Introduction
Business and management skills span all areas and levels of practice and help elevate the profession of nutrition and dietetics. Without business and management skills, RDNs and DTRs do not have the expertise needed for advancement beyond entry level jobs. Management skills “are mandatory, not optional, in every area of dietetics practice” (1). “Development of management and leadership skills should be woven throughout the fabric of our didactic and supervised practice curricula of our future practitioners, not isolated in foodservice management courses or experiences. Enhancement of these skills should be an essential component of our continuing professional education” (1). Management provides RDNs and DTRs opportunities to “see and seize the chance to step up and lead” (1).

What is the difference between management and leadership skills and how do they apply in business? Management and leadership skills are intertwined and are complementary of each other, yet there are differences. The biggest difference is the way managers and leaders motivate the people who work or follow them. Managers are in positions to lead, but may not always possess leadership skills. Leaders motivate and inspire others but may not always be in management positions. The ideal manager possesses strong leadership and management skills. The following chart, adapted from Clay Parcell’s

Network with colleagues and expand your network among those who have skills that you want to improve and master. Actively seek and appreciate the advice of business leaders and managers where you work at every level, demonstrating that your interests are directed at contributing to the improvement of the organization. Strategically learn the business side of your department early on, even when it is not your direct role, consistently striving to think creatively on behalf of the department or organization. We in the dietetics profession value lifelong learning and the business and management aspects of our professional pathways will need continued education and skill building in topics such as change management, building effective teams and team leadership, inter-professional team building, particularly in the changing landscape of health care reform. These are knowledge and skills we teach, but they must continue to be nurtured and directed at the specific practice areas and the new ones that are evolving, so that we as dietetic professionals continue to be recognized as critical to our nation’s, and in fact the world’s, health and wellbeing.

-Refer to Appendix A to read more

Dr. Judy Bonner, President, The University of Alabama
article (2) on the difference between leadership and management, defines differences between the actions of managers and leaders.

<table>
<thead>
<tr>
<th>Managers</th>
<th>Leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus on things</td>
<td>Focus on people</td>
</tr>
<tr>
<td>Inward focus</td>
<td>Outward focus</td>
</tr>
<tr>
<td>Execute plans</td>
<td>Articulate a vision</td>
</tr>
<tr>
<td>Control</td>
<td>Empower</td>
</tr>
<tr>
<td>Improve the present</td>
<td>Create the future</td>
</tr>
<tr>
<td>Direct and coordinate</td>
<td>Trust and develop</td>
</tr>
<tr>
<td>Manage change</td>
<td>Create change</td>
</tr>
<tr>
<td>Use authority</td>
<td>Use influence</td>
</tr>
<tr>
<td>Avoid conflict</td>
<td>Deal with conflict</td>
</tr>
<tr>
<td>Act responsibly</td>
<td>Act decisively</td>
</tr>
<tr>
<td>Do things right</td>
<td>Do the right things</td>
</tr>
</tbody>
</table>

RDNs and DTRs do not always possess the knowledge, skills and ability to develop business, management and leadership skills, though these are critical in today’s changing world. Essential business and management skills for RDNs and DTRs include finance, accounting, and budgeting of resources including time and money. Additional skills include forecasting future needs, problem solving and decision making, delegation, effective communications, meeting management, strategic planning, marketing, human resources, quality assurance and improvement processes, technological skills, and negotiation skills. While RDNs and DTRs with varying levels of experience may perform these skills at different levels, they are nonetheless essential to advancing the profession of nutrition and dietetics.

**History of Past Mega Issue Discussions**

The mega issues of management and leadership have been discussed in the House of Delegates (HOD) in the past. During the spring 2003 HOD Meeting, a dialogue was conducted on the Future of Management in Dietetics. The outcome of that discussion was the formation of a task force to study ways to strengthen the management skills of RDNs and DTRs. The activities of that task force resulted in a campaign to promote management in dietetics and the development of a website that provided supporting resources. The resources from the campaign were not maintained and were removed from the site as they became outdated. Utilization of the campaign materials was not tracked. Select materials were published in the Journal and are the only remnants of the campaign that exist on the Academy website (3).

In the fall of 2008, a Management Work Group found that insufficient progress had been made in integrating management skills across all areas of dietetics practice and developed a set of recommendations (4). The mega issue of the importance of management in all areas of dietetics practice was revived and the new work group provided recommendations to achieve the vision that “Management competencies are elevated in all areas of dietetics practice with maximized professional
effectiveness and enhanced career growth” (4). One key recommendation was for the HOD to conduct a dialogue at the spring 2010 House of Delegates Meeting.

Management and leadership were discussed at the spring 2010 HOD Virtual Meeting. The objective of this dialogue session was to understand and value management and leadership skills as essential components of all areas of practice and recommend methods to internalize a management and leadership mindset that assures career success.

The dialogue session resulted in the following motion which was approved on May 28, 2010:

*Therefore, be it resolved that the House of Delegates requests that:*

1. The outcomes of the dialogue be forwarded to the Management Workgroup for their use in finalizing the Action Steps for use by the Academy and members.
2. The outcomes of the dialogue be forwarded to the Professional Development Committee and Team for utilization in future Academy Leadership Institutes.
3. Education programs from FNCE and the Leadership Institute related to leadership and management skills be repackaged into audio or video formats for members.
4. Members assess personal management and leadership skills and engage in various forms of skill development for management and leadership to enhance careers.
5. Delegates promote the value and importance of management and leadership skills to members.

As a result of the spring 2010 HOD motion, a variety of actions occurred:

- The Academy’s Management Workgroup (convened by the HOD in 2008) reviewed the dialogue comments and incorporated the information into their report and recommendations, which were released in October 2010 to the HOD (Appendix B).
- The Center for Professional Development developed an Online Certificate of Training: *Developing Your Role as a Leader*, which is available at [www.eatright.org/cpd/online/](http://www.eatright.org/cpd/online/).
- The Center also developed an Online Certificate of Training: *Executive Management*, which is available at [www.eatright.org/cpd/online/](http://www.eatright.org/cpd/online/).
- The value of management as a key skill for future practitioners was referenced in the Council on Future Practice Visioning Report (6) released in September 2012.

These resources for members are valuable for increasing the knowledge and skills related to business and management.

**Current Mega issue**

In March 2013, the delegates from five Dietetic Practice Groups (DPGs) (Dietitians in Business and Communications- DPG-32, Management in Food and Nutrition Systems- DPG 41, School Nutrition Services- DPG-42, Clinical Nutrition Management- DPG-44, and Food and Culinary Professionals- DPG-
46) submitted a new mega issue for consideration by the House Leadership Team: Business and Management Skills. They believe that a HOD discussion on business and management skills will:

- Result in a plan, including strategies and resources needed, so that ALL MEMBERS IN ALL PRACTICE LEVELS AND AREAS can develop and enhance their business and management skills in order to advance their careers to higher administrative levels;
- Generate attention on the breadth of business and management positions in all practice areas for RDNs and DTRs, as well as the broad range of responsibilities and the shortage of highly skilled professionals;
- Identify compelling reasons for RDNs and DTRs to consider academic coursework, including continuing education, in business and management as a priority in advancing their career path in dietetics;
- Address key dissatisfactions identified by Academy members, such as low salaries and limited recognition by other fields.

Despite the previous HOD dialogue on management and leadership in 2010, the five DPGs felt a more defined mega issue on business and management skills would engage members from all practice areas and at all practice levels to develop and enhance their skills.

Perfect your communication skills, fine-tune your writing and grammar…it tells a story of who you are to the receiver. Make yourself indispensable; when you are indispensable, you will get paid what you are worth. Don’t take criticism personally; learn from your critics, they are usually truthful. Learn basic accounting principles, including reading and interpreting a Profit & Loss and Balance Sheet. Fine-tune your understanding of marketing. Take a course or read a few books on marketing if you don’t have any marketing background. Be willing to take risks. Remember that influence comes from respect of others. Just because you may have a title or position does not guarantee that you will have any influence on others. Influence comes from personal leadership skills and it is important to never misuse or misguide the influence that one has on others. I have been blessed with the ability to think out of the box, change the paradigm, and have others willing to try something new, something different, a changed approach in search of a better solution.

Refer to Appendix A to read more

Ellyn Elson, Founder of Computrition and Entrepreneur
Meeting Objectives:
Participants will be able to:
1. Identify benefits and successful outcomes of utilizing business and management skills.
2. Expand members’ awareness, utilization and development of business and management resources.
3. Develop strategies to utilize, expand and sustain business and management skills.
4. Apply business and management skills in all areas of practice.
5. Recognize, seize and create business and management opportunities.

Knowledge-based Strategic Governance is a mechanism for consultative leadership. It recognizes that “strategy” is the necessary and appropriate link in the Board’s role to govern the organization, the House’s role to govern the profession and the staff’s role to manage implementation. To assist you in thinking about the issue to be addressed, four key background areas are presented as standard questions used for each mega issue. These questions create an environment of awareness of what we know and what is unknown. A wide range of resources has been used to provide you with what is known.

Work to develop your leadership and management skills. You can often get invaluable experience by working as a volunteer in community clubs and agencies, churches, etc. Observe other individuals who are in management and leadership roles—identify those traits that you think make them successful as well as those traits that may limit their success. It is extremely important to know what is involved in starting a business—taxes, legal issues, etc. I found the Small Business Administration to be very helpful. They offer courses in local communities that teach you all of the steps that you have to take in the setup of your business. Research to see what services are available in your community—many of these programs are available to you at no cost. Your Business Plan is a “must” for success. A comprehensive business plan can serve as your guide for making the decision to go forward or not to go forward with a business idea. Dietitians who are interested in business and management opportunities must look for new opportunities. When a door opens, take the risk and explore the new opportunity. The rewards are many!

