

Frontline Nurse Leader Professional Development

Dr. Tammy McGarity

INTRODUCTION

TOPIC

Uniquely placed within the organizational hierarchy

Witges, K. A., & Scanlan, J. M. (2014)

- the frontline nurse leader (FLNL) requires an extensive theoretical perspective on leadership
- in which to implement behaviors that foster a positive work environment and
- contribute to positive patient outcomes

FLNL COMPETENCIES

Knowledge, skills and attitudes necessary for competent leadership are identified by the Nurse Manager Leadership Partnership (AONE 2008)

BACKGROUND

FLNL expected

- to lead staff
- while managing and improving the work systems and processes on their units
- while ensuring high quality and safe patient care is being delivered

Spencer, Al-Sadoon, Hemmings, Jackson, & Mulligan (2014)

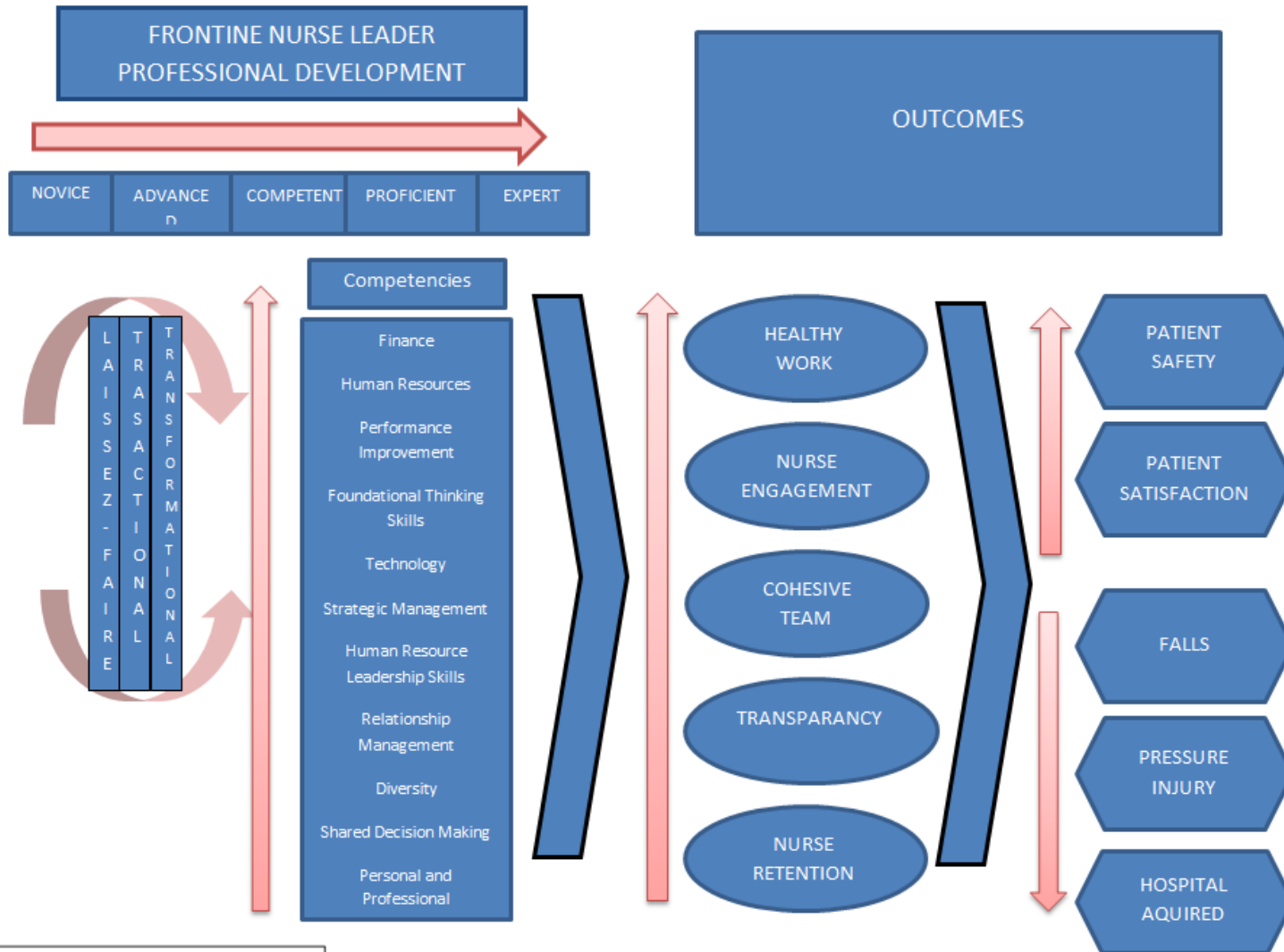
FLNL PROFESSIONAL DEVELOPMENT

- ◉ The professional development of FLNLs has been neglected.
- ◉ Many new FLNLs make the transition from staff nurse through a process of trial and error.

