

**Syllabus**

**N5340 Management Seminar & Practice**

**Faculty**

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Office Hours: By appointment

**Prerequisites**

NURS 5339 and NURS 5311

**Time and Place of Class Meetings**

Tuesday, 4 pm – 7 pm

Pickard Hall - 205

**Description of Course**

Synthesize management, organizational and leadership concepts and theories in selected health care settings.

**Student Learning Outcomes**

1. Analyze managerial problem solving and decision-making in rural/urban practice settings.
2. Analyze leadership styles and organizational behavior in organizational settings.
3. Apply relevant research findings in managerial problem solving.
4. Evaluate the cost and benefit of community partnering projects in organizational settings.
5. Implement an administrative role in organizational settings.
6. Implement ethical decision making in nursing leadership.

**Required Textbooks, Reading Material, and Resources**

American Nurses Association (ANA). (2008). *Guide to the code of ethics for nurses: Interpretation and application.* Silver Springs, MD: ANA.  **ISBN: 9781558102583**

American Nurses Association (ANA). (2009). *Nursing: Scope and standards of practice.* Silver Springs, MD: ANA**. ISBN: 9781558102156**

American Nurses Association (ANA). (2004). *Nursing administration: Scope and standards of practice.* Silver Springs, MD: ANA **ISBN: 9781558102675**

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| **Note:** Receive a discount when ordering ANA’s Leadership Package, which includes all three publications **ISBN: 9781558102828** |

American Psychological Association. (2010) *Publication manual of the American Psychological Association,* 6th ed. Washington, DC: Author. **ISBN: 9781433805615** (format for papers, crediting sources, references)

Blanchard, K. & Bowles, S. (1998). *GUNG HO!* NewYork: William Morrow & Co. (or most recent version). **Note:** Please read this book prior to the first day of class.

Badaracco, J.L. (1997). *Defining Moments: When managers must choose between right and right.* Boston, MA: Harvard Business School Press.

Clark, C. C. (2009). *Creative nursing leadership management.* Sudbury, MA: Jones and Bartlett Publishers, LLC. **ISBN-13**: 9780763749767

Gibson, J. L., Ivancevich, J. M., Donnelly, J. H., & Konopoaske, R. (2012). *Organizations: Behavior, structure, processes*. 14th ed. Boston, MA: Irwin McGraw Hill. **ISBN: 0078112664 / 9780078112669**   (NOTE: You may use the version of Gibson that you purchased in N5311)

Gibson Premium Online Resources, McGraw Hill Publishing (2012). **ISBN: 0077325737 9780077325732 Online Learning Center (OLC)** <http://www.mhhe.com/gibson14e> (call OLC Digital Care Team at 800-331-5094 with access issues).

(Package with text and premium online resources: **ISBN: 0077874544 / 9780077874544)**

Individual readings will be assigned for each class, including the first night of class. Citations for these are in Blackboard.

See also the required title page and sample paper on Blackboard.

UTA College of Nursing title page also available at

<http://www.uta.edu/nursing/msn/apaformat>

**Course Topics**

* Advancing a Vision for Nursing Practice in Rural or Urban Health Care
* Leadership and Organizational Politics
* Advocating Community Partnering in Rural or Urban Setting
* Collaborative Relationships in Management
* Ethical Decision-Making
* Total Quality Management & Continuous Quality Improvement
* Certification Exam Preparation
* Access to Healthcare
* Rural Healthcare
* Patient Safety

**Course Requirements**

* Microsoft Office software (Office 2007 or higher recommended)
* Completion of 90 onsite clinical hours. A minimum of 90 onsite clinical hours is required to pass the course.
* Extensive readings from texts, suggested references, and related self-selected literature.
* Attendance and participation in clinical seminars, discussions and case studies.
* Development of a Round Table discussion and presentation
* Completion of a Community Partnering project, paper, presentation—relevant to the role of the nurse administrator

**Teaching Methods/Strategies**Lectures, class discussion, case studies, guest speakers, audio-visual aids.

**Course Communication**

This course will be managed through Blackboard. All emails relative to N5340 may be sent through Blackboard and will be received in the UTA MAV email account. The subject line will indicate that the messasge is related to the course.

All course materials, all assignments, all supplemental materials will be posted, and various discussion board projects will be posted and managed through Blackboard.