Refer to Appendix A to read more

Dr. Jane Boudreaux, Professor and Entrepreneur
The current work environment is changing and RDNs and DTRs’ knowledge, experience and skills must evolve to meet future practice needs.

**Workforce Demand Study**
The Dietetics Workforce Demand Study Task Force identified 10 change drivers that affect dietetics workforce supply and demand (7). Several of the change drivers directly impact RDNs’ and DTRs’ need for enhanced business and management skills to meet the demands of a changing work environment.

**Interdisciplinary Teaming Drives Innovation**
High functioning teams, including RDNs and DTRs, are needed to facilitate and solve problems. “The medical home and chronic care models depend on coordinated care teams and interdisciplinary strategies to create healthy communities and individuals” (7). The new healthcare environment will see dietetic professionals managing multiple departments or providing transdisciplinary health services, in which nutrition is only part of the practice role (8). RDNs and DTRs will need to be assertive and seize opportunities to be team leaders and coordinators in an environment that values interdisciplinary teams (7).

**Generalists Gain an Edge on Specialists**
The Dietetics Workforce Demand Study Task Force (7) indicated that employers want to hire leaders “who can innovate, solve problems, and organize diverse individuals into results-oriented teams.” The essence of this driver is that “dietetics practitioners can thrive as adaptable generalists if they cultivate an interdisciplinary perspective and leadership qualities that employers value.” Employers are looking for RDNs and DTRs who can adapt, lead, develop and improve as these individuals have the business and management skills to ensure success of the organization. Individuals with different work experiences and knowledge are more attractive candidates to prospective employers than those who have followed a defined career pathway. Core knowledge and skills are still necessary to enter the dietetics profession; however, RDNs and DTRs with the “business acumen to develop and improve programs and services and lead teams are the ones who climb the career ladder. They serve in executive and director positions and assume major responsibility for the success of their organizations” (7).

**Technology Transforms Nutrition Counseling**
Technology is changing the way that nutrition counseling is provided to patients and clients. Those RDNs and DTRs who can capitalize on these changes and use their business and management skills to innovate and develop these technologies will be in demand (7).
Food Industry Transforms for Public Priorities
Because of public demand, the food industry is changing the food supply to be healthier, safer and more sustainable. RDNs and DTRs, with their food and nutrition expertise, are poised to work with and for the food industry to provide consumers with higher quality foods that meet their needs. For those that are risk-takers, “entrepreneurial niches will open up” (7) and many opportunities will arise. Many RDNs and DTRs are already working with restaurants to meet federal mandates to provide calorie counts on menu items and reform food labels. RDNs and DTRs are also working with school nutrition programs to offer healthy school meals that not only meet federal, state and local regulations, but also meet budgetary requirements and incorporate local foods that appeal to students and families. In addition, they provide nutrition education integrated into state academic standards, work to improve the school nutrition environment, support coordinated school health, and implement local wellness policies.

Who are Dietetics Practitioners and Where Do They Work?
According to the 2013 Compensation and Benefits Survey (9), 95% of dietetics practitioners are female, with 29% being 55 years or older and 26% under 35 years of age. The majority of dietetics practitioners are Caucasian. Nearly half of practicing RDNs have master’s degrees and 4% doctoral degrees. Among practicing DTRs, 39% have a bachelor’s degree or higher. The typical RDN has 16 years of work experience in nutrition and dietetics, whereas DTRs have 18 years of experience (9).

Twenty-four percent of RDNs work in inpatient acute-care facilities, 12% in ambulatory/outpatient care facilities, and 10% of RDNs work in long-term, extended care or assisted living facilities. These top three job settings employ nearly 50% of practicing RDNs. The majority of DTRs work in two settings: inpatient acute care facilities (33%) or long-term, extended care, or assisted living facilities (27%).

Twelve percent of practicing RDNs and 19% of DTRs indicate their area of practice as food and nutrition management. Eight percent of RDNs and 2% of DTRs define their area of practice as consultation and business (9).

What Responsibilities Do Dietetics Practitioners Have?
According to the 2013 Compensation and Benefits Survey (9), 22% percent of RDNs and DTRs hold executive, director or management positions, and another 19% are supervisors or coordinators. Five percent of practicing RDNs are directors of food and nutrition and 3% are clinical nutrition managers (9).
The 2013 Compensation and Benefits Survey (9) indicates that 42% of RDNs and 44% of DTRs reported they directly or indirectly supervise employees, which has changed little since 2011.
Twenty-five percent of RDNs and 3% of DTRs reported managing a budget. The median budget size for RDNs is $374,000 with 11% of RDNs managing a budget >$500,000 (9).

**Figure 6.** Budget responsibility of dietetics practitioners (n=7,469), from Compensation & Benefits Survey of the Dietetics Profession 2013.

RDNs in Management
According to a 2010 study published by Sauer, Canter and Shanklin (10), RDNs in management positions (defined as those who manage employees or financial resources) expressed overall satisfaction with their jobs. Their level of satisfaction did vary significantly amongst RDNs with different job titles, but overall RDNs in management were satisfied with their pay.

Women and Gaps in Positions and Compensation
Given that the majority of RDNs and DTRs are women, gender gaps in executive positions and compensation in the business sector are relevant. A 2014 New York Times article indicated that few women become CEOs of organizations. Of the top 200 highest paid chief executives in the United States, only 11 (5.5%) were women. In the workforce in general, women earn $0.80 for every $1.00 earned by men; however, at the top executive levels in the United States, the pay difference is not as evident (11). One major reason for the gap in pay at lower levels is women choose jobs with more flexible hours to spend more time with children. In addition, progress in women taking high-ranking jobs has been slow. Reasons for slow progress may include women avoiding highly competitive jobs, negotiating less aggressively and avoiding jobs with long hours and heavy travel schedules (11).

An April 2014 publication by the Institute for Women’s Policy Research (12) confirms that women’s median weekly earnings in 2013 were lower than men’s in nearly all 112 occupations studied. In general, women earn at least 5 cents less per dollar than men, with women’s median weekly earnings at $706, compared with $860 per week for men. The study confirms that despite the Equal Pay Act of 1963 and
fifty years after Title VII of the Civil Rights Act of 1964 made compensation discrimination illegal, a gender earnings gap still remains (12).

**Dietetics Practitioners Compensation and its Link to Management**

The Compensation and Benefits Survey 2013 (9) indicates that “supervisory responsibility is strongly associated with wage gains; those with direct and/or indirect supervision of 100 or more employees have a median hourly wage 50% greater than the typical RDN. Those with no supervisory responsibility earn about 5% less than the typical RDN.”

![Bar chart showing hourly wages by number of employees supervised](chart.png)

<table>
<thead>
<tr>
<th>Number</th>
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<tbody>
<tr>
<td>0</td>
</tr>
<tr>
<td>1-9</td>
</tr>
<tr>
<td>10-49</td>
</tr>
<tr>
<td>50-99</td>
</tr>
<tr>
<td>100+</td>
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</table>

<table>
<thead>
<tr>
<th>Percentiles</th>
<th>25th</th>
<th>50th</th>
<th>75th</th>
</tr>
</thead>
<tbody>
<tr>
<td>All RDNs</td>
<td>$24.04</td>
<td>$28.85</td>
<td>$34.86</td>
</tr>
<tr>
<td>0</td>
<td>$23.08</td>
<td>$27.40</td>
<td>$32.29</td>
</tr>
<tr>
<td>1-9</td>
<td>$24.52</td>
<td>$29.07</td>
<td>$35.58</td>
</tr>
<tr>
<td>10-49</td>
<td>$26.44</td>
<td>$32.21</td>
<td>$38.46</td>
</tr>
<tr>
<td>50-99</td>
<td>$30.46</td>
<td>$38.46</td>
<td>$45.64</td>
</tr>
<tr>
<td>100+</td>
<td>$32.60</td>
<td>$43.27</td>
<td>$51.64</td>
</tr>
</tbody>
</table>

*Figure 13. Registered dietitian nutritionist (RDN) hourly wage by number directly and/or indirectly supervised. Bars are delimited by the 25th and 75th percentiles; horizontal line marks the median (50th percentile). From Compensation & Benefits Survey of the Dietetics Profession 2013.*

Budgetary responsibility is also strongly correlated with hourly wages. “Those responsible for budgets of $1M or more earn a median hourly wage 42% greater than those with no budget responsibility. One fourth of those managing the biggest budgets earn an annualized wage of over $100,000” (9). With only 42% of RDNs with supervisory responsibility and 25% of RDNs managing budgets, there is a great opportunity for increased RDN responsibility and wages.
Major factors associated with DTR compensation are the same as for RDNs: education, experience, responsibility and location. DTRs in food and nutrition management appear to have the highest wages, with a median of $21.63 per hour (9).
What RDNs and DTRs Want
RDNs and DTRs have expressed concerns about their chosen profession. Respondents to the 2008 needs assessment (13), which included a sample of 6,955 individuals (58% response rate), felt the four greatest challenges facing the profession were recognition of the value delivered to the larger society (77%), public awareness of the field (75%), reimbursement for services (74%), and compensation (74%). Concern about respect, recognition, and rewards—the three R’s—has been a persistent theme dating back to the mid-1990s. The 2006 Environmental Scan (14) showed that RDNs want to be recognized, more visible and more respected in society for their values and their expertise. In 2012, Susan Laramee and Margaret Tate, in their introduction to the Dietetics Workforce Demand Study Task Force Supplement (15), indicated that the profession must “support dietetics practitioners in the development and advancement of career skills and competencies that meet the demands of society and the workplace.”

