- **Organizing** provides the structure needed to carry out plans and assign the duties.
- **Planning** includes determining mission, philosophy, goals, objectives, policies, rules, procedures, scheduled changes and fiscal/budget actions.
- Taylor's **scientific management theory** heralded the analysis and timing of routine movements to increase production.
- **Staffing** uses recruiting, interviewing, hiring, orientation and staff development to select the right person to execute each planned task
- **Systems theory** provides a way to examine the interdependent and interrelated parts (boundaries, outputs, feedback, equifinality) of an organization and to deal with change by establishing system objectives called "performance criteria," by identifying wider systems in the environment, by creating formal subsystems, and by integrating the subsystems
- Argyris's **theory of humanistic and democratic values** holds that interpersonal competence must be encouraged in work systems to increase organizational success in problem solving.
- McGregor's **Theory X** says that people are inherently lazy; his **Theory Y** assumes that people want to work and can learn to meet organizational goals.

Leadership Development Exercises

Leadership Development Exercise 2-1

Being a nurse manager means you will sometimes have to choose to adhere to certain of your values and beliefs and compromise on others. To prepare for this eventuality, answer the following questions:

a. What values and beliefs are most important to me?
b. On which of these will I never compromise?
c. For which am I willing to fight? How will I do that?

Leadership Development Exercise 2-2

Being a nurse manager is not a cut-and-dry affair. You can always learn from others by talking about how they handled difficult work situations and deciding whether what they learned may be helpful to you. Talk with at least three other nurses or nursing students, and ask them:

a. How they make difficult decisions and what goes into their decision
b. How they handle the aftereffects of a decision
c. What about their decision-making method works for them
d. What doesn't work for them

Write about which of these ideas you plan to incorporate into your approach to nursing management and how you will implement them.
Make a specific plan: By next week, I will implement _____.
By the end of the month, I will implement _____.

■ Leadership Development Exercise 2-3

The situation: You are a nurse manager who has to communicate an unpopular decision to your staff.

a. What management theories might help you do that?
b. How will you allow enough time for people to process the message and express their feelings?
c. How will you take ownership of the decision without becoming defensive or angry? (Be sure to write down specific steps.)
d. How will you show that you are listening and understanding? (Write down specific things that you will say and do.)
e. What is the worse-case scenario, and what will you do if that happens?
f. What else can you do to influence a positive outcome?
g. Devise a simulation to play out this situation so that you demonstrate a–f.

Simulation directions:

a. Gather together 4–10 fellow students.
b. Give each person a role to play throughout the simulation. Suggested roles include a complaining RN, a "nothing's ever going to change around here" staff member, a teased or teasing LPN, an aggressive RN, a joking LPN, and so forth. Make one person the timekeeper to watch the clock, make sure the simulation moves along, and give everyone a 2-minute and a 1-minute warning: "You have 2 more minutes (or 1 more minute) to finish this step."
c. Consult with your group for 5 minutes about possible unpopular decisions. During that time, choose one unpopular decision that you will tell group members about in the simulation.
   Alternative step: Choose the unpopular decision in advance, based on consultation with one or more nursing leaders you know or have observed.
d. To begin the simulation, tell the group the unpopular decision using the suggestions implied or stated in the management theory (or theories) you have chosen. Group members should act out their role; and should act according to the chosen theory (or theories).
e. At the end of 15 minutes, the timekeeper will call time, and you should ask the group to tell you:
   - Which management theory (or theories) you portrayed

- Which of your comments worked the best
- Which of your comments or behaviors weren't effective
- Anything else they wish to share about the simulation

Leadership Development Exercise 2-4

Being an advocate for your staff is part of your job as a nurse manager. Explain—and be very specific—about what you'd say and do to:

a. Decide how and when to support your staff's decisions despite opposition
b. Teach staff how to take risks and learn new skills
c. Protect staff from fear of failure
d. Avoid getting drawn into personal agendas

Leadership Development Exercise 2-5

a. Develop a personal philosophy of management, and write it down.
b. Communicate your philosophy to three other nurses or nursing students.
c. Ask them to tell you their philosophies.
d. Revise your philosophy as needed once you've completed a–c.
e. Set up a feedback schedule so you can obtain evaluations from those three people to make sure you live out your philosophy.

Leadership Development Exercise 2-6

Discuss with at least three other nursing colleagues the way you managed a situation, and ask them to tell you:

a. Which management theory you used
b. What might have been a more effective theory to use

Leadership Development Exercise 2-7

Go to Google and search for "nursing support groups" and related phrases.

a. Visit at least two groups and participate.
b. Pose a leadership/management question that you're burning to ask.
c. Read what others write or say.
d. Come up with at least one concrete management tip to share with the class.

Advanced Leadership Development Exercises

Leadership Development Exercise 2-8

Interview two staff members at your school or at a clinical site. Ask questions about how the organization could be improved, including:

a. What are your high-priority work needs?

b. Is the organization meeting your work needs?
c. What family concerns do you need help with from the organization?
d. What exactly do you wish the organization would do to meet your needs?
e. How do you suggest administrators do that?

Once you have this information, share it with your classmates, and ask for suggestions on what to do with the information and how to use it.

Leadership Development Exercise 2-9

Develop an in-class simulation to hold a university or hospital contest to generate ideas for how employees can achieve a better balance between work life and family life while maintaining a high rate of client satisfaction and worker productivity.

a. Form a group of employees and managers to build a work and family life plan based on the best suggestions.
b. Simulate a meeting to launch the plan and publicly recognize the employees who made major contributions by sharing their ideas for building balance.
c. Have the role-playing group draw roles out of a hat.
d. Be sure to include basic roles, such as a nurse manager (who chooses one of the management theories and portrays it throughout), a hospital administrator (who pooh-poohs all new ideas), a student nurse, staff participants, and a client ombudsperson (who supports the nurse manager).
e. Play out the recognition meeting (consider giving prizes or awarding play money to participants).
f. Be sure to discuss various ways to measure the meeting's effectiveness and how to make necessary improvements in the manager's behavior.

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