Introduction

Nurse Leader Tool Kit

The North Carolina Organization of Nurse Leaders (NCONL) recognizes the challenges faced by Clinical Nurse Leaders. The NCONL holds to the belief that, "Great Nurse leaders aren't born, they're trained". As nursing leaders we have a vested interest and responsibility in supporting leadership growth and development in nurses already holding leadership positions and to inspire informal and emerging nurse leaders to leadership positions. Time and available resources are consistently identified as barriers to professional development. There are many resources available in various formats but it takes time to seek them out and resources can be overlooked if not known to exist. Therefore, this toolkit is an assemblage of some of the available resources complied for the convenience and benefit of NCONL members and visitors with the goal of facilitating nurses to leadership roles and existing leaders to excellence in their practice.

These resources are just a sample of what is available to nurse leaders through various mediums and NCONL does not endorse or receive remuneration for any of the resources included. These resources should not, and cannot be used against the North Carolina Organization of Nurse Leaders, its employees, officers, or representatives. These resources are not meant to serve as legal advice.

Resources:
The resources are divided into 10 modules with some basic information, links to website resources, journal articles, and books. The resources are selected samples of what is available and meant to introduce the user to pertinent topics and the skills needed to be an effective Nurse Leader.

Use of toolkit:
The toolkit can be explored and time spent in modules that contain areas of interest to the user or a more focused approach can be taken to help the user indentify areas for professional growth. If taking a more focused approach it is suggested the user complete a self assessment such as the *AONE Nurse Manager Inventory Tool* referenced in Module 4 with a link to the AONE webpage/resources. Assessing one's skills and identifying strengths and areas of opportunity for growth allows the user to focus on the modules that will be of most benefit to them.

Use of electronic formats:
Users will need basic computer and internet skills to use hyperlinks to access website resources as well as the ability to navigate the **CINAHL** database to access referenced journal articles. **Cumulative Index to Nursing and Allied Health Literature** *CINAHL* provides indexing of the top nursing and allied health literature available including nursing journals and publications from the National League for Nursing, and the American Nurses' Association. Literature covers a wide range of topics including nursing, biomedicine, health sciences librarianship, alternative/complementary medicine, consumer health and 17 allied health disciplines. *Cinahl Information Systems*. EBSCO Industries, Inc.
https://www.ebscohost.com/nursing/products/cinahl-databases/the-cinahl-database

It is the intent of NCONL to help connect existing, new, and emerging leaders, referred to as *Nurse Leaders or Nurse Managers,* in the toolkit, with some of the resources available to them. To explore at their convenience and assist with the continuous learning that is essential for Nurse Leaders to be prepared for the challenges faced by our profession in a constantly changing healthcare system.

Your partners in leadership,

The NCONL Board
January, 20th, 2016

Welcome NCONL Members and Visitors

Getting started…

1) Explore toolkit, See Content Models below.

2) Take a more focused approach
- a. Complete AONE Nurse Manager Skills Inventory
- b. Identify your areas of strength and areas in need of development
- c. Start with modules that will be most helpful to you or if you are a new or emerging leader you can start from module 1 and work your way through.

3) Websites are subject to change at any time; if you find a hyperlink is no longer active please contact Sandra Wheaton at swheaton@wakemed.org

4) Personal computer and organizational firewalls can prevent access to some websites or a message may appear asking your permissions to continue to the site.

5) We invite your suggestions for topics, books, journal articles, and websites to be added to the toolkit. Please send suggestions to contact Sandra Wheaton at swheaton@wakemed.org . The sharing of resources can benefit many NC Nurse Leaders and is the purpose of this Tool Kit.

Content Modules:

Module 1. Nurse Leader defined
-NCBON/ANA Nurse Leader

Module 2. Nurse Leader Characteristics
-Leadership styles
-Transformational behaviors

Module 3. Leadership Growth and Development
-Formal education
-Informal & self directed education
-National certifications
-Blogs/online resources
-Foundational literature
-Mentorship

Module 4. Skills Assessment
-AONE/AACN/AORN Nurse Manager Leadership Partnership (NMLP):
    *NMLP Learning Domain Framework and Resources
    *Nurse Manager Inventory Tool

Module 5. Leadership skills framework references
-ANA Leadership Institute Competency Model **and** Test Content Outline for National Leadership Certifications can be used as frameworks (skills development)
    *ANCC: NE-BC & NEA-BC
    *AONE: CNML/CNL

Module 6. Leadership Assessment Tools
-LPI self/360/Myers Briggs/ NDNQI-RN survey (from staff perspective-organizational   survey)

Module 7. Leadership Skills
-Accountability (an accountability culture is driven by results)

-Best writing tips
-Change Theory basics
-Communication
- Cultural Competence
- Dos & Don'ts for Nurse Leaders
- Emotional Intelligence
- Fatigue (compassion
-Innovation
- Interprofessional Collaboration/Teams
- Journaling and self-reflection
- Relationships
- Resilience
-Succession planning
- Workplace violence and incivility

Module 8. Business Skills
-Conducting effective meetings/nurse leaders in the boardroom
- Finance/business plans
-Strategic Planning
Module 9. Quality Improvement
-LEAN, PDSA, Six Sigma, Value Based-Purchasing/Pay for Performance
Module 10. Global perspectives
-Health care reform/emigrating workforce/nurse leader perspectives on health systems/
workforce challenges

Module 1

Nurse Leader Defined

Nurse Manager/Department Director/Clinical Manager/formerly Head Nurse and in line of succession is the Supervisor/Assistant Clinical Manager/Unit Coordinator/Clinical Nurse Leaders and informal leaders…whatever the title we are all Nurse Leaders.