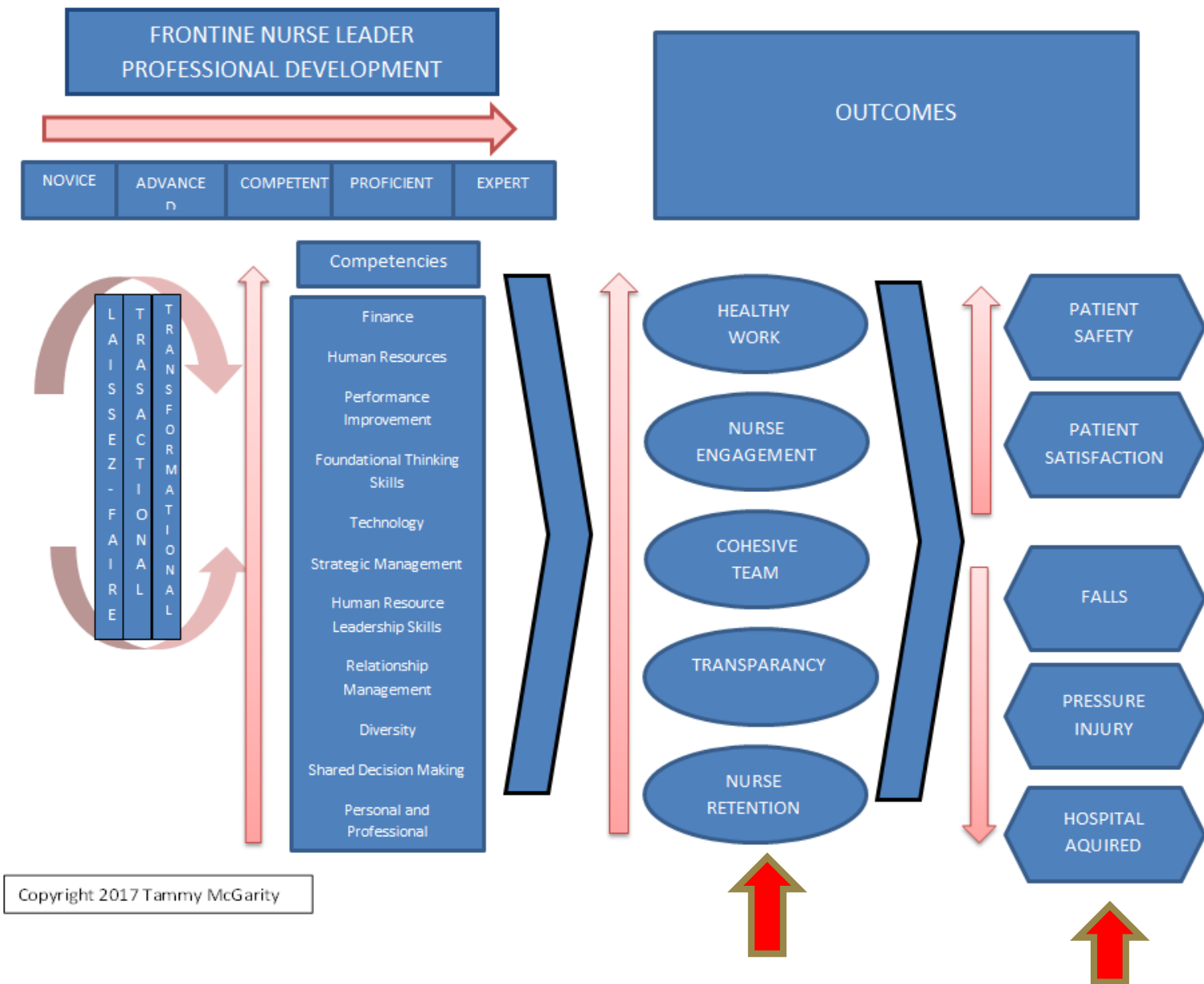
PROBLEM STATEMENT

- ⦿ A lack of development has a direct impact on the competency and confidence of new FLNLs.
- ⦿ In today's ever evolving healthcare environment, FLNLs are expected to be expert clinicians and leaders and this expertise cannot solely come from on the job training.

