

Syllabus

Course Overview

The modern nurse leader is expected to be competent in a variety of areas of practice and knowledge. This course will provide opportunities to engage with and develop your skills and knowledge related to contemporary leadership and management concepts and theories relevant to a variety of health care delivery settings. It will also explore the skills that nurse executives need to collaborate with, and create buy-in from, stakeholders, colleagues, constituencies, and interdisciplinary teams. The role of leadership and skills needed to analyze an aspect of a health care setting, as well as plan and implement a future-looking strategic vision to ensure sustainable gains in quality and safety will be explored throughout this course.

PowerPoint Activity

This course requires learners to deliver an asynchronous presentation using PowerPoint. If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact [Disability Services](#) to request accommodations.

MSN Program Journey

Click **MSN Program Journey** to view a useful map that will guide you as you continue your program. This map gives you an overview of all the steps required to prepare for your practicum and to complete your degree. It also outlines the support that will be available to you along the way.

Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Evaluate qualities and skills that promote effective leadership within health care organizations.
- 2 Apply strategies to lead high-performing health care teams to meet organizational quality and safety goals.
- 3 Apply cultural, ethical, and regulatory considerations to leadership decision making.
- 4 Integrate leadership and health care theories into the role of the nurse leader.
- 5 Communicate with stakeholders and constituencies to build collaborative partnerships and create inclusive work environments.

Course Prerequisites

Syllabus >> Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

Hardware

Capella University requires learners to meet certain minimum [computer requirements](#). The following hardware may go beyond those minimums and is required to complete learning activities in this course. Headsets and webcams are available for purchase at the Capella University [Bookstore](#). Refer to the manufacturer's directions for installing and connecting the devices to your computer. Note: If you already have the following hardware, you do not need to purchase it.

Headsets are available for purchase at the Capella University Bookstore. Please set up and test your headset to verify the compatibility of the hardware as soon as possible. Refer to manufacturer's directions for installing and connecting the device to your computer.

Presentation Hardware

- External or built-in microphone
- Broadband Internet connection

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Adelman, K., & Stokes, C. D. (2012). [Promoting employee voice and upward communication in healthcare: The CEO's influence](#). *Journal of Healthcare Management*, 57(2), 133–47.
- Albert, D., & Priganc, D. (2014). [Building a team through a strategic planning process](#). *Nursing Administration Quarterly*, 38(3), 238–247.
- Ausserhofer, D., Schubert, M., Desmedt, M., Blegen, M. A., De Geest, S., & Schwendimann, R. (2013). [The association of patient safety climate and nurse-related organizational factors with selected patient outcomes: A cross-sectional survey](#). *International Journal of Nursing Studies*, 50(2), 240–252.
- Bleich, M. R., & Hessler, C. (2016). [Appreciative inquiry and implementation science in leadership development](#). *The Journal of Continuing Education in Nursing*, 47(5), 207–209.
- Chassin, M. R., & Loeb, J. M. (2013). [High-reliability health care: Getting there from here](#). *The Milbank Quarterly*, 91(3), 45–490.
- Frolic, A., Jennings, B., Seidlitz, W., Andreychuk, S., Djuric-Paulin, A., Flaherty, B., & Peace, D. (2013). [From reactive to proactive: Developing a valid clinical ethics needs assessment survey to support ethics program strategic planning \(part 1 of 2\)](#). *HEC Forum*, 25(1), 47–60.
- Giltinane, C. L. (2013). [Leadership styles and theories](#). *Nursing Standard (Through 2013)*, 27(41), 35–39.
- Grigoroudis, E., Orfanoudaki, E., & Zopounidis, C. (2012). [Strategic performance measurement in a healthcare organisation: A multiple criteria approach based on balanced scorecard](#). *Omega*, 40(1), 104–119.
- Grossman, S. C., & Valiga, T. M. (2012). [The new leadership challenge: Creating the future of nursing](#). Philadelphia, PA: F. A. Davis Company.
- Herman, S., Gish, M., & Rosenblum, R. (2015). [Effects of nursing position on transformational leadership practices](#). *JONA: The Journal of Nursing Administration*, 45(2), 113–119.

- Hibbard, J. H., & Greene, J. (2013). What the evidence shows about patient activation: Better health outcomes and care experiences; fewer data on costs. *Health Affairs*, 32(2), 207–212.
- Jaana, M., Teitelbaum, M., & Roffey, T. (2014). IT strategic planning in hospitals: From theory to practice. *International Journal of Technology Assessment in Health Care*, 30(3), 289–297.
- Kash, B. A., Spaulding, A., Johnson, C. E., Gamm, L., & Hulefeld, M. F. (2014). Success factors for strategic change initiatives: A qualitative study of healthcare administrators' perspectives. *Journal of Healthcare Management*, 59(1), 65–81.
- Kotalik, J., Covino, C., Doucette, N., Henderson, S., Langlois, M., Mcdaid, K., & Pedri, L. M. (2014). Framework for ethical decision-making based on mission, vision and values of the institution. *HEC Forum*, 26(2), 125–133.
- Kumar, S., Adhish, V. S., & Deoki, N. (2014). Making sense of theories of leadership for capacity building. *Indian Journal of Community Medicine*, 39(2), 82–86.
- Lown, B. A., McIntosh, S., Gaines, M. E., McGuinn, K., & Hatem, D. S. (2016). Integrating compassionate, collaborative care (the "Triple C") into health professional education to advance the Triple Aim of health care. *Academic Medicine*, 91(3), 310–316.
- MacCoy, D. J. (2014). Appreciative inquiry and evaluation—getting to what works. *The Canadian Journal of Program Evaluation*, 29(2), 104–127.
- Mitchell, G. (2013). Selecting the best theory to implement planned change. *Nursing Management (through 2013)*, 20(1), 32–37.
- Roberts-Turner, R., Hinds, P. S., Nelson, J., Pryor, J., Robinson, N. C., & Wang, J. (2014). Effects of leadership characteristics on pediatric registered nurses' job satisfaction. *Pediatric Nursing*, 40(5), 236–241, 256.
- Schneider, B., & Barbera, K. M. (Eds.). (2014). *The Oxford handbook of organizational climate and culture.* Oxford University Press.
- Toussaint, J. S., & Berry, L. L. (2013). The promise of lean in health care. *Mayo Clinic Proceedings*, 88(1), 74–82.
- Trajkovski, S., Schmied, V., Vickers, M., & Jackson, D. (2013). Implementing the 4D cycle of appreciative inquiry in health care: A methodological review. *Journal of Advanced Nursing*, 69(6), 1224–1234.
- Trajkovski, S., Schmied, V., Vickers, M., & Jackson, D. (2013). Using appreciative inquiry to transform health care. *Contemporary Nurse: A Journal for the Australian Nursing Profession*, 45(1), 95–100.
- Tropello, P. D., & DeFazio, J. (2014). Servant leadership in nursing administration and academia shaping future generations of nurses and interdisciplinary team providers to transform healthcare delivery. *Nurse Leader*, 12(6), 59–61.
- Vertino, K. A. (2014). Effective interpersonal communication: A practical guide to improve your life. *Online Journal of Issues in Nursing*, 19(3), 19–30.
- Vitello-Cicciu, J. M. (2015). Appreciative inquiry survey: Discovery and dreams of past chapter presidents. *Nurse Leader*, 13(1), 51–54.
- Watkins, S., Dewar, B., & Kennedy, C. (2016). Appreciative inquiry as an intervention to change nursing practice in in-patient settings: An integrative review. *International Journal of Nursing Studies*, 60, 179–190.
- Weller, J., Boyd, M., & Cumin, D. (2014). Teams, tribes and patient safety: Overcoming barriers to effective teamwork in healthcare. *Postgraduate Medical Journal*, 90(1061), 149–154.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- American Association of Colleges of Nursing. (2016). Strategic plan. Retrieved from <http://www.aacn.nche.edu/about-aacn/strategic-plan>
- American Association of Critical-Care Nurses. (n.d.). Is your work environment healthy? Retrieved from <https://www.aacn.org/nursing-excellence/healthy-work-environments>
- American College of Healthcare Executives. (2016). ACHE healthcare executive 2016 competencies assessment tool [PDF]. Retrieved from http://www.ache.org/pdf/nonsecure/careers/competencies_booklet.pdf
- American Organization of Nurse Executives. (2015). Nurse executive competencies [PDF]. Retrieved from <https://www.aonl.org/nurse-executive-competencies>
- Appreciative Inquiry Commons. (n.d.). Retrieved from <https://appreciativeinquiry.case.edu/>
- Center for Appreciative Inquiry. (2016). Generic processes of appreciative inquiry. Retrieved from <http://www.centerforappreciativeinquiry.net/more-on-ai/the-generic-processes-of-appreciative-inquiry/>
- Center for Public Health Systems Science. (2012). Strategic planning. Retrieved from <https://sustaintool.org/understand/#strategic-planning>
- de Paula Rodríguez Perera, F., & Peiró, M. (2012). Strategic planning in healthcare organizations. *Revista Española de Cardiología*, 65(8), 749–754. Retrieved from <http://revespcardiol.org/en/strategic-planning-in-healthcare-organizations/articulo/90147901/>
- International Finance Corporation. (2010). A self-assessment guide for health care organizations [PDF]. Retrieved from <http://www.ifc.org/wps/wcm/connect/509355004970c21ca215f2336b93d75f/IFCSelfAssessGuide.pdf?MOD=AJPERES>
- McNamara, C. (n.d.). Appreciative inquiry. Retrieved from <http://managementhelp.org/businessresearch/appreciative-inquiry.htm>
- McNamara, C. (n.d.). Basic overview of various strategic planning models. Retrieved from managementhelp.org/strategicplanning/models.htm
- Microsoft. (2016). Record a slide show with narration and slide timings. Retrieved from <https://support.office.com/en-us/article/Record-a-slide-show-with-narration-and-slide-timings-0b9502c6-5f6c-40ae-b1e7-e47d8741161c?ui=en-US&rs=en-US&ad=US#ID0EAAABAAA=2013>
- Tinker, A., & Easton, S. (2016). Healthcare performance improvement readiness assessment: The key to achieving the IHI Triple Aim. Retrieved from <https://www.healthcatalyst.com/healthcare-performance-improvement-readiness-assessment-key-achieving-IHI-triple-aim>

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- U.S. Department of Education. (n.d.). [Family Educational Rights and Privacy Act \(FERPA\)](https://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html) <https://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>
- U.S. Department of Health & Human Services. (n.d.). [Summary of the HIPAA privacy rule](https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html) <https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html>

Unit 1 >> Appreciation of Diversity and Innovation

Introduction

Health care leadership and organizational strategic management are integral functions of the executive leadership team. Strategic managers have historically acted as a separate discipline in collaboration with the executive leadership team. In recent years, health care leadership has evolved into a promising new multidisciplinary role. Although health care is viewed as a unique environment, it requires a strong vision and a results-oriented plan for success.