The North Carolina Board of Nursing (NCBON) defines the management and delivery of nursing care as the responsibility of the RN:

Managing the delivery of nursing care through the on-going supervision, teaching and evaluation of nursing personnel is the responsibility of the registered nurse as specified in the legal definition of the practice of nursing and includes, but is not limited to:

(1) continuous availability for direct participation in nursing care, onsite when necessary, as indicated by client's status and by the variables cited in Paragraph (a) of this Rule;

(2) assessing capabilities of personnel in relation to client status and plan of nursing care;

(3) delegating responsibility or assigning nursing care functions to personnel qualified to assume such responsibility and to perform such functions;

(4) accountability for nursing care given by all personnel to whom that care is assigned and delegated; and

(5) direct observation of clients and evaluation of nursing care given. (NCBON, 2009)

Nursing Leader "Pamela Cipriano, PhD, RN, FAAN, NEA-BC, former Editor-in-Chief of American Nurse Today, Nurse Scholar-in-Residence and current President of the ANA in American Nurse Today, March 2011, described nurse managers as needing to address emerging trends, adopt, innovative ideas and work toward shared goals of quality, efficiency and excellence in practice." (Walker, 2015)

Additionally, Cipriano contends that Nurse Managers:
- are responsible for nursing practice and quality of care among frontline nurses
- oversee all personnel and budgetary matters
- support an environment that fosters professional practice and employee engagement
- translate and promote organizational goals
- remove barriers that hinder performance
- keep pace with current advances, technology, regulatory and legal requirements
- encourage personal growth and development among staff
- See the impact of care provided and its effects on patients/families
- Set the expectations for excellence
- have the skill and breadth of knowledge of experience to manage complex operations and diverse personnel
- help set the organization's direction and goals while striving for consistent practices and accountability across the organization
- encourage and monitor performance at unit/department level and evaluate results that build across the organization (Cipriano, 2011)

Cipriano, Pamela. (2011). Move up to the role of nurse manager. *American Nurse Today*, *6*(3). Retrieved from
http://www.americannursetoday.com/move-up-to-the-role-of-nurse-manager .

North Carolina Board of Nursing. (2009). Nurse practice act. Retrieved April 11, 2015, from
http://www.ncbon.com/myfiles/downloads/nursing-practice-act.pdf .

Walker, C., (2015). Who's your supervisor or manager? Nursing practice: The management and supervision of nursing
services. *North Carolina Board of Nursing, Nursing Bulletin*, *11*(2), 10-15.

Module 2

Characteristics of Nurse Leaders

The nursing literature links clinical leadership to quality patient care, building healthy workplaces, job satisfaction, and mutual support and collaboration among colleagues. Nurse Leaders are expected to drive cultural change, establish and maintain efficient work environments that include nurses as well as other health professionals. An example of this is the journey to and maintenance of Magnet designation. Magnet designation is driven by nurses but achieved in collaboration with other disciplines and support staff within an organization. Nurses that lead interprofessional teams are another example. In short, Nurse Managers hold a "pivotal role" (Espinoza et al., 2009) in creating and maintaining healthy workplaces.   If this is not a tall enough order "…the notion of clinical leadership has been offered as the panacea for overcoming the problems of the clinical world of nursing." (Mannix et al., 2013).

Nurse leaders and aspiring nurse leaders that rise to this challenge and thrive under the weight of such high expectations are <u>continuously learning and growing professionally</u>. They are influential with their direct reports, peers, colleagues, other health professionals, and within their organizations because they regularly take stock of their skills and abilities, they commit to ongoing learning/skills development, they integrate introspection into practice and evaluate their effectiveness.

There are many types of leadership styles and no one leadership style is full proof, in fact, most nursing leaders use different leadership styles, or a combination of styles most appropriate to the situation at hand. That being the case, there are certain leadership behaviors that are effective in yielding results that are supported by nursing literature and research.

In a C*omprehensive Systematic Review of Evidence on Developing and Sustaining Nursing Leadership that Fosters a Healthy Work Environment in Healthcare* Pearson et al. (2007) suggest there is no one particular style or 'attribute' of a leader that can definitively create a positive healthy work environment. Characteristics associated with emotional intelligence such as the ability to motivate, communicate, and mange conflict are attributes of effective leaders. Nurses relate to and look for characteristics such as honesty, flexibility, trust, respect, support, and consideration in their leaders. The key themes identified in the study were related to: **collaboration, education, emotional intelligence, organizational climate, professional development, positive behaviours and qualities the need for a supportive environment.** (Pearson et al., 2007). One of the findings indicates, " …that transformational leadership was associated with the highest number of positive outcomes for unit effectiveness, extra effort from staff and a positive organisational culture…"(Person et al., p. 225)

Transformational Leadership Practices:

"Organizations with transformational leaders create a synergistic environment for leaders to manage change creatively, using intrinsic motivation to move individuals and groups to exceed expectations.
This is often accomplished by having a clear vision and effectively communicating it to all employees in a consistent manner" (Kelly et. al, 2014. p 158.)

The theoretical framework-The study of the theory of learned leader behaviors by Kouzes & Posner (2007) looked at more than 25 years of research regarding the characteristics of highly effective leaders.
Although each Nurse Leader is an individual there are shared leadership behaviors that can be learned.

Transformational Leadership Practices

"With a solid body of evidence related to effectiveness, nurse leaders are expected to utilize Transformational Leadership practices. " (Kelly, et al., 2014)

5 fundamental practices practice of TLs were defined by Kouzes & Posner (2007):

1. Modeling the way
2. Inspiring shared vision
3. Challenging the process
4. Enabling others to act
5. Encouraging the heart

We know from research some key qualities that nurses look for in their leaders include:

A commitment to excellence
Passion about their work
A clear vision and strategic focus
Trustworthiness
Respectfulness
Accessibility
Empathy and caring
A commitment to developing others

Cathcart E., Greenspan M., and Quin M. (2010). The making of a nurse manager: the role of experiential learning in leadership development. *Journal of Nursing Management, 18*, 440-447.

Cohen, S. (2013). Transitioning new leaders: Seven steps for success. *Nursing Management, 44*(2), 9-11.

DeCampli, P., Kirby, K., & Baldwin, C. (2010). Beyond the classroom to coaching: Preparing new nurse managers. *Critical Care Nurses Quarterly, 33*(2), 133–138.

Drenkard , K. (2012). The transformative power of personal and organizational leadership. *Nursing Administration Quartlery, 36*(2), 147-154.

Espinoza D., Lopez-Saldana A., and Stonestreet, J. (2009). The pivotal role of the nurse manager in healthy workplaces: implications for training and development. *Critical Care Nurse Quarterly*, *32*(4), 327-334.

Hader R. (2010). The compensation tumble. *Nursing Management, 41*(8), 26-31.

Heuston, M., and Wolf, G. (2011). Transformational leadership skills of successful nurse managers. *Journal of Nursing Administration*, *41*(6), 248-251.

Kallas, K. (2014). Profile of an excellent nurse manager: Identifying and developing health care team leaders. *Nursing Administration Quarterly, 38*(3), 261-268.

Kirby, KK. (2010). Are your nurse managers ready for health care reform? Consider the 8 'Es.' *Nursing Economics*, *28*(3), 208-211.

