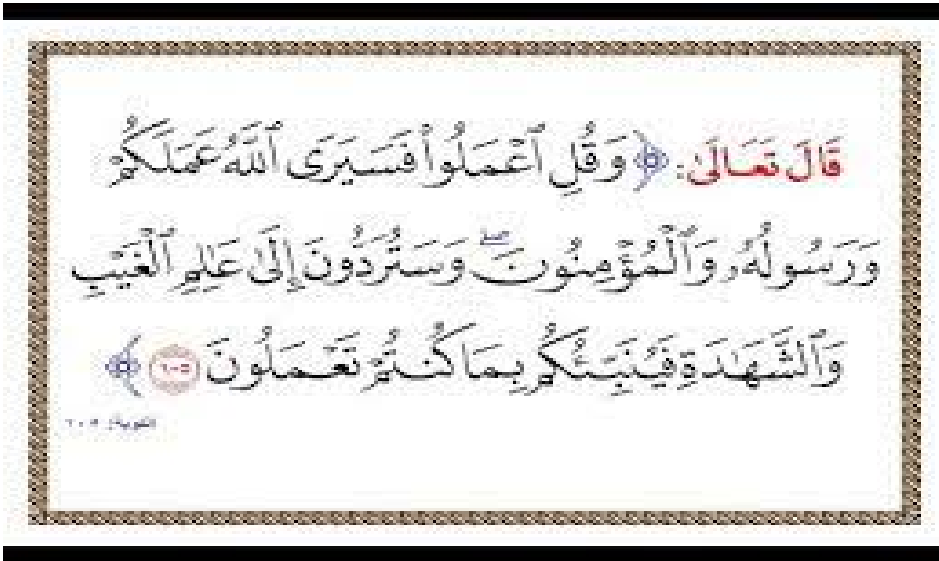


Name of subject : Introduction to leadership and management in nursing

Name of Lecturer: M.SC .wiaam hamdan khshain

Date :            Time of subject : 45 minutes

Target group: students of nursing department



**Dedication To Al-Hadi University College and its students in Nursing  
department**

No	Subject	Page N.
1	Management	2-3
1.1	What is management	3
1.2	What do manager	3-4
1.3	Basic management skills	4-5
1.4	Roles of manager	6-7

### General objective

In the end of course, the student will be able to :

1. Understand the two concept of management and leadership in nursing .
2. apply all of these topics related concepts.
3. Deal with these topics related issues .

### ***Specific objective***

In the end of lecture, the student will be able to :

1. Define management
2. Enumerate roles of managers
3. Identify levels of management

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First Semester



## Management and Leadership in Nursing

### Lecture 1

#### Management in Nursing

**Management** can be defined as an act that involves the control, supervision and leading of group persons as a team. It involves overseeing projects and resources.

**Nursing management** :refer to the roles of nursing professionals who direct nursing staff, oversee the organizational structure of medical processes and lead nursing teams in providing patient care.

#### Manager

The definition of a manager is a person responsible for supervising and motivating employees and for directing the progress of an organization.

#### Management Process

The management process, like the nursing process, includes gathering data, diagnosing problems, planning, interviewing and evaluating outcomes.

The management process consists of working with human and physical resources and organizational and psychological processes within for the realization of organizational goals.

### **Management Process or skills**

1. Planning encompasses determining philosophy, goals, objectives, policies, procedures, and rules; carrying out long- and short-range projections; determining a fiscal course of action; and managing planned change.
2. Organizing includes establishing the structure to carry out plans, determining the most appropriate type of patient care delivery, and grouping activities to meet unit goals. Other functions involve working within the structure of the organization and understanding and using power and authority appropriately.
3. Staffing involves of orienting staff. Scheduling, staff development, employee socialization, and team building.
4. Directing sometimes includes several staffing functions. However, this phase's functions usually entail human resource management responsibilities, such as motivating, managing conflict, delegating, communicating, and facilitating collaboration.
5. Controlling functions include performance appraisals, fiscal accountability, quality control, legal and ethical control, and professional and collegial control.

### **Levels of Management**

Generally, there are Three Levels of Management.

#### **I: Top Level Management**

As the nurse director, responsible for managing nursing departments in the hospital, and all middle managers report to him.

## **II: Middle Level Management**

The middle level management emphasize more on following tasks:

1. Middle level management gives recommendations (advice) to the top-level management.
2. It executes (implements) the policies and plans which are made by the top-level management.
3. It co-ordinate the activities of all the departments.
4. They also have to communicate with the top-level Management and the lower level management.

## **III: Lower Level Management.**

The lower level management consists of the Foremen and the Supervisors. They are selected by the middle level management. It is also called Operative / Supervisory level or First Line of Management. It is responsible for supervising the work of non-managerial personnel and the day-to- day activities of a specific work unit or units.

## **Roles of the Manager**

### **1. Creating the Vision**

Successful organizations are led by visionary leaders with a clear understanding of the organization's mission statement. This helps everyone focus on the organization's main purpose.

### **2. Implementing the Vision**

It is also the manager's role to implement the mission statement by breaking it down into specific, achievable goals. Managers help the workers to recognize how the work they do relates to the overall goal of the organization.

### **3. Gathering Information**

It's the manager's role to gather all relevant information. Managers stay in touch with their superiors and are aware of new trends that might be implemented in the future. They maintain an "open-door" policy with their employees to keep up to date with issues that might be causing resentment or discontent among them.

### **4. Evaluating Information**

Evaluate information when it is received, to determine who should receive the information and how it will be communicated. Managers use their judgment to decide what is relevant to pass on to their supervisors and what to share with their workers.

### **5. Communicating**

Managers must communicate information at the most suitable time, using the most appropriate method of communication whether it be face-to-face at a meeting, via electronic technology or in print.

## 6. Decision-Making

Managers are constantly involved in decision-making, whether it's for smaller issues such as what time workers will take their breaks or for more important matters such as firing an employee for a transgression.



**Post test :**

Q\ Define Management ?

Q\Enumerate roles of manager ?

Q\What are levels of management?

No	Subject	Page N.
1	Management skills pyramid	9
1.1	Management skills for beginners	11-13
1.2	Management skills for team building	14-17
1.3	Management skills for personal development skills for managers	17-19

### **General objective**

In the end of course, the student will be able to :

1. Understand the two concept of management and leadership in nursing .
2. apply all of these topics related concepts.
3. Deal with these topics related issues .

### **Specific objective**

In the end of lecture, the student will be able to :

1. Identify Management skills pyramid
2. Described Management skills for team building
3. Enumerate Management skills for personal development skills for managers

### **Pre test:**

1. what are the levels of Management skills?



2. enumerate levels of planning?
3. explain the Lesson of the Red Horse?

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Stage**

**first Semester**



## **Management and Leadership in Nursing**

### **Lecture2**

#### **The Management Skills Pyramid**

#### **The Management Skills Pyramid**

To be successful, there are many skills a manager needs to master. Pyramid structure is adapted to show the increasingly difficult management skills you must master at each level and to also display how these management skills build on each other to help you achieve success in your management career. The result is the Management Skills Pyramid shown here.