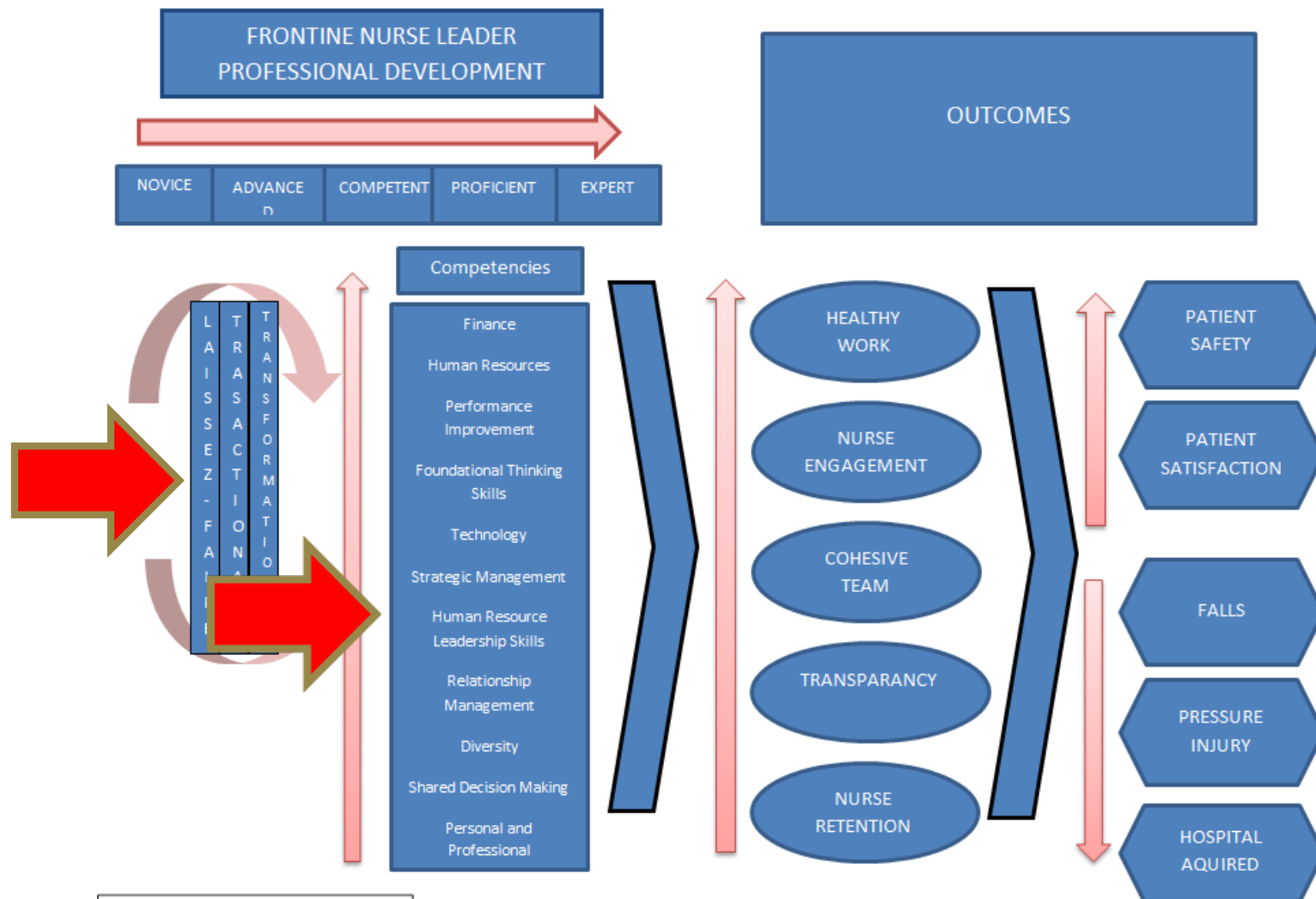
CONCEPTUAL IDEA



NEEDS(S) IN PRACTICE IDENTIFIED



IDENTIFY THE NEED THE PROJECT ADDRESSED



LITERATURE

LITERATURE OVERVIEW

Frontline Nurse Leadership has been linked to:

- PATIENT OUTCOMES
- NURSE-SENSITIVE INDICATORS
- HEALTHY TEAMS AND WORK ENVIRONMENTS
- NURSE SATISFACTION

FLNL COMPETENCIES & LEADERSHIP DEVELOPMENT CURRICULUM

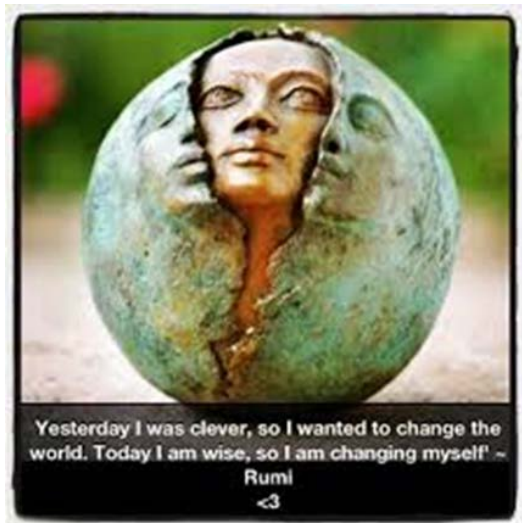
FLNL COMPETENCIES



CURRICULUM

Class 1	FLNL Development and Personal Reflection
Class 2	Leading by Example
Class 3	Evidence Based Practice
Class 4	Quality Project
Class 5	Healthy Work Environment
Class 6	Emotional Intelligence
Class 7	Lean & Performance Improvement
Class 8	Patient Experience
Class 9	Nursing Finance
Class 10	Patient Safety and Safety Culture
Class 11	Human Resource Management
Class 12	Tying It All Together

100



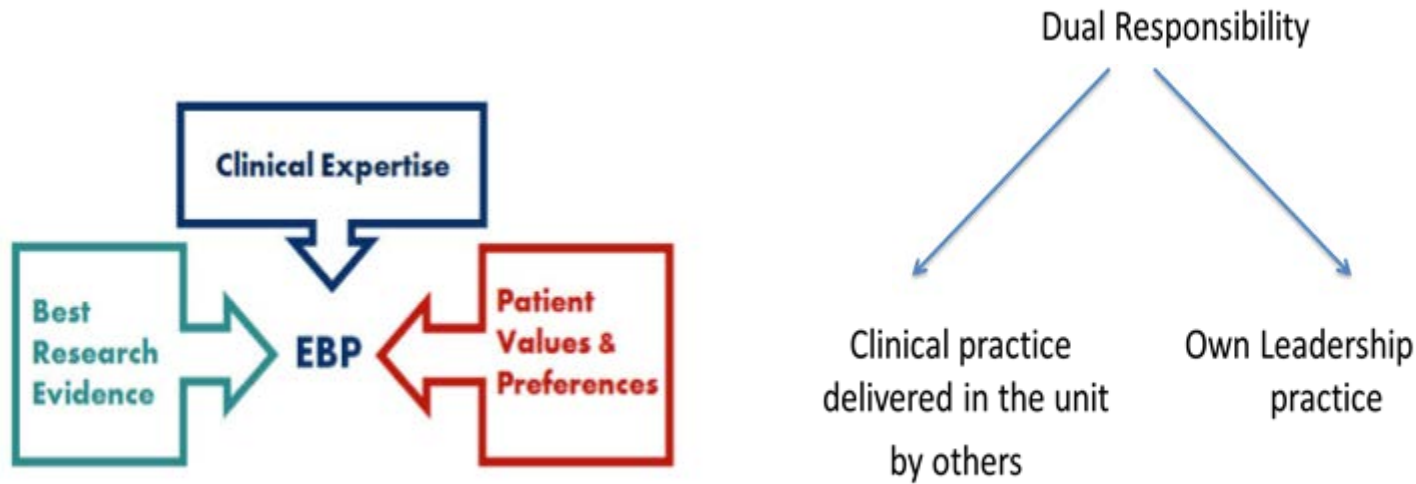
CLASS 2 -- LEADING BY EXAMPLE

ISTJ Responsible Executors	ISFJ Dedicated Stewards	INFJ Insightful Motivators	INTJ Visionary Strategists
ISTP Nimble Pragmatics	ISFP Practical Custodians	INFP Inspired Crusaders	INTP Expansive Analysers
ESTP Dynamic Mavericks	ESFP Enthusiastic Improvisors	ENFP Impassioned Catalysts	ENTP Innovative Explorers
ESTJ Efficient Drivers	ESFJ Committed Builders	ENFJ Engaging Mobilizers	ENTJ Strategic Directors



leadership emerges from within ... the best leaders are the best learners, not of facts or tasks but of themselves (Kouzes & Posner 2016)