Kelly, L. A., Wicker, T. L., & Gerkin, R. D. (2014). The Relationship of Training and Education to Leadership Practices in Frontline Nurse Leaders. *Journal Of Nursing Administration*, *44*(3), 158-163. doi:10.1097/NNA.0000000000000044

Kouzes, J.M. & Posner, B.Z. (2007). *The Leadership Challenge*. San Francisco, CA: Jossey-Bass.

McDowell, J. B., Williams, I. L., & Kautz, D. D. (2013). Teaching the Core Values of Caring Leadership. *International Journal For Human Caring*, *17*(4), 43-51.

Munir, F., Nielsen, K., Garde, A. H., Albertsen, K., & Carneiro, I. G. (2012). Mediating the effects of work-life conflict between transformational leadership and health-care workers' job satisfaction and psychological wellbeing. *Journal Of Nursing Management*, *20*(4), 512-521. doi:10.1111/j.1365-2834.2011.01308.x

Perrotto A., Grossman, MB. Ten ways to the top. *Nursing Management*. 2010;41(4):28-32.

Pearson, A., Laschinger, H., Porritt, K., Jordan, Z., Tucker, D., & Long, L. (2007). Comprehensive systematic review of evidence on developing and sustaining nursing leadership that fosters a healthy work environment in healthcare. *International Journal Of Evidence-Based Healthcare*, *5*(2), 208-253

Scott, S. (2009). *Fierce leadership: A bold alternative to the worst "best" practices of business today*. New York: The Crown Publishing Group.

Sherman, R. and Pross, E. (2010). Growing Future Nurse Leaders to Build and Sustain Healthy Work Environments at the Unit Level. http://nursingworld.org/MainMenuCategories/ANAMarketplace/ANAPeriodicals/OJIN/TableofContents/Vol152010/No1Jan2010/Growing-Nurse-Leaders.html

Module 3

Leadership Growth and Development

"The reality is that nurse leaders are often promoted into positions unprepared to lead others and struggle to develop their leadership skills." (Kelly, et al., 2014)

Education

Formal:

- University/College level education programs to achieve BSN
  - RN to BSN

- Advanced degree programs in Nursing Leadership/Administration/ Management/Business
  - BSN to MSN
  - RN to MSN
  - MHA, MBA
  - BSN to PhD
  - PhD, DNP
- Community Colleges also offer a variety of courses related to leadership development in business, accounting, writing, etc…

Informal & Self-directed study:

- *Essentials of Nurse Manager Orientation (ENMO)*
  - Comprehensive online courses developed by AONE & AACN. Leaders can utilize the course to refresh current knowledge or fill knowledge gaps. Course is comprise of 8 modules and can be individualized to specific lesson plans or needs.
  - ENMO Course Data Sheet
    http://www.aacn.org/wd/elearning/docs/elearningpdf/tbl-sales-2015-enmo-web.pdf
  - ENMO Content Overview
    http://www.aacn.org/wd/elearning/content/enmo/enmo-table-of-contents.pcms
- *ANA Nurse Leadership Institute*
  - Variety of offerings including, self-paced programs, webinars, and series. http://www.ana-leadershipinstitute.org/
- *AONE Nurse Manager Development*
  - Emerging Nurse Leader Institute (ENLI) http://www.aone.org/aone_foundation/ENLI.shtml
  - Nurse Manager Institute (NMI)
    http://www.aone.org/aone_foundation/NMI.shtml
  - Nurse Manager Fellowship
    http://www.aone.org/aone-foundation/education/nmf.shtml

- *NC AHEC Nurse Manager Institute:*
  - 12 on-line courses plus additional course pertinent to leadership development: Transitioning from staff nurse to manager; Shared decision- making; Servant Leadership; Ethics; TeamSTEPPS Training; LEAN (Wake, Charlotte, Eastern NC all offer NM Institute). Enter "Nurse Manager Institute" in search box and date parameters for courses in your area.
    http://my.ncahec.net/education.php

- *AONE Transforming Care at the Bedside (TCAB)*
  - National initiative developed by Robert Wood Johnson Foundation in collaboration with Institute of Healthcare Improvement that focused on the improvement of care on medical-surgical units. At onset there were four themes: safe & reliable care, vitality & teamwork, patient-centered care, and value added care processes. A fifth theme- transformation leadership was added later, as the essential role of the nurse leader to the projects overall success was recognized.
  - TCAB Framework
    http://www.ihi.org/Engage/Initiatives/Completed/TCAB/Pages/Framework.aspx

- *Center for Health Sciences Interprofessional-Global Nursing Leadership Toolkit*
  - Seven benchmarks for effective nursing leadership with provided resources to assist in individual development of each benchmark. Available tools on evaluation, debriefing, and simulation.
    http://collaborate.uw.edu/tools-and-curricula/global-nursing-leadership-toolkit.html

National Certifications in Leadership:

- ANCC-Nurse Executive (NE-BC) *and* Nurse Executive-Advanced (NEA-BC) Board Certifications
  http://www.nursecredentialing.org/

- AONE-Certified in Executive Nursing Practice (CENP)
  http://www.aone.org/resources/certification/about_certifications.shtml
  (This certification is for Nurse Executives but Nurse Managers & Directors aspiring to this level of practice need to be aware of the skills required and developed.)

- AACN/AONE- The Certified Nurse Manager and Leader (CNML)
  http://www.aone.org/resources/certification/about_certifications.shtml

- AACN-CNC- Clinical Nurse Leader (CNL) Certification (for CNLs only)
  http://www.aacn.nche.edu/

National Certification in Clinical Specialty Area:

- American Board of Nursing Specialties
  http://www.nursingcertification.org/

- Nursing Certification Boards By Specialty
  http://www.nursingcenter.com/lnc/certification.aspx

Leadership Blogs/Websites: (subscribe and you have quick read/mini training in your email)

- A Blog for Nursing Leadership Skills & Career Strategies
  http://www.emergingrnleader.com/

- The Leader's Lounge
  http://blogs.hcpro.com/nursemanagers/

- Reflections on Nursing Leadership (RNL)
  http://www.reflectionsonnursingleadership.org/pages/home.aspx

- Tim Porter-O'Grady Associates, Inc. (free pod casts & Blog)

http://www.tpogassociates.com/home/

- Robert Wood Johnson Foundation
  www.rwjf.org/

- The Future of Nursing: Campaign for Action (RWJ Foundation & AARP)
  http://campaignforaction.org/

- nursetogether.com
  http://www.nursetogether.com/

- Viewpoints of Innovative Health Leaders
  http://nursing.osu.edu/sidebar-content/viewpoints.html
- Navigate Nursing
  http://www.navigatenursing.org/

Foundational Literature:

- ANA Nursing Administration: Scope and Standards of Practice (2009)
  http://www.nursesbooks.org/Table-of-Contents/Standards/Nursing-Administration-Scope-and-Standards-of-Practice.aspx

- ANA Nursing: Scope and Standards of Practice (2010)
  http://www.nursesbooks.org/Table-of-Contents/Standards/Nursing-Scope-Standards-of-Practice-2nd-Edition.aspx

- Code of Ethics for Nurses with Interpretive Statements (2015)
  http://wwv.nursebooks.org/Table-of-Contents/Ethics/TOC-Code-of-Ethics-for-Nurses.aspx

- North Carolina Board of Nursing Nurse Practice Act
  http://www.ncbon.com/myfiles/downloads/nursing-practice-act.pdf

- Position Statements & Decision Trees & Joint Statements
  http://www.ncbon.com/dcp/i/nursing-practice-position-statements-decision-trees

- ANA Principles of Environmental Health for Nursing Practice
  http://www.nursingworld.org/MainMenuCategories/ThePracticeofProfessionalNursing/NursingStandards/ANAPrinciples/ANAsPrinciplesofEnvironmentalHealthforNursingPractice.pd

- IOM Recommendations on the Future of Nursing: Leading Change, Advancing Health
  - The Future of Nursing Report
    http://thefutureofnursing.org/sites/default/files/Future%20of%20Nursing%20Report_0.pdf
  - Initiative on the Future of Nursing
    http://iom.nationalacademies.org/Reports/2010/The-Future-of-Nursing-Leading-Change-Advancing-Health.aspx
  - IOM Brief on the Future of Nursing
    http://www.iom.edu/~/media/Files/Report%20Files/2010/The-Future-of-Nursing/Future%20of%20Nursing%202010%20Report%20Brief.pdf

Mentorship:

- Academy of Medical-Surgical Nurses
  https://www.amsn.org/sites/default/files/documents/professional-development/mentoring/AMSN-Mentoring-Mentor-Guide.pdf

- AONE Leader2Leader Mentorship Program
  http://www.aone.org/membership/Mentorship.shtml

- The Regents of the University of California. The University of California, San Francisco Faculty Mentoring Toolkit. 2012
  http://academicaffairs.ucsf.edu/ccfl/media/UCSF_Faculty_Mentoring_Program_Toolkit.pdf

- Ontario Nurses Association. The Mentor Toolkit. 2013.
  https://www.ona.org/documents/File/education/ONA_MentorToolKit_201303.pdf

Kelly, L. A., Wicker, T. L., & Gerkin, R. D. (2014). The Relationship of Training and Education to Leadership Practices in Frontline Nurse Leaders. *Journal Of Nursing Administration*, *44*(3), 158-163. doi:10.1097/NNA.0000000000000044

Pedaline, S. H., Wolf, G., Dudjak, L., Lorenz, H., Mclaughlin, M., & Ren, D. (2012). Preparing exceptional leaders. *Nursing Management*, *43*(9), 38-44. doi:10.1097/01.NUMA.0000416401.45485.f6

Shiparski, L., Authier, P. (2013). Mentoring frontline managers: The vital force in stimulating innovation at the point of care*. Nursing Administration Quarterly*, *37*(1), 28-36.

Module 4

Skills Assessment

"Skills acquisition in a role is a more important predictor of competency than is time in the role". (Kallas, 2014)

It is imperative that Nurse Leaders should self monitor and identify leadership skills that need to be developed, strategies identified to achieve skills, goals set to attain skills, and a means to evaluate progress in mastering skills. The AONE in collaboration with AACN developed the Nurse Manager Leadership Partnership (NMLP) and have made available on-line tools to assist Nurse Leaders assess their skills and document their progress.

AONE/AACN/AORN Nurse Manager Leadership Partnership (NMLP):

NMLP Learning Domain Framework and Resources
http://www.aacn.org/wd/practice/content/nursemanagerinventorytool.pcms?menu=practice

Nurse Manager Inventory Tool
http://www.aacn.org/wd/practice/docs/nurse-manager-inventory-tool.pdf

Kallas, K. (2014). Profile of an excellent nurse manager: Identifying and developing health care team leaders. *Nursing Administration Quarterly, 38*(3), 261-268.

Module 5

Leadership Skills Frameworks

The ANA Leadership Institute Competency Model **and** Test Content Outline for National Leadership Certifications can be used as frameworks to identify areas for skills development. Used in conjunction with AONE/AACN Nurse Manager Inventory Tool is an effective way to assess leadership skills development and acquisition.

- ANA Leadership Institute Competency Model
  http://www.ana-leadershipinstitute.org/Doc-Vault/About-Us/ANA-Leadership-Institute-Competency-Model-pdf.pdf
- Nurse Executive
  http://www.nursecredentialing.org/Documents/Certification/TestContentOutlines/NurseExecutiveTCO-May2013.aspx
- Nurse Executive-Advanced
  http://www.nursecredentialing.org/Documents/Certification/TestContentOutlines/NurseExecAdvTCO-June2013.pdf
- Certified in Executive Nursing Practice
  http://www.aone.org/resources/nec.pdf
- Clinical Nurse Manager Leader
  http://www.aacn.org/wd/certifications/content/cnmlexam.pcms?menu=certification#1
  (pg. 23 of CNML Exam Handbook)
- Clinical Nurse Leader
  http://www.aacn.nche.edu/leading-initiatives/cnl/cnl-certification/pdf/ExamContentOutline11.pdf

Module 6

Leadership Assessment Tools: (May be offered by employer)

- The Multifactor Leadership Questionnaire™
  http://www.mindgarden.com/products/mlq.htm

- Leadership Practices Inventory: self instrument (LPI-self)
  http://www.leadershipchallenge.com/leaders-section-assessments.aspx

- 360 Degree Performance Appraisal
  http://www.ccl.org/Leadership/assessments/assessment360.aspx (fee)
  https://www.surveymonkey.com/blog/en/360-degree-employee-evaluation-survey-template/
  Free version (basic)

- Myers–Briggs Type Indicator (MBTI)
  http://www.myersbriggs.org/my-mbti-personality-type/mbti-basics/

- NDNQI-RN survey (from staff perspective-organizational survey)
  http://www.nursingquality.org/

Rath, T. (2007). *StrengthsFinder 2.0.* New York: Gallup Press.