Each level of the Management Skills Pyramid is listed below and is discussed in more detail on the linked pages.

#### **The Management Skills Pyramid, Level 1**

Level 1 of the Management Skills Pyramid shows the basic skills a manager must master just to get the job done. These are

the fundamentals of the management job:

Plan

Organize

Direct

Control

### **The Management Skills Pyramid, Level 2**

After you have mastered the basic skills in level 1, you need to move on and develop your skills on Level 2 of the Management Skills Pyramid. These are the management skills that you use to develop your staff. There are many specific skills required, and these are discussed in Level 2 of the Management Skills Pyramid, but they are grouped into these categories:

Motivation

Training and Coaching

Employee Involvement

### **The Management Skills Pyramid, Level 3**

When you have become skilled in developing your staff, it's time to focus on Level 3 of the Management Skills Pyramid, improving your own development. These management skills are grouped as:

**Self Management and**

## Time Management

Time management gets its own category because it is so important to your success in all the other skills.

### **The Management Skills Pyramid, Top Level**

The peak of the Management Skills Pyramid, the single skill that will help you the most in developing success in your management career, is leadership. As you develop your skill as a leader, as you make the transition from manager to leader, you will achieve the success you truly want in your management career.

## Management Skills Pyramid

The management skills pyramid shows the many skills a manager must master to be successful. The Management Skills Pyramid shows the increasingly difficult management skills you must master at each level and how these management skills build on each other to help you achieve success in your management career.

### **Level 1 Management Skills**

#### **Management Skills for Beginners**

Level 1 of the Management Skills Pyramid shows the basic skills any beginning manager must master. It is the foundation of the management skills pyramid, which shows the skills a manager must master to be successful and shows how these management skills build on each other toward success.

#### **Basic Management Skills**

There are four basic management skills anyone must master to have any success in a management job. These four basic skills are plan, organize, direct, and control and are discussed separately in detail below.

## **Plan**

Planning is the first and most important step in any management task. It also is the most often overlooked or purposely skipped step. While the amount of planning and the detail required will vary from task to task, to skip this task is to invite sure disaster except by sure blind luck. That's what gives us the adage of the 6 P's of planning (or 7 P's depending on how you count). Although most people associate the term planning with general business planning,

**there are also different levels of planning:**

Strategic Planning

Tactical Planning

Operational Planning

And there are different kinds of planning:

Disaster Planning

Succession Planning

Crisis Planning

Compensation Planning

Organize

A manager must be able to organize teams, tasks, and projects in order to get the team's work done in the most efficient and effective manner. As a beginning manager, you may be organizing a small work team or a project team.

These same skills will be required later in your career when you have to organize a department or a new division of the company.

Clearly, there is a lot of overlap between planning the work and in organizing it. Where planning focuses on what needs to be done, organization is more operational and is more focused on how to get the work done best.

**When you organize the work, you need to:**

Determine the roles needed,

Assign tasks to the roles,

Determine the best resource (people or equipment) for the role,

Obtain the resources and allocate them to the roles, and

Assign resources to the roles and delegate authority and responsibility to them.

Whether you have been assigned a small team or a project to manage, beginning managers must also be able to organize offices and data systems.

You may not be able to physically move people around in order to get your team together, but you should consider it. On the other hand, you may need to move several people into a small space and you will have to organize things so the team can work effectively within that space. Later in your career, you may need to organize an office to accommodate teams from several different departments and their specific needs.

You will also need to be able to organize all the systems that will handle the data your team needs to collect or distribute. These days, those are probably computer systems. You must decide whether, for example, you need to set up shared web pages on the company's intranet or just a shared folder on the file server. How are you going to organize the systems so everyone who needs information has access to it (and that it is not available to those who should not see it, like your competitors)? If your team needs or produces something other than information, you must organize so that your team gets what they need, when they need it, and can get out to others what your team

produces at the right time. Don't forget about organizing yourself. We will go into this at a higher level in Level 3 of the Management Skills Pyramid, but even as a beginning manager you must be able to organize yourself, your time, and your space so you can be most effective.

**Here are some articles that can help you manage yourself effectively.**

Finally, remember, that it is seldom enough to organize things once. With constant changes in resources, goals, and external factors you will usually need to reorganize to adjust for them.

**Direct**

Directing is the action step. You have planned and organized the work. Now you have to direct your team to get the work done. Start by making sure the goal is clear to everyone on the team. Do they all know what the goal is? Do they all know what their role is in getting the team to the goal? Do they have everything they need (resources, authority, time, etc.) to do their part?

**Pull, Don't Push**

You will be more effective at directing the team toward your goal if you pull (lead them) rather than push (sit back

and give orders). You want to motivate the people on your team and assist and inspire them toward the team goals.

**Level 2 Management Skills**

## **Management Skills for Team Building**

Level 2 is the team building skills any developing manager must master. It is the next level of the management skills pyramid, which shows the skills a manager must master to be successful and shows how these management skills build on each other toward success.

### **Team Management Skills**

There are three categories of team management skills anyone must master to have any success in a management job.

These are motivation, training and coaching, and employee involvement and are discussed separately in detail below.

#### **Motivation**

The most fundamental team management skill you must master is motivation of your team and of the individual members of the team. (We will discuss self motivation later in this series.) You can't accomplish your goals as a manager unless your team is motivated to perform, to produce, to deliver the results you need. Motivating each of the individuals on your team requires a recognition on your part that each team member's motivation needs are different.

And motivating the team requires a different approach from motivating the team members.

#### **Motivating Individuals**

##### **The Lesson of the Red Horse**

What does a nine-year old drawing animals on scraps of paper have to do with motivation? A lot really. The Lesson of the Red Horse stresses the importance of employee motivation and its effect on performance.

### **Larry Doesn't Work Here Anymore**

For employee retention employee motivation is key. Putting each person in the right job is a critical part of

that. See what a difference you can make by using your people in the spots where they can do their best.

### **How To Give Positive Feedback**

Another key to successful motivation is the way you give feedback. You have to provide feedback to your employees and they have a right to expect it. Try to focus first on giving positive feedback and resort to negative feedback only as a last resort.

### **The Coffee Cup**

One of your best management tools may be a coffee cup. The simple act of taking someone to coffee gives you an opportunity to sit with them, listen, and learn. That kind of a conversation can be powerful employee motivation.

### **Management Tips for Motivation**

These are some additional motivation tips.

### **De-motivating Your Employees**

And while you are working hard to motivate your team, be sure you are not doing anything that will demotivate them.

### **Training and Coaching**



It is unlikely that you will ever manage a team where everyone is adequately trained. It is even more unlikely that you will have a team that never needs coaching. You need to be able to identify the training needs of your team members and be able to get that training for them. And you need to coach all the members of your team, even the well trained ones, to help them achieve their best levels of performance.

## Training

### **New Employee Training**

Regardless whether you spend a few hours or a few months orienting new employees, there is a cost. New Employee Orientation (NEO) can save you money in the long run if you take the time to properly train new people.

### **Cross Training Employees**

Cross training is training someone in another activity that is related to their current work. It is good for managers, because it provides you more flexibility, which saves money in labor costs. It is good for the employees too. It lets them learn new skills, makes them more valuable, and can combat worker boredom.