The health care industry has made significant changes in the last 50 years. Health care executives today must consider such questions as, "What will the picture look like in five years?" and "Will a new health care delivery system be created in the United States?" In this unit, we will take time to look back at how the changes in leadership and nursing have influenced nurse leaders and their roles. You will also begin an appreciative inquiry into a health care setting to uncover what Cooperrider, Whitney, and Stavros (2008) would call the positive core that makes that setting great.

MSN Program Journey

Click **MSN Program Journey** for an overview of your degree program and the support that will be available to you along the way.

Reference

Cooperrider, D. L., Whitney, D., & Stavros, J. M. (2008). *The appreciative inquiry handbook: For leaders of change*. Brunswick, OH: Berrett-Koehler Publishers.

Learning Activities

u01s1 - Studies

Readings

Use the Capella University Library to read the following.

These readings will help you with the first discussion in this unit:

- Grossman, S. C., & Valiga, T. M. (2012). *The new leadership challenge: Creating the future of nursing*. Philadelphia, PA: F. A. Davis Company.
 - Read Chapter 1, "The Nature of Leadership: Distinguishing Leadership from Management," pages 1–15.
- Herman, S., Gish, M., & Rosenblum, R. (2015). [Effects of nursing position on transformational leadership practices](#). *JONA: The Journal of Nursing Administration*, 45(2), 113–119.
- Roberts-Turner, R., Hinds, P. S., Nelson, J., Pryor, J., Robinson, N. C., & Wang, J. (2014). [Effects of leadership characteristics on pediatric registered nurses' job satisfaction](#). *Pediatric Nursing*, 40(5), 236–241, 256.

- Tropello, P. D., & DeFazio, J. (2014). [Servant leadership in nursing administration and academia shaping future generations of nurses and interdisciplinary team providers to transform healthcare delivery](#). *Nurse Leader*, 12(6), 59–61.

This reading will help you with the second discussion in this unit:

- Trajkovski, S., Schmied, V., Vickers, M., & Jackson, D. (2013). [Using appreciative inquiry to transform health care](#). *Contemporary Nurse: A Journal for the Australian Nursing Profession*, 45(1), 95–100.

Multimedia

- Click **Nursing Leadership: Present and Future Needs** to listen to an interview on the topic.
 - This will help you to respond to the first discussion in this unit.
- Click **Appreciative Inquiry: Core Concepts** to view the presentation.
 - This will provide you with a foundation for the second discussion in this unit about the discovery stage of appreciative inquiry (AI).

Internet Resources

The following resources will help provide you with an overview of the AI process. They will be useful reference for multiple discussions in this course.

- McNamara, C. (n.d.). [Appreciative inquiry](#).
- Center for Appreciative Inquiry. (2016). [Generic processes of appreciative inquiry](#).

Course Resources

Nursing Leadership: Present and Future Needs

Appreciative Inquiry: Core Concepts

u01s2 - Using PowerPoint

In Unit 9, you will create a Strategic Visioning with Stakeholders Presentation using PowerPoint. You will also need to attempt to record audio to accompany your presentation. To prepare for this, complete the following:

- If you have not already done so, install and test your microphone on your computer, using the installation instructions included in the package.
 - **Note:** If you already have a microphone capable of recording audio to your computer for your presentation, you do not need to purchase another microphone.

Complete the following to prepare yourself to use PowerPoint to record your presentation:

- Visit the Capella University Library Guide, [PowerPoint Presentations](#), to review resources for your version of PowerPoint.
- Microsoft. (2016). [Record a slide show with narration and slide timings](#).
 - Review this resource to ensure you know how to record audio for your presentation. **Note:** This resource gives information for several versions of PowerPoint. Be sure you are working with your version.

You may use a different program or piece of technology, provided you can still create a presentation with visuals and recorded audio. You may wish to check with your instructor before attempting to use a different program or piece of technology.

Note: As a professional best practice, and to make your presentation as accessible as possible, be prepared to include a text alternative for your recorded audio by providing a brief transcript or detailed notes with your presentation. (This practice is also helpful to ensure that you are recording the words that you actually wish to say.) Your notes or transcript can be included in the notes area of your presentation. If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact [Disability Services](#) to request accommodations.

Learner Technical Support

Capella University is committed to your mastery of the technology required to succeed in our online programs. Should you encounter any technical concerns with your computer related to performing coursework, please do not hesitate to contact Capella's Learner Technical Support for assistance. Representatives are available 24 hours a day, 7 days a week, including holidays, via phone, live chat, and other online services.

Online:

- [Technical Support](#).

Phone:

- United States: 1-888-CAPELLA (1-888-227-3552).
- International: 1-612-977-5000.

u01s3 - Your Online ePortfolio

Online ePortfolios serve two key purposes: 1) to support learning and reflection, and 2) to be used as a showcase tool. Your learning journey can be documented, and ePortfolios contribute to lifelong learning and growth through reflection and sharing. Online ePortfolios can also be shared with employers and peers to present artifacts that demonstrate your accomplishments at Capella.

Using ePortfolio to Prepare for Your Capstone

Your program may culminate in a capstone course. At that time you may be required to show evidence of your learning throughout the program by referring to multiple assessments that you have created. You will be telling a story about your learning throughout the program using artifacts you have collected during many of these courses.

Using ePortfolio to Build Your Career

As you are preparing to tell your story in the professional world, leverage your ePortfolio artifacts to demonstrate the knowledge and competencies you have gained through your program in professional conversations, performance reviews, and interviews.

To do that, reflect on the knowledge and skills you have gained from your courses and the elements you have put in your portfolio, along with how you have already applied these things to your professional life or how you might apply them in the future.

Next, create your story or talking points to tell your professional story.

Saving Your Documents to ePortfolio

You will need a place to store your documents in an organized fashion so that you can access them at a later date. Do not rely on the courseroom for storage, as you will lose access to the courseroom after you have completed the course. Capella uses a cloud-based portfolio platform to facilitate your organization of the artifacts you create throughout your program.

To make an online portfolio useful, it is essential that it is organized clearly and that important files of any format are accessible. Read the [Online ePortfolio Guidelines \[PDF\]](#) to ensure you set up your online portfolio correctly. For more information on ePortfolio visit the Campus [ePortfolio](#) page.

Privacy Statement

Capella complies with privacy laws designed to protect the privacy of personal information. While you may voluntarily share your own information publicly, you are obligated to protect the personal information of others that may be associated with your academic or professional development. Before sharing information and material in any ePortfolio that is set up to be shared externally to your program at Capella, please consider privacy obligations in relation to protected populations who may be included or referenced in your academic or clinical work. Refer to the [Family Educational Rights and Privacy Act \(FERPA\)](#) and/or the [Health Insurance Portability and Accountability Act \(HIPAA\)](#) if you have specific questions or concerns about your choices.

u01d1 - Organizations and Opportunity

Organizations are full of complexity, diversity, and opportunity for appreciation and innovation. For this discussion, complete the following:

- Evaluate how historical leadership theories have:
 - Influenced the nurse leader's ability to wrestle with the complexity of organizations, teams, and other care settings.
 - Impacted the role of the nurse leader in the context of diversity.
 - Affected the potential of nurse leaders to be innovative.

Be sure to cite the leadership theories that you used to construct your response using APA style.

Response Guidelines

Review the responses of your peers and respond according to the guidelines listed in the Faculty Expectations Message. In your response, address the following:

- Comment on one specific aspect of their evaluation that you agreed with and explain why you agree.
- Relate another leadership theory that would support your peer's evaluation, or a story from your personal practice that illustrates an aspect of your peer's evaluation playing out in the real world.

Course Resources

Graduate Discussion Participation Scoring Guide

u01d2 - Discovering Positive Stories: The First Stage of AI

The goal of the discovery phase in appreciative inquiry is to identify the best of what already exists in an organization or team, or around a specific topic. The main avenue for accomplishing this is looking for times when an individual, team, or organization really achieved success, had everyone working in sync with each other, or otherwise accomplished a nearly ideal outcome. Often in appreciative inquiry this is accomplished through sharing stories of the times of success.

For this discussion, complete the following:

- Briefly describe your current place of practice, or a former place of practice in which you have experience.
- Relate two stories that illustrate success in the place of practice you described. These stories can be from your own experience or colleagues at your place of practice. They should illustrate individual and team or organizational success. These stories should exemplify outcomes, teamwork, et cetera to which you would like the team or organization to aspire.
- Briefly explain the areas of team or organizational quality and safety to which your stories are related.

Response Guidelines

Review the responses of your peers and respond according to the guidelines listed in the Faculty Expectations Message. In your response, address the following:

- Suggest one or more additional topics related to improving organizational quality or safety that your peer could investigate further, based on the stories they presented.
- Relate a positive story from your own practice that could be relevant to your peer's place of practice or the areas of quality and safety that they identified in their stories.