Module 7

Leadership Skills-A, B, Cs,…

"When you are passive in the process of change, it is easy to feel like a victim of what is happening. You will be much more willing to embrace something that you have an active role in creating." (Unknown)

Accountability, Best writing tips, Resilience, Change Theory basics, Communication, Cultural Competence, Dos & Don'ts**,** Emotional Intelligence, Fatigue, Innovation, Interprofessional Collaboration/Teams, Journaling and self-reflection, Relationships, Resilience, Succession planning, and Workplace violence and incivility.

Accountability vs. Responsibility

"Clear expectations and commitments to achieve results. Nurse Leaders must move staff members from responsibility to actability, a paradigm shift." (Dohmann & Hahn, 2011)

> *"A manager is both accountable and responsible to make things happen."*   (Dohmann & Hahn, 2011, p. 40)

> "**Accountability** is the commitment to others to deliver and account for a result by a given date." (Dohmann & Hahn, 2011, p. 39)

> "**Responsibility** is the authority over things and people and the appropriate response from those things or people." (Dohmann & Hahn, 2011, p. 39)

> **Accountability tool box:** coaching, communication, vision, challenges, and the realm of possibility.

1. Use **Accountability language**- "Are you accountable?", "What I'm hearing you say is…"
2. **Call for the results you want**-results are time bound, quantifiable and measurable.
3. **Hear yes or no**- yes= commitment , no= not a lack of understanding (more info is NOT needed)
4. **Stop & reset**-what are we trying to accomplish in this meeting? Time out, relook at issue
5. **Net forward energy**-avoid negativity- tell positive stories(there are always bad stories-avoid)
6. **Celebrate results**. Practice **DNA D**efine what you want; **N**otice it when you see it;
   Acknowledge/celebrate when you see it (Dohmann & Hahn, 2011, p. 40)

Dohmann, E. L., & Hahn, J. A. (2011). Achieving accountability... It's all about you!. *Nursing Management*, *42*(11), 38-42.
    doi:10.1097/0i.NUMA.0000405222.32174.98

Accountability strategies to enhance efficiency

Increase your team's efficiency and decrease your need to police others. Implement strategies to improve accountability. Patricia L. Harms, R.N., B.S.N., M.A., Ph.D.

#1 thing: Get the people on your team to verbally commit to what they're going to accomplish and by when. (For longer projects, request periodic updates.)

#2 thing: Help people know what's expected of them by providing clear expectations, reasonable deadlines, and great support.

#3 thing: Foster professional efficiency by distributing information in user-friendly formats (see best business writing tips).

Best business writing tips

Develop a clear structure in your writing
Use BLUF (bottom-line-up-front) organization
Announce the organization of your message with forecasting
Place action (to do) items early in your message
Include headings to guide your reader
Craft strong topic sentences and place in the #1 position
Focus on one key point per paragraph
Begin a new paragraph when you shift gears

Create visually accessible messages
Use white space strategically
Use spot color and spot bolding wisely
Insert lists to group related information (but don't list everything! Too much in list form is hard to remember.)
Create lists with parallel structure
Include figures and tables to help inform your reader

Write clearly
Get to the point quickly
Write in active tense
Use strong verbs
Avoid false subjects
Use Plain English
Follow this/that/these/those with specific nouns
Choose the right word
Eliminate "fluff"
 Write with a friendly, professional tone
Use contractions (can't, we're)
Use personal pronouns (we, I, our)
Write in active voice (Brigitta will deliver your files, not the files will be distributed…)(Harms, 2015)

Harms, P. (2015, April). Mastering Time Management. Conference conducted at the UNC School of Nursing Excellence in Nursing Leadership: A skills building workshop at the Center for Life Long Learning, University of North Carolina at Chapel Hill, NC.

Three Components of framework for "Blueprint for Nursing Leadership". The purpose of the
blue print is to empower, engage, and sustain a culture of accountability.

1. **Distributed responsibility-**align with M,V &Vs, leadership is dispersed throughout organization, shared governance
2. **Nonstop skills development-**mentoring , coaching, enhancing professional socialization, continual learning, training
3. **Accountability –**has an ethical component as well as an answerable component. Set clear expectations of mutually agreed upon outcomes/goals, objectives and related time lines.

Aroh, D., Occhiuzzo, D. & Douglas, C. (2011). Blueprint for nursing leadership: Creating a culture of accountability. *Nursing Administration Quarterly,35*(3), 189-196. DOI: 10.1097/NAQ.0b013e3181ff3af0

Change Theory-basics

- Change Theory-Lewin
  http://currentnursing.com/nursing_theory/change_theory.html

- A summary of Diffusion of Innovations-Rogers
  http://www.enablingchange.com.au/Summary_Diffusion_Theory.pdf

- The Eight Step Process for Leading Change-Kotter
  http://www.kotterinternational.com/the-8-step-process-for-leading-change/

Stefancyk, A. , Hancock, B ., and Meadows, M. (2013). The nurse manager: Change agent, change coach? *Nursing Administration Quarterly*, *37*(1), 13-17.

Communication

Prepare for conversations and then reflect on how conversation went. What did I learn? How could I have done it differently?

Goals of communication:

Overcome communication barriers
Increase clarity
Improve understanding
Handle strong emotions
Expand and enrich relationships

Patterson, K., Grenny, J., McMillan, R. and Switzler, A. (2011). *Crucial conversations: Tools for talking when stakes are high, second edition*. New York: McGraw Hill.

Scott, S. (2002). *Fierce conversations*: *Achieving success at work & in life, one conversation at a time.* New York, NY: The Berkley Publishing Group.

Cultural Competence

Think Cultural Health
Culturally Competence Nursing Modules (CCNM)
     Culturally Competent Nursing Care: A Corner stone of Caring (9.0 Contact Hours) ***you will have to register to access modules/print certificate (free)**
     Course I: Delivering Culturally Competent Nursing Care
     Course II: Using Language Access Services
     Course III: Supporting and Advocating for Culturally Competent Health Care Organizations
     https://ccnm.thinkculturalhealth.hhs.gov/

Beach, M., Cooper, L., Robinson, K., Price, E., Gary, T., Jenckes, M., Powe, N. (2004). Strategies for improving minority healthcare quality. (AHRQ Publication No. 04-E008-02). Retrieved from the Agency of Healthcare Research and Quality website:
     http://archive.ahrq.gov/downloads/pub/evidence/pdf/minqual/minqual.pdf

Goode, T. D., Dunne, M. C., & Bronheim, S. M. (2006). The evidence base for cultural and linguistic competency in health care. (Commonwealth Fund Publication No. 962). Retrieved from The Commonwealth Fund website:
     http://www.commonwealthfund.org/usr_doc/Goode_evidencebasecultlinguisticcomp_962.pdf