### **Learn at Lunch**

Learn at Lunch, is a program to help employees grow and advance. Learn how to set one up so both the company and the employees benefit from it.

### **Employee Coaching: When To Step In**

You have to let people make mistakes if they are going to learn. The trick is knowing when to step in and when to hang back and let them try on their own.

### **What Professional Baseball Can Teach Professional Managers**

The same factors apply in baseball as in business. Generally the teams with the best managers make it to the playoffs and to the World Series. In business, too, it is usually the best managed companies that succeed. Are you the best managed company in your market?

### **Performance Management Instead of Layoffs**

It costs too much to leave an incompetent manager in place. If the employee won't request a return to a level at which they were competent, the company must take action. Specific training can be part of this.

### **Coaching, an Essential Management Skill**

One of the most important things we do as managers is coach our subordinates. One of the most important skills you can develop as a manager is that of a good coach. Here are some more resources that can help you improve your skill.

### **Level 3 Management Skills**

#### **Personal Development Skills for Managers**

##### **Management Skills Pyramid Level 3**

Level 3 is where the developing manager must master personal development. It is the next level of the management skills pyramid, which shows the skills a manager must master to be successful and shows how these management skills build on each other toward success.

#### **Personal Management Skills**

There are two areas of personal management skills you must master to be successful as a manager. These are selfmanagement and time management. We discuss these in detail below.

## Self-management

By this point in your development as a manager, you are good at assigning work to your employees and coaching

them through the difficulties so they can produce their best work. You know how to motivate them and discipline

them. You have built them into a team. But are you as good at managing yourself as you are at managing others? Do

you stay focused on the tasks that are truly important and not just urgent? Do you do your job the best you are able?

## Take Ownership of Your Job

Every job you do has your "signature" on it. Do it the best you can; do it the best it can be done. That is how

you succeed.

## Scruples Are A Good Thing

There is a reason for that little voice in your head. Listen to it. Don't just do things right, but also do the right

thing. You will do a better job as a manager if you don't have to waste time remembering what lies you told to

whom.

## Pareto's Principle - The 80-20 Rule

It is important that as a manager you focus on what is truly important, not just what appears urgent. The 80-20

Rule can help you do that.

### Ten Things To Do Today To Be A Better Manager

Here are ten areas you can focus on to improve as a manager.



Post test:

1. Discuss decision making process?
2. Describe component of organizing process?
3. How to give positive feedback?

No	Subject	Page N.
1	Managers roles	<b>21-29</b>
1.1	Coach	21-22
1.2	Mentor	22-24
1.3	Teacher	24-25
1.4	Parent	25-27
1.5	Mediator	28-29

### General objective

In the end of course, the student will be able to :

1. Understand the two concept of management and leadership in nursing .
2. apply all of these topics related concepts.
3. Deal with these topics related issues .

### Specific objective

In the end of lecture, the student will be able to :

1. Identify manager roles
2. Enumerate manager roles

Pre test:

1. Who are managers?
2. Described mentor: Trusted Guide?
3. What are the roles of coach?

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**Management and Leadership in Nursing**

**Lecture 3**

***Manager's Roles***

***Manager's Roles***

**1 .Coach: Bringing Out the Best in Others**

Odds are, you remember a coach from somewhere in your past. Perhaps it was a track coach who pushed you to run faster or jump farther than you thought was possible, or a swim coach who pushed you to the edge of your endurance. Good memories or bad, these are powerful reminders of the influence a single person can have in the lives of many others.

The other roles you adopt as a manager tend to focus on each individual's needs and capabilities. The role of coach, however, also requires you to bring people of diverse skill levels and backgrounds together to work as a unified team, in such a way that the synergy among them generates a product or result that surpasses each individual's abilities. Sounds like a tall order? It is! But it's really nothing more than ongoing reinforcement of what employees are doing and learning.

### **An effective coach does a lot of things:**

Provides timely and specific feedback. “Good job!” feels good but says little; “You really nailed the point in your proposal!” lets an employee know what was good.

Establishes standards and goals that are high enough to make employees stretch, but not so high that they're impossible to reach

Tells the truth with kindness and caring — but still tells the truth

Shares ideas and offers suggestions but resists telling employees how to do things

Teaches people how to cook rather than take them out to dinner, metaphorically speaking Good coaches inspire loyalty and respect, characteristics that are increasingly rare in the workplace. How do you become a good coach? The most effective way is to

watch a good coach in action. If you feel that your workplace is deplorably lacking in such role models, attend some high school or college athletic events. You'll see good coaches, bad coaches, and mediocre coaches, and you'll see how their teams respond to their methods.

## **.2. Mentor: Trusted Guide**

Although we view mentoring as a modern concept, the original Mentor debuted in Homer's classic of Greek mythology, *The Odyssey*. When Odysseus goes off to war, he appoints his close friend Mentor to look after his family and household, including his son Telemachus and wife Penelope. When Odysseus is imprisoned, the goddess Athena takes over Mentor's body to guide Telemachus in safeguarding his mother from the actions of greedy suitors chasing his father's riches.

When Odysseus finally returns home after 20 years, Mentor helps him devise the "test" by which he proves to Penelope that he is, indeed, her long-missing husband. Mentor also makes appearances in other Greek myths, often as the disguise for a helpful god or goddess. It hasn't taken long for the business world to adapt the concepts of coaching for use in the employment environment.

Thousands of consultants offer business coaching services that target motivation of work groups and individuals to improve efficiency and increase productivity. Business coaches charge anywhere from several hundred to several thousand dollars a day for their services. How do you know if they're worth it? Ask around, and check references. Today's mentors are ordinary people who have achieved extraordinary success helping others reach their goals. Most mentoring is unofficial, though some corporations have structured mentoring programs to groom potential upper-level managers and executives. More typically, a person with expertise takes interest in a subordinate's career and takes that subordinate under his or her wing. **A mentor helps an employee do things including these:**

Set long-term goals and short-term objectives

Explore new directions to achieve goals

Identify personal strengths and weaknesses

Find ways to develop and grow

One of the most effective methods of mentoring is shadowing. You put your employee in situations where he or she can observe your actions without participating in them. Your employee might sit in on a conference call or a sales meeting, for example, or read and discuss a report you've written, or accompany you to an event where you are giving a presentation.

These lessons are far more effective than any explanations you can offer. Not only do they let your employee see the master in action, but they also show that the master is still human. If you're exceptionally good at what you do, it's because you learn from your mistakes as well as your successes. The better you are, the smaller the increments of measurement. These are subtleties that are difficult to convey in any other way.

Mentoring extends beyond teaching in that it relies on establishing a relatively long-term relationship that revolves around sharing and mutual respect. A mentor shares knowledge as well as wisdom — a fine line, perhaps, but a crucial distinction.

While knowledge can be learned, wisdom must be acquired. Knowledge is having the right words; wisdom is known when and how to say them — and when to keep them to yourself.

### **3. Teacher: Imparting New Skills**

A teacher is someone with expert skills and knowledge who has the ability to share this expertise with others. A good teacher — one whose students learn — improves both



the individual and the company. But it isn't always easy to find a balance between “Let me show you” and “Get out of the way, I'll do it myself”!

