PURPOSE
The purpose of this assignment is to develop a SMART-formatted goal on a selected professional leadership topic applicable to your current practice setting or future leadership development goals. This goal is about your leadership development needs, not those of the organization. The Institute of Medicine’s quality initiative has identified five core healthcare profession competencies that serve as a framework for identification of the leadership goal.

COURSE OUTCOMES
Completion of this assignment enables the student to meet the following course outcomes.

CO 1: Apply leadership concepts, skills, and decision making in the provision of high quality nursing care, healthcare team management, and the oversight and accountability for care delivery in a variety of settings. (PO #2)

CO 4: Apply concepts of leadership and team coordination to promote the achievement of safe and quality outcomes of care for diverse populations. (PO #4)

CO 5: Apply improvement methods, based on data from the outcomes of care processes, to design and test changes to continuously improve the quality and safety of healthcare. (PO #8)

CO 8: Apply concepts of quality and safety using structure, process, and outcome measures to identify clinical questions as the beginning process of changing current practice. (PO #8)

DUE DATES
This assignment consists of the completion of the Leadership Development SMART Goal Setting paper. Submit assignment to the Dropbox by Sunday, 11:59 p.m. MT, by the end of Week 4.

POINTS
This assignment is worth 200 points.

DIRECTIONS
1. Review the Institute of Medicine's (IOM) core healthcare competencies. Choose ONE of these competencies that you would like to work on for developing a SMART goal. The five core competencies are listed below.

- Managing Patient-Centered Care;
- Working in interdisciplinary and/or interprofessional teams;
Collaborative Healthcare

- Employing evidence-based practice;
- Applying quality improvement techniques; and
- Utilizing informatics.

2. Name ONE KSA (Knowledge, Skills, and Attributes) related to the specific core competency you chose above.

*Examples of KSAs (Knowledge, Skills and Attributes) for your Leadership Development Goal Setting include*

- conflict resolution,
- becoming influential,
- leading change,
- communication about the patient,
- communication organization-wide,
- team building conversations,
- organizational skills,
- using evidence to guide your practice,
- initiating QI/PI endeavors,
- using data to help with decision making,
- staff education,
- problem solving,
- human resource management issues,
- delegation,
- decision making,
- budgeting and finance, and
- computer skills.

*Others are possible!*

If you have questions, please contact your instructor.

3. Create ONE leadership development goal that is in the SMART goal format. You practiced this in the Week 3 Discussion, and received valuable feedback from your instructor and peers. Please consider this as you work on this assignment.

S – *Specific* (Who is involved in the goal, what is the goal, where will it take place?)
M – *Measurable* (How are you going to achieve the goal?) Be specific with measureable outcomes.
A – *Attainable* (What resources and/or experts are available to assist you with attaining your goal?)
R – *Realistic* (Is this goal something that is realistically obtainable in professional practice?)
T – *Time bound* (What specific dates or weeks will you accomplish each task of your goal achievement?)

*Example NOT in SMART format: I will learn how to be a manager.* This goal is lofty, not measurable, and unattainable in the time allotted, probably not realistic, and not time bound.
Example in SMART Format: I will learn the disciplinary process of an employee who has excessive absences, by locating the organization’s attendance policy and meeting with the unit manager, reviewing peer-reviewed articles and credible websites to obtain information on the disciplinary process by Week 4 (or specified date).

Note: This particular example relates to Core Competency: Managing Patient-Centered Care.

This example is a SMART goal that is **Specific**, **Measurable**, **Attainable**, **Realistic**, and **Time-bound**.

**S-Specific**
- **Who**: Your name, or “I”
- **What**: Learn the disciplinary process of employees who have excessive absences
- **Where**: Your organization

**M-Measurable**
- **How**: Through locating the organization’s attendance policy

**A-Attainable**
- **Resources and/or Expert**: Meeting with the unit manager, reviewing peer-reviewed articles, and credible websites

**R-Realistic**
- **Realistically obtainable**: Access to the organization, policies, and unit manager

**T-Time bound**
- **Specific dates**: By Week 4 (or specific date)

4. Go to the Chamberlain library and search the databases to locate scholarly articles related to your SMART goal. Also, search for credible websites to gain insight into how to accomplish your goal.