LaVeist, T. A., Gaskin, D. J., & Richard, P. (2009). The economic burden of health inequalities in the United States. Retrieved from the Joint Center for Political and Economic Studies website:
     http://jointcenter.org/research/fact-sheet-economic-burden-health-inequalities-united-states

National Partnership for Action to End Health Disparities. (2011). National stakeholder strategy for achieving health equity. Retrieved from U.S. Department of Health and Human Services, Office of Minority Health website: http://www.minorityhealth.hhs.gov/npa/templates/content.aspx?lvl=1&lvlid=33&ID=286

U.S.Department of Health and Human Services. (2011). HHS action plan to reduce racial and ethnic health disparities: A nation free of disparities in health and health care. Retrieved from http://minorityhealth.hhs.gov/npa/files/Plans/HHS/HHS_Plan_complete.pdf

U.S. Department of Health and Human Services, Office of Disease Prevention and Health Promotion. (2010). Healthy people 2020: Social determinants of health. Retrieved from http://www.healthypeople.gov/2020/topicsobjectives2020/overview.aspx?topicid=39

U.S. Department of Health and Human Services, Office of Minority Health (2011). National Partnership for Action to End Health Disparities. Retrieved from
http://minorityhealth.hhs.gov/npa

World Health Organization. (2012). Social determinants of health. Retrieved from http://www.who.int/social_determinants/en/

El Amouri, S., & O'Neill, S. (2014). Leadership style and culturally competent care: Nurse leaders' views of their practice in the multicultural care settings of the United Arab Emirates. *Contemporary Nurse: A Journal for the Australian Nursing Profession, 48*(2), 135-149. doi:10.5172/conu.2014.48.2.135

Sabharwal, M. (2014). Is Diversity management sufficient? Organizational inclusion to further performance. *Public Personnel Management, 43*(2), 197-217. doi:10.1177/0091026014522202

Smith-Trudeau, P. (2008). Nurse managers successfully leading the diverse and demanding new workforce. *Vermont Nurse Connection*, 11(1), 7.

Suliman, W. (2009). Leadership styles of nurse managers in a multinational environment. *Nursing Administration Quarterly, 33*(4), 301-309. doi:10.1097/NAQ.0b013e3181b9dd35

Wolff, A., Ratner, P., Robinson, S., Oliffe, J., & Hall, L. (2010). Beyond generational differences: a literature review of the impact of relational diversity on nurses' attitudes and work. *Journal of Nursing Management, 18*(8), 948-969. doi:10.1111/j.1365-2834.2010.01136.x

Dos & Don'ts for Nurse Leaders

Do:

1. Look professional
2. Stay updated
3. Take leadership roles
4. Volunteer for task forces and committees
5. Participate in organization-sponsored community activities
6. Be professionally involved
7. Serve as a preceptor and cheerleader to other staff
8. Keep your commitments

Don't:

1. Don't procrastinating-don't delay projects
2. Don't talk about people
3. Don't talk and not find solutions
3. Don't make excuses-own up to mistakes-get work done in timely manner
4. Don't spend all your time in your office-make rounds
5. Don't break the rules- dress code, leave early, etc…

Sherman, R. (2012). Launching yourself in nursing leadership. Retrieved from
    http://www.americannursetoday.com/blog/launching-yourself-in-nursing-leadership/

Emotional intelligence (EI)

"Emotionally intelligent nurse leadership is characterized by self-awareness…continually reflecting, evaluating and improving leadership and supervisory skills" (Akerjordet & Severinsson, 2008, p. 565).

 "Correlations exist between EI and Transformational leadership…creating a favorable work climate characterized by resilience, innovation and change." (Akerjordet & Severinsson, 2008, p. 565 & 568)

Broad definition: " EI represents a set of core competencies for : identifying, processing and managing emotions that enable nurse leaders to cope with daily demands in a knowledgeable, approachable and supportive manner. " (Akerjordet & Severinsson, 2008, p. 565)

Akerjordet, K., & Severinsson, E. (2008). Emotionally intelligent nurse leadership: a literature review study. *Journal Of Nursing Management*, *16*(5), 565-577. doi:10.1111/j.1365-2834.2008.00893.x

Codier, E., Kamikawa, C., and Kooker, B. (2011). The Impact of Emotional Intelligence Development on Nurse Managers. *Nursing Administration Quarterly*, *35*(3), 270-276.

Fatigue
- Nurse fatigue takes toll on patient care
  http://www.reflectionsonnursingleadership.org/Pages/Vol41_1_B-Balance.aspx

Sabo, B. (2011). Reflecting on the concept of compassion fatigue. *OJIN: The Online Journal of Issues in Nursing* , *16*(1), Manuscript 1. DOI: 10.3912/OJIN.Vol16No01Man01

- Compassion Satisfaction and Compassion Fatigue, Burnout,
  Secondary Traumatic Stress. Vicarious Tramatization and Vicarious Transformation
  http://www.compassionfatigue.org/pages/cfassessment.html
  http://proqol.org/ProQol_Test.html (site temporarily off line)

Innovation

- Innovation Learning Network (ILN). (n.d.). *Welcome to the innovation learning network*.
  http://www.innovationlearningnetwork.org/#home

Blakeney, B., Carleton, P., McCarthy, C., and Coakley, E. (2009). Unlocking the power of innovation. *OJIN: The Online Journal of Issues in Nursing, 14*(2), Manuscript 1.

Trossman, S. (2012). Nurses leading through innovation. *American Nurse*, *44*(3), 1-7.

Interprofessional Collaboration/Teams

"…with the emphasis on integrated healthcare fostering interprofessional collaboration in practice and leadership, nurses are promoted as full partners and team leaders with physicians and other health professionals." (Johanson, 2008)

- American Association of Colleges of Nursing. Interprofessional Education Collaborative. Core competencies for interprofessional collaborative practice.
  http://www.aacn.nche.edu/education-resources/ipecreport.pdf

- Robert Wood Johnson Foundation. Implementing the IOM future of nursing—part II.
  http://www.rwjf.org/en/library/research/2011/09/cnf-implementing-the-future-of-nursing-report-part-two.html

Curran, V., Heath, O., Kearney, A., & Button, P. (2010). Evaluation of an interprofessional collaboration workshop for post-graduate residents, nursing and allied health professionals. *Journal Of Interprofessional Care*, *24*(3), 315-318. doi:10.3109/13561820903163827

Johanson, L. (2008). Professional issues. Interprofesssional collaboration: nurses on the team. *MEDSURG Nursing*, *17*(2), 129-130.