A small software company hired Miguel to do its PR. The company chose Miguel because he was good at explaining technical concepts to nontechnical people. But Miguel had never used his skills to write marketing materials, and his debut in his new job was less than spectacular. In fact, it was a bit of a dismal spectacle.

After bleeding all over Miguel's first few attempts with her red pen, Miguel's manager called him into her office. For the rest of the afternoon, she became his journalism teacher. She explained and demonstrated the basic principles of journalism.

She showed him how to establish those principles — who, what, where, when, and why — in the first paragraph of virtually anything he might write. She showed him how to make up quotes that would pass muster with corporate executives, how to put words in their mouths that they would wish they had actually said (and would say, after reading the stories generated by the press release. (Now, Miguel's manager could just as easily have reamed him out. After all, Miguel had been hired to write press releases and he wasn't doing a very good job of it. Miguel's manager could have counseled him for his unacceptable job performance and placed a memo in his personnel file.

But she didn't. She put on her teacher hat and turned her office into a classroom. She not only showed Miguel just what she wanted him to do, she also taught him the skills he needed to apply the same lesson to other situations. For a few weeks after, Miguel's manager met with him to strategize the approach for each new press release. Miguel went to his desk to do the writing, then sat down with his manager to review the results. Within a few months, Miguel was getting compliments from senior executives. Not only did Miguel's skill level improve

tremendously, but his self-confidence grew as well. He even enrolled in an evening continuing education class at a local community college to further hone his writing skills. Not all situations end in such success, of course. Some people resist the suggestion that they need to clean up rusty skills or learn new ones. Some managers lose patience when improvements fail to be immediate and dramatic. Some managers know what they want from their employees but don't know how to express their needs in ways their employees understand. If the **teaching hat doesn't fit you very well, consider alternatives as your budget allows:**

Hire consultants to conduct workshops or seminars for your work group or department

Send employees to training courses (all expenses paid, of course).

Reimburse or otherwise compensate employees for taking classes that directly improve their job skills.

#### **4 .Parent: Setting Limits**

Many people view the workplace as an alternate home and the people there as surrogate family members. After all, you spend more waking hours at work than at home or anywhere else. Coworkers are pseudo-siblings or pseudo-spouses. And managers become — you guessed it — pseudo-parents. Just as you might have to tell your 10-year-old son to stop spitting out the car window, you might need to tell a 32-year-old administrative assistant that she can't swear on the telephone or a 50-year-old sales representative that he can't shave during the morning staff meeting. It seems petty and counterproductive — and sometimes it is. But people push limits just to be sure those limits are still in place. Everyone needs to feel there's a certain level of stability in their lives, and limits allow them to do so. Just as parents need to set limits and structure at home, managers need to establish boundaries and organization for

their employees at work. As a manager, it is your job to tell employees what they can and cannot do.

In the role of parent, you are often training your employees in basic behaviors. This differs from teaching them skills. You might find yourself repeatedly reminding employees to ask clients if there is anything else they can do for them before

rushing to the next call, just as at home you might find yourself repeatedly reminding your kids to tuck their socks before putting them in the laundry basket.

And your parent role might frequently compel you to reinforce core values and the behaviors that support them, such as prioritizing client requests even when that requires interrupting other work.

A study reported in the February 2000 issue of Entrepreneur magazine found that having managers they could respect ranked at the top of the list of what employees want in their jobs. The survey concluded that the relationship employees have with their managers is a key factor in whether employees stay or leave.

Sometimes being parental also means providing a listening ear. It might mean listening to complaints, even some whining, and being able to listen between the lines to understand the real issues. And sometimes wearing your parent hat means being firm and saying, "Yes, I understand this is a lot to do".

**When you are functioning effectively in your manager-as-parent role, your employees can be expected to do the following:**

Know and follow established guidelines and procedures

Understand that there are clear and consistent consequences for stepping outside the boundaries

Accept accountability for meeting project timelines rather than pointing the finger of blame at others if things go wrong

Be comfortable in coming to you with problems or concerns

Respect you, but not fear you

Remember, though, that you are not, of course, really a parent to your employees, and the work group is not really a family.

There are important differences, many of which are performance based. Your employees are adults, and they have adult rights and responsibilities.

It does not serve them well, in the long run, for you to make decisions for them as you might for your children. They have been hired to perform specific tasks and accomplish particular goals. You might be wearing your parent hat too long if you find yourself doing any of these things:

You look at the employees sitting in your office airing yet another dispute and realize that if they were younger and shorter, they'd be tattling.

“Nobody told me I had to do that” is a familiar chorus in staff meetings.

Employees ask permission to go to the restroom or take a break

No assignment gets completed without repeated visits to your office to be sure it's being done right.

You make excuses to your superiors when your employees fail to complete projects either on time or correctly.

## **5 .Mediator: Finding Balance**

Acting as a mediator is familiar territory for many managers who feel that all they do help people find common ground.

You might help employees resolve disagreements among themselves, investigate disputes between clients and employees ,or negotiate differences between the priorities of upper management and the needs of employees.

Mediation is most effective (and successful) when it is a process of collaboration rather than compromise. This is more than just word play. Collaboration comes from the Latin collaborate, meaning “to labor together.” Compromise, despite its core word “promise,” implies giving up something of value, or conceding a cherished point, to reach agreement.

These implications are important because they set the tone for the discussion. Few people are happy when compromise means they get less than they hoped for or expected, yet most are pleasantly surprised to get more.

**Mediation is most effective when you aim to do the following:**

Focus on common goals and look for common ground to help you reach those goals

Treat all parties, and their viewpoints, with respect

Propose win-win solutions

Remain interested but impartial

Establish a process for assessing the success of the agreed-upon solutions.

## What is mediation?

To mediate is to be in the middle or intervene to settle a dispute between two parties. Mediation is the process of finding common ground, of seeking win-win solutions to differences and disagreements.

## 6 .Cheerleader: Rallying the Troops

People worry about their jobs and their abilities to complete new tasks and assignments. They need someone (you) to rally

them back to believing in themselves. It's a major part of your job to motivate and excite your employees. Leading the cheering section demonstrates that you believe in your team and its ability to succeed.

But you have to have those pom-poms always at the ready. It's not acceptable to sit in your office all week, and then pop out when a productivity report tells you your department is in jeopardy of missing its deadlines. Cheering on the troops is only effective when the troops know that you truly care — not just about their projects and assignments and meeting your department's goals, but also about them as people and individuals. And they won't know you truly care unless you're involved in what's going on every day.



Post exam:

1. What is mediation?
2. An effective coach does a lot of things ,explain that?

3. A mentor helps an employee do things ,described that?

No	Subject	Page N.
1	Change management	<b>31-35</b>
1.1	Purpose of change management	31-32
1.2	Forms of change management	32-33
1.3	Change models	34-35

Name of subject : Introduction to change management

Name of Lecturer: Dr.wiaam hamdan khshain

Date : Time of subject : 45 minutes

Target group: students of nursing department

### **General objective**

In the end of course, the student will be able to :

1. Understand the concept of change management
2. apply all of these topics related concepts.
3. Deal with these topics related issues .