Course Resources

Graduate Discussion Participation Scoring Guide

[Appreciative Inquiry: Core Concepts](#) | Transcript

[Appreciative Inquiry](#)

[Generic Processes of Appreciative Inquiry](#)

Unit 2 >> Positive Directions and SWOT Analyses

Introduction

This unit explores and evaluates different techniques of assessing the internal and external environments. In this unit, you will explore the second stage of appreciative inquiry, the dream stage, in which you will envision an ideal future for the care setting you are examining (Cooperrider, Whitney, & Stavros, 2008). You will also be examining how to utilize strength, weakness, opportunity, and threat (SWOT) analyses to transform the findings on an organizational self-assessment into an easy to interpret chart. The essential reason for environmental analysis is to eliminate surprises in the environment and to position the organization within its environment. Organizations can identify current issues and detect signals of change to prepare for the future.

Health care executives never have access to all the information, although active environmental analysis can help uncover the majority of issues that will affect the organization. Understanding signals that indicate what requirements must be met in the near future for the organization to survive improves the chances for success. Environmental analysis provides a base of information with which to identify, analyze, anticipate, and plan for changes in the environment.

Reference

Cooperrider, D. L., Whitney, D., & Stavros, J. M. (2008). *The appreciative inquiry handbook: For leaders of change*. Brunswick, OH: Berrett-Koehler Publishers.

Learning Activities

u02s1 - Studies

Readings

Use the Capella University Library to read the following.

These readings will help you with the first discussion in this unit:

- Trajkovski, S., Schmied, V., Vickers, M., & Jackson, D. (2013). [Implementing the 4D cycle of appreciative inquiry in health care: A methodological review](#). *Journal of Advanced Nursing*, 69(6), 1224–1234.
- Vitello-Cicciu, J. M. (2015). [Appreciative inquiry survey: Discovery and dreams of past chapter presidents](#). *Nurse Leader*, 13(1), 51–54.
 - This article briefly discusses using a survey to help conduct the discovery and dream stages of AI.

Multimedia

- **Click Appreciative Inquiry: Core Concepts** to review the presentation.
 - The first discussion in this unit is on the dream stage of appreciative inquiry. You may find it useful to review that section of the presentation.
- Click **Vila Health: Appreciative Inquiry or SWOT?** to view the presentation.
 - This media piece presents various brief scenarios in which either appreciative inquiry or SWOT is the more appropriate approach.
- Click **TOWS Analysis in Action: Going Beyond the SWOT Analysis** to interact with the media piece.
 - This media piece will help you to gain a better understanding of the considerations, categorizations, and applications of SWOT analyses.

Internet Resources

The following resources and evaluation tools are options that could help to form the basis of your second discussion post of this unit. You will only need to choose one to use in that discussion:

- American Association of Critical-Care Nurses. (n.d.). [Is your work environment healthy?](#)
- International Finance Corporation. (2010). [A self-assessment guide for health care organizations \[PDF\]](#).
 - If you choose to use this evaluation tool in your discussion, you will only need to self-assess one of the five areas in section 3, "The Self-Assessment Template," pages 15–63.
- Tinker, A., & Easton, S. (2016). [Healthcare performance improvement readiness assessment: The key to achieving the IHI Triple Aim](#).

Course Resources

TOWS Analysis in Action: Going Beyond the SWOT Analysis

Appreciative Inquiry: Core Concepts

Vila Health: Appreciative Inquiry or SWOT?

u02s2 - Assignment Preparation

By the end of Unit 3, you will turn in your assignment, Care Setting Analysis. This assignment will require you to do some analysis of your current care setting, or a care setting in which you are interested in working in the future. You will be applying principles of appreciative inquiry and SWOT analyses to study opportunities for improving quality and safety in your care setting.

To help prepare yourself for successfully completing the Unit 3 assignment, consider doing the following:

- The second discussion in Unit 1 and both discussions in Unit 2 will help you prepare to complete this assignment.
 - A key aspect of AI is collecting stories and real examples of when individuals, teams, or other aspects of your care setting performed at their best. Interviewing colleagues and collecting their stories is a valid data collection method for the discovery stage of AI.
- Read the Care Setting Analysis assignment description and scoring guide to ensure you understand the work you will need to complete.
- Read and start thinking about the questions in the [Guiding Questions: Care Setting Analysis \[DOC\]](#) document.
 - You may find it useful to use this document as a prewriting exercise, as an outlining tool, or as a final check to ensure that you have sufficiently addressed all the grading criteria for this assignment.
- Ask your instructor any questions you have about the assignment at this time.

u02d1 - Dreaming of a Great Future: The Second Stage of AI

The goal of the dream phase of appreciative inquiry is to look for themes in the positive stories collected during the discovery phase and to use them as a springboard to envision a future path for the organization that aspires to innovate and be open to the potential of consistent achievement. In the dreaming stage you do not want to limit the conversation—this is truly about dreaming big! The idea here is to think of examples of great performance by a care team, department, or an entire health care organization, not as isolated events but as something that can be achieved on a consistent basis. It is also quite common to align the dream of what a team, department, or organization can be to its mission and values. This creates a synergistic effect of aspiring to specific goals that elevate the organization to its best.

For this discussion, complete the following:

- Describe a quality and/or safety topic that emerged during your discussion of the discovery phase in your Unit 1 discussion.
- Describe the vision and/or mission of the place of practice that was the setting for your Unit 1 discussion.
- Explain a vision of the future for a care team, department, or the organization that is your place of practice that sets aspirational goals related to the quality or safety topic you described. These goals should be a synthesis of the positive stories you heard in the discovery phase and the mission or vision of your place of practice.

Response Guidelines

Review the responses of your peers and respond according to the guidelines listed in the Faculty Expectations Message. In your response, address the following:

- Comment on the relevance of the quality or safety topic described by your peer to their vision. Does it seem like a good fit?
- Comment on the relationship between the vision your peer described and the mission of their place of practice. Do they seem to be in alignment?

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

[Appreciative Inquiry](#)

[Appreciative Inquiry: Core Concepts](#) | Transcript

[Generic Processes of Appreciative Inquiry](#)

u02d2 - SWOT Analysis

An efficient method for analyzing the internal and external positives and negatives of an organization is using a SWOT analysis. SWOT analyses can be done at an organizational, department, or team level. They can also be done in general terms or with regard to a specific issue or focus. The inputs for a SWOT analysis can be observational, data from internal dashboards, data generated by self or external assessors or accreditors, et cetera. The important point of keeping the data relevant is to make sure that it can be categorized as a strength, weakness, opportunity, or threat.

For this discussion, complete the following:

- Describe the mission statement of the organization or care setting in which you are currently practicing (or are planning to use as the context for you assignments in this course).
- Use one of the assessments linked in the Resources, and analyze your organization's performance with regard to the criteria presented in that assessment (**Note:** If you choose to use the International Finance Corporation's A Self-Assessment Guide for Health Care Organizations, you only need to complete one of the five sections in the Self-Assessment Template section to inform your SWOT analysis).
 - Briefly comment on which aspects of the assessment you chose align to specific parts of your organization's mission.
- Create a SWOT analysis chart that depicts results of the assessment you performed on your organization.
 - Comment on what your SWOT analysis illustrates about your organization's performance.

Response Guidelines

Review the responses of your peers and respond according to the guidelines listed in the Faculty Expectations Message. In your response, address the following:

- Suggest an assessment that your peer did not use in their response but that seems relevant to their organization's mission statement.
 - Briefly explain why you believe the suggested assessment would provide pertinent data related to the mission statement.
- Offer a brief critique of the SWOT analysis.
 - Based on the information your peer presented, does there seem to be anything missing from the SWOT chart?
 - Based on the information your peer presented, would you suggest a different categorization of any of the information?

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

[Is Your Work Environment Healthy?](#)

[Healthcare Performance Improvement Readiness Assessment: The Key to Achieving the IHI Triple Aim](#)

[A Self-Assessment Guide for Health Care Organizations \[PDF\]](#)

Unit 3 >> Comparing Ways to Analyze the Environment and Self-Assessment

Introduction

The purpose of this unit is to give you a chance to connect with competencies developed by leading professional organizations in the field of health care leadership. You will reflect on your current level of competence and set goals that you can aspire toward. Self-awareness and the desire to improve can be positive aspects of a quality leader. In addition, you will analyze a care setting using both appreciative inquiry and SWOT approaches. By comparing both of these approaches to the same care setting, you can get a feel for what types of potential improvement projects each approach can yield.

Learning Activities

u03s1 - Studies

Readings

Use the Capella University Library to read the following, which will help you address aspects of the assignment in this unit:

- Grossman, S. C., & Valiga, T. M. (2012). *The new leadership challenge: Creating the future of nursing*. Philadelphia, PA: F. A. Davis Company.
 - Read Chapter 2, "The World and New Leadership: Changing our Thinking About Leadership," pages 27–37.

Multimedia

- Click **Vila Health: Comparing AI and SWOT** to view the presentation.
 - The media simulation will walk you through a scenario in the Vila Health system, which will allow you to analyze a situation at a care setting through both appreciative inquiry and SWOT lenses.

Internet Resources

You will use one of the following resources to conduct your leadership self-assessment in the second discussion in this unit:

- American Organization of Nurse Executives. (2015). [Nurse executive competencies \[PDF\]](https://www.aonl.org/sites/default/files/aone/nurse-executive-competencies.pdf). Retrieved from <https://www.aonl.org/sites/default/files/aone/nurse-executive-competencies.pdf>
- American College of Healthcare Executives. (2016). [ACHE healthcare executive 2016 competencies assessment tool \[PDF\]](#).

Course Resources

Vila Health: Comparing AI and SWOT

u03s2 - MSN Practicum

Once you complete all specialization courses in your MSN program, you will be eligible to enroll in your MSN Practicum. To prepare for this experience, you will want to review the [MSN Practicum](#) page and begin the application process. Your application will be submitted through a cloud-based experiential learning management system (see below for additional context).