Peterson Bethea, D., Holland Jr., C. A., & Kearns Reddick, B. (2014). Storming the gates of interprofessional collaboration. *Nursing Management*, *45*(9), 40-45. doi:10.1097/01.NUMA.0000453272.11253.01

Petri, L. (2010). Concept analysis of interdisciplinary collaboration. *Nursing Forum*, *45*(2), 73-82. doi:10.1111/j.1744-6198.2010.00167.x

Pfaff, K., Baxter, P., Jack, S., & Ploeg, J. (2014). An integrative review of the factors influencing new graduate nurse engagement in interprofessional collaboration. *Journal Of Advanced Nursing*, *70*(1), 4-20. doi:10.1111/jan.12195

Weller, J. M., Barrow, M., & Gasquoine, S. (2011). Interprofessional collaboration among junior doctors and nurses in the hospital setting. *Medical Education*, *45*(5), 478-487. doi:10.1111/j.1365-2923.2010.03919.x

Journaling and self-reflection

"Reflection is a key instructional strategy for preparing transformational nurse leaders for interdisciplinary settings where they lead patient care management." (Horton-Deutsch & Sherwood, 2008, p. 946)

Horton-Deutsch, S., & Sherwood, G. (2008). Reflection: an educational strategy to develop emotionally-competent nurse leaders. *Journal Of Nursing Management*, *16*(8), 946-954. doi:10.1111/j.1365-2834.2008.00957.x

Relationships:
- AONE guiding principles for Excellence in nurses/physician relationships
  http://www.aone.org/resources/excellence-nurse-physician-relationships.pdf
- ANA/AONE Principles for collaborative relationships between Clinical Nurses and Nurse Managers
  http://www.nursingworld.org/mainmenucategories/thepracticeofprofessionalnursing/nursingstandards/anaprinciples/principles-of-collaborative-relationships.pdf
- AONE Guiding principles for the aging workforce
  http://www.aone.org/resources/Aging-Workforce.pdf
- AONE Guiding principles in diversity in healthcare organizations

http://www.aone.org/resources/diversity.pdf

Hendricks, J. M., & Cope, V. C. (2013). Generational diversity: what nurse managers need to know. *Journal of Advanced Nursing*, *69*(3), 717-725. doi:10.1111/j.1365-2648.2012.06079.x

Hutchinson, D., Brown, J., & Longworth, K. (2012). Attracting and maintaining the Y Generation in nursing: a literature review. *Journal Of Nursing Management*, *20*(4), 444-450. doi:10.1111/j.1365-2834.2011.01203.x

Sparks, A. M. (2012). Psychological empowerment and job satisfaction between Baby Boomer and Generation X nurses. *Journal Of Nursing Management*, *20*(4), 451-460. doi:10.1111/j.1365-2834.2011.01282.x

Resilience

"We refer to resilience as the ability of an individual to adjust to adversity, maintain equilibrium, retain some sense of control over their environment, and continue to move on in a positive manner." **(Jackson, Firtko & Edenborough, 2007, p.3)**

"…although nurses spend a great deal of time and effort caring for others, they show little evidence of selfcare; therefore, she promotes a self-care approach to building personal resilience." **(Jackson, Firtko & Edenborough, 2007, p.3)**

"McGee (2006) proposed the need to promote personal growth in nurses because it is not possible for them to give patients what they do not themselves possess. " **(Jackson, Firtko & Edenborough, 2007, p.4)**

"*Hardiness has been described as having three dimensions: ...being committed to finding meaningful purpose in life, the belief that one can influence one's surroundings and the outcome of events, and the belief that one can learn and grow from both positive and negative life experiences." (as cited by Jackson, Firtko & Edenborough, 2007, p.5)*

- Building positive nurturing professional relationships and networks-
  Building positive professional relationships is crucial for nurses. This is the network that becomes a professional support system. We each need a network of people who can be called upon for guidance and support when needed.
- Maintaining positivity.
  Resilient people are able to see the positive aspects and potential benefits of a situation, rather than being continually negative or cynical.
- Developing emotional insight.
  EI is the ability to understand one's own emotional needs, and have insight into the emotional needs of those encountered in the workplace . *Journaling and self-reflection*
- Achieving life balance and spirituality.
  Regardless of spiritual beliefs, it is important to participate in a range of healthy activities outside one's professional life. These activities should ideally include those that are physically, emotionally and spiritually nurturing. *Exercise, healthy living choices*

- Becoming more reflective.
  Reflection is a way of developing insights and understandings into experiences, and of developing knowledge that can be used in subsequent situations. *Journaling and self-reflection* (Jackson, Firtko & Edenborough, 2007, p.4)

Lowe, L. D. (2013). Creating a Caring Work Environment and Fostering Nurse Resilience. *International Journal for Human Caring*, *17*(4), 52-59.

Jackson, D., Firtko, A., & Edenborough, M. (2007). Personal resilience as a strategy for surviving and thriving in the face of workplace adversity: a literature review. *Journal of Advanced Nursing*, *60*(1), 1-9. doi:10.1111/j.1365-2648.2007.04412.x

Richards, K. (2013). Wellpower: The Foundation of Innovation. *Nursing Economic$*, *31*(2), 94-98.

Succession planning

"Nursing workforce predictions indicate a shortage of candidates for leadership roles. Sources estimate that there will be 67,000 nurse manager vacancies by 2020." (as cited by Titzer, Shirley & Hauck, 2014)

Cohen, S. (2013). Transitioning new leaders: Seven steps for success. *Nursing Management, 44*(2), 9-11.

Titzer, J. L., & Shirey, M. R., and Hauck, S. (2014). A nurse manager succession planning model with associated empirical outcomes. *The Journal of Nursing Administration, 44*(1), 37-46.

Titzer, J., Phillips, T., Tooley, S., Hall, N., & Shirey, M. (2013). Nurse manager succession planning: synthesis of the evidence. *Journal Of Nursing Management*, *21*(7), 971-979. doi:10.1111/jonm.12179

Titzer, J. L., & Shirey, M. R. (2013). Nurse Manager Succession Planning: A Concept Analysis. *Nursing Forum*, *48*(3), 155-164. doi:10.1111/nuf.12024

Wendler, M.C., Olson-Sitki, K., and Prater, M. (2009). Succession planning for RNs: Implementing a nurse management internship. *Journal of Nursing Administration*, *39*(7/8), 326-333.