### **Specific objective**

In the end of lecture, the student will be able to :

1. Define change management
2. Numerate purpose of change management
3. Explain forms of change management

Pre test:

1. What is change management?

2.Explain change strategies in nursing?

3. Described barriers to managing change in nursing?

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**Management and Leadership in Nursing**

**Lecture 4**

**Change management**

**Change management:** is a systematic approach to dealing with the transition or transformation of an organization's goals, processes or technologies. Change management as the application of appropriate planning, tools, and processes to effectively implement change and ensure its successful adoption.

**The purpose of change management is**

- To implement strategies for effecting change
- Controlling change
- Helping people to adapt to change
- having mechanisms for responding to change and following them up



**Change strategies in nursing have to account for the many different reasons changes in healthcare can happen. These include:**

- New technologies
- Advances in science and knowledge
- Changing patient behaviors
- Need to reduce costs
- Workforce shortages
- New treatment or patient protocols

**Some of the common barriers to managing change in nursing are:**

- Individual anxiety or resistance to change
- Leadership that tries to force change instead of nurturing staff through it
- Poor communication when implementing change in nursing
- Budget and resource constraints
- Lack of an organized change process in nursing
- Technology problems
- Skepticism that the change will work
- Lack of accountability for recent changes in healthcare processes
- Lack of staff skills for implementing change in nursing practice

## **Forms of Change management**

### **☒ Managing change at the individual level**

Five outcomes an individual needs to achieve to successfully adopt a change:  
Awareness, Desire, Knowledge, Ability and Reinforcement.

#### **1. Awareness of the need for change**

- ✓ Why is the change happening?
- ✓ What is the risk of not changing?
- 2. Desire to participate and support the change**
  - ✓ What are the personal motivators and organizational drivers that would cause me to support the change?
- 3. Knowledge on how to change**
  - ✓ What knowledge, skills and behaviors are required during and after the change is implemented?
- 4. Ability to implement required skills and behaviors**
  - ✓ How do I demonstrate the ability to do my job the new way?
  - ✓ What barriers may inhibit me from making the change?
- 5. Reinforcement to sustain the change**
  - ✓ What will make the change stick?
  - ✓ What are the rewards, recognition, incentives and consequences?

## ☒ **Organization-wide change management**

- ❖ **Stage 1 - Preparing for the change**
  - Define a change management strategy
  - Prepare a change management team
  - Create a care model
- ❖ **Phase 2 - Change Management**
  - Develop change management plans
  - Take action and implement plans
- ❖ **Stage 3 - Fostering Change**
  - Collect and analyze feedback
  - Diagnose gaps and manage resistance
  - Implement corrective actions and celebrate successes

## **Change models**

There are several models of change management:

### **1. Kurt Lewin's 3-Step Change Model**

Kurt Lewin a German-American psychologist, developed this 3-step model to implement change. The model consists of three steps:

#### **a. Unfreezing**

It must go through the initial step of unfreezing. Because many people will naturally resist change, the goal during the unfreezing stage is to create an awareness of how the change

#### **b. Changing**

Change is a process where the organization must transition into new state.

#### **c. Refreezing**

The final stage of change model, act of reinforcing, stabilizing and solidifying the new state after the change.

### **2. John Kotter's 8-Step Process for Leading Change**

Dr. John P. Kotter, a pioneer of change management, invented the 8-Step Process for Leading Change .Dr. John P. Kotter, the Konosuke Matsushita Professor of Leadership, Emeritus, at the Harvard Business School, invented the 8-Step Process for Leading Change. It consists of eight stages:

- ☒ Create a Sense of Urgency
- ☒ Build a Guiding Coalition
- ☒ Form a Strategic Vision and Initiatives
- ☒ Enlist a Volunteer team
- ☒ Enable Action by Removing Barriers
- ☒ Generate Short-Term Wins
- ☒ Sustain Acceleration
- ☒ Institute Change

### **3. Change Management Foundation and Model**

The Change Management Model consists of four stages:

- A. Determine Need for Change
- B. Prepare & Plan for Change
- C. Implement the Change
- D. Sustain the Change

### **4. The Prosci ADKAR Model**

The Prosci ADKAR Model is an individual change framework created by Jeff Hiatt. ADKAR is an acronym that represents the five building blocks of successful change for an individual:

- ☒ Awareness of the need for change
- ☒ Desire to participate and support in the change
- ☒ Knowledge of what to do during and after the change
- ☒ Ability to realize or implement the change as required

- Reinforcement to ensure the results of a change continue

Post test:

1. Numerate the form of change management?
2. Explain the Prosci ADKAR model?
3. The Change Management Model consists of four stages ,described that?

No	Subject	Page N.
1	Risk management	37
1.1	Most common risks within the health care system	37-38
1.2	Factors or causes that leading to the risks in health care	38-40

Name of subject : Introduction risk management

Name of Lecturer: Dr.wiaam hamdan khshain

Date : Time of subject : 45 minutes

Target group: students of nursing department

### **General objective**

In the end of course, the student will be able to :

1. Understand the concept of risk management .
2. apply all of these topics related concepts.
3. Deal with these topics related issues .

### **Specific objective**

In the end of lecture, the student will be able to :

1. Identify risk management
2. Explain most common risks within the health care system
3. Numarete factors or causes that leading to the risks in health care

Pre test:

1. what are the most common risks within the health care system?
2. Explain the organizational factors at risk management?
3. What is hazardous environment?

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**Management and Leadership in Nursing**

**Lecture 5**

**Risk management**

**Risk management** in healthcare comprises the clinical and administrative systems, processes, and reports employed to detect, monitor, assess, mitigate, and prevent risks.

In other words, “the state of continually working toward the avoidance, management and treatment of unsafe acts within the health care system”

### **Most common risks within the health care system**

1. **Injuries** (e.g. falls, burns, pressure injuries, physical assault, self-harm)
2. **Medication errors** (e.g. omission, overdose, under dose, wrong route, wrong medication)
3. **Clinical process problems** (e.g. wrong diagnosis, inappropriate treatment, poor care)
4. **Equipment problems** (e.g. unavailable, inappropriate, poor design, misuse, failure, malfunction)
5. **Documentation problems** (e.g. inadequate, incorrect, not completed, out of date, unclear)
6. **Hazardous environment** (e.g. contamination, inadequate cleaning or sterilization)
7. **Inadequate human resources** (e.g. staff absent, unavailable, inexperienced, poor orientation)
8. **Logistic problems** (e.g. treatment, transport, response to emergency)
9. **Administrative problems** (e.g. inadequate supervision, lack of resource, poor management decisions)
10. **Infrastructure problems** (e.g. power failure, insufficient beds)
11. **Nutrition problems** (e.g. fed when fasting, wrong food, food contaminated, problems when ordering)
12. **Oxygen problems** (e.g. omission, overdose, under dose, premature cessation, failure of supply)

### **Factors or causes that leading to the risks in health care**

#### **❖ Human factors**

- Lack of vigilance: fatigue, stress, being rushed, need to be in several places at same time
- Lack of dexterity
- Practicing outside the scope of training.
- Failure to consult

❖ **Environmental factors**

- Working under undue time pressures
- Inadequate tools
- Poor communication and teamwork
- Impractical procedures and protocols
- Leadership shortcomings.
- Insufficient training
- Long hours

❖ **Organizational factors**

Strategies and top-level decisions made by:

- Governments
- Regulating bodies
- Organizational administrators

**Risk management is a process that requires:**

**1. Risk identification**

This is an essential first step because risk management is a proactive strategy.