Your site and preceptor should be approved well before you start your practicum course (at least 2–3 months). If your site requires a formal affiliation agreement (see **Affiliation Agreements** on the [MSN Practicum](#) page), please initiate this process as soon as possible. If your site requires additional requirements (such as an additional background check, drug screen, training, immunization status confirmations, et cetera), we will notify you and help you through this process. All of these steps may take several weeks to months to complete, so please ensure your program progression is not delayed by submitting all requirements as soon as possible for review and approval.

During your MSN Practicum, you will be required to submit multiple artifacts and documents for successful course completion. This may include items like time logs, site evaluations, preceptor evaluations, and other projects unique to this course.

Capella has partnered with CORE Higher Education Group to provide a cloud-based experiential learning management system (ELMS) to support learners during practicum or internship. CORE ELMS, here after referred to as CORE, provides a safe and secure repository to house forms and other coursework that requires visibility and input from third parties (such as preceptors).

While you will still be submitting assignments to your instructor via the practicum courseroom, you will be instructed specifically where and when content should be submitted to CORE. Read your assignments carefully for directions, and contact your instructor with any questions.

u03a1 - Care Setting Analysis

Professional Context

Master's-level nursing leaders need to be able to apply critical thinking and analysis skills in order to discover not only what makes their care settings great but also to find opportunities to improve gaps. An ability to identify, understand, and leverage opportunities for improvements and consistent high achievement can help nursing leaders ensure that their care setting are reliably able to deliver improvements in quality and safety. An understanding of different methods for analyzing a health care setting is also important to ensure the right tool is being applied in appropriate circumstances.

Scenario

You have been tasked to conduct an analysis of your care setting that will result in two potential pathways for later creating a strategic plan to improve its quality and safety. In order to accomplish this, you have been asked to present the discovery and dream phases of an appreciative inquiry project and a SWOT analysis of the care setting. You have also been asked to compare the two processes and reflect on the results, as well as evaluate the leadership characteristics and skills that would be desirable for the person leading the potential initiatives that could grow out of your analyses.

Instructions

Your work for this assignment will help inform some aspects of your assignments in Unit 6 and 9. Look ahead to those assignments to see how they all fit together.

The requester of the analysis has stated that you should be sure to address the following in your report. **Note:** The bullet points below correspond to grading criteria in the rubric. Be sure your work is, at minimum, addressing each of the bullets. You may want to read the Care Setting Analysis Scoring Guide to better understand how each grading criterion will be assessed. Additionally, the Guiding Questions: Care Setting Analysis document may be helpful in providing additional clarification about things to consider when creating your assignment. Both documents are linked in the Resources.

Part 1: Appreciative Inquiry Discovery and Dream

- Synthesize stories and evidence about times when your care setting performed at its best with regard to quality and safety goals.
- Propose positive yet attainable goals for your care setting that will lead to ethical and culturally sensitive improvements in organizational quality and safety and that align with the care setting's mission, vision, and values.

Part 2: SWOT Analysis

- Present and analyze the findings of a SWOT analysis of your care setting as it relates to quality and safety goals.
- Explain one area of concern that you identified in your SWOT analysis that is relevant to your care setting's mission, vision, and values and for which you propose pursuing improvements.

Part 3: Comparison of Approaches

- Compare and contrast the way you had to think about your care setting and data, as well as how you interact with others, when using the AI and SWOT approaches.

Part 4: Analysis of Relevant Skills and Leadership Characteristics

- Present an analysis of relevant skills and leadership characteristics that would be beneficial in pursuing improvement projects that could grow out of both the AI and SWOT approaches.

Address Generally Throughout Report

- Communicate analyses clearly and in a way that demonstrates professionalism and respect for stakeholders and colleagues.
- Integrate relevant sources to support assertions, correctly formatting citations and references using APA style.

Submission Requirements

- **Length of submission:** 4–7 double-spaced, typed pages. Your report should be succinct yet substantive.
- **Number of references:** Cite a minimum of 3–5 sources of scholarly or professional evidence to support your analysis.
- **APA formatting:** Resources and citations are formatted according to current APA style.

Course Resources

[Appreciative Inquiry: Core Concepts](#) | Transcript

[Appreciative Inquiry](#)

[Generic Processes of Appreciative Inquiry](#)

[Guiding Questions: Care Setting Analysis \[DOC\]](#)

One key aspect to being an effective leader, manager, or administrator is to be aware of your own leadership strengths, weaknesses, and style. In the field of nursing leadership, two of the most significant professional organizations are the American Organization of Nurse Executives (AONE) and the American College of Healthcare Executives (ACHE).

For this discussion, review the Nurse Executive Competencies from AONE or the ACHE's Healthcare Executive 2016 Competencies Assessment Tool (these are linked in the Resources). Choose one, and complete the following.

If you chose the Nurse Executive Competencies from AONE

Using a scale of 1–5 (1 = novice, 3 = competent, 5 = expert), complete the following. **Note:** The goals you create here will be revisited in the Unit 10 discussion.

- Assess your current knowledge and skills for each competency area A–G in section 1, the Communication and Relationship Building theme. Please post your self-assessment ratings in your initial discussion post.
 - Reflect on your current competence in this theme, and explain how your abilities in this theme are used in your current practice.
 - Create two goals for improving specific competencies (A–G) in this theme that you believe are realistic within the scope of learning for this course.
- Assess your current knowledge and skills for each competency area A–E in section 3, the Leadership theme. Please post your self-assessment ratings in your initial discussion post.
 - Reflect on your current competence in this theme, and explain how your abilities in this theme are used in your current practice.
 - Create two goals for improving specific competencies (A–E) in this theme that you believe are realistic within the scope of learning for this course.

If you chose the ACHE's Healthcare Executive 2016 Competencies Assessment Tool

Using a scale of 1–5 (1 = novice, 3 = competent, 5 = expert), complete the following. **Note:** The goals you create here will be revisited in the Unit 10 discussion.

- Assess your current knowledge and skills for each competency area A–C (including all sub-points as laid out in the table) in section 1, the Communication and Relationship Management theme. Please post your self-assessment ratings in your initial discussion post.
 - Reflect on your current competence in this theme, and explain how your abilities in this theme are used in your current practice.
 - Create two goals for improving specific competencies (A–C) in this theme that you believe are realistic within the scope of learning for this course.
- Assess your current knowledge and skills for each competency area A–D (including all sub-points as laid out in the table) in section 2, the Leadership theme. Please post your self-assessment ratings in your discussion post.
 - Reflect on your current competence in this theme, and explain how your abilities in this theme are used in your current practice.
 - Create two goals for improving specific competencies (A–D) in this theme that you believe are realistic within the scope of learning for this course.

Response Guidelines

Review the responses of your peers and respond according to the guidelines listed in the Faculty Expectations Message. In your response, address the following:

- Comment on areas of similar strength or weakness that you shared with your peer.
- Offer feedback on one of your peer's goals. Specifically, does the goal feel like it is achievable within the scope of the course?

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

[Nurse Executive Competencies \[PDF\]](#)

[ACHE Healthcare Executive 2016 Competencies Assessment Tool \[PDF\]](#)

Unit 4 >> Strategic Choices and Planning Models

Introduction

For nurse leaders, being able to envision the near-, mid-, and long-term needs and future of their care settings is a critical skill. Nurse leaders who have a vision of what the future of their practice should be can guide their care setting toward it and inspire others to make their practices better. Care settings and organizations often include a broad vision statement in their strategic planning documentation.

Strategic planning models can assist nurse leaders in creating a vision for their care setting that spans from near-term to long-term. The design stage of appreciative inquiry also provides a structure for creating a pathway to achieve the dream of a care setting's ideal future. This is similar in process to visioning and can also be an asset in strategic goal setting (Cooperrider, Whitney, & Stavros, 2008).

Strategies to Advance Innovation

The primary guides discussed in innovative leadership literature are mission, vision, and values. It is important to note that strategic goals also provide direction to the organization and are a very important part of the strategic planning process. Today, the process of creating the vision and mission statements hinges on developing and implementing powerful critical success factors in the form of measurable goals. As this process of creation filters through an organization, ownership of the strategic plan is created. All employees should have a say in their specific goals within the structure of the organizational strategy.

Mission

Directional strategies allow organizational leaders to define what the organization should be doing and how it plans to achieve results. The mission statement distinguishes an organization from all others of its type. The statement is an overarching goal that assists executives in plotting a course through periods of turbulence and change. Mission statements are broadly defined statements of intent that emphasize the distinctiveness of the organization and identify the scope of operations.

Vision

Vision is an intangible articulation of expectation. It is a purposeful target that describes what the organization will be like when it fulfills its purpose. The vision should be inspiring and long-term, something to aspire to that is measurable in its characteristics.

Values

Stakeholders often develop a health care organization's values as a way of life within the organization. In the early stages of organizational development, the founders of the organization are the most influential stakeholders in the formation of its values and ethics. However, as the organization matures, the guiding principles are a complex mixture of the interests of stakeholders, employees, society, patients, and others. Commonly accepted values are relatively rare. However, many believe that health care organizations can benefit from universal values.

Reference

Cooperrider, D. L., Whitney, D., & Stavros, J. M. (2008). *The appreciative inquiry handbook: For leaders of change*. Brunswick, OH: Berrett-Koehler Publishers.

Learning Activities

u04s1 - Studies

Readings

Use the Capella University Library to read the following.

These readings will help you with the first discussion in this unit:

- Albert, D., & Priganc, D. (2014). Building a team through a strategic planning process. *Nursing Administration Quarterly*, 38(3), 238–247.
- Jaana, M., Teitelbaum, M., & Roffey, T. (2014). IT strategic planning in hospitals: From theory to practice. *International Journal of Technology Assessment in Health Care*, 30(3), 289–297.

These readings will help you with the second discussion in this unit:

- MacCoy, D. J. (2014). Appreciative inquiry and evaluation—getting to what works. *The Canadian Journal of Program Evaluation*, 29(2), 104–127.
- Watkins, S., Dewar, B., & Kennedy, C. (2016). Appreciative inquiry as an intervention to change nursing practice in in-patient settings: An integrative review. *International Journal of Nursing Studies*, 60, 179–190.

