Purpose:
The purpose of this presentation is to share the findings from the study of IENs in management/leadership positions in the United States. To create awareness of the changing dynamics in nursing and inclusion of IENs in participation in leadership and management within the healthcare organizations in United States.

Keywords:
Internationally educated nurses, Management and leadership positions and Phenomenological study

References:

Abstract Summary:
By attending this session, the individual will listen to experiences of some IENs in management/leadership position. The recommendations for inclusion of IENs and what needs to be done to encourage IENs’ participation and involvement in management/leadership positions in various healthcare organizations in United States.

Learning Activity:

<table>
<thead>
<tr>
<th>LEARNING OBJECTIVES</th>
<th>EXPANDED CONTENT OUTLINE</th>
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<tbody>
<tr>
<td>The learner will be able to acknowledge the changing dynamics in nursing in the United States.</td>
<td>The dynamics is related to the changing demographics because of the number of people migrating to live and work in the United States.</td>
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<tr>
<td>The learner will be able to understand the need for inclusiveness.</td>
<td>The roles of nursing leadership in various healthcare organization in encouraging inclusiveness and participation of IENs in management/leadership.</td>
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Abstract Text:
Understanding the lived experiences of internationally educated nurses (IENs) holding management positions is important because of the changing dynamics of the nursing profession and the increasing ethnic diversity in the United States population. Leaders in health care need insight into the experiences of IENs in order to develop policies and practices that support effective recruitment, retention, and advancement of IENs. The purpose of this descriptive phenomenological study was to explore the lived experiences of IENs holding management positions in U.S. health care organizations. Purnell’s model of cultural competence was the theoretical framework used to guide the study. Data were collected through semistructured, face-to-face interviews with seven IENs holding management positions. The data were analyzed using Colaizzi’s seven-step phenomenological process. The analysis process resulted in six themes: (a) the role of leaders in IENs’ acceptance of management positions, (b) challenges regarding job responsibilities, (c) cultural differences, (d) language and communication, (d) work relationships and support, and (e) educational opportunities. The findings from this study indicate that obtaining and serving in a management or leadership role are challenging tasks for IENs but are also rewarding. Further, opportunities are available for IENs to obtain management and leadership positions. The results of the study may assist health care leaders to establish policies that promote inclusiveness and help IENs advance in their careers. This study may also bring awareness to the responsibilities associated with being a nurse manager or leader. The implications of the study findings include policy formations on inclusiveness. The recommendations for health care organizations and nurse-leaders include transition program implementation, inclusiveness, cultural awareness, professional mentoring, and accent-modification programs. Recommendations for future research will involve conducting a study to better understand the main topics uncovered in the current study, including the role of leaders in IENs’ interest in management, job training for IENs, excessive workload, difficulties in balancing job responsibilities and personal life, workplace bureaucracy, and humility.