5. Construct a plan of action to reach your Leadership SMART goal that includes identifying the attributes needed in order to achieve your goal. Be specific by creating a timeline of when you plan on doing each action; explain how, when, and where you plan to communicate with an expert; and identify specific resources you will use to help you achieve your goal.

a. Example Plan of Action for above mentioned example:

- Seek approval to review the organization’s policies and schedule a meeting/interview with the unit manager by _____ (fill in date).
- Review the policies on disciplinary action by _____ (fill in date).
- Review the American Nurses Association website and peer-reviewed articles in the American Journal of Nursing and Journal of Advanced Nursing by _____ (fill in date).
- Evaluate the findings from the above resources by _____ (fill in date).
Write a scholarly paper that follows APA formatting guidelines. Organize your content logically and express your thoughts clearly. Use appropriate headers to separate sections of your paper. Check for any grammar or spelling errors before submission.

Submit your completed NR447 Leadership Development SMART Goal paper, which should be approximately six pages (excluding title page and references) to the Week 4 Leadership SMART Goal Setting Paper Dropbox by Sunday, 11:59 p.m. MT at the end of Week 4.

Grading Criteria: Leadership Development Smart Goal Setting

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
<th>%</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Choose ONE of the IOM core competencies to develop a SMART goal</td>
<td>10</td>
<td>5%</td>
<td>Selects the specific IOM core competency upon which SMART goal is based.</td>
</tr>
<tr>
<td>Name ONE KSA (Knowledge, Skills and Attributes) related to the ONE specific core competency</td>
<td>15</td>
<td>7%</td>
<td>Names ONE KSA based on a specific IOM core competency noted above and describes how the KSA relates to the specific IOM core competency previously selected.</td>
</tr>
<tr>
<td>Develop one specific leadership SMART goal.</td>
<td>55</td>
<td>28%</td>
<td>Develops a professional leadership (SMART) goal, formatted correctly containing specific, measurable, attainable, realistic, and time bound attributes. KSA is related to the core competency selected.</td>
</tr>
<tr>
<td>Locate scholarly articles and credible websites relevant to your SMART goal.</td>
<td>20</td>
<td>10%</td>
<td>Locates scholarly articles and credible websites related to SMART goal/KSA. Summarizes articles and websites in body of paper.</td>
</tr>
<tr>
<td>Construct a plan of action for SMART goal.</td>
<td>80</td>
<td>40%</td>
<td>Constructs a plan of action for SMART goal, identifying the attributes needed in order to achieve the goal; creates a timeline, explains how the plan will unfold, and how specific resources (articles and websites) will be utilized in effort to achieve goal. Plan is apparent in body of paper.</td>
</tr>
<tr>
<td>Clarity of writing</td>
<td>20</td>
<td>10%</td>
<td>Content is organized, logical, and with correct grammar, punctuation, spelling, and sentence structure are correct. APA formatting is apparent. References are properly cited within the paper; reference page includes all citations;</td>
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<td>proper title page and introduction are present and evidence of spell and grammar check is obvious.</td>
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# Grading Rubric for Leadership Development SMART Goal Setting