Please check your Blackboard account **daily**. As materials related to various classes become relevant, you will find these available to you, so frequent checking is advisable.

**Grading Policy:** Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

Preceptor Evaluation 10%

Faculty Evaluation 15%

Clinical Journal 45%

Community Partnering Paper 10%

Community Partnering Presentation 5%

Round Table 10%

Class attendance/participation 5%

**TOTAL 100%**

This is a **pass/fall** course. To pass you must complete 90 hours of clinical experiences AND earn 83% of the course points.

**Papers not submitted on the due date and time will lose an additional 10 points for the first day and will not be accepted after 24 hours.**

**Description of Major Assignments**

**Clinical Evaluation**

**(70%)**

* **Complete 90 onsite clinical hours for practice component. A minimum of 90 onsite clinical hours is required to pass the course (see clinical expectations, requirements, suggested areas of investigation, appropriate learning activities, and guidelines and grading criteria posted in BLACKBOARD).**
* **Selection of practice sites and preceptors**:Practice sites and preceptors are selected jointly by the student and the nursing administration faculty, taking into consideration the student’s educational and experiential background, career goals, and professional interests. Practice sites may be within health care organizations and agencies where the College of Nursing has established interagency affiliation agreements or within other health care facilities where an experience may be sought, through a letter of agreement. Preceptors-contact persons are selected for their knowledge and expertise in the field of management, and for their ability to create and promote a positive learning environment for the student. A master’s degree in nursing, health care administration, or business administration is required for preceptors. Exceptions are considered on an individual basis where a preceptor’s expertise in a specialized area may contribute to a valuable learning experience for the student.
* **Preceptor evaluation (10%)**
* **Faculty evaluation (15%)**
* **Clinical journal (45%) (See guidelines, grading criteria, and sample journal entry in BLACKBOARD.)**
* **Subtract 10 points/day for late papers for first day, not accepted after 24 hours.**
* **Use APA** 6th **edition format, grammar guidelines, and levels of headings.**

**Didactic Evaluation**

**(30%)**

* **Community Partnering paper (10%)** 
  + A formal paper (10-12 pages excluding references and cover page; font size 12; double-spaced) will be the outcome of this assignment.
* **Community Partnering presentation (5%)**
  + Negotiate with agency and preceptor
* **Round Table discussion (10%)** 
  + Explore and discuss selected topics relevant to management, organizational, and leadership concepts and theories. Apply relevant research findings in managerial problem solving.
* **Class attendance and participation (in class and online) (5%)**
* **Refer to BLACKBOARD and/or class schedule for guidelines, grading criteria, due dates.**
* **Subtract 10 points/day for first day, not accepted after 24 hours.**
* **Use APA** 6th **edition format, grammar guidelines, and levels of headings.**

**Expectations of Out-of-Class Study** Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 10-15 hours per week on their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

**Grade Grievances:** Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current graduate catalog. <http://www.uta.edu/gradcatalog/2012/general/regulations/#grades>

**Attendance Policy:** Regular class attendance and participation is expected of all students. Students are responsible for all missed course information.

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. Contact the Financial Aid Office for more information.

Graduate students who wish to change a schedule by either dropping or adding a course must first consult with their Graduate Advisor. Regulations pertaining to adding or dropping courses are described below. Adds and drops may be made through late registration either on the Web at MyMav or in person through the student’s academic department. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. Contact the Financial Aid Office for more information. The last day to drop a course is listed in the Academic Calendar available at [http://www.uta.edu/uta/acadcal.](http://www.uta.edu/uta/acadcal)

