systematic approach, a cyclical integrated dynamic in a team-based system, that creates an organizational structure and process that forms the framework supporting the point-of-service. Good team foundations ensure consistent achievement of clinical outcomes and a constant attention to the improvement of performance and the delivery of quality services.

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