Workplace violence and incivility

- ANA Statement and tools on Workplace violence and incivility
  www.nursingworld.org/Bullying-Workplace-Violence
- Emergency Nurses Association studies and toolkit
  www.ena.org/practice-research/research/Pages/WorkplaceViolence.aspx
- American Psychiatric Nurses Association position statement
  www.apna.org/i4a/pages/index.cfm?pageid=3786
- National Institute for Occupational Safety and Health training and education, other information
  www.cdc.gov/niosh/topics/violence/training_nurses.html (free course CEUs provided)
  www.cdc.gov/niosh/topics/violence/links.html

Lipscomb, J. and London, M. (2015) *Not part of the job: How to take a stand against violence in work the work setting.* ISBN: 978-1-55810-595-9 www.nursebooks.org/notpartofthejob

Module 8

Business Skills

"Nursing and finance are at the front line of the pay-for-performance revolution. If finance and nursing don't cooperate to ensure high-quality, efficient patient care, an organization will start seeing payments decline." (Clarke, 2006, p. 51).

"We need to make collaboration between nursing and finance not only an obvious thing to do but a necessary thing to do." (Clarke, 2006, p. 51)

"Finance and nursing must work together to find ways to improve efficiency—and maintain quality—with technology, process changes, staff education, and other improvements." (Clarke, 2006, p. 52)

- The Business of Nursing
  http://www.emergingrnleader.com/emergingnurseleader/
  http://www.emergingrnleader.com/category/business-skills/ (archives)

- Conducting effective meetings
  http://www.forbes.com/sites#/sites/lisaquast/2013/03/11/career-boot-camp-7-steps-to-lead-effective-meetings/

- Nurse Leaders in the Boardroom (free)
  http://www.ana-leadershipinstitute.org/media/NurseLeadersBoardroom/index.htm
  List of resources at end of presentation

Walton, A., Lake, D., Mullinix, C., Allen, D., & Mooney, K. (2015). Enabling nurses to lead change: The orientation experiences of nurses to boards. *Nursing Outlook*, *63*(2), 110-116. doi:10.1016/j.outlook.2014.12.015

Finance

"…the importance of learning the language of finance and moving away from making the case for financial resources with emotional discussions on patient safety." (Douglas, 2010, p. 270)

Brennan, T., Hinson, N., & Taylor, M. (2008). Nursing and finance making the connection. *Healthcare Financial Management*, *62*(1), 90-94.

Clarke, R. (2006). Finance and nursing: the business of caring. *Healthcare Financial Management*, *60*(1), 50-56.

Douglas, K. (2010). Taking action to close the nursing finance gap: Learning from success. *Nursing Economic$, 28*(4), 270-272.

Finkler, S., Kovner, C., & Jones, C. (2007). *Financial Management for Nurse Managers and Executives,* 3rd Ed. St. Louis, MA: Saunders Elsevier.

Foley, R. (2005). Learn to speak finance: Use key strategies for successful budget preparation. *Nursing Management*, *36*(8), 28-34.

Stichler, J. (2008). The bottom line: financial management skills for nurse leaders. *Nursing For Women's Health*, *12*(2), 157-162.

Business Plans

Often organizations have their own business plan template that are in alignment with the organizational strategic plan. You will want to obtain a copy.

Crawford, P. (2013). Business Plan Basics for the Nurse. *Oklahoma Nurse*, *58*(2), 9.

Brandt, J., Edwards, D., Sullivan, S. et al. (2009). An evidence-based business planning process. *Journal of Nursing Administration, 39*(12), 511-513.

Weaver, D. and Sorrells-Jones, J. (2007). The business case as a strategic tool for change*. Journal of Nursing Administration, 37*(9), 414-419.

Strategic Planning

Schaffner J. (2009). Roadmap for success; the 10-step nursing strategic plan. *Journal of Nursing Administration, 39*(4), 152-155.

Module 9

Quality Improvement

"Measurement enables understanding of where things stand, where improvement is needed, and when improvement has taken place." (unknown)

- Agency for Healthcare Research and Quality
  http://www.ahrq.gov

- Institute for Healthcare improvement
  http://www.ihi.org/Pages/default.aspx

- Institute for Healthcare improvement Open School
  http://www.ihi.org/education/ihiopenschool/overview/Pages/default.aspx

- Institute of Medicine (IOM)
  https://iom.nationalacademies.org/~/media/Files/Report%20Files/2001/Crossing-the-Quality-Chasm/Quality%20Chasm%202001%20%20report%20brief.pdf
- Kaizen Institute
  http://www.kaizen.com

- The Lean Enterprise Institute, Inc. (LEI)
  http://www.lean.org/

Breslin, S., Hamilton, K., Paynter, J. (2014). Deployment of Lean Six Sigma in care coordination: An improved discharge process. *Professional Case Management, 19*(2), 77-83.

Greenstein, J. (2013). Process: Lean Six Sigma Principles. *ACA News (American Chiropractic Association)*, *9*(1), 30-31.

May, C. and Cutting, K. (2014). Building nurse leaders through the institute for healthcare improvement open school student quality leadership academy. *Dimensions of Critical Care Nursing, 33*(2), 66-69.

Zhao, M., Haley, D., Spaulding, A., Balogh, H. (2015). Value-Based purchasing, efficiency, and hospital performance. *Health Care Manager*, *34*(1), 4-13.

Module 10

Global perspectives

"We need to remember that whilst nursing is undoubtedly a global activity, the forms and functions it takes are not necessarily uniform and need to accommodate the cultural norms within which it operates in order to be effective."(Jasper, 2012)

"Nursing leadership challenges such as staffing, competency development, ageing populations, reduced health-care funding and maintaining quality are now common global problems. Finding solutions to these complex problems requires that nurse leaders adopt more of a world view as they look for best practices and creative strategies." (as cited by Gantz et al. 2012)

Anazor, C. (2012). Preparing nurse leaders for global health reforms. *Nursing Management - UK*, *19*(4), 26-28.

Gantz, N. R., Sherman, R., Jasper, M., Choo, C. G., Herrin-Griffith, D., & Harris, K. (2012). Global nurse leader perspectives on health systems and workforce challenges. *Journal Of Nursing Management*, *20*(4), 433-443. doi:10.1111/j.1365-2834.2012.01393.x

Jasper, M. (2012). Nurse managers - a professional scope of responsibilities. *Journal of Nursing Management*, *20*(4), 431-432. doi:10.1111/j.1365-2834.2012.01430.x

Newton, S., Pillay, J., & Higginbottom, G. (2012). The migration and transitioning experiences of internationally educated nurses: a global perspective. *Journal of Nursing Management*, *20*(4), 534-550. doi:10.1111/j.1365-2834.2011.01222.x