1. A student may not add a course after the end of late registration.
2. A student dropping a graduate course after the Census Date but on or before the end of the 10th week of class may with the agreement of the instructor, receive a grade of W but only if passing the course with a C or better average. A grade of W will not be given if the student does not have at least a C average. In such instances, the student will receive a grade of F if he or she withdraws from the class. Students dropping a course must: (1) complete a Course Drop Form (available online <http://www.uta.edu/nursing/MSN/drop_resign_request.pdf> or Graduate Nursing office rooms 512 or 606; (2) obtain faculty signature and current course grade; and (3) submit the form to Graduate Nursing office rooms 512 or 606.
3. A student desiring to drop all courses in which he or she is enrolled is reminded that such action constitutes withdrawal (resignation) from the University. The student must indicate intention to withdraw and drop all courses by completing a resignation form in the Office of the Registrar or by: (1) Completing a resignation form (available online <http://www.uta.edu/nursing/MSN/drop_resign_request.pdf> or Graduate Nursing office rooms 512 or 606; (2) obtaining faculty signature for each course enrolled and current course grade; (3) Submitting the resignation form in the College of Nursing office room 512 or 606; and (4) The department office will send resignation form to the office of the Registrar.
4. In most cases, a student may not drop a graduate course or withdraw (resign) from the University after the 10th week of class. Under extreme circumstances, the Dean of Graduate Studies may consider a petition to withdraw (resign) from the University after the 10th week of class, but in no case may a graduate student selectively drop a course after the 10th week and remain enrolled in any other course. Students should use the special Petition to Withdraw for this purpose. See the section titled Withdrawal (Resignation) From the University for additional information concerning withdrawal. <http://www.grad.uta.edu/handbook>

**Drop/Withdrawal Period: Jan 13 – April 3, 2015**

**Americans with Disabilities Act**

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Academic Integrity:** All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

Per UT System Regents’ Rule 50101, §2.2, suspected violations of university standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with the University policy, which may result in the student’s suspension or expulsion from the University.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts."

As a licensed registered nurse, graduate students are expected to demonstrate professional conduct as set forth in the Texas Board of Nursing rule **§215.8. in the event that a graduate student holding an RN license is found to have engaged in academic dishonesty, the college may report the nurse to the Texas BON using rule §215.8 as a guide.**

**Plagiarism:**

Copying another student’s paper or any portion of it is plagiarism. Copying any portion of published materials (e.g., books or journals) without adequately documenting the source is plagiarism. According to APA format, if five or more words in a sequence are taken from a source, those words must be placed in quotes and the source referenced with author’s name, date of publication, and page number of publication. If the author’s ideas are rephrased, by transposing words or expressing the same idea using different words, the idea must be attributed to the author by proper referencing giving the author’s name and date of publication. If a single author’s ideas are discussed in more than one paragraph, the author must be referenced, according to APA format. Authors whose words or ideas have been used in the preparation of a paper must be listed in the references cited at the end of the paper. Students are expected to review the plagiarism module from the UT Arlington Central Library via <http://library.uta.edu/tutorials/Plagiarism>

**Student Support Services Available:** UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources)

**Electronic Communication Policy:** The University of Texas at Arlington has adopted the University “MavMail” address as the sole official means of communication with students. MavMail is used to remind students of important deadlines, advertise events and activities, and permit the University to conduct official transactions exclusively by electronic means. For example, important information concerning registration, financial aid, payment of bills, and graduation are now sent to students through the MavMail system. All students are assigned a MavMail account. ***Students are responsible for checking their MavMail regularly.*** Information about activating and using MavMail is available at <http://www.uta.edu/oit/email/>. There is no additional charge to students for using this account, and it remains active even after they graduate from UT Arlington.

To obtain your NetID or for log on assistance visit <https://webapps.uta.edu/oit/selfservice/> If you are unable to resolve your issue from the Self-Service website, contact the Helpdesk at [helpdesk@uta.edu](mailto:helpdesk@uta.edu).

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>

**Librarian to Contact:**

Peace Ossom Williamson

Central Library, Room 216

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| 817-272-6208 |

[peace@uta.edu](https://owa.uta.edu/owa/PLONIEN@exchange.uta.edu/redir.aspx?C=K8c-e2rVgUq16JpMog1oEdSHLeTK3dBIDmnU3SxbIjwumw96sqk7mcsvk0xu5alj84rE-SMv55E.&URL=mailto%3apeace%40uta.edu)

**Helpful Library Websites:**

Library Home Page <http://www.uta.edu/library>

Subject Guides <http://libguides.uta.edu>

Subject Librarians <http://www-test.uta.edu/library/help/subject-librarians.php>

Database List <http://www-test.uta.edu/library/databases/index.php>

Course Reserves <http://pulse.uta.edu/vwebv/enterCourseReserve.do>

Library Catalog <http://discover.uta.edu/>

E-Journals <http://utalink.uta.edu:9003/UTAlink/az>

Library Tutorials <http://www.uta.edu/library/help/tutorials.php>

Connecting from Off- Campus <http://libguides.uta.edu/offcampus>

Ask A Librarian <http://ask.uta.edu>

**College of Nursing additional information**

**Status of RN Licensure:** All graduate nursing students must have an unencumbered license as designated by the Texas Board of Nursing (BON) to participate in graduate clinical nursing courses. It is also imperative that any student whose license becomes encumbered by the BON must immediately notify Dr. Mary Schira, Associate Dean, Department of Advanced Practice Nursing. The complete policy about encumbered licenses is available online at: [www.bon.state.tx.us](http://www.bon.state.tx.us)