The following will be useful in responding to both discussions in this unit:

- Grossman, S. C., & Valiga, T. M. (2012). *The new leadership challenge: Creating the future of nursing*. Philadelphia, PA: F. A. Davis Company.

- Read Chapter 5, "Vision and Creativity," pages 85–103.

Multimedia

- Click **Appreciative Inquiry: Core Concepts** to review the presentation.
- The second discussion in this unit is on the design stage of appreciative inquiry. You may find it useful to review that section of the presentation.

Internet Resources

This following will help you with the first discussion in this unit:

- McNamara, C. (n.d.). [Basic overview of various strategic planning models](#).

This resource will help you with the second discussion in this unit:

- [Appreciative Inquiry Commons](#).

Course Resources

Appreciative Inquiry: Core Concepts

u04d1 - Strategic Planning Models and Setting Goals

When an analysis of an organization's internal and external environments uncovers an area that needs to be addressed, it can be difficult to gain traction for planning improvement. Strategic planning models can help frame and structure the creation of short-, mid-, and long-term goals and create a road map toward achieving them.

For this discussion, you will apply one of the strategic planning models to create goals and outcomes to address the issue for improvement that you identified with your SWOT analysis in your Unit 3 assignment. In your response address the following:

- A brief explanation of the strategic planning model you have chosen and why you believe it will be a good fit to address the issue identified in your SWOT analysis.
 - You may wish to call out where goal setting and improvement planning occurs within the model you chose.
- Create one just-in-time goal that can be applied immediately to some aspect of the issue you have identified.
 - Briefly explain how achieving this goal is realistic and will begin addressing some aspect of the issue in the immediate future.
- Create one mid-term goal (six months to five years to achieve) that will result in an improvement related to the issue you have identified.
 - Briefly explain how achieving this goal is realistic within the time frame and will lead to improvements.
- Create one long-term goal (five or more years to achieve) that will result in an improvement related to the issue you have identified.
 - Briefly explain how achieving this goal is realistic within the time frame and will lead to improvements.
- Briefly reflect on your experience applying the model you chose to set your goals.
 - What about the model helped you conceive and structure your goals?
 - What about the model proved challenging or unhelpful for your goal setting?

Response Guidelines

Review the responses of your peers and respond according to the guidelines listed in the Faculty Expectations Message. In your response, address at least one of the following:

- Compare your experience with setting goals to that of you peer.
 - Do you have any suggestions to help your peer navigate the complexities of setting goals?
- Comment on the relevance and reality of the goals your peer set.
 - How relevant are the goals to the issue that your peer is trying to improve?
 - How realistic do you think you peer's goals are within the time frame they are proposing?

Course Resources

Graduate Discussion Participation Scoring Guide

u04d2 - Design the Path to Your Dream: The Third Stage of AI

Through the discovery and dream stages of appreciative inquiry, you have discovered the positive core of your organization, department, or community project and dreamed a future to which it should be aspiring. The next step is to design the path to take your organization to that dream. One way to design the path is by creating provocative propositions: statements that act as goals or aspirational guidelines that bridge the gap between the present of the discovery stage and the future of the dream stage.

For this discussion, complete the following:

- Create two provocative propositions (statements that will help you in working toward constructing an ideal reality for your care setting) that each address different aspects of your affirmative improvement goals.
- Explain how each provocative proposition will help you to bridge the gap between what currently *is* within your organization, department, community project, et cetera, and your dream of what *might be*.
- Reflect on how setting goals through provocative propositions differs from goal setting in the strategic planning model you used in this unit's first discussion.

Response Guidelines

Review the responses of your peers and respond according to the guidelines listed in the Faculty Expectations Message. In your response, address the following:

- Offer a critique of one of your peer's provocative propositions utilizing the following criteria (Cooperrider, Whitney, & Stavros, 2008):
 - Is it provocative? Does it stretch, challenge, or interrupt the status quo?
 - Is it grounded? Are examples available that illustrate the ideal as a real possibility? Is it grounded in the organization's collective history?
 - Is it desired? Do you want it as a preferred future?
 - Is it stated in affirmative and bold terms?
 - Is it a participative process?

Reference

Cooperrider, D. L., Whitney, D., & Stavros, J. M. (2008). *The appreciative inquiry handbook: For leaders of change*. Brunswick, OH: Berrett-Koehler Publishers.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

[Generic Processes of Appreciative Inquiry](#)

[Appreciative Inquiry: Core Concepts | Transcript](#)

[Appreciative Inquiry](#)

Unit 5 >> Considerations in Strategic Planning

Introduction

When engaging in strategic planning, it is not enough for leaders to have big ideas about the future. There are a number of details and considerations that need to go into creating the plans for how strategic goals will be developed and implemented. In this unit you will examine how leadership theories and strategies can be applied to help the achievement of strategic goals. There will also be space to examine how ethical, cultural, and regulatory considerations impact strategic goals and plans to achieve them. It is not enough to just develop positive yet attainable goals. A leader also has to make sure that the goals are addressing the imperatives of achieving improvements for the care setting, the staff of the care setting, and the patients and community that are served by the care setting.

Learning Activities

u05s1 - Studies

Readings

Use the Capella University Library to read the following.

These readings will help you with the first discussion in this unit:

- Kumar, S., Adhish, V. S., & Deoki, N. (2014). Making sense of theories of leadership for capacity building. *Indian Journal of Community Medicine*, 39(2), 82–86.
- Mitchell, G. (2013). Selecting the best theory to implement planned change. *Nursing Management (through 2013)*, 20(1), 32–37.

These readings will help you with the second discussion in this unit:

- Frolic, A., Jennings, B., Seidlitz, W., Andreychuk, S., Djuric-Paulin, A., Flaherty, B., & Peace, D. (2013). From reactive to proactive: Developing a valid clinical ethics needs assessment survey to support ethics program strategic planning (part 1 of 2). *HEC Forum*, 25(1), 47–60.
- Kotalik, J., Covino, C., Doucette, N., Henderson, S., Langlois, M., Mcdaid, K., & Pedri, L. M. (2014). Framework for ethical decision-making based on mission, vision and values of the institution. *HEC Forum*, 26(2), 125–133.
- Lown, B. A., McIntosh, S., Gaines, M. E., McGuinn, K., & Hatem, D. S. (2016). Integrating compassionate, collaborative care (the "Triple C") into health professional education to advance the Triple Aim of health care. *Academic Medicine*, 91(3), 310–316.

u05s2 - Assignment Preparation

By the end of Unit 6, you will turn in your assignment, Strategic Planning Report. This assignment will build upon your Unit 3 assignment. You will want to select one of the potential improvement projects that emerged from either your appreciative inquiry or SWOT analysis. The type of improvement project you select will have some influence on how you approach certain aspects of this assignment. Because AI and SWOT are different pathways to improvement, they lend themselves to different approaches to strategic planning. It is important to consider which approach best aligns with and supports the improvement project you are pursuing.

To help prepare yourself for successfully completing the Unit 6 assignment, consider doing the following:

- Decide if you are taking an appreciative inquiry or SWOT approach to your improvement project and strategic plan.
 - The two discussions in Unit 4 provided you with an opportunity to practice goal setting using each approach. Which one seemed to work better for you and your care setting?
- Read the Strategic Planning Report assignment description and scoring guide to ensure you understand the work you will need to complete.
- Read and start thinking about the questions in the Guiding Questions: Strategic Planning Report document.
 - You may find it useful to use this document as a prewriting exercise, as an outlining tool, or as a final check to ensure that you have sufficiently addressed all the grading criteria for this assignment.
- The two discussions in Unit 5 and the discussion in Unit 6 will also help inform parts of your unit 6 assignment. It may be useful to look at which parts of the Unit 6 assignment are related to these discussions.
- Ask your instructor any questions you have about the assignment at this time.

u05d1 - Integrating Theory Into Strategic Planning

Nurses at the master's level and beyond are often defined by their ability to evaluate theories and apply the best one to a specific practice situation. This is also true for nurse leaders, who need to use theoretical structure to evaluate and apply ideas in practice environments. Certain leadership and health care theories are more applicable to certain situation or to achieve specific goals.

For this discussion, complete the following:

- Identify two leadership or health care theories from your readings in this course, or from your own research or practice, and briefly describe each theory.

- Consider one of the strategic goals or provocative propositions from your Unit 4 discussions, and explain how you would apply each theory to help achieve that goal or proposition.
- Briefly evaluate which theory is the most relevant and beneficial to apply in achieving the goal or proposition.

Response Guidelines

Review the responses of your peers and respond according to the guidelines listed in the Faculty Expectations Message. In your response, address the following:

- Present a new leadership or health care theory to your peer, and explain how the theory would apply to the goal or proposition your peer used as the basis for their post.

Course Resources

Graduate Discussion Participation Scoring Guide

u05d2 - Additional Considerations in Strategic Planning

When planning the future of our organizations, departments, community projects, et cetera, we cannot merely think about our goals in a vacuum. As we plan for achieving our goals, we must consider the implications for our patients and for the communities that we serve. These considerations are often ethical, cultural, and regulatory in nature.

For this discussion please complete the following:

- Briefly outline a plan that you believe would result in achieving one of your strategic goals or provocative propositions.
- For your plan and goal or proposition, evaluate the following:
 - What are the ethical considerations or challenges that you will need to navigate, to address, or that may cause you to refine your plan?
 - What are the cultural considerations or challenges that you will need to navigate, to address, or that may cause you to refine your plan?
 - Think about culture with regard to both the patients and community you will be serving, as well as the organization.
 - You may wish to look to transcultural theory and team building strategies to help address the point, as well.
 - What are the regulatory considerations or challenges that you will need to navigate, to address, or that may cause you to refine your plan?