What Employers Want
The 2006 Employer Qualitative Research Study (16) solicited the views of 140 employers of RDNs and DTRs with the focus on entry-level practitioners. The majority of employers identified management skills as a weakness for entry-level RDNs. Employers wanted RDNs who look at the big picture and think strategically, run and justify programs, understand healthcare as a business, add value and are entrepreneurial. Employers wanted RDNs with the following skills:

- ability to work in a team
- ability to work across levels/departments in the organization (patients, doctors, nurses, techs, administrators, cooks)
- supervision
- coaching/mentoring
- negotiation
- accounting and finance
- budget and cost control
- inventory control
- quality assurance and performance improvement
- marketing/selling;
- revenue generation
- reimbursement, sales, and grant writing.

Similarly, employers identified management skills as weakness for DTRs, including performing on interdisciplinary teams, supervisory skills and budgeting and accounting (16).
The 2006 study was consistent with CDR’s 2000 Dietetics Practice Audit (17) where employers identified the need for dietetics practitioners to enhance key business and management skills - “persuasive communication, negotiation skills, supervisory abilities, and financial knowledge” in order to succeed in various settings.

**Question #3:**
What do we know about the capacity and strategic position of the Academy in terms of its ability to address this issue?

The Academy values and recognizes the importance of business and management skills in advancing the profession. Various resources document the need for development of further skills amongst RDNs and DTRs and provide opportunities for development of those skills.

**Academy Opportunities to Serve**
The Academy provides opportunities to build or enhance business, management and leadership skills through serving in leadership roles at the district, state and national level. Training, technical assistance and other resources are provided to members to enhance their business, management and leadership skills. Members can utilize their service in dietetics or dietetics-related elected positions at the district, state or national level to fulfill their continuing professional education needs. A maximum of 3 continuing professional education units (CPEUs) per year (15 total per 5 year recertification period) can be used under the CPE activity type, professional leadership (18). Each year in January, the Academy conducts an Opportunities to Serve survey in which members can indicate their interest in particular leadership opportunities within the association. The survey results are used to make committee appointments and also identify candidates for elected offices.

**Academy eMentoring Program**
The Academy's eMentoring system, available at [www.eatright.org/ementoring/](http://www.eatright.org/ementoring/) is available to all members. The system allows a member to identify a mentor or mentee by searching for one using a variety of parameters such as geographic location, years of experience, practice area, languages spoken and even types of mentoring. Mentoring is a valuable resource that can be used by RDNs and DTRs to enhance their business and management skills. Mentees learn business and management skills they need to succeed from their mentors and mentors help ensure the profession continues to grow (19).

**Visioning Report**
The Council on Future Practice (CFP) works in collaboration with the Commission on Dietetic Registration (CDR) and the Accreditation Council for Education in Nutrition and Dietetics (ACEND) to project future practice needs for the profession of nutrition and dietetics. The CFP published its Visioning Report in 2012 including nine recommendations to help project and plan for future practice needs of the profession. Recommendation #5 in the report suggests that “ACEND revise the
undergraduate curriculum for dietetics education programs to include requirements for practicum and diverse learning experiences outside of the classroom.” The intent of this recommendation was to strive “to develop students’ critical thinking, leadership, communication, and management skills by providing opportunities to experience them in the context of professional work settings” (6).

New Model of Differentiated Entry-Level Nutrition and Dietetics Practice
A top priority identified at the Academy’s Joint Meeting of Leaders from ACEND, CDR, CFP, the Education Committee, and the Nutrition and Dietetics Educators and Preceptors Dietetic Practice Group (NDEP DPG) in January of 2013 was defining and differentiating the practice roles of associate, baccalaureate and graduate degree-prepared nutrition and dietetics practitioners and the knowledge and skills that will be the basis for educational preparation at each level of the continuum. Leaders also acknowledged that all levels of the continuum should be grounded in food, nutrition and dietetics knowledge and skills, including management, professional and leadership skills, to enable individuals to move across the education continuum toward greater expertise, more specialized focus areas of practice and advanced practice. One of the decisions at the Joint Leaders meeting was that the CFP would identify and differentiate practice roles. The CFP published the New Model of Differentiated Entry-Level Nutrition and Dietetics Practice in December 2013 to delineate the practice roles, knowledge, and skills at the three different practice levels (20). The CFP defined how these skills are applied in five major dimensions at the entry-level for all three practice levels - associate, baccalaureate and graduate degrees. Refer to Appendix C to view the differences in how the skills are applied at the three practice levels.

The graduate degree RDN includes job skills focused on higher level critical thinking skills as well as analysis, synthesis and evaluation of food and nutrition practices, policies and programs. Business and management skills are essential for the graduate degree RDN in all areas of practice including designing, implementing and evaluating outcomes-based quality assurance and performance improvement projects; designing, implementing and evaluating outcomes studies in the workplace; developing policies and procedures for all practice settings; evaluating the effectiveness and efficiency of services; leading and participating in transdisciplinary, interdisciplinary and interprofessional teams; building and participating in coalitions; communicating clearly and effectively using cross-cultural and evidence-based information; integrating current technology into practice; and promoting advancement of the profession (20).

Standards of Professional Performance for RDNs and DTRs
The Academy Standards of Professional Performance (SOPP) reflect the minimum competent level of professional performance for RDNs (21) and DTRs (22) in all areas of practice. The SOPP for RDNs (21) and DTRs (22) address business and management behaviors, including quality in practice, competence and accountability, provision of services, communication and application of knowledge, and utilization and management of resources, that apply in all areas of practice. The Academy’s SOPP serve as blueprints for the development of focus area SOPP for RDNs. In July 2014, the Academy published SOPP for RDNs in Management of Food and Nutrition Systems (23) to serve as a guide for RDNs to evaluate and improve their practice and demonstrate competence in management of food and nutrition systems.
In October 2012, the Academy published SOPP for RDNs in clinical nutrition management (24) to define the leadership and management roles of the clinical nutrition manager. The SOPP in management of food and nutrition systems (23) and clinical nutrition management (24) define the skills, knowledge and competencies needed for RDNs to practice at the competent, proficient and expert levels.

Since standards of professional performance do not exist for DTRs in management of food and nutrition systems or clinical nutrition management, the SOPP for DTRs (22) guide the performance of DTRs in all practice areas.

Professional Development Portfolio
CDR’s Professional Development Portfolio (www.cdrnet.org/pdp/professional-development-portfolio-guide) allows RDNs and DTRs to determine their own continuing education needs, tailor their learning and seek opportunities in various areas of professional development. One general learning needs code category, Business and Management, allows for continuing education in various topics such as contract management, human resources management, financial management, business plan development and negotiation.

CDR is in the process of converting its Professional Development Portfolio to practice competencies. These competencies will replace the current learning need codes for the Professional Development Portfolio recertification system beginning in 2015. Competencies provide a more realistic or more complete inventory of knowledge, skills and attitudes that are required for professional practice, and are increasingly used by employers as well as accrediting agencies such as The Joint Commission and the Centers for Medicare and Medicaid Services. CDR will map the current learning need codes to the new competencies, thus competencies in business and management will still be included in new system, as these are essential skills for practitioners (25).

Center for Professional Development
As a result of the Spring 2010 HOD Virtual Meeting, the Center for Professional Development created three online certificate of training programs: Developing Your Role as a Leader (Level 1), Advancing Your Role as a Leader (Level 2), and Executive Management. These programs provide RDNs opportunities to enhance leadership skills at various levels of practice and mentor other health professionals throughout their career. These resources can be found at www.eatright.org/cpd/online/. Despite the development and marketing of these online Certificate of Training programs, they are being utilized minimally by members. According to the Center for Professional Development, the most utilized Certificate of Training program is Chronic Kidney Disease Nutrition Management and the least utilized is Executive Management.
### Center for Professional Development Online Learning – Certificate of Training Programs

<table>
<thead>
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<th>Online Training Program Titles</th>
<th>Launch Date</th>
<th># of Attendees Registered</th>
<th># of Attendees Completing all modules</th>
<th>FY 14 Year End Academy Revenue</th>
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<td>Outline in development</td>
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</tbody>
</table>

In addition, the Center for Professional Development offers a Leadership, Professional Skills, and Career Development educational sessions track at FNCE to provide RDNs and DTRs with learning opportunities in business, management and leadership development. To view the FNCE 2014 education sessions offered in this track, visit [http://fnce.eatright.org/fnce/Tracks.aspx?GroupID=1](http://fnce.eatright.org/fnce/Tracks.aspx?GroupID=1). For a complete listing, see Appendix D.

**Nutrition Services and Coverage**

The Nutrition Services Coverage Team and Coding and Coverage Committee have developed many resources to support RDNs in private practice and business. These resources can be found at [www.eatright.org/coverage](http://www.eatright.org/coverage). Specifically, as part of the action plan developed following the fall 2013 HOD Meeting on Nutrition Services Delivery and Payment, the Coding and Coverage and Legislative and Public Policy Committees identified existing resources for nutrition services delivery and payment as well as leadership skill development (26). Specific resources pertaining to business and management skills include:

- *MNT Provider Newsletter*, [www.eatright.org/mntprovider](http://www.eatright.org/mntprovider)
- February 27, 2014 Teleseminar Recording “The Affordable Care Act: What’s in it for me?” [www.eatright.org/coverage](http://www.eatright.org/coverage)
- “When benefits outweigh costs: Integrating dietitian services improves patient outcomes” (Reprinted with permission from MGMA Connection, February 2014, pages 34-36), [www.eatright.org/coverage](http://www.eatright.org/coverage)
Information on developing business relationships with other health care providers www.eatright.org/Members/content.aspx?id=6442451325.