**Student Code of Ethics:** The University of Texas at Arlington College of nursing supports the Student Code of Ethics Policy. Students are responsible for knowing and complying with the Code. The Code can be found in the student handbook online: <http://www.uta.edu/nursing/handbook/toc.php>

**No Gift Policy:**

In accordance with Regent Rules and Regulations and the UTA Standards of Conduct, the College of Nursing has a “no gift” policy. A donation to one of the UTA College of Nursing Scholarship Funds, found at the following link: <http://www.uta.edu/nursing/scholarship_list.php> would be an appropriate way to recognize a faculty member’s contribution to your learning.  For information regarding Scholarship Funds, please contact the Dean’s office.

**Course Evaluation:** Course evaluation is a continuous process and is the responsibility of both the faculty and the students. Ongoing feedback (formative evaluation) is the only way to improve the course and to assure that it meets your needs and those of the discipline of nursing. It is your responsibility to give immediate, constructive feedback regarding class structure and process.

Formal evaluation of the course and the instructor occurs at the end of the course. You will receive instructions at your University of Texas at Arlington e-mail address about how to complete the course evaluations online. Your ratings and comments are sent to a computer not connected to the College of Nursing, and faculty members do not receive the results until after they have turned in course grades.

**Bomb Threats:** If anyone is tempted to call in a bomb threat, be aware that UTA will attempt to trace the phone call and prosecute all responsible parties. Every effort will be made to avoid cancellation of presentations/tests caused by bomb threats. Unannounced alternate sites will be available for these classes. Your instructor will make you aware of alternate class sites in the event that your classroom is not available.

**Online Conduct:** The discussion board should be viewed as a public and professional forum for course-related discussions. Students are free to discuss academic matters and consult one another regarding academic resources. The tone of postings should be professional in nature.

It is not appropriate to post statements of a personal or political nature, or statements criticizing classmates or faculty. Inappropriate statements/language will be deleted by the course faculty and may result in denied access to the Discussion boards. Refer to UTACON Student Handbook for more information.

**Writing Center:** The English Writing Center, Room 411 in the Central Library, provides support to UT-Arlington undergraduate and graduate students and instructors. Undergraduate and graduate student consultants in the Writing Center are trained to help student writers at any stage in their writing processes. Consultants are trained to attend to rhetorical and organizational issues that instructors value in student writing. Although consultants will assist students in identifying and correcting patterns of grammatical or syntactical errors, they are taught to resist student entreaties to become editors or proofreaders of student papers.

The Writing Center offers tutoring for any assigned writing during enrollment at UT-Arlington. During Fall 2012, Writing Center hours are 9 a.m. to 7 p.m., Monday through Thursday; 9 a.m. to 2 p.m., Friday; and 2 p.m. to 6 p.m. Sunday. Individuals may schedule appointments online by following directions available at [www.uta.edu/owl](http://www.uta.edu/owl), or by visiting the Writing Center.

The Writing Center Director, Assistant Director, or tutors are available to make classroom presentations describing Writing Center services. The Writing Center also offers workshops on topics such as documentation and will design specialized workshops at the request of instructors.