Response Guidelines

Review the responses of your peers and respond according to the guidelines listed in the Faculty Expectations Message. In your response, address at least one the following:

- Contribute insights from your own practice in developing and applying strategic plans that could help your peer address any of the ethical, cultural, or regulatory considerations they presented.
- Compare the ethical, cultural, or regulatory considerations from your post to those of your peer. Reflect on how the specific goal shapes the relevant considerations.
- Offer additional considerations that may be missing from your peer's initial post, as well as potential solutions for how to address these new considerations.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 6 >> Strategic Plans and Leadership

Introduction

In this unit, you will evaluate and apply some of the techniques for successful strategic planning by developing a strategic plan that builds a potential improvement project into an actionable plan that leads to quality and safety improvements. Developing strategies and goals involves awareness of the

environment, intellectual curiosity, a willingness to take risks, and openness to creative ideas and solutions. Strategy development may arise from institutional errors and opportunities to improve health care outcomes. It may also grow out of a positive vision of a desired future for a care setting. This unit will also have you evaluate leadership qualities, skills, and approaches to determine which will be the best fit for implementing and sustaining your strategic plan.

Learning Activities

u06s1 - Studies

Readings

The following readings will help you to complete the assignment and discussion in this unit. Use the Cappella University Library to read the following:

- Bleich, M. R., & Hessler, C. (2016). Appreciative inquiry and implementation science in leadership development. *The Journal of Continuing Education in Nursing*, 47(5), 207–209.
- Grossman, S. C., & Valiga, T. M. (2012). *The new leadership challenge: Creating the future of nursing*. Philadelphia, PA: F. A. Davis Company.
 - Read Chapter 4, "Leadership as an Integral Component of a Professional Role," pages 69–80.
- Giltinane, C. L. (2013). Leadership styles and theories. *Nursing Standard (Through 2013)*, 27(41), 35–39.

Internet Resources

This article will help you develop aspects of your assignment in this unit:

- de Paula Rodríguez Perera, F., & Peiró, M. (2012). Strategic planning in healthcare organizations. *Revista Española de Cardiología*, 65(8), 749–754.

This resource provides some considerations that might help you develop aspects of your assignment in this unit. It also contains links to other resources you may find useful:

- Center for Public Health Systems Science. (2012). Strategic planning.

This resource will help you with the discussion in this unit:

- American Association of Colleges of Nursing. (2016). Strategic plan.

u06a1 - Strategic Planning Report

Professional Context

As a Master's-level nurse leader, it is imperative for the viability of your care setting that you think in terms that are broad and look into the future. When developing provocative propositions of what your care setting could be and proposing goals that will help your setting improve, it is necessary to not just look to the immediate future, but also the future five or even ten years ahead. Those who depend on the care that your setting offers need to be helped right now, but they will also need to be helped next week, and years from now. By thoughtfully designing a strategic direction for a care setting, a nurse leader can ensure that people continue to receive the health care they need in a quality and safe way throughout their lives.

Scenario

The feedback that you received on your Care Setting Analysis has been positive. You have been asked to select one of the potential improvement projects that you noted in your analysis and create a full strategic plan that lays out a 5–10 year plan to achieve the quality and safety improvements for which you will design outcomes. This means you will build your Strategic Planning Report using either an appreciative inquiry approach (and addressing the design stage) or by building on your SWOT analysis and applying one of the strategic planning models that you have studied.

Instructions

The requester of the strategic plan has stated that you should be sure to address the following in your report. **Note:** The bullet points below correspond to grading criteria in the rubric. Be sure your work is, at minimum, addressing each of the bullets. You may want to read the Strategic Planning Report Scoring Guide to better understand how each grading criterion will be assessed. Additionally, the Guiding Questions: Strategic Planning Report document may be helpful in providing additional clarification about things to consider when creating your assignment. Both documents are linked in the

Resources. The way you structure your plan and report should be based on whether you are approaching it from an appreciative inquiry viewpoint or using a specific strategic planning model. No matter which approach you choose, you will be able to address all of the criteria in your report.

- Develop strategic goal statements and outcomes that support the achievement of specific quality and safety improvements for the organization, department, or community program for which you are planning.
- Justify the relevance of your proposed strategic goals and outcomes in relation to the mission, values, and vision of your organization, department, or community program.
- Propose how, in general, you will use relevant leadership and health care theories to help achieve the strategic goals and objectives you developed.
- Analyze the degree to which your strategic goals and outcomes, and your approach to achieving them, address the use of technology and the ethical, cultural, and regulatory environments.
- Evaluate the leadership qualities and skills that will be most important to successfully implementing and sustaining your strategic plan.
- Communicate analyses clearly and in a way that demonstrates professionalism and respect for stakeholders and colleagues.
- Integrate relevant sources to support assertions, correctly formatting citations and references using APA style.

Submission Requirements

- **Length of submission:** 5–8 double-spaced, typed pages. Your report should be succinct yet substantive.
- **Number of references:** Cite a minimum of 3–5 sources of scholarly or professional evidence to support your analysis.
- **APA formatting:** Resources and citations are formatted according to current APA style.

Course Resources

Guiding Questions: Strategic Planning Report [DOC]

Appreciative Inquiry: Core Concepts

[Appreciative Inquiry](#)

[Generic Processes of Appreciative Inquiry](#)

u06d1 - Finding the Right Leadership Style

There is no one leadership style that is the best to apply in all circumstances. Most situations require a mix of leadership qualities and skills.

For this discussions refer to the goals and objectives in the Strategic Plan for the American Association of Colleges of Nursing. You will use this resource to complete the following:

- Select one of the four goals from the strategic plan.
 - For each objective under that goal:
 - Explain the leadership qualities and skills that would most likely facilitate success in achieving the objective.
 - Evaluate the relative importance these qualities and skills to achieving success.
- Synthesize your explanations and evaluations for each objective, and write a paragraph that describes the type of leader that would be the most likely to succeed in achieving the strategic goal to which the objectives lead.

Response Guidelines

Review the responses of your peers and respond according to the guidelines listed in the Faculty Expectations Message. In your response, address at least one of the following:

- If you selected the same goal as the peer to whom you are responding, compare and contrast the leadership qualities and skills you determined to be the most important to achieve success. Which qualities and skills that your peer addressed, but you did not, would you want to incorporate into your description of the ideal leader for this goal? Why?
- If you selected a different goal than the peer to whom you are responding, reflect on leaders in your own practice who share qualities and skills that your peer determined were key to success. Present your peer with other characteristics those leaders from your practice have that might be relevant to successfully achieving the strategic goal your peer addressed.

Course Resources

Strategic Plan

Unit 7 >> Organizational Culture

Introduction

In this unit you will examine culture and climate through an institutional lens. Some aspects of a care setting's culture will be seen in its mission, vision, and value statements, as they will reflect what the organization believes is important. When beginning to think about how to implement a strategic plan, understanding the cultural climate of an organization is key to identifying what types of messages and projects will be more likely to appeal to various groups within it. Sometimes, the culture of a care setting can be a hurdle. In these instances it is important to keep in mind that cultures are dynamic, and that as leaders we have the ability to change them with consistent and meaningful messaging.

Learning Activities

u07s1 - Studies

Readings

Use the Capella University Library to complete the following.

These readings will help you with the first discussion in this unit:

- Schneider, B., & Barbera, K. M. (Eds.). (2014). *The Oxford handbook of organizational climate and culture*. Oxford University Press.
 - Read only pages 1–14 of the Introduction. (Read up through the "Background, Purpose, and Goals of the Handbook" section, but do not read "The Handbook Contents" or beyond.)
- Weller, J., Boyd, M., & Cumin, D. (2014). *Teams, tribes and patient safety: Overcoming barriers to effective teamwork in healthcare*. *Postgraduate Medical Journal*, 90(1061), 149–154.

These readings will help you with both discussions in this unit:

- Ausserhofer, D., Schubert, M., Desmedt, M., Blegen, M. A., De Geest, S., & Schwendimann, R. (2013). *The association of patient safety climate and nurse-related organizational factors with selected patient outcomes: A cross-sectional survey*. *International Journal of Nursing Studies*, 50(2), 240–252.
- Toussaint, J. S., & Berry, L. L. (2013). *The promise of lean in health care*. *Mayo Clinic Proceedings*, 88(1), 74–82.

Internet Resources

If you plan on utilizing them to inform your first discussion in this unit, you may wish to review the resources from the following:

- American Association of Critical-Care Nurses. (n.d.). [Is your work environment healthy?](#)

u07d1 - Cultural Climate

The climate and culture of an organization can have an impact on what people within it perceive as important and how they believe they should be going about their work. Think about the care setting in which you currently practice, or a care setting in which you hope to be practicing in the future. Reflect on the readings in this unit and think about an aspect of your care setting. For example, safety, diversity, work environment, et cetera.

For this discussion, complete the following:

- Briefly assess your care setting with regard to your aspect of interest (safety, diversity, work environment, et cetera).
- Explain the strengths of your care setting's organizational culture and climate that contribute to positive outcomes for your chosen aspect.

- Explain the weaknesses of your care setting's organizational culture and climate that are obstacles to achieving positive outcomes for your chosen aspect.
- How might you work to improve the current culture or climate so as to maximize the possibility of positive outcomes? Why do you believe this would help to improve the culture or climate or to maximize the possibility of positive outcomes?

Response Guidelines

Review the responses of your peers and respond according to the guidelines listed in the Faculty Expectations Message. In your response, address the following:

- Compare and contrast the care setting that you wrote about for your discussion with that of your peer.
 - Specifically, address how the culture and climate of each organization impacts its ability to achieve desired positive outcomes.
 - Comment on aspects of your peer's improvement plan that you would like to adopt for your care setting.

