

Team Database Project: Part I

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Team Collaboration Plan

New technologies facilitate online learning and extend participation with group projects that involve collaborating with designated members virtually and often over long distances. Different perspectives offered by individual team members can spark insight and innovation that enhance the project methods, standards, processes, and effectiveness. Setting goals for projects should be SMART: Specific, Measurable, Achievable, Realistic, and Timed. Objectives should be clearly outlined, understood, and have defined parameters; members should be committed to achieving them. Setting unrealistic goals can become overwhelming to members, thwart progress, and decrease team morale. Realistic goals can be achieved by visualizing the end goal and progressing through smaller steps to complete the project (Marquis & Huston, 2015).

The most effective team leaders are both task and relationship-oriented. In the early stages of team projects the leader is task-oriented and encourages engagement of members and assigns roles and responsibilities. Once the goals are clear and, members are fulfilling their accountabilities to the project, the leadership style changes to relationship-oriented once tensions emerge concerning knowledge sharing (Gratton & Erickson, 2007). Project management involves systematic planning and organization so that effective execution of the project can be monitored and contingencies are accommodated. The systems development life cycle provides a framework for database life cycle activities; they both can be implemented and serve as guides for project development (Coronel & Morris, 2015).

Team G of Walden University course ‘Information and Knowledge Management’ (NURS 6411-3) consists of two members: Julie Bangs and Savita Bhogle. Julie will serve as the organizer for the Team Database project. Savita will serve as the presenter for the Team Database project. Together, Julie and Savita will collaborate on the editing role. The team has selected “Sepsis” as the focus area for the proposed project.

Julie graduated from Bon Secours Memorial School of Nursing diploma program in 2007 and received her Bachelor of Science in nursing degree from Virginia Commonwealth University in 2008. Julie has maintained her critical care registered nurse (CCRN) certification since 2010 through cardiac, medical, and surgical intensive care units (CCU, MICU, SICU), emergency department (ED), and Level I Trauma experience. She aims to sit for the certified emergency nurse and trauma certified registered nurse examinations in 2016. Julie is currently a member of the nursing informatics council at the facility she works for and anticipates earning a Master of Science in Nursing Informatics degree from Walden University in 2016.

Savita graduated with her Bachelor of Science in nursing degree in 1998 from S.N.D.T. University in India and became a clinical educator for her unit and faculty member at a local nursing school. Savita immigrated to the U.S. in 2003 and received her California nursing license and currently works in a Cardiac Intensive Care Unit (CICU) and has earned her CCRN certification. Savita has served as a superuser for her organization when implementing Meditech Standardization application.

Project vision statements indicate a decision has been made to initiate a project. The vision statement is constructed during the initiation phase and documents an idealized description of the project and anticipated outcomes (McConnell, 2010). The team has constructed their vision statement as follows: “Effectively collaborate with team members to develop a database that answers a clinical nursing question constructed from evidence-based practice guidelines.”

Communication is critical when a team is formed, and a project is initiated, especially when virtual collaboration supervenes. The skills and knowledge needed for effective collaboration take time and requires practice (Gardner, 2005). Miscommunication can undermine the success of any team or project and appreciates the importance of communication required for the success of the project. Team G focuses on this premise and has implemented strategies to enhance communication amongst members.

The individual team members have agreed to accept constructive criticism, to seek understanding of their colleague's ideas and suggestions, and to be held accountable for respectfulness and professionalism at all times. Members have also designated Tuesdays and Thursdays for workflow evaluation and updates through the Walden Group Discussion Board, email and mobile phone communication methods until the project is completed. Conflicting schedules may require alternative days for each member to check in and submit project tasks. Each member is expected to contribute and participate equally with the team. If a member has not participated or shown good faith effort in completing the team project, a virtual team discussion will be scheduled to address the matter.

References

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