**2. Risk assessment**

It provides answers to the questions of how, why, who (both sides), and where

**3. Development of risk management strategies**

Risk control strategies are categorized:

- Avoidance of risk
- Prevention of risk



- Transfer of risk
- Reduction of risk

#### **4. Strategy implementation**

#### **5. Evaluation**

### **Fundamental components belong in all healthcare risk management plans:**

- Education & Training
- Patient & Family Grievances to promote patient satisfaction and reduce the likelihood of litigation
- Purpose, Goals, & Metrics
- Communication Plan
- Contingency Plans
- Reporting Protocols
- Response & Mitigation Plans for healthcare risk must also include collaborative systems



Post test:

1. Numerate the human Factors that leading to the risks in health care ?
2. What are fundamental components belong in all healthcare risk management ?
3. Explain strategies of risk process ?

No	Subject	Page N.
1	Time management	42
1.1	Strategies and Skills for Time Management	42-43
1.2	Consequences of not managing time	43
1.3	Barriers to time management	43-44

Name of subject : Introduction to time management

Name of Lecturer: Dr.wiaam hamdan khshain

Date : Time of subject : 45 minutes

Target group: students of nursing department

### **General objective**

In the end of course, the student will be able to :

1. Understand the two concept of management and leadership in nursing .

2. apply all of these topics related concepts.
3. Deal with these topics related issues .

### Specific objective

In the end of lecture, the student will be able to :

1. Define Time management
2. Explain strategies and Skills for Time Management
3. Enumerate consequences of not managing time and barriers .

Pre test :

1. How to manage your time?
2. What are skills of time management?
3. Explain barriers of time management?

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Management and Leadership in Nursing

Lecture 6

Time Management

**Time Management** the process of organizing and planning how to divide your time between specific activities Good time management enables you to work smarter - not harder - so that you are more done in less time, even when time is tight and pressures are high. Failing to manage your time damages your effectiveness and causes stress.

**Time management in nursing** helps nurses organize and prioritize patient care, internal administrative tasks, educational responsibilities and personal obligations. Although nursing is a demanding profession, nurses who develop techniques to better manage their time can achieve balance in the face of time limitations.

Nurses who learn how to effectively manage their time see worthwhile benefits.

According to the International Journal of Caring Sciences, effective time management in nursing can result in:

1. Greater productivity
2. Reduced stress
3. Improved efficiency
4. More opportunities for professional advancement
5. Greater opportunities to achieve career and life goals and a better professional reputation.

### **Strategies and Skills for Time Management**

1. Being aware of yourself - your habits and ways of working.
2. Structuring your time.
3. Making task lists.
4. Breaking down large tasks into smaller pieces.
5. Organizing resources and work.
6. Setting goals.
7. Prioritizing those goals.
8. Increasing personal efficiency and effectiveness.
9. Creating and reviewing a schedule
10. Scheduling specific time for specific tasks.
11. Scheduling relaxation time in order to regenerate.
12. Adjusting plans as they change.
13. Revisiting the goals and priorities regularly.

14. Observing results.

### **Consequences of not managing time**

1. Missing important appointments
2. Inefficient workflow.
3. Poor work quality.
4. A poor professional reputation and a stalled career.
5. Higher stress levels

### **Barriers to time management include**

1. Ineffective planning or problem-solving skills, and over commitment.  
Environmental clutter, interruptions, and unnecessary activities also impede organization of time.
2. Failure to delegate, procrastination, and perfectionism are other factors, which can create poor time management.
3. Multitasking is also an ineffective strategy, and can essentially cause more harm than good. Multitasking actually slows a person down, increases stress, impacts memory, and increases chances for errors .



post test:

1. what are consequences of not managing time?
2. Determine benefits of time management in nursing care?
3. Mention of Multitasking in nursing care ?

No	Subject	Page N.
1	Leadership	46
1.1	Definition of leadership	46
1.2	Leadership in nursing	46-47
1.3	Effective leadership skills in nursing	47-48
1.4	Types of leader	48-50

## General objective

In the end of course, the student will be able to :

1. Understand the two concept of management and leadership in nursing .
2. apply all of these topics related concepts.

3. Deal with these topics related issues .

### Specific objective

In the end of lecture, the student will be able to :

1. Identify of leadership
2. Explain leadership in nursing
3. describe effective leadership skills in nursing

Pre test

1. what is the leader in nursing?
2. how are effective leadership skills in nursing ?
3. what are types of leadership according to style?

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## **Management and Leadership in Nursing**

### **Lecture 7**

### **Leadership**

## **DEFINITION OF LEADERSHIP:**

Leadership: Is a process of influencing group activities towards achieving goals in a given situation,

## **DEFINITION OF THE LEADER:**

A leader is a person who leads people for achieving goals in a given situation through influencing.

### **Leadership in nursing**

Leadership has been illustrated in the nursing as a difficult and multifaceted process. It includes providing direction and support, motivating, coordinating, collaboration, effective communication, and advocating for patients to achieve optimal patient outcomes.

In nursing, leadership is showing the followers how things are done, guiding their way, and the course of actions.

**Nursing leadership** has been defined as influencing others to improve the quality of care along with the direct participation in clinical care.

### **Effective leadership skills in nursing**

#### **1. Decision-making**

Nurse leaders are constantly faced with decisions both large and small, from setting policies for the nursing team to record maintenance. Resident nurses and other junior nurses look up to nurse leaders for day-to-day decision-making and advice. Efficient,



clear, and effective decision-making skills will make for a more organized and direction-driven health sector.

## **2. Guidance**

Nurse leaders must use interpersonal and motivational strategies to lead the individual and group trainee nurses under them. Through the mentorship of other nurses, nurse leaders cultivate an environment of continual learning and development within the health care system. They also set the standard for these younger nurses, who could one day grow to become nurse leaders themselves.

## **3. Conflict resolution**

In every organization, including the health care sector, conflict is unavoidable. Conflict resolution, a crucial nursing leadership skill, gives nurse leaders the capacity to resolve issues and improve teamwork, productivity, and patient satisfaction. Conflict resolution is also important in developing care plans and diagnoses for patients when members of the health care team may have differing opinions.

## **4. Effective communication**

A nurse leader must be equipped with top-notch communication skills to maximize success across the board. Effective communication can encourage collaboration among members of all levels and positions in the health care sector. Great communication is effective, precise, and involves active listening and feedback—especially when dealing with nurses in training.

## **5. Commitment to educational and professional development**

Continuous professional development is an important skill for nurse leaders to maintain throughout their careers. This allows them to maintain an up-to-date skill set and

anticipate any changes or challenges ahead. Professional development for nurses can include pursuing a post-graduate degree centered on leadership, such as an MSN in Nursing Leadership. Continuing education can also take place in the form of certifications or credentials to enhance specific skills and overall practice.