<table>
<thead>
<tr>
<th>Assignment Criteria</th>
<th>Outstanding or Highest Level of Performance A</th>
<th>Very Good or High Level of Performance B</th>
<th>Competent or Satisfactory Level of Performance C</th>
<th>Poor, Failing, or Unsatisfactory Level of Performance F</th>
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<tbody>
<tr>
<td>Choose ONE of the IOM core competencies to develop a SMART goal</td>
<td>Chooses only one IOM core competency upon which SMART goal is based. 9–10 points</td>
<td>Chooses an IOM core competency but it is the best fit for the SMART goal. 8 points</td>
<td>Chooses a competency but it is not an IOM core competency. 7 points</td>
<td>Fails to choose any competency. 0–6 points</td>
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<tr>
<td>Name ONE KSA (Knowledge, Skills and Attributes) related to the chosen IOM core competency. 15 points</td>
<td>Names ONE KSA based on the chosen IOM core competency AND describes in detail how the KSA relates to the competency. 14–15 points</td>
<td>Names ONE KSA based on the chosen competency but describes in general terms how the KSA relates to the competency. 12–13 points</td>
<td>Names ONE KSA based on the chosen competency but does not describe, or only vaguely describes, how the KSA relates to the competency. 10–11 points</td>
<td>Does not name a KSA. 0–9 points</td>
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<tr>
<td>Develop one specific leadership SMART goal. 55 points</td>
<td>Develops a leadership goal that is formatted correctly containing specific, measurable, attainable, realistic, and time bound attributes AND it is related to the chosen competency and KSA. 51–55 points</td>
<td>Develops a leadership goal that is formatted correctly except for one component that does not meet the SMART goal criteria, i.e., not specific, measurable, attainable, realistic, or time bound. The goal is related to the chosen competency and the KSA. 46–50 points</td>
<td>Develops a leadership goal that is somewhat formatted correctly, but two or three components do not meet the criteria for a SMART goal. The goal is NOT related to the chosen competency OR KSA. 42–45 points</td>
<td>Does not follow SMART goal formatting. The goal is not related to the chosen competency and/or KSA. 0–41 points</td>
</tr>
<tr>
<td>Locate scholarly articles and credible websites</td>
<td>Locates at least two scholarly articles and two credible websites related to the SMART Goal</td>
<td>Locates one scholarly article and two credible websites. OR, locates one credible</td>
<td>Locates only one scholarly article and only one credible website. Summarized them</td>
<td>Locates no scholarly sources of support. Summary is missing or inaccurate. 0–13 points</td>
</tr>
<tr>
<td>Clarity of writing</td>
<td>20 points</td>
<td>Relevant to your SMART goal. 20 points</td>
<td>Construct a plan of action for SMART goal. 80 points</td>
<td>but with some inaccuracy. 14–15 points</td>
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<td>74–80 points</td>
<td>and KSA chosen. Summarizes all of them thoroughly. 18–20 points</td>
<td>Constructs a detailed plan of action for achieving the SMART goal, identifying all the attributes needed in order to achieve the goal. Creates a timeline that explains how the plan will unfold. Fully describes how chosen scholarly resources (articles and websites) provide insight into achieving the goal.</td>
<td>Constructs a plan of action for achieving the SMART goal but fails to include one to two of the identifying attributes needed in order to achieve the goal. Creates a general timeline. Describes only some of the chosen scholarly articles and websites to achieve the goal. 67–73 points</td>
<td>Constructs a plan of action that doesn't speak to the attributes. Fails to create any timeline.</td>
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<tr>
<td>Less than 67–80 points</td>
<td>Website and two scholarly articles. Summaries all of them generally. 16–17 points</td>
<td>Constructs a plan of action for achieving the SMART goal, but doesn't speak to the identifying attributes. Fails to create a realistic timeline, or fails to explain how the plan will unfold. Does not adequately describe how chosen scholarly articles and websites will help achieve the goal. 61–66 points</td>
<td>Does not indicate how chosen scholarly articles and websites will achieve the goal. 0–60 points</td>
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Clarity of writing 20 points

<p>| Content is organized, logical, and with correct grammar, punctuation, spelling, and sentence structure are correct. APA formatting is apparent. References are properly cited within the paper; reference page includes all citations; proper title page and introduction are present and evidence of spell and grammar check is obvious. Less than 74–80 points | Content is mostly organized, logical and with correct grammar, punctuation, spelling, and sentence structure are correct. APA formatting is apparent. References are properly cited within the paper; reference page includes all citations; proper title page and introduction are present and evidence of spell check and grammar check is obvious. Less than 67–73 points | Content is disorganized and writing has numerous grammar, spelling, or syntax errors and APA formatting errors. Spell check and grammar check are not obvious. More than 11 errors noted. Less than 61–66 points | Content is disorganized and writing has numerous grammar, spelling, or syntax errors and APA formatting errors. Spell check and grammar check are not obvious. More than 11 errors noted. Less than 61–66 points |</p>
<table>
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<tr>
<th>Errors Noted</th>
<th>18–20 Points</th>
<th>16–17 Points</th>
<th>14–15 Points</th>
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**Total Points Possible** = 200  
**Points Earned** =  
**A quality assignment will meet or exceed all of the above requirements.**