**Department of MSN Administration, Education, and PhD Programs**

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**Summary of Management Theories**

| **THEORETICAL BASE** | **MAJOR CONCEPTS** |
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| 1. Great Man Theory | * Leaders were thought to be born, not made. * Implied some individuals were born with certain traits that allowed them to emerge out of any situation or period of history to become a leader. |
| 2. Trait Theories | * Common approach to the early discussions and research on leadership focused on identifying the traits for effective leaders. Research was designed to identify intellectual, emotional, physical and other personal traits of effective leaders. Early studies seemed to imply that if these traits could be identified and measured, we should be able to screen leaders from non leaders. * Today, there is a more balanced viewpoint about traits. Certain traits seem to increase the likelihood that a leader will be effective, but they do not guarantee leader success. |
| 3. Personal-Behavioral Theories | * Late 1940s: researchers began to explore the idea that how a person acts determines leadership effectiveness of that person. Behaviors and their impact on the performance and satisfaction of followers were examined. * Use of paper and pencil instruments such as questionnaires measured attitudes toward leader behavior. Other methods included observations and interviews. |
| 4. Situational Theories | * Suggest the leadership effectiveness depends on the fit between personality, task, power, attitudes and perceptions * Advocate that leaders understand their own behavior, behavior of followers and situation before using particular leadership style * Require leaders to have diagnostic skills in human behavior. |
| 4a. Contingency Model  (Fiedler) | * Postulates that the performance of groups is dependent on the interaction between leadership style and situational favorableness. * Leadership viewed as a relationship based on power and influence. |
| 4b. Path-Goal Model (House) | * Suggests that the leader needs to influence followers’ perception of work goals, self-development goals and paths to goal attainment. * Leaders are effective because of their positive impact on followers’ motivation, ability to perform and satisfaction. * Foundation of path-goal theory is the expectancy motivation theory. |
| 4c. Contingency Model  (Vroom-Yetton) | * Based on the assumption that situational variable interacting with personal attributes or characteristics of the leader result in leader behavior that can affect organizational effectiveness. |
| 4d. Situational Leadership  Model  (Hersey & Blanchard) | * There is no one best way to influence people. Which leadership style a person should use with individuals or groups depends on the readiness level of the people the leader is attempting to influence. * Four styles described: Telling, Selling, Participating and Delegating. |
| 5. Attribution Theory | * Suggests that a leaders understanding of and ability to predict how people will react to events around them are enhanced by knowing their causal explanations for those events. * Theory of relationship between individual perception and interpersonal behavior. |
| 5a. Attributional Leadership  Model  (Mitchell, Green & Wood) | * Emphasizes two important linkages: 1. The leader attempts to make attributions about poor performance. These attributions are moderated by three information types – distinctiveness, consistency and consensus. 2. The leaders behavior, or response is determined by the attributions that he/she makes. This relationship between attribution and leader behavior is moderated by the leader’s perception of responsibility. |
| 6. Charismatic Leadership | * Ability to influence followers based on supernatural gift and powers that are attractive. Followers enjoy being with charismatic leader because they feel inspired, correct and important. |
| 7. Transactional Leadership | * Leader identifies what followers want or prefer and helps them achieve level of performance that results in rewards that satisfy them. |
| 8. Transformational Leadership | * Viewed as a special case of transformational leadership where the employees’ reward is internal. * Ability to inspire and motivate followers to achieve results greater than originally planned and for internal rewards |
| 9. Servant Leadership | * Servant leaders are first a servant of those they lead. |
| 10. Quantum Age Leadership | * Moves leadership from linear thinking to meta thinking. |
| 11.Principle Centered Leadership (Covey) | * Development of a principle centered core within self and organizations. |

**CORE COMPETENCIES**

**Communication and Relationship-Building**

1. Effective Communication
2. Relationship Management
3. Influencing Behaviors
4. Diversity
5. Shared Decision-Making
6. Community Involvement
7. Medical/Staff Relationships
8. Academic Relationships

**Knowledge of the Health Care Environment**

1. Clinical Practice Knowledge
2. Delivery Models/Work Design
3. Health Care Economics
4. Health Care Policy
5. Governance
6. Evidence-Based Practice/Outcome Measurement
7. Patient Safety
8. Utilization/Case Management
9. Quality Improvement/Metrics
10. Risk Management

**Leadership**

1. Foundational Thinking Skills
2. Personal Journey Disciplines
3. Systems Thinking
4. Succession Planning
5. Change Management

**Professionalism**

1. Personal and Professional Accountability
2. Career Planning
3. Ethics
4. Evidence-Based Clinical and Management Practice
5. Advocacy
6. Active Membership in Professional Organizations

**Business Skills**

1. Financial Management
2. Human Resource Management
3. Strategic Management
4. Marketing
5. Information Management and Technology

Reference

American Organization of Nurse Executives. (2011) *The AONE Nurse Executive Competencies.* Chicago.