"Integrating the RDN into Primary Care: Comprehensive Primary Care Initiative Toolkit” www.eatright.org/shop > Nutrition Services Coverage > MNT Business Practice Tools;

“The Future is Yours: Collaborating with MDs to Maximize Opportunities for Reimbursement” (FNCE 2013 Session), www.starlibraries.com/fnce/sessions/conference/680.


Third Party Payer Brochure www.eatright.org/shop > Nutrition Services Coverage > MNT Advocacy

“Why Adding an RD to Your Practice Team is Good Medicine” (Comprehensive Primary Care Initiative Toolkit) www.eatright.org/Members/content.aspx?id=6442477247.

Additional resources that are being developed to help support RDN’s business and leadership skills include training on how to develop a business plan (including sample business plans and spreadsheets to help calculate the value equation) and talking points/tip sheets that translate messages into dollar amounts. The talking points/tip sheets will address return on investment, as well as translate information on RDN productivity (e.g., number of patients seen per day) to dollar amounts (e.g., costs to provide the service, dollars saved by having the RDN provide a service versus a physician, how many more patients the physician would be able to see and what that might mean in terms of increased revenue). These tools will help members justify RDN services.

Dietetic Practice Groups
Dietetic Practice Groups (DPGs) are professional interest groups related to practice areas within nutrition and dietetics. Academy members join DPGs to connect and network with other members within their areas of interest and/or practice. DPGs offer resources that dietetics practitioners can use for professional development to enhance skills and advance practice. Several DPGs support and provide resources specific to business and management including: Food and Culinary Professionals, Dietitians in Business and Communications, School Nutrition Services, Management in Food and Nutrition Systems, Clinical Nutrition Management and Nutrition Entrepreneurs. To learn more about each individual DPG, visit www.eatright.org/dpgs/.

Question #4:
What ethical/legal implications, if any, surround this issue?

The Academy of Nutrition and Dietetics/Commission on Dietetic Registration Code of Ethics (27) guides RDNs and DTRs in their professional practice and conduct. The Code of Ethics consists of 19 principles which RDNs and DTRs must adhere to.
**Ethics Resources**

Case studies, some that connect directly with business and management, have been provided as a resource to members. “Ethics in Action” columns, published in the *Journal of the Academy of Nutrition and Dietetics*, provide education for members on ethical practice. “Avoiding Ethical and Legal Issues in Practices,” published in 2013 (28), addresses dietetics practitioners’ improper billing of procedures and advertising of services. In 2010, “Ethics in Business Practice” (29) was published to provide guidance in various scenarios faced by RDNs in business practice. The column addresses RDNs’ communications, writing skills, and disclosure of conflict of interest. In 2008, Ethics in Action: Ethical Practice in Foodservice Management was published (30). This article focuses on ethical issues that arise from competition, pressure from sales tactics, and human resources issues. The article reviews several scenarios linking them to principles of the Code of Ethics.

Most recently in 2013, an ethics opinion, “The Impact of Social Media on Business and Ethical Practices in Dietetics,” (31) was published. The ethics opinion reviews the benefits and risks associated with social media in nutrition and dietetics and reviews professional and personal responsibilities of RDNs and DTRs. As professionals, RDNs and DTRs are responsible for ensuring their communications are appropriate and do not violate confidentiality or organizational policies and procedures. As managers, RDNs and DTRs are responsible for ensuring their employees are aware of organizational policies on communicating via social media and lines are drawn between personal and professional communications. Finally as business owners, RDNs and DTRs must ensure their marketing practices are sound via social media and all appropriate disclosures are made when endorsing a product or service.

**Legal Implications**

The RDN or DTR manager must operate within the directives of applicable federal and state laws and regulations, as well as policies and procedures established by the organization in which they are employed (21). The RDN or DTR manager must be aware of and understand all potential legal risks associated with contract negotiations, human resource management, business communications, marketing and promotion, confidentiality requirements, compliance with regulations and standards, survey readiness, quality assurance and performance improvement, and customer service and customer satisfaction. The RDN or DTR manager is accountable for ensuring the organization or department meets all regulations and standards and is responsible for the actions of his or her subordinates.

**Conclusion**

The field of food and nutrition is diverse and expansive and will continue to grow and evolve. It is critical for RDNs and DTRs to utilize, expand and sustain their business and management skills in order to seize current and emerging professional opportunities. RDNs and DTRs can hold many prominent positions in a variety of environments, from healthcare to industry and from local public health to worldwide endeavors; the sky is the limit. RDNs and DTRs can position themselves as leaders and change agents to influence the future of food and nutrition services locally, nationally, and globally. It is our duty to propel the profession forward, and we can do that if we create a culture that values and exemplifies business and management principles and expertise.
Reference List


What is your educational and professional background?

I completed a bachelor’s degree in food and nutrition at The University of Alabama (1969) followed by a dietetic internship at the Veterans Administration Hospital in Houston, Texas (1970). My first job was a clinical dietitian at Crawford Long Hospital in Atlanta, Georgia. In 1972, I returned to The University of Alabama to complete a master’s degree in food and nutrition (1973) and then went to The Ohio State University to complete a Ph.D. in Human Nutrition with minors in Nutritional Biochemistry and Physiology (1976). I remained on the faculty in the Division of Medical Dietetics at The Ohio State University until 1980 when I accepted a position as Director of Nutrition in the Pediatric Pulmonary Center in the Department of Pediatrics at the University of Alabama in Birmingham. The following year (1981), I had the opportunity to return to The University of Alabama (UA) as Chair of the Department of Human Nutrition and Hospitality Management. During my years as a faculty member and administrator at UA, I have served as an Assistant Academic Vice President (1985-1990), Special Assistant to the President (1989-1991), Dean of the College of Human Environmental Sciences (1989-2003), Provost and Executive Vice President (2003-2012), Interim President and now President (2012-present).

Do you have formal training in business and management?

No, I do not have a degree in business or management but the dietetics curriculum provides a solid foundation on which an individual can build professional experiences that lead to an increasing level of administrative responsibility. One of the keys is to look for mentors along the way, seasoned dietitians and other related professionals who provide evidence of effective management and business acuity. I have benefited from these experiences and in turn, I have mentored others along the way; it has been gratifying personally and professionally. Furthermore, I would encourage young dietitians to stretch themselves in professional activities and volunteerism, such as the Academy of Nutrition and Dietetics, where many of us honed those foundational skills we learned in our educational experiences.

What value have you received by being in a position of influence?

The value of working in higher education is having the opportunity to influence young people at the most critical stage in their development. I receive a tremendous amount of satisfaction seeing young people I taught be in a position to achieve success in their chosen careers. One of the additional benefits and professional satisfaction that comes with the leadership roles I have had as an administrator is the privilege of assisting mid-career professionals in a variety of professional areas; to see their opportunities for professional growth and leadership development; and to support their launch into greater responsibilities. The leadership ladder is one that needs to be nurtured, and the opportunity to encourage, equip and promote those individuals with the potential and the desire to lead our institution in its constant pursuit of excellence is my passion and joy.

What tips and strategies do you have for other RDs, RDNs and DTRs in the profession striving to pursue business and management opportunities?

My advice would be to do what you love and love what you do! I’ve enjoyed every aspect of every job I’ve ever had. It is important to work hard and it is important to not care who gets the credit as long as progress.
continues. If you do this, others will notice your good work and opportunities will be presented to you that you might have never thought about. This is a philosophy of work and living that I like to share because it has truly been my experience. That said, in loving what you do, it also means committing to being both strongly in the present while actively looking to the future. So, I do have some practical tips:

- Network with colleagues and expand your network among those who have skills that you want to improve and master. Dietetic professionals all work in key areas where these individuals and opportunities exist.
- Actively seek and appreciate the advice of business leaders and managers where you work at every level, demonstrating that your interests are directed at contributing to the improvement of the organization.
- Strategically learn the business side of your department early on, even when it is not your direct role, consistently striving to think creatively on behalf of the department or organization. Ask the “what if?” questions.
- We in the dietetics profession value lifelong learning and the business and management aspects of our professional pathways will need continued education and skill building in topics such as change management, building effective teams and team leadership, inter-professional team building, particularly in the changing landscape of health care reform. These are knowledge and skills we teach, but they must continue to be nurtured and directed at the specific practice areas and the new ones that are evolving, so that we as dietetic professionals continue to be recognized as critical to our nation’s, and in fact the world’s, health and wellbeing.
- Leaders are constantly looking for those with an interest and an aptitude for leadership, and an effective organization depends on it.

Ellyn Elson, RD
Founder, Computrition and Entrepreneur

What is your educational and professional background?

Unlike many graduates of dietetics programs, it was my desire to take a different path and yet integrate my education and my expertise into each of the opportunities that presented themselves to me during my lifetime and through my many careers.