Course Resources

Graduate Discussion Participation Scoring Guide

u07d2 - Care Setting Culture and Strategic Plans

The culture of an organization can be a great asset or a big hurdle for implementing strategic plans and initiatives. An important thing to keep in mind is that cultures are dynamic, and that we have the ability to change them with consistent and meaningful messaging as leaders. In this way, cultural climate challenges can be turned into opportunities. For this discussion, address the following:

- Reflect on the strengths and weaknesses of the current cultural climate in your care setting, that you wrote about in the first discussion of this unit.
 - Identify one area of the cultural climate that could be an asset in helping you implement your strategic plan, or achieve one or more specific goals.
 - Explain how this characteristic of cultural climate will help contribute to success.
 - Identify one area of the cultural climate that could be a challenge to the implementation of your strategic plan, or to achieving one or more specific goals.
 - Explain what leadership theories, models, or strategies could help you turn this challenge into an opportunity.
 - Reflect on the types of messaging that would most likely be successful in the context of your care setting and your strengths as a leader.

Response Guidelines

Review the responses of your peers and respond according to the guidelines listed in the Faculty Expectations Message. In your response, address one or more of the following:

- Suggest an additional leadership theory, model, or strategy that could help your peer overcome the challenge they presented. Explain how the theory, model, or strategy could be useful in addressing the identified challenge.
- Relate an experience from your personal practice in which the culture in your health care setting either helped an initiative be successful, or limited the success of an initiative. What lessons learned from this experience could be useful to your peer in either leveraging cultural assets or overcoming cultural challenges?

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 8 >> Strategic Communication and Implementation

Introduction

In this unit you will examine the importance of communication in creating buy-in for strategic initiatives and for ensuring clear and actionable expectations for their implementation. There are numerous different communication strategies. When creating a communication plan, it is important to consider how the strategies will help you to reach your intended audience, align with the aspects of the plan being communicated, align with the cultural climate of the care setting, and match your own communication and leadership style. Carefully selecting and crafting communication during the strategic planning and implementation processes can help to ensure a smooth start-up and a sustainable future.

Learning Activities

u08s1 - Studies

Readings

Use the Capella University Library to read the following.

These readings will help you with aspects of both discussions in this unit:

- Adelman, K., & Stokes, C. D. (2012). Promoting employee voice and upward communication in healthcare: The CEO's Influence. *Journal of Healthcare Management*, 57(2), 133–47.
- Grigoroudis, E., Orfanoudaki, E., & Zopounidis, C. (2012). Strategic performance measurement in a healthcare organisation: A multiple criteria approach based on balanced scorecard. *Omega*, 40(1), 104–119.
- Hibbard, J. H., & Greene, J. (2013). What the evidence shows about patient activation: Better health outcomes and care experiences; fewer data on costs. *Health Affairs*, 32(2), 207–212.
- Kash, B. A., Spaulding, A., Johnson, C. E., Gamm, L., & Hulefeld, M. F. (2014). Success factors for strategic change initiatives: A qualitative study of healthcare administrators' perspectives. *Journal of Healthcare Management*, 59(1), 65–81.
- Vertino, K. A. (2014). Effective interpersonal communication: A practical guide to improve your life. *Online Journal of Issues in Nursing*, 19(3), 19–30.

Multimedia

- Click **Vila Health: Tying Strategic Planning to Vision and Mission** to work through the interactive media simulation.
 - This media piece is the basis for the second discussion in this unit.

Course Resources

Vila Health: Tying Strategic Planning to Vision and Mission

u08s2 - Assignment Preparation

By the end of Unit 9, you will turn in your assignment, Strategic Visioning With Stakeholders. You will be asked to create a PowerPoint presentation based on the strategic planning and analysis of your care setting that you completed in your assignments for Units 3 and 6. This would be a good time to review the PowerPoint resources and tutorials that are available to you. If you have limited experience using PowerPoint, we highly recommend that you also take advantage of these resources.

- Visit the Capella University Library Guide, PowerPoint Presentations, to review resources for your version of PowerPoint.
- Microsoft. (2016). Record a slide show with narration and slide timings.
 - Review this resource to ensure you know how to record audio for your presentation.

Note: As a professional best practice, and to make your presentation as accessible as possible, be prepared to include a text alternative for your recorded audio by providing a transcript or detailed notes with your presentation. This can be in the form of a separate document or included in the notes area of your presentation, which is also a good practice to ensure that you are recording the words that you actually wish to say. If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact Disability Services to request accommodations.

Additional preparation steps that could help ensure success in completing your Unit 9 assignment are:

- Read the Strategic Visioning With Stakeholders assignment description and scoring guide to ensure you understand the work you will need to complete.
- Read and start thinking about the questions in the Guiding Questions: Strategic Visioning With Stakeholders document.

- You may find it useful to use this document as a prewriting exercise, as an outlining tool, or as a final check to ensure that you have sufficiently addressed all the grading criteria for this assignment.
- Ask your instructor any questions you have about the assignment at this time.

u08d1 - Strategic Communication

Effective communication is one factor in successfully implementing and maintaining a strategic plan. Strategic communication is the use of careful messaging to internal and external stakeholders and constituencies, to achieve the goals of specific strategic initiatives or of the overall mission of a care setting. Think about the strategic plan that you created for your Unit 6 assignment, and address the following in your discussion:

- What are the essential aspects of your strategic plan that you would need to communicate to internal stakeholders or groups?
 - How would you craft your communication with these stakeholders or groups to facilitate understanding and buy-in? Please provide relevant citations to communication strategies as relevant.
 - Reflect on the use of in-person versus virtual communication. How should you apply these within the guidelines and policies set by your care setting?
- What are the essential aspects of your strategic plan that you would need to communicate to external stakeholders or groups?
 - How would you craft your communication with these stakeholders or groups to facilitate understanding and buy-in? Please provide relevant citations to communication strategies as relevant.
 - Reflect on the use of in-person versus virtual communication. How should you apply these within the guidelines and policies set by your care setting?
- Reflect on how effective communication at appropriate times throughout the lead up to implementing your strategic plan can contribute to its success.

Response Guidelines

Review the responses of your peers and respond according to the guidelines listed in the Faculty Expectations Message. In your response, address one or more of the following:

- Provide an additional communication strategy for one of the stakeholders or groups, and explain how it would help your peer with their communication.
- Suggest an additional stakeholder or group that your peer should consider in their communication plan, and explain why it is important to consider them.

Course Resources

Graduate Discussion Participation Scoring Guide

u08d2 - Tying Strategic Planning to Vision and Mission

This discussion is based on the media simulation Vila Health: Tying Strategic Planning to Vision and Mission.

In the simulation there were four executive-level leaders for the health care organization. Each one had information and viewpoints about the strategic direction that the organization could take.

For this discussion, address the following in your post:

- Write a brief, one paragraph proposal in which you:
 - Describe the strategic direction the organization in the simulation should take.
 - Explain how the strategic direction aligns with the organization's mission, vision, and values.
- Explain how you would present your proposal to each of the executive-level leaders in order to build buy-in and approval. For example:
 - How would you communicate your proposal?
 - What are the key considerations for each stakeholder?

Response Guidelines

Review the responses of your peers and respond according to the guidelines listed in the Faculty Expectations Message. In your response, address one or more of the following:

- Provide a suggestion for an additional communication strategy that could help build buy-in from one or more of the executive leaders, and explain why you believe that strategy would help your peer to build buy-in.
- Suggest an alternate viewpoint on how the strategic direction proposed by your peer could help lead to quality or safety improvements for the organization.
- Suggest one or more cultural, ethical, or regulatory considerations that should be considered when pursuing and planning the strategic direction of the organization.

Course Resources

Graduate Discussion Participation Scoring Guide

Vila Health: Tying Strategic Planning to Vision and Mission | Transcript

Unit 9 >> Visioning and Implementing Strategic Directions

Introduction

Implementation strategies arise from the internal organization. Creating a sensitive cultural climate, along with value-adding support strategies, is key to the strategic implementation process. This unit examines the creation and development of strategies to implement quality or safety initiatives that will work toward creating a sustainable organization. In this unit you will create a presentation in which you will apply communication strategies to create buy-in and clarity for the strategic goals you and initiatives you have developed throughout the course. Successful strategy development and implementation involves agreeing upon goals and objectives, measuring the performance, evaluating performance against the objectives, and taking corrective action. All of the elements of the strategy must work together. Changes in strategy or any management process must consider the implications for the entire system.

Learning Activities

u09s1 - Studies

Readings

Use the Capella University Library to read the following.

These readings will help you complete your discussion and assignment for this unit:

- Chassin, M. R., & Loeb, J. M. (2013). *High-reliability health care: Getting there from here*. *The Milbank Quarterly*, 91(3), 45–490.
- Grossman, S. C., & Valiga, T. M. (2012). ; *The new leadership challenge: Creating the future of nursing*. Philadelphia, PA: F. A. Davis Company.
 - Read Chapter 8, "Shaping a Preferred Future for Nursing," pages 151–171.

u09a1 - Strategic Visioning With Stakeholders

Professional Context

As a nurse leader, you may be called upon to present initiatives that you have been involved in developing to various stakeholders in your care setting. When asked to this it is vital that you are able to frame your message in a way that makes sense and addresses the viewpoints of those stakeholders. To foster the needed buy-in from your audience, you will want to focus your message so that only key and relevant information is given. Developing presentation skills can be valuable to nurse leaders who want to ensure that initiatives in their care setting are being developed, implemented, and sustained.

Scenario

Your Strategic Planning Report has been reviewed and you have been asked to present to key stakeholders at a strategic visioning session. This is the next step in moving your plan toward implementation and your practice context toward improvement. Your audience may depend on the nature of your strategic plan; if it has organization-wide implications, you may be presenting to the CEO. If it is focused on a community health project, your audience might be a group of community leaders. If your plan concerns a few departments or teams, you might be presenting to a group of nurse managers.

Instructions

For this assignment, create a presentation that will facilitate discussion about an implementation plan—including operational recommendations and strategic control mechanisms—for your strategic plan. It is recommended that this be accomplished by creating a PowerPoint presentation, with notes for each slide, and using the program to help you record audio for each slide (see the help guides linked in the Resources).