## **TYPES OF LEADERSHIP ACCORDING TO STYLE:**

### **1. Autocratic (Authoritative) Style leadership**

Characteristics:

- ✓ Absolute leadership by the one person
- ✓ Autocratic Leadership has unlimited powers
- ✓ Autocratic Leadership is firm, instant and self-assured
- ✓ Autocratic Leadership possesses one-way communication.
- ✓ Autocratic Leadership is disciplined
- ✓ Autocratic Leadership is peaceful and forceful.
- ✓ Autocratic Leadership is a dictatorship
- ✓ Autocratic Leadership is good for quality of work
- ✓ Autocratic Leadership is favorable to deal in emergency due to the punctuality

### **2. Democratic (Participative) Style leadership**

Characteristics:

- ✓ This leadership is by the people, for the people and of the people.
- ✓ Democratic leader, shares their ideas with co-workers.
- ✓ Democratic leader always makes decision before to consult the follower.
- ✓ Democratic leader improves job satisfaction that leads to the psychological and social health.

- ✓ Democratic leader gets high moral, free discussion, positive motivation and social equality.
- ✓ Democratic leadership is a two-way process of communication.
- ✓ Democratic leader gets suggestions and complains.
- ✓ Democratic leader, get more quality and quantity of work.
- ✓ Democratic leadership is time-consuming style leadership.
- ✓ Democratic leader acts as a helper.

### **3. Laissez fairs (Free-rain/ Anarchic) style leadership:**

- ✓ Characteristics:
- ✓ This leadership is extreme form of democratic
- ✓ Free-rain leader leaves most of his/her work on the members
- ✓ Free-rain leader has no established goal and policies.
- ✓ Free-rain leader gives authority to the followers
- ✓ Free-rain leader gets job satisfaction
- ✓ Free-rain leader, gels less work but quality of work is found

**4. Multicratic style leadership:** This leadership combines the best point of three (Autocratic, Democratic & Free-rain) traditional style of leadership.

**5. Bureaucratic style leadership:** A government by the central administration.

### **FACTORS EFFECTING ON LEADERSHIP:**

1. Personal factors:

- Age
- Sex
- Heredity

- Cultural background
- Education level
- Experience

2. Environmental factors:

- Social factor
- Political factor
- Technology



Post test:

1. what are factors affective leadership?
2. numerate personal factor in leadership?
3. Explain Laissez fairs (Free-rain/ Anarchic) style leadership?

No	Subject	Page N.
1	<b>Job Description and Job Analysis</b>	52
1.1	The components of job description	52
1.2	Purpose of job description	52-53
1.3	Types of Nurses (with Requirements)	53-54

# G

## General objective

In the end of course, the student will be able to :

1. Understand the two concept of management and leadership in nursing **Job**

## Description and Job Analysis

2. apply all of these topics related concepts.
3. Deal with these topics related issues .

# S

## Specific objective

In the end of lecture, the student will be able to :

1. Identify Job Description and Job Analysis
2. Explain the components of job description
3. Enumerate purpose of job description
- 4 .determine types of Nurses (with Requirements)

Pre test:

1. Define job description?
2. what are important of job description in nursing ?
3. Enumerate types of nurses ?

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**Management and Leadership in Nursing**

## Lecture 8

### Job Description and Job Analysis

**A job description** is a document listing the tasks, duties, and responsibilities of a specific job, describes the activities to be performed.

Prior to the development of the job description, a **job analysis** must be conducted, is the gathering, analysis and documentation of the important facets of a job including what the employee does, the context of the job, and the requirements of the job.

**The components of job description are:**

1. Date, duty timings.
2. Job title. and write it
3. Department.
4. Division.
5. Job position required
6. Job summary.
7. Job duties and responsibilities.

**Purpose of job description:**

1. Serves as basis for selecting and recruiting an individual to fill the position.
2. Essential for the placement and orientation of new employees.
3. Essential for employee's performance evaluation, transfer and promotion.
4. Useful in identifying the needs for employee's training.
5. Helps to prevent both gaps and overlaps at work.
6. Helps to prevent arguments among employees about “who should do what.”

**In nursing**

- ❖ Nurses have many duties

- ❖ The nursing the biggest healthcare job

### Typical duties of the job include:

- Assessing and planning nursing care requirements
- Providing pre- and post-operation care
- Monitoring and administering medication and intravenous infusions
- Taking patient samples, pulses, temperatures and blood pressures
- Writing records
- Supervising junior staff
- Organizing workloads
- Providing emotional support to patients and relatives
- Teaching student nurses

### Types of Nurses (with Requirements)

Some specific nursing fields include:

- **Nurse Anesthetist.** A nurse anesthetist assists mainly with medical procedures, specifically with anesthetic. To become a nurse anesthetist, you must hold bachelor's degree.
- **Family Nurse Practitioner.** A family nurse practitioner delivers family-focused care as a part of a healthcare team. Family nurse practitioners must hold a master's degree.
- **Nurse in Geriatrics**
- **Critical care nurse**
- **Pediatrics nurse**
- **Manager nurse**
- **Labor and Delivery Nurse.** A labor and delivery nurse assists with the birth of newborns. Labor and delivery nurses must hold an associate's degree.

- **Travel Nurse.** A travel nurse works short-term contracts in multiple locations in order to explore the world while working as a nurse. To become a travel nurse, you must hold an associate's degree.
- **Neonatal Nurse.** A neonatal nurse works with sick babies. Neonatal nurses must hold a bachelor's degree.
- **Ambulatory Nurse.** An ambulator nurse works specifically on an ambulance for numerous emergencies. Ambulatory nurses must hold an associate's degree.
- **Clinical Nurse Specialist.** A clinical nurse specialist works with patients in a variety of specialties in an advanced setting. To become a clinical nurse specialist, you must hold a master's degree.
- **School Nurse.** A school nurse provides medical support, education and treatment within an adolescent school facility. School nurses must hold a bachelor's degree.
- **Nurse Educator.** A nurse educator instructs and teacher aspiring nurse and health professions in their journey towards their career. To become a nurse educator, you must hold a master's degree.



## Post test

1. What are duties of the job regarding nurses?
2. Explain the following: \*school nurse      \* Ambulatory Nurse      \*job analysis
3. Numerate the purpose of job description?

No	Subject	Page N.
1	<b>Theories in management and Leadership</b>	56



1.1	Four Types of Management Theory	56
1.2	Theories of the Leadership	57-58
1.3	How to Manage?	58-59

## General objective

In the end of course, the student will be able to :

1. Understand the concept of management and leadership in nursing , **Theories in management and Leadership**
2. apply all of these topics related concepts.
3. Deal with these topics related issues .

## Specific objective

In the end of lecture, the student will be able to :

1. Identify theories in management and Leadership
2. numerate types of management Theory and Theories of the Leadership.
3. explain how to be manage ?

### Pre test:

1. Numerate types of management Theory and Theories of the Leadership?
2. How to be a manager ?
3. Explain system management ?