My educational background was very much like all dietetic majors in 1968, a balance of clinical and administrative skills leading to a degree in Institutional Management and Dietetics, followed by a dietetic internship. I was one of the lucky students who had an opportunity to work in a dietitian’s role during the summer between my junior and senior years of college. Left to manage the foodservice of a 5,000 patient state school for the developmentally disabled gave me a healthy dose of reality early on, prior to completing my BS degree.

Having the good fortune of being accepted at the VA internship in West Los Angeles under the guidance of Jean Sturdevant (ADA President 1968) and Gertrude Jackson (ADA Speaker of the House of Delegates) provided me the opportunity to spend the majority of the internship in administrative vs. clinical positions. Within a few weeks of arriving at the internship, the Chief of Dietetics services in the hospital passed away unexpectedly and the assistant Chief was promoted to acting Chief. I was asked to fill the position of the assistant Chief for the remainder of the internship. This afforded me the time to study under some of the finest administrative dietitians in the US.
Do you have formal training in business and management?

Other than working in department stores and learning basic management skills during high school and college, and being very active in student politics in college, I had no formal training in business or management. However, over the many years serving in different capacities at the local, state and national level of the Academy of Nutrition and Dietetics and other professional organizations, I was trained in various aspects of business by the many consultants that were hired to work with the boards and committees. I also took courses in marketing, management and leadership as they became available through local programs.

Having owned and managed five of my own companies, and now as CEO of an international medical device company (not one of my own companies) and acting as a consultant to more than a dozen private concerns, I have gained much on the job experience. Additionally I have worked with corporate coaches and financial consultants who have helped lay the foundation for my business acumen.

What value have you received by being in a position of influence?

Influence comes from respect of others. Just because you may have a title or position does not guarantee that you will have any influence on others. Influence comes from personal leadership skills and it is important to never misuse or misguide the influence that one has on others. I have been blessed with the ability to think out of the box, change the paradigm, and have others willing to try something new, something different, a changed approach in search of a better solution.

Asking what “value” I have received by being in a position of influence is a challenge to answer. If we look at value alone, it has afforded me the opportunity to meet great people, good thinkers, have great dinners, drink great wines, share new ideas and learn from the best. It has opened doors for business and professional opportunities that otherwise would have been more challenging.

What tips and strategies do you have for other RDs, RDNs and DTRs in the profession striving to pursue business and management opportunities?

- Be honest about what you can deliver and always give more than is expected.
- Know what skills you have and hone those skills until they have a fine edge that puts you ahead of the crowd.
- Don’t take criticism personally; learn from your critics, they are usually truthful.
- Perfect your communication skills, fine-tune your writing and grammar…it tells a story of who you are to the receiver.
- Don’t let finances make your decisions. Sometimes you need to take less to prove that you are worth more. Make yourself indispensable. When you are indispensable, you will get paid what you are worth.
- Learn basic accounting principles, including reading and interpreting a P & L and Balance Sheet.
- Fine-tune your understanding of marketing. Take a course or read a few books on marketing if you don’t have any marketing background.
- Be willing to take risks.
- Dress right, you can’t afford not to!
L. Jane Boudreaux, PhD, RDN, LD  
Professor and Entrepreneur

What is your educational and professional background?

I completed a Bachelor of Science degree in Nutrition and Dietetics from the University of Southern Mississippi. I went on to complete a Master’s degree and PhD in Institution Management from the University of Southern Mississippi and Texas Woman’s University in Denton, respectively. I have served as a Professor of Nutrition and Food Systems in the Department of Nutrition and Food Systems, College of Health and as Dean of the College of Health and Human Sciences at the University of Southern Mississippi in Hattiesburg. In addition, I have started three businesses of my own including: Nutrition Systems, a partnership with Lynn Carpenter Moore, a consulting company with over 100 consulting accounts in Nutrition Systems Consulting and over 100 accounts in Nutrition Systems Purchasing; Nutrition Systems Contracting which manages manufacturers’ contracts for our group purchasing customers in both the Nutrition Systems Purchasing and Purchasing Alliance programs; and Purchasing Alliance, a menu and purchasing solutions company with more than 300 accounts in 10 states.

Do you have formal training in business and management?

Yes, I took as many business and management courses in my graduate programs as possible. My dissertation study was “Career Transition from Traditional Dietetics Positions to Positions in Business and Industry.” This study identified the skills and attributes needed by dietitians to succeed in business and industry. The formal classes that I took plus this research helped to prepare me to be successful in my business ventures.

What value have you received by being in a position of influence?

Working as an owner in a small company is very rewarding—you can see the results of your efforts. The most rewarding part of my work experience in academia and industry is having the opportunity to assist young dietitians and other staff members in their career development. I have had wonderful mentors throughout my career, and I hope that I have been able to be a mentor to others.

What tips and strategies do you have for other RDs, RDNs, and DTRs in the profession striving to pursue business and management opportunities?

Work to develop your leadership and management skills. You can often get invaluable experience by working as a volunteer in community clubs and agencies, churches, etc. Observe other individuals who are in management and leadership roles—identify those traits that you think make them successful as well as those traits that may limit their success.

It is extremely important to know what is involved in starting a business—taxes, legal issues, etc. I found the Small Business Administration to be very helpful. They offer courses in local communities that teach you all of the steps that you have to take in the setup of your business. Research to see what services are available in your community—many of these programs are available to you at no cost.

Your Business Plan is a “must” for success. A comprehensive business plan can serve as your guide for making the decision to go forward or not to go forward with a business idea. The plan is also necessary if you are seeking funding from banks or other external sources.
One mistake that we made in the formation of our first company was the limited amount of cash that we invested as startup funds. We did not really understand the concept of “cash flow.” It seemed that when our business had its greatest growth periods, we experienced cash flow issues. On paper we were showing significant profits; however, increased expenses (increased labor hours, etc.) had to be paid prior to our being paid for services provided to our clients. I strongly recommend that when starting a business, you work with an accountant to determine the investment amount needed for the success of your business venture. Also, small business owners must be willing to re-invest some of the annual profits if your business is going to continue to expand.

When you own your own business, you need to realize that you will have to work very hard to make it successful, and your employees will never be as interested in the business as you.

Dietitians who are interested in business and management opportunities must look for new opportunities. When a door opens, take the risk and explore the new opportunity. The rewards are many!
Management Work Group

Report and Recommendations

October 2010

Background

During the spring 2003 HOD Meeting, a dialogue was conducted on the Future of Management in Dietetics. The outcome of that discussion was the formation of a task force to study ways to strengthen the management skills of RDs and DTRs. The activities of that task force resulted in a campaign to promote management in dietetics and the development of a Web site providing supporting resources. Selected materials that were published in the Journal are the only remnants of the campaign that remain on the ADA Web site.

In fall, 2008, the Management Work Group was formed to address the lack of progress on the integration of management skills across all areas of dietetics practice. The Speaker of the House gave approval for the group to proceed in examining strategies for this integration.

A lack of focus on and clarity in defining management, administration and leadership within practice is a significant issue for the profession and Association. Managerial and administrative practice is a vital component of all realms of dietetics practice. Improving managerial and administrative practice provides a premier opportunity to address key dissatisfactions of ADA members: low salaries and limited recognition. Improving managerial skills will give all practitioners tools to enhance professional success and achieve the potential to advance to higher levels of administration and leadership.

Concerns exist regarding the state of managerial and administrative practice within dietetics.

- Many practitioners do not recognize and promote the role of management and administration in all areas of dietetics practice.
- Management is often viewed primarily as a skill set for those in foodservice operations. Educational programs should incorporate application of management principles into clinical, community and other practice areas.
- Practitioners with managerial and administrative positions and expertise do not believe they are supported by ADA activities and programming, particularly those working at advanced levels. These individuals turn to other professional networks and associations for such support, depriving aspiring practitioners of important role models in the Association who represent career laddering opportunities.
- There is a lack of clarity regarding the concepts of management, administration, and leadership and their related skill sets.
- There is a need to support management, administrative, and leadership development at entry and advanced levels of practice within employment settings and to strengthen such skills to advance Association priorities.
Past and current leadership training and development for students and practitioners tends to be interpreted and focused on leadership in settings and organizations outside of the workplace. The work group recommends adopting a broader focus of management, administrative and leadership training and development that places more emphasis on workplace and professional career development and advancement.

The work group agreed upon the vision, “management competencies are elevated in all areas of dietetics practice with maximized professional effectiveness and enhanced career growth”. The goal was to enhance the current context of management and administration in dietetics and build critical mass to achieve the vision.

The work group came up with a series of recommendations and action steps which were submitted to the House Leadership Team (HLT) for consideration. After HLT review and discussion, the group was asked to recommend strategies to address the following:

- Defining managerial and administrative practice at the entry and advanced practice levels.
- Development of an advanced level credential for management in dietetics that crosses all areas of practice.
- Determination of strategies to position managerial and administrative practice roles as being integral to all areas of practice and to promote the benefits of having dietetics professionals in these roles (i.e., higher salaries, greater recognition, greater influence, and upward mobility).

These issues are of concern to a wide range of practitioners. The group continued to explore the issue and collected input as follows:

- Conducted conference calls with Nancy Nevin-Folino, Chair of the Council on Future Practice and Carol Shanklin, Chair of the Education Committee to explore mutual understanding of each groups’ objectives, present the management issue, and obtain feedback about the directions of the Management Work Group. Both groups supported the MWG directions.
- Requested data from CDR regarding CPE code availability for management and administration development topics/strategies and the frequency of use of such codes among practitioners
- Examined the Standards of Practice and Standards of Professional Performance to identify examples of managerial and administrative skills across the areas of practice
- Developed materials (Backgrounder, dialogue, expected outcomes, etc) and participated in the May, 2010 House of Delegate meeting on this Mega Issue topic of Management and Leadership Across Practice. A set of recommendations developed by the Management Work Group was discussed and prioritized during the HOD meeting.