- If you have technical difficulties in recording your audio, you may instead include a full script of what you intended to say in the notes section of each slide, in place of recording audio. You can also use other technology as long as it enables you to capture video of presentation slides and record audio. Please contact your instructor before using a different technology.
- As mentioned earlier in the course, if you require the use of assistive technology or alternative communication methods to participate in this activity, please contact Disability Services to request accommodations.

Include, or explicitly address, the following in your presentation. **Note:** The bullet points below correspond to grading criteria in the rubric. Be sure your work is, at minimum, addressing each of the bullets. You may want to read the Strategic Visioning With Stakeholders Scoring Guide to better understand how each grading criterion will be assessed. Additionally, the Guiding Questions: Strategic Visioning With Stakeholders document may be helpful in providing additional clarification about things to consider when creating your assignment. Both documents are linked in the Resources.

- Summarize the plan you have developed for 2–3 main goals, along with your corresponding metrics, targets, and initiatives to help the organization achieve the strategic direction for improvement in quality or safety.
- Explain how you would communicate your plan to stakeholders and constituencies that are essential to the implementation and sustainability of your strategic direction.
- Explain the strategic goals and action steps for reconfiguring and aligning the structure, systems, shared values, management style, staff, and skills of the care setting to the main objectives.
- Describe how you would evaluate the success of the implementation and outcomes of your strategies, compared to current measurement benchmarks in the care setting.
- Explain the cultural, ethical, and regulatory considerations that you applied to your decision making in designing your strategic and implementation plans.
- Explain your role as a nurse leader within your proposed strategic direction, citing the leadership and health care theories that helped inform your explanation.
- Advocate for the relevance of your leadership qualities and skills to successfully facilitate your strategic direction.
- Communicate with stakeholders in a professional and respectful way to build buy-in and partnerships around your proposed strategic direction.
- Integrate relevant sources to support assertions, correctly formatting citations and references using APA style.

Submission Requirements

- **Format and length of submission:** A PowerPoint presentation containing 10–20 slides.
 - Recorded audio of you presenting your PowerPoint that is 10–15 minutes in length and is targeted at key stakeholders in the context of your strategic plan (that is, CEO if your plan is organization-wide, community leaders if it is a community health project, or the nurse manager of a specific department or team).
 - If you have technical difficulties recording your audio, you may instead include a full script of what you intended to say in the notes section of each slide in place of recording audio.
 - Submit your PowerPoint presentation and any other necessary documentation or links (if you used other technology) when you turn in this assignment.
- **Number of references:** Cite a minimum of 3–5 sources of scholarly or professional evidence to support your analysis.
- **APA formatting:** Resources and citations are formatted according to current APA style.

Portfolio Prompt: You may choose to save this learning activity to your ePortfolio.

Course Resources

[ePortfolio](#)

[Guidelines for Effective PowerPoint Presentations \[PPTX\]](#)

[Guiding Questions: Strategic Visioning With Stakeholders \[DOC\]](#)

u09d1 - Quality, Safety, and Leadership

Improving the quality of the care provided by a care setting and working toward zero patient harm is one route toward a reliable and sustainable organization. Leadership is an important aspect of continuous improvement toward quality and safety goals. Leadership is also important in helping to forge the future of your practice (Chassin & Loeb, 2013).

For this discussion, reflect upon a quality or safety initiative in your current care setting or one that you have developed during your work on the assignments in this course. Address the following in your discussion post:

- A brief explanation of a quality or safety initiative and its impacts.
 - If this is a current initiative happening in your care setting, discuss the impacts you are seeing as the initiative is carried out.
 - If this is an initiative you developed through your course assignments, discuss the improvements you are hoping to achieve.
- A critique of the leadership styles or strategies being applied to the initiative.
 - If this is a current initiative happening in your care setting, describe the leadership styles or strategies being used, comment on their effectiveness, and propose at least one additional style or approach that could improve the support or sustainability of the initiative.
 - If this is an initiative you developed through your course assignments, describe the leadership styles or strategies you see as the best fits to help implement your initiative, and explain why you believe the styles or strategies will help ensure success.
- Comment on how, as a nurse leader working with a quality or safety initiative, you are able to help shape the nursing practice and roles at your place of practice.

Response Guidelines

Review the responses of your peers and respond according to the guidelines listed in the Faculty Expectations Message. In your response, address one or more of the following:

- Relate a quality or safety initiative that you worked toward, or observed, that would be a good fit with the leadership styles or the vision of nursing practice that your peer described in their post.
- Offer an alternate viewpoint on the critique of leadership styles or strategies that your peer completed.

Reference

Chassin, M. R., & Loeb, J. M. (2013). High-reliability health care: Getting there from here. *The Milbank Quarterly*, 91(3), 459–490.

Course Resources

Graduate Discussion Participation Scoring Guide

[High-Reliability Health Care: Getting There From Here](#)

Unit 10 >> Leadership Self-Assessment and Maintaining Momentum

Introduction

In this unit you will revisit the leadership self-assessment you completed earlier in this course. Reflecting on and evaluating one's growth and progress toward goals are important aspects of professional, personal, and leadership development. Along these lines, you will also examine your plans for the near- and long-term futures of your academic studies and professional pursuits.

MSN Program Journey

Click **MSN Program Journey** to review this useful guide.

Learning Activities

u10s1 - Studies

Readings

Use the Capella University Library to read the following:

- Grossman, S. C., & Valiga, T. M. (2012). *The new leadership challenge: Creating the future of nursing*. Philadelphia, PA: F. A. Davis Company.
 - Read Chapter 9, "Developing as a Leader Throughout One's Career," pages 177–196.

Internet Resources

Review the resource you used to conduct your leadership self-assessment in Unit 3. You will revisit your self-assessment in the first discussion of this unit.

- American Organization of Nurse Executives. (2015). [Nurse executive competencies \[PDF\]](https://www.aonl.org/sites/default/files/aone/nurse-executive-competencies.pdf). Retrieved from <https://www.aonl.org/sites/default/files/aone/nurse-executive-competencies.pdf>
- American College of Healthcare Executives. (2016). [ACHE healthcare executive 2016 competencies assessment tool \[PDF\]](#).

u10d1 - Self-Assessment and Goal Progress Reflection

In Unit 3, you conducted a self-assessment of your knowledge and skills. You also set goals for improving on competencies in which you felt you were weaker. Looking back on your work and learning in this course, address the following in your discussion post:

If you chose the Nurse Executive Competencies from AONE

- Reflect on the goals you set for the Communication and Relationship Building theme.
 - To what degree did you achieve the goals you set for yourself?
 - How did the activities and resources in the course help you to work toward achieving your goals?
 - In what ways have you incorporated into your practice aspects of the skills and knowledge you improved on your path to achieving your goals?
- Reassess your current knowledge and skills for each competency area A–G in the Communication and Relationship Building theme on the same scale of 1–5 (1 = novice, 3 = competent, 5 = expert). Please post your self-assessment ratings in your discussion post.
- Reflect on the goals you set for the Leadership theme.
 - To what degree did you achieve the goals you set for yourself?
 - How did the activities and resources in the course help you to work toward achieving your goals?
 - In what ways have you incorporated into your practice aspects of the skills and knowledge you improved on your path to achieving your goals?
- Reassess your current knowledge and skills for each competency area A–E in the Leadership theme on the same scale of 1–5. Please post your self-assessment ratings in your discussion post.

If you chose the ACHE's Healthcare Executive 2016 Competencies Assessment Tool

- Reflect on the goals you set for the Communication and Relationship Management theme.
 - To what degree did you achieve the goals you set for yourself?
 - How did the activities and resources in the course help you to work toward achieving your goals?
 - In what ways have you incorporated into your practice aspects of the skills and knowledge you improved on your path to achieving your goals?
- Reassess your current knowledge and skills for each competency area A–C (including all sub-points as laid out in the table) in the Communication and Relationship Management theme on the same scale of 1–5. Please post your self-assessment ratings in your discussion post.
- Reflect on the goals you set for the Leadership theme.
 - To what degree did you achieve the goals you set for yourself?
 - How did the activities and resources in the course help you to work toward achieving your goals?
 - In what ways have you incorporated into your practice aspects of the skills and knowledge you improved on your path to achieving your goals?

- Reassess your current knowledge and skills for each competency area A–D (including all sub-points as laid out in the table) in the Leadership theme on the same scale of 1–5. Please post your self-assessment ratings in your discussion post.

Response Guidelines

Review the responses of your peers and respond according to the guidelines listed in the Faculty Expectations Message. In your response, address the following:

- Compare and contrast your experiences in the course, in working toward and applying the learning from your goals, with those of your peer.
- Compare your experiences in the skill and knowledge growth that you have seen with that of you peer.

Course Resources

Graduate Discussion Participation Scoring Guide

u10d2 - Maintaining Momentum in Your Program and Practice

At this point you likely are almost done with all your work for this course, which means you have done all the heavy lifting to successfully complete the first course in your leadership and administration specialization. Congratulations! The purpose of this discussion is to give you a space to reflect on your plan for continuing on your journey through the MSN program, as well as how you can leverage what you are learning to get to the place (or position) you want in your nursing career.

For this discussion, reflect on the following questions:

- Which courses are you planning to take over the next two quarters?
 - How do you hope these courses will help to increase or refine your knowledge and skill base?
 - Which courses are you most interested in taking? Why?
- What is the place of practice and/or position to which you are aspiring?
 - How will your learning contribute to reaching your goal?
 - What has been the most useful aspect of your coursework so far in your program? Why?

Response Guidelines

Review the responses of your peers and respond according to the guidelines listed in the Faculty Expectations Message. In your response, address one of the following:

- Compare and contrast your program plans with that of your peer.
- Compare and contrast your career goals with that of your peer.
- Offer helpful suggestions on resources, organizations, or advice that could help your peer on their path to achieving their career goals.

Course Resources

Graduate Discussion Participation Scoring Guide