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# Management and Leadership in Nursing

## Lecture 9

### Theories in management and Leadership

#### ❖ Four Types of Management Theory

##### 1. Systems Management

Manager divide the structure organization into departments, sections and subsections as part of an overall framework.

##### 2. Chaos Theory

Chaos theory describes the qualities of the point at which stability moves to instability or order moves to disorder.

According to the chaos theory, the system becomes overly complex, joins another complex structure and continues to work

##### . 3. Freedom-Based Management Theory

This theory supports the use of fully empowered employees and act in full freedom while still functioning with accountability and responsibility.

#### **4. Contingency Management Theory**

The contingency theory is based around the idea there is no single right answer and that the best choices in a given situation depend on numerous factors.

For instance, a leader using contingency theory may decide an autocratic and hierarchical management system is the best when leading soldiers into battle, but not necessarily the best if managing a group of scientists.

#### **❖ Theories of the Leadership:**

##### **1. The Great Man Theory:**

According to this theory, there are certain inborn qualities present in an individual as, intelligence, courage, self-control and decision making and theory described as leaders are born not made.

##### **2. Trait Theory:**

According to this theory, all the human activities like eating, language and culture are sought through learning and experience and also this theory explains that leadership is acquired through learning and experience.

##### **3. Situational Theory:**

A person could be a leader in a situation and follower in another situation. This leader depends upon the situation and general intelligence does not seem to be the answer.

#### 4. Communication Theory:

According to this theory, the effectiveness of leader is depending upon in interpersonal relationship of leader and workers.

#### How to Manage?

##### ❖ Ten Things to Do Today to Be a Better Manager...!

1. Select the best people
  2. Be a motivator
  3. Build Your Team
  4. Be a Leader, Not Only a Manager
  5. Improve as a Communicator
  6. Get Better at Managing Money
  7. Get Better at Managing Time
  8. Improve Yourself
  9. Practice Ethical Management
  10. Take a Break
-

# MANAGER

- gives direction
- has subordinates
- holds authority
- tells you what
- has good ideas
- reacts to change
- tries to be a hero
- exercises power



# LEADER

- asks questions
- has followers
- is motivational
- shows you how
- actions good ideas
- creates change
- makes heroes
- develops power



Post-exam:

1. Numerate types of management Theory and Theories of the Leadership?
2. How to be manage ?
3. compare between leader and manager ?

No	Subject	Page N.
1	<b>Functions of Management</b>	61
1.1	Planning	61-62
1.2	Organizing	62
1.3	Staffing	63
1.4	Directing ,coordinating and controlling	63
1.5	Discussion making	63-64

## General objective

In the end of course, the student will be able to :

1. Understand the concept of management and leadership in nursing , **functions of management**
2. apply all of these topics related concepts.
3. Deal with these topics related issues .

## Specific objective

In the end of lecture, the student will be able to :

1. Functions of Management
2. Process of Planning , Organizing , Staffing
3. Process of Directing ,coordinating , Discsion making and controlling

Pre test :

1. What are types of planning?
2. Explain process directing ?
3. Enumerate the organizing process?

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## Management and Leadership in Nursing

### Lecture 10

#### Functions of Management

##### First: Planning

- It is action to meet objectives (short-term, long-term).
- It is technical function to deal with the present and anticipate the future.
- It is deciding what is to be done, when, how, and who is to do it?
- It is fundamental function that other function depends on it.

##### Purposes of planning:

- Provides direction.
- Improves efficiency.
- Eliminates duplication of efforts.
- Concentrates resources on important services.
- Improves communication and coordination of activities.

##### Planning hierarchy:

1. Strategic Planning  
Top-level managers, long-term planning, five years or more.

## 2. Tactical Planning

Middle management, one year planning (i.e., annual budget).

## 3. Operational Planning

First-line manager, short-term planning (i.e., schedules).

### **Operational Objectives:**

1. **Specific** (narrow in scope).
2. **Measurable**.
3. **Attainable** or achievable.
4. **Relevant**.
5. **Time bounded** (short-lived).

### **Objectives "Other Characteristics":**

6. **Acceptable**.
7. **Attainable**.
8. **Motivational**.
9. **Simple**.
10. **Communicated**.

### **The Formal Planning Process:**

- 1) Situation assessment.
- 2) Establish objectives.
- 3) Involve management and staff.
- 4) Develop alternatives
  - a. Feasible
  - b. Realistic
  - c. Sufficient
- 5) Communicate plans.

### **Types of Plan:**

1. **Standing use plan:** To achieve consistently repeated objectives (policies, procedures and rules).
2. **Single use plan** (programs, budget and schedule).

### **Approaches to Planning:**

Centralized top-down planning.

Bottom-up planning.

Team planning.

### **Second: Organizing**

It is second step in managerial process.

It is arranging of component parts into functioning wholes.

It is coordination of activities so the goals can be achieved.

### **Steps in the organizing process:**

1. Establish overall objectives.
2. Formulate supporting objectives, policies and plans.
3. Identify and classify activities necessary to accomplish objectives.



4. Group activities.
5. Delegate the head of each group.
6. Tie the groups together horizontally and vertically.

Through planning and organizing, the questions of what, why, how, when and where are used.

#### **Third: Staffing**

It is management activity that provides for appropriate and adequate personnel.

It is ensuring that the ratio of nurse to patient provides quality of care.

It depends on workload or patient care needs.

#### **Fourth: Directing**

It is a function of the manager that gets work done through others.

Giving directions.

Supervising.

Leading.

Motivating.

Communicating.

#### **Fifth: Coordinating**

Assembling and matching people and activities so that the function pleasantly in the achievement of organizational objectives. **Sixth: Controlling**

It is regulation of activities in accordance with the plan.

It is the function of all managers at all levels.

It is to ensure that the task is accomplished appropriately.

It involves establishing standards of performance, determining means for measuring performance, evaluating performance and providing feedback.

#### **Seventh: Decision Making**

It is a choice made between two or more alternatives.

It is choosing the best alternative to reach the predetermined objective.

It is a process of identifying and selecting course of action to solve specific problem.

#### **Types of Decisions:**

1. End-means.
2. Administrative-operational.
3. Programmed and non-programmed.

#### **Conditions of Decision Making:**

1. Opportunity/Threat.
2. Crisis.
3. Deviation.
4. Improvement.

#### **Steps of Logical Decision Making:**

1. Investigate the situation
  - a. Define the problem.
  - b. Identify the objective.

- c. Diagnose the cause.
2. Develop alternatives.
3. Evaluate alternatives.
4. Implement and follow up.

**Factors Influencing Decision Making:**

1. Knowledge.
2. Experience.
3. Judgment.
4. Perception and personality.
5. Values and philosophy.
6. Situation.
7. Environmental constraints (Internal and External).



Post test:

1. what are factors influencing decision making ?
2. determine the objective of coordination ?
3. what is meaning of the word (SMART)?

**References :**

- 1 . Management and Leadership for Nurse Administrators, James Leonard Harris, Linda Roussel, Patricia L. Thomas, 8th Edition 2020 .

2. Essentials of Nursing Leadership & Management, Sally A. Weiss, Ruth M. Tappen, F. A. Davis Company, 7th Edition 2019 .