The Management Work Group recommendations, data and input gathered spanning a two-year period and developed a set of goals. The Work Group acknowledges taking each recommendation to full completion is beyond the scope of their charge, and has identified to which ADA organizational unit each recommendation should be triaged. These goals represent Management Work Group recommendations, with the hope that these will serve as a road-map for addressing the issue of enhancing managerial and administrative skills across dietetics practice and in the Association.
Goal #1
Identify applications of management and administration across the broad spectrum of dietetics practice; elucidate how management, administration and leadership are integral to the profession.

Completed Recommendation
1. Utilize the Workgroup to revise the Association’s Conceptual Framework to include management and other aspects of practice not in the current statement. Status: Completed August 2010
   Conceptual Framework for the Profession of Dietetics: Dietetics is the integration, application and communication of principles derived from food, nutrition, social, business and basic sciences, to achieve and maintain optimal nutrition status of individuals through the development, provision and management of effective food and nutrition services in a variety of settings. (Approved)

Completed Recommendation
2. Conduct a dialogue by HOD on defining management and administration within dietetics practice with emphasis on exploring management related deficiencies identified in focus groups of employers. Explore the relationship between management skills and development of leadership competence. Status: Completed May 2010

On-going Recommendation
3. Dietetic Practice Groups develop a practice profile of a DPG member with managerial and administrative roles and include indicators that facilitate development of managerial and administrative competence within their specific areas of practice. Triage to Scope of Dietetics Practice Sub-Committee of the Quality Management Committee and Dietetic Practice Group Leadership to address via Standards of Professional Performance (SOPP) Standard 4 and 5 (Management of Resources).

Goal #2
Develop visibility and actions that foster “buy in” or serve to promote management and administration as integral to practice.

On-going Recommendation*
4. Incorporate management and administration as a knowledge requirement in the dietetics education curriculum and request CADE, CDR and the Council on Future Practice to assess levels of management-related competencies within the CADE standards, the Registration Examination for Dietitians, and CPE levels and codes for professional continuing education. Triage to Council on Future Practice. Identify a champion to serve to spearhead and rally support.

*HOD Prioritized Recommendation
On-going Recommendation*  
Practitioners self-evaluate management, administration and leadership skills and plan development and/or enhancement of such as part of lifetime learning using the Professional Development Portfolio. Triage to ADA Professional Development Team. Identify a champion to serve to spearhead and rally support.

On-going Recommendation*  
Weave management, administrative, and leadership experiences into all areas of practice for both students and practitioners. Triage to Commission on Accreditation for Dietetics Education, Dietetic Educators of Practitioners (DEP) DPG, and ADA On-Line Mentoring Program. Identify a champion to serve to spearhead and rally support.

On-going Recommendation  
FNCE Program Planning Committee to continue the “Business and Management” track at FNCE and include programs supporting advanced level of administrative practice. Support the request of the House of Delegates that the Professional Development Team repackage FNCE educational material related to management and administration into audio or video formats for wider access by members (see House of Delegates Spring 2010 Motion #2). Triage to FNCE Program Planning Committee and ADA Professional Development Team.

On-going Recommendation - Management Work Group Priority  
Implement an annual Management and Administration Symposium. Triage to ADA Professional Development Team, Clinical Nutrition Management DPG and Management in Food and Nutrition Systems DPG. Identify a champion to serve to spearhead and rally support.

On-going Recommendation  
Request that FNCE speakers address management and administration in relation to presentation topic where applicable. Triage to FNCE Program Planning Committee and ADA Professional Development Team.

On-going Recommendation  
Increase the visibility and image of management and administration as part of practice in all print and visual media used by ADA and its units including brochures, Websites, photos and publications. Inclusion of management-related research in the Journal of the American Dietetic Association is encouraged to support the Association’s research priorities. Triage to ADA Marketing Team and DPG/MIG/Affiliate Management Team.

Goal #3  
Facilitate development of management and leadership in the profession.

On-going Recommendation* - Management Work Group Priority  
Develop ADA member management and administration credential or certificate program. Triage to ADA Professional Development Team; CDR
On-going Recommendation*

Provide a resource list that addresses management, administration and leadership skills for self-evaluation and personal/professional development. *Triage to ADA Knowledge Center.*

On-going Recommendation

Request 2-5 names of members who are experts in each affiliate and DPGs who would serve as the champions for management and administration in practice. Assist affiliates and DPGs to incorporate more continuing education on managerial and administrative skills in their programs and publications. *Triage to DPG/MIG/Affiliate Management Team.*

On-going Recommendation

Review focus and content of management and administration in educational standards, programming and publications coming from ADA Association and the affiliates to elevate the importance of competence in these skills for professional advancement.

Management Work Group Participants
Mary Abbott Hess, Deb Canter, Linda Lafferty, Sylvia Escott-Stump, June Palacio, Mary Cluskey (Chair), Heidi Schwartz (ADA Staff).

*HOD Prioritized Recommendation*
<table>
<thead>
<tr>
<th>Entry-Level Associate Degree DTR</th>
<th>Entry-Level Baccalaureate Degree</th>
<th>Entry-Level Graduate RDN</th>
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<tr>
<td><strong>Dimension: Professional Practice Skills (core skills that apply to all practitioners in all areas of practice)</strong></td>
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</tbody>
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| - Follows protocols when selecting appropriate evidence based resources  
- Assists with and collects data for outcomes-based quality assurance and performance improvement activities  
- Collects data for research projects  
- Advocates for and implements food and nutrition policy initiatives  
- Complies with institutional, statutory, regulatory, and accreditation policies and guidelines  
- Provides services within scope of practice and personal competence and knows scope of practice for all levels of dietetics practitioners  
- Refers individuals for consultation when issues are beyond scope of practice and personal competence  
- Practices in compliance with professional standards, practice guidelines and the code of ethics  
- Functions as part of transdisciplinary, interdisciplinary and interprofessional teams  
- Communicates clearly and effectively using cross-cultural skills and evidenced based information  
- Applies education principles when working with individuals and groups  
- Assists in integrating current technology into practice, including social media for individuals and groups, and coordinating communication for online interventions | - Evaluates current research to identify appropriate evidence based resources  
- Uses evidence based research to direct practice  
- Assists in the design and implementation of outcomes-based quality assurance and performance improvement activities (design of metrics, collection of data, documenting and monitoring)  
- Performs simple data analysis testing  
- Interprets basic population-based statistical data  
- Evaluates how effective programs and services are in reaching their objectives  
- Serves as an advocate and participates in food and nutrition policy development and implementation  
- Complies with institutional, statutory, regulatory, and accreditation policies and guidelines  
- Provides services within scope of practice and personal competence and knows scope of practice for all levels of dietetics practitioners  
- Refers individuals for consultation when issues are beyond scope of practice and personal competence  
- Practices in compliance with professional standards, practice guidelines and the code of ethics  
- Functions as part of transdisciplinary, interdisciplinary and interprofessional teams | - Evaluates current research to identify appropriate evidence based resources  
- Uses evidence-based research to establish and direct policy and practice activities  
- Designs, conducts, applies and disseminates translational research (develops research protocols, reports research at professional conferences, and writes manuscripts for peer-reviewed publications)  
- Forms collaborations and/or participates in networks to promote research in applied practice settings  
- Designs, implements and evaluates outcomes-based quality assurance and performance improvement projects  
- Designs, implements and evaluates outcomes studies in the workplace  
- Creates databases, performs data analysis testing and appropriately interprets statistics  
- Interprets and utilizes national nutrition surveillance data and population-based statistical data  
- Develops policies and procedures for all settings  
- Participates in the development and writing of grants  
- Evaluates the effectiveness and efficiency of programs and services |

This 32 page document was produced by the Council on Future Practice and is to be utilized in its entirety since all the sections are interrelated.
<table>
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| • Applies normal nutrition principles and knowledge of nutrition requirements throughout the life cycle  
• Applies knowledge of food safety, food preparation/cooking techniques, and quality food standards  
• Applies components of the Nutrition Care Process (NCP) as directed by and under the supervision of the RDN  
• Assists in the delivery of culturally and linguistically competent food and nutrition services  
• Participates in appropriate continuing education and life-long learning  
• Promotes advancement of the profession and self | • Communicates clearly and effectively using cross-cultural skills and evidenced based information  
• Integrates current technology into practice, including social media for individuals and groups, and assists with the implementation of online interventions  
• Applies knowledge of normal nutrition requirements throughout the life cycle  
• Applies knowledge of food science, culinary nutrition and food preparation techniques  
• Applies knowledge of quality food standards and food safety  
• Applies components of the Nutrition Care Process (NCP) as directed by and under the supervision of the RDN  
• Assists in the development and delivery of culturally and linguistically competent food and nutrition services  
• Participates in appropriate continuing education and life-long learning  
• Promotes advancement of the profession and self | • Advocates for and leads efforts in health, food and nutrition policy development, implementation and evaluation  
• Complies with institutional, statutory, regulatory, and accreditation policies and guidelines  
• Provides services within scope of practice and personal competence and knows scope of practice for all levels of dietetics practitioners  
• Refers individuals for consultation when issues are beyond scope of practice and personal competence  
• Practices in compliance with professional standards, practice guidelines and the code of ethics  
• Leads and participates in transdisciplinary, interdisciplinary and interprofessional teams  
• Builds and participates in coalitions  
• Communicates clearly and effectively using cross-cultural skills and evidenced based information  
• Integrates current technology into practice, including social media for individuals and groups, and develops online interventions  
• Applies integrative nutrition principles to nutrition care and Medical Nutrition Therapy (MNT), including the use of nutritional genomics, dietary supplements and herbal remedies  
• Directs and delivers culturally and linguistically competent food and nutrition services  
• Participates in appropriate continuing education and life-long learning  
• Promotes advancement of the profession and self, including acting as preceptor for students and practitioners for supervised practice experiences |
### Entry-Level Associate Degree DTR

**Dimension:** Client Care Skills (services to clients, under the direction and supervision of and based on RDN protocols, and the Academy’s SOPs/SOPPs to achieve nutrition goals):
- Screens clients for nutrition risk
- Interviews clients to take diet histories
- Collects assessment data, including laboratory values, dietary intake data, anthropometric measurements and lifestyle factors
- Performs calculations for risk assessment following RDN protocol
- Determines nutrition and lifestyle risk categories using RDN protocol
- Implements designated dietary interventions based on RDN protocol
- Monitors and observes clients’ progress and reports status during care plan team meetings following the RDN protocol
- Makes menu adjustments based on clients’ food preferences, individual needs, and diet prescriptions
- Monitors quality, accuracy and tolerance of foods served to clients
- Implements nutrition education for clients which focuses on normal nutrition principles and dietary guidelines
- Educates clients in health maintenance and disease prevention
- Documents client care and progress in the electronic health record, under the direction of the RDN

### Entry-Level Baccalaureate Degree

**Dimension:** Client Care Skills (services to clients, under the direction and supervision of and based on RDN protocols, and the Academy’s SOPs/SOPPs to achieve nutrition goals):
- Screens clients for nutrition risk and interprets screening measures
- Interviews clients to take diet histories
- Performs and interprets anthropometric measurements
- Identifies sociological, psychological and environmental influences on eating behavior
- Analyzes and compares food intake with nutrition requirements
- Monitors, observes and evaluates clients’ progress and reports status during care plan team meetings
- Formulates meal plans based on clients’ food preferences, individual needs, and diet prescriptions
- Designs and implements nutrition education for clients which focuses on normal nutrition principles and dietary guidelines and is based on evidence based theories and techniques for behavior change
- Educates clients in health maintenance and disease prevention
- Documents client care and progress in the electronic health record, under the direction of the RDN

### Entry-Level Graduate RDN

**Dimension:** Client Care Skills (services to clients to achieve nutrition goals):
- Assesses nutrition status, diagnoses nutrition problems and develops, monitors and evaluates nutrition interventions by applying the NCP to clients with a variety of diseases and medical conditions
- Performs routine tests to assess and monitor clients’ nutrition and health status (blood pressure, blood glucose, blood cholesterol, hemoglobin, etc.)
- Conducts nutrition focused physical exams as part of assessment
- Calculates nutrition needs based on assessment and diagnosis
- Designs nutrition interventions for clients using appropriate and evidence-based MNT
- Counsels clients with multiple diseases/medical conditions and those who require complex nutrition care using appropriate behavior change theories and techniques (eating disorders, cardiovascular disease, etc.)
- Counsels clients on appropriate ways and methods to increase physical activity
- Provides nutrition care for palliative and hospice care
- Creates, implements and utilizes evidence-based practice guidelines
- Creates clinical pathways to promote standardized and efficient client care based on evidenced based practice
- Writes nutrition orders for diet prescriptions, nutrition supplements, and enteral and parenteral nutrition
- Places feeding tubes
- Orders nutrition-related laboratory tests
- Manages nutrition-related medications of clients
- Participates in client care coordination/case management
- Documents client care and progress in the electronic health record
<table>
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| **Dimension: Public/Population Health and Community Nutrition Skills (services to communities and populations to promote health and prevent disease):**  
- Screens clients for eligibility of services  
- Identifies available resources for development of community-based food and nutrition programs and services  
- Conducts educational sessions for healthy populations that focus on health promotion and disease prevention (normal nutrition information and dietary guidelines)  
- Provides breastfeeding promotion and support services  
- Provides appropriate evidenced based resources to clients  
- Conducts culinary demonstrations to teach cooking skills, safe food handling and promote consumption of healthy foods  
- Educates clients in health maintenance and disease prevention  
- Collects data for use in program evaluation  
- Serves on community coalitions | **Dimension: Public/Population Health and Community Nutrition Skills (services to communities and populations to promote health and prevent disease):**  
- Performs local community nutrition assessments to determine how the environment, culture, and individual lifestyles impact the need for community-based food and nutrition programs/services  
- Utilizes available resources for development of community-based food and nutrition programs and services  
- Serves as a nutrition resource for community organizations  
- Plans, develops, implements and evaluates strategies for promoting and supporting breastfeeding  
- Provides evidence based and developmentally appropriate oral and written food and nutrition information to clients  
- Develops, implements, and evaluates nutrition and physical activity interventions that focus on education and skills development to maintain or improve health or prevent disease (culinary classes, safe food handling, normal nutrition information for low-risk populations)  
- Implements strategies to promote healthy food choices and eating behaviors using evidence based theories of education and behavior change  
- Utilizes principles of behavioral economics to promote wellness and healthy behaviors  
- Collects and interprets data for use in program evaluation | **Dimension: Public/Population Health and Community Nutrition Skills (services to communities and populations to promote health and prevent disease):**  
- Plans and directs community nutrition assessment and national surveillance systems to monitor and identify population and community health and nutrition priorities and problems; communicates results to local, state and national health authorities and policy makers  
- Analyzes, synthesizes and evaluates community nutrition assessment and national surveillance data to diagnose and investigate health and nutrition assets and problems in the community  
- Plans, directs and evaluates programs and plans that support individual and community health efforts, focusing on primary prevention  
- Designs, implements, and evaluates individual, community and population-based nutrition interventions using health systems and environmental change strategies, policy strategies, social marketing principles, and evidence based theories of learning and behavior change  
- Designs and communicates through social marketing, social media and other population-level strategies evidence-based nutrition and health messages and information to the public that is culturally appropriate and suitable for literacy levels |
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<tbody>
<tr>
<td>• Convenes and serves on community coalitions</td>
<td>• Evaluates the accessibility, effectiveness and quality of personal and population-based nutrition and health services</td>
<td>• Convenes and mobilizes community partnerships and coalitions to identify and solve food, nutrition and health-related issues by building on community assets and focusing on policy, systems and environmental strategies</td>
</tr>
<tr>
<td></td>
<td>• Develops, enforces and evaluates policies (laws and regulations) that address and protect health and nutrition for individuals and populations</td>
<td>• Links clients to needed personal health and nutrition services to assure the provision of health care when otherwise unavailable</td>
</tr>
<tr>
<td></td>
<td>• Convenes and mobilizes community partnerships and coalitions to identify and solve food, nutrition and health-related issues by building on community assets and focusing on policy, systems and environmental strategies</td>
<td>• Assures access to and/or plans, directs, and evaluates nutrition interventions for individuals or groups who are at high risk, have special health care needs, or have medical conditions that require MNT</td>
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<tr>
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<td>• Links clients to needed personal health and nutrition services to assure the provision of health care when otherwise unavailable</td>
<td>• Incorporates strategies for increasing physical activity into community and population-based interventions</td>
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<td>• Assures access to and/or plans, directs, and evaluates nutrition interventions for individuals or groups who are at high risk, have special health care needs, or have medical conditions that require MNT</td>
<td>• Utilizes principles of behavioral economics to promote wellness and healthy behaviors</td>
</tr>
<tr>
<td></td>
<td>• Incorporates strategies for increasing physical activity into community and population-based interventions</td>
<td>• Designs, implements and evaluates education and training programs and collaborates with educational institutions and professional organizations to assure a competent public and personal health and nutrition workforce</td>
</tr>
<tr>
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<td>• Utilizes principles of behavioral economics to promote wellness and healthy behaviors</td>
<td>• Designs, implements and evaluates education and training programs and collaborates with educational institutions and professional organizations to assure a competent public and personal health and nutrition workforce</td>
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<tr>
<td><strong>Dimension: Organizational Leadership/Management Skills (application of management and leadership principles to the provision of services):</strong></td>
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</tr>
<tr>
<td>- Assists with development of job descriptions and performance standards for employees</td>
<td>- Develops job descriptions and performance standards for employees</td>
<td>- Leads staff in the development and implementation of systems for staffing: interviewing, hiring, motivating, supervising, evaluating and terminating employees</td>
</tr>
<tr>
<td>- Determines staffing requirements and coordinates scheduling to meet human resource needs</td>
<td>- Determines staffing requirements and coordinates scheduling to meet human resource needs</td>
<td>- Works with labor unions, as indicated</td>
</tr>
<tr>
<td>- Interviews, hires, assigns tasks, schedules, motivates, supervises and terminates employees</td>
<td>- Develops and implements orientation, training and employee education programs to meet human resource needs</td>
<td>- Directs negotiation and conflict resolution with peers, employees and coalitions</td>
</tr>
<tr>
<td>- Assists with development of orientation, training and employee educational programs to meet human resource needs</td>
<td>- Directs and supervises employees involved in the delivery of food and nutrition services</td>
<td>- Leads staff in the development and implementation of clear and concise policies/procedures for the organization</td>
</tr>
<tr>
<td>- Conducts employee orientation and training programs</td>
<td>- Conducts employee performance evaluations and effectively counsels employees for performance improvement</td>
<td>- Develops budgets</td>
</tr>
<tr>
<td>- Prepares and assists with employee performance evaluations</td>
<td>- Recognizes the need for the resolution of conflict situations and refers to next level</td>
<td>- Identifies opportunities for potential sources of revenue; evaluates and reduces/controls expenditures</td>
</tr>
<tr>
<td>- Recognizes the need for the resolution of conflict situations and refers to the next level</td>
<td>- Initiates the development and implementation of clear and concise policies/procedures for the organization</td>
<td>- Establishes cost accounting procedures for budgets, monitors budgets and interprets financial data</td>
</tr>
<tr>
<td>- Assists with development, implementation and assessment of compliance with policies, procedures and standards</td>
<td>- Assists with preparation of budgets based on identified priorities and interprets financial statements to manage resources within the budget</td>
<td>- Manages financial resources within the budget</td>
</tr>
<tr>
<td>- Assists with budget development, monitors and interprets financial statements and the budget</td>
<td>- Develops, implements, and evaluates systems to ensure customer service and satisfaction.</td>
<td>- Leads staff in the development, implementation, evaluation and utilization of the results of customer service and satisfaction programs to make improvements</td>
</tr>
<tr>
<td>- Assesses customer service and satisfaction</td>
<td>- Plans, implements and evaluates marketing plans for new products, programs and services</td>
<td>- Directs and participates in strategic planning</td>
</tr>
<tr>
<td>- Assists with planning, implementation and evaluation of marketing plans for new products, programs and services</td>
<td>- Plans, implements and evaluates marketing plans for new products, programs and services</td>
<td>- Uses principles of change management to achieve innovation and desired change</td>
</tr>
<tr>
<td>- Assists in development of emergency preparedness plans for facilities, patients/clients, and communities</td>
<td>- Participates in development of emergency preparedness plans for facilities, patients/clients, and communities</td>
<td>- Uses project planning and management methods to manage change and achieve successful outcomes</td>
</tr>
<tr>
<td>- Prepares reports for upper management</td>
<td>- Prepares reports for upper management</td>
<td>- Develops business plans to sell ideas and turn ideas into action</td>
</tr>
<tr>
<td>- Prepares reports for upper management</td>
<td></td>
<td>- Plans, implements and evaluates marketing plans for new products, programs and services for clients, customers, and staff</td>
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<tr>
<td></td>
<td></td>
<td>- Develops and manages material and facility resources</td>
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<tr>
<td></td>
<td></td>
<td>- Leads and participates in development of emergency preparedness plans for facilities, patients/clients, and communities</td>
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</tbody>
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Printed 12/3/2013
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<tr>
<td><strong>Dimension: Food and Food Systems Skills</strong> (principles of food and foodservice systems applied to the provision of safe, healthy, affordable, sustainable and high quality foods):</td>
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</tr>
<tr>
<td>• Monitors and maintains safe and sanitary food, facilities, and equipment</td>
<td>• Plans and implements food safety and sanitation programs</td>
<td>• Monitors and evaluates food safety and sanitation systems</td>
</tr>
<tr>
<td>• Institutes or maintains sustainability practices</td>
<td>• Institutes sustainability practices</td>
<td>• Develops, supports, and/or implements policies, systems and environments that advance healthy, sustainable food and energy, water and waste management systems</td>
</tr>
<tr>
<td>• Assists with nutrient analysis of food products, recipes and menus</td>
<td>• Performs nutrient analysis of food products, recipes and menus</td>
<td>• Develops and uses electronic information management tools for practice, research and education (nutrient data bases for evaluating nutrition composition, menu management software, and web-based applications)</td>
</tr>
<tr>
<td>• Utilizes basic knowledge of food science and culinary techniques to train employees on healthy food preparation</td>
<td>• Utilizes knowledge of food science and culinary techniques to teach others how to prepare healthy foods</td>
<td>• Develops informatics systems in collaboration with programmers</td>
</tr>
<tr>
<td>• Implements master menus and standardized recipes</td>
<td>• Applies principles of menu planning in the preparation, implementation and evaluation of master menus, including therapeutic diets under the supervision of the RDN</td>
<td>• Conducts an operational analysis to make recommendations for streamlining operations and reducing costs while ensuring health related goals are not compromised</td>
</tr>
<tr>
<td>• Manages materials and logistics for food systems (including procurement, storage, distribution of food, supplements, equipment and supplies)</td>
<td>• Develops and modifies recipes for diverse groups</td>
<td>• Designs an outcomes-based management system to evaluate safety and efficacy of services and practices, including customer satisfaction</td>
</tr>
<tr>
<td>• Evaluates food products based on sensory techniques</td>
<td>• Evaluates products based on established sensory criteria of customer acceptance, cost, quality and sustainability</td>
<td>• Designs, produces, markets and/or sells food and nutrition products and services</td>
</tr>
<tr>
<td>• Supervises food preparation, meal production, service and delivery (including monitoring portion control, checking trays for accuracy, and monitoring food quality)</td>
<td>• Coordinates purchasing, receiving, storage and issuing of foods and beverages</td>
<td>• Applies principles of menu planning and knowledge of MNT and therapeutic nutrition in designing master menus and standardized recipes for normal and therapeutic diets</td>
</tr>
<tr>
<td></td>
<td>• Manages the production of products that meet established quality standards</td>
<td>• Designs food systems to address nutritional well-being and health-care needs and patient outcomes; satisfies the cultural preferences and desires of target populations</td>
</tr>
<tr>
<td></td>
<td>• Manages food distribution and service ensuring accuracy, quality and portion control</td>
<td>• Evaluates and makes recommendations for equipment, layout and design or redesign of facilities</td>
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<td>• Evaluates purchasing needs and develops specifications for food and equipment; participates in formal or informal purchasing</td>
<td>• Interacts with vendors and negotiates purchases and contracts for products and services</td>
</tr>
<tr>
<td></td>
<td>• Interacts with vendors and negotiates purchases and contracts for products and services</td>
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</tr>
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FNCE 2014 Education Sessions

LEADERSHIP, PROFESSIONAL SKILLS AND CAREER DEVELOPMENT
Sunday, October 19, 2014

1:30AM - 3:00PM
Your PDP and Practice Competencies: What’s Next and What’s in It for Me? - CDR Forum
Speakers: Doris Derelian, Leanne Worsfold, Kathleen Niedert, Barbara Grant

8:00AM - 9:30AM
Using Teamwork to Promote Improved Patient Outcomes
Speakers: Katie Eliot, Christine Shepard, Irma Ruebling

Power of Storytelling to Inspire, Influence and Motivate
Speakers: Kerry Neville, Annette Simmons, Jean Storie

Healthy Food and Safe Water, A New Era of Dietetic Practice
Speakers: Barbara Hartman, Stacia Clinton, Dianne Lollar, Angie Tagtow

10:00AM - 11:30AM
2014 Lenna Francis Cooper Lecture--Inside Out: How Retail RDs Transform Food Culture
Speakers: Jane Andrews, Susan Borra

Public-Private Partnerships: Workable Models to Address Hunger and Child Health
Speakers: Karen Kafer, David Satcher, Jean Ragalie-Carr

1:30PM - 3:00PM
What about Exercise? Ways for RDNs to Step Up Their Fitness Game
Speakers: Cathy Lemon, Jim White, Leslie Bonci

Building and Utilizing a Clinical Stepping Model: Benchmarks for Success
Speakers: Josie Povinac, Barbara Jordan, Susan Belloog

Lead and Prosper: New Roles and Payment Streams in a Changing Health Care Marketplace
Speakers: Lucille Beeler, David Muhlestein, Becky Sulik

3:30PM - 5:00PM
Unveiling the CDR Goal Wizard: An Innovative Professional Development Planning Tool
Speakers: Leanne Worsfold, Doris Derelian, Kevin Sauer

Creating Fame: The Power of Branding to Elevate Your Career
Speakers: Sarah Koszyk, Thomas Karam, Yvette Guant
Monday, October 20, 2014

8:00AM - 9:30AM
Open Discussion: Nutrition Care Process Case Studies: Developing PES Statements and Interventions
Speakers:

Overcoming Barriers to Practitioners in Research, Strategies from the DPBRN
Speakers: Carol Elliott, Cynthia Hamilton

Changing Environments, Emerging Opportunities in Public Health and Community Nutrition
Speakers: Margaret Tate, Helene Kent, Jamie Stang

1:30PM - 3:00PM
Decoding RDN Clinical Practice Patterns to Improve Coverage and Compensation
Speakers: Jessie Pavlinac, Jane V. White, Keith-Thomas Ayoob

Tuesday, October 21, 2014

8:00AM - 9:30AM
Nontraditional Careers: From Dreams to Reality
Speakers: David Grotto, Linda Eck Mills, Teresa Pangan

9:45AM - 11:15AM
360-Degree Care: Using the NCP and Terminology as a Compass to Improve Nutrition Outcomes
Speakers: Jennifer Wooley, Camella Rising

12:00PM - 1:30PM
Communicating with Millennials: Are They Listening?
Speakers: Maryanne Smith Edge, Connie Diekman, Jason Peizel

Saturday, October 18, 2014

11:00AM - 3:30PM
Pre-FNCE Workshop: From Drab to Delicious: Food Photography and Styling Tips for Dietitians
Speakers: Liz Weiss, Janet Helm, Regan Jones