CLASS 3 -- EVIDENCE BASED PRACTICE

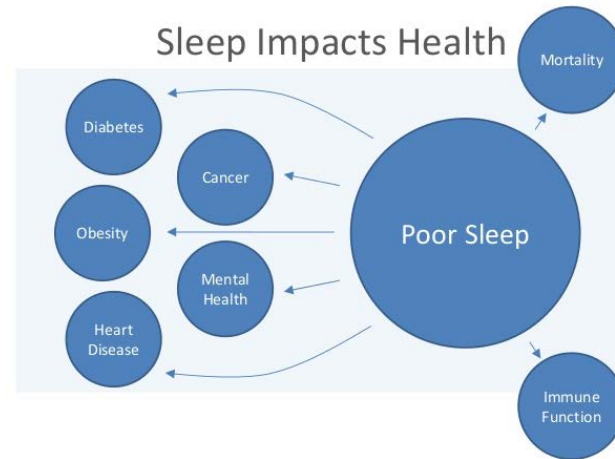


CLASS 4 -- QUALITY PROJECT

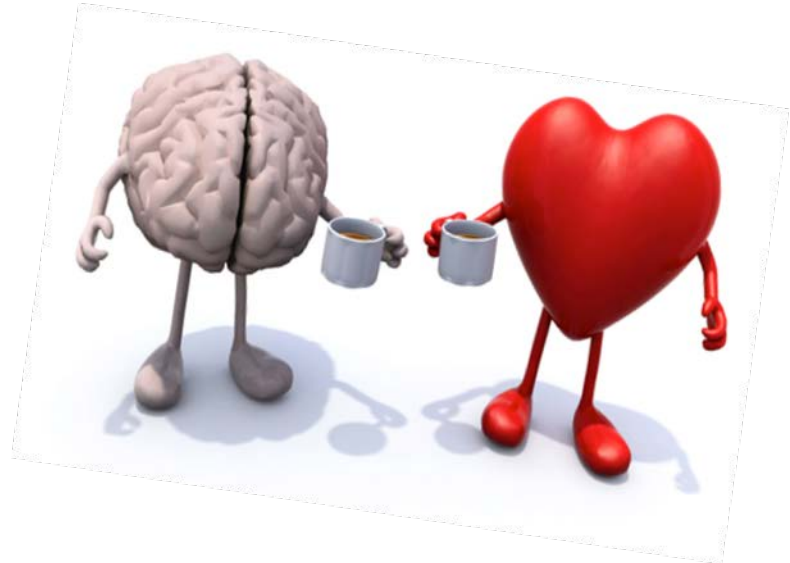
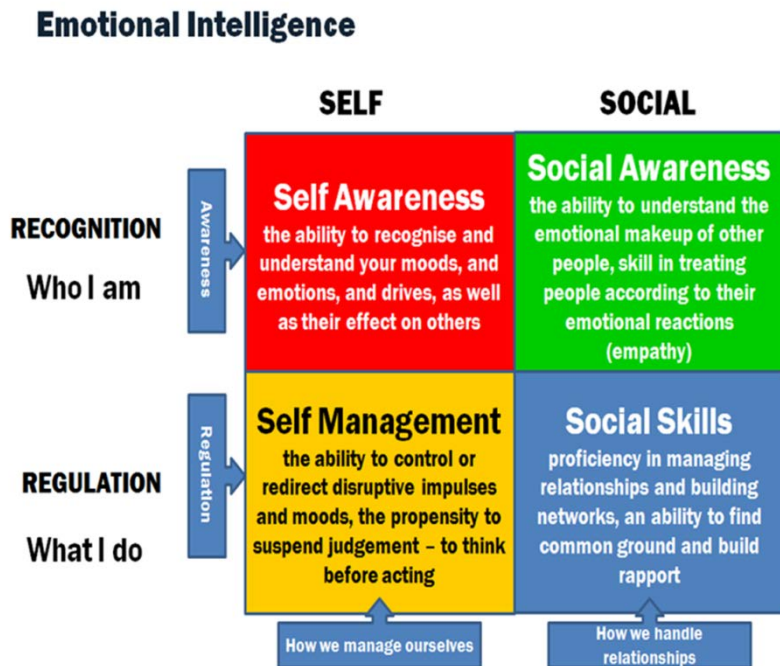


dreamstime.com

CLASS 5 -- HEALTHY WORK ENVIRONMENT



CLASS 6 -- EMOTIONAL INTELLIGENCE



Self-Awareness

CLASS 7 -- LEAN AND PERFORMANCE IMPROVEMENT



Lean Thinking

Data-driven

Daily Management

Problem Solvers

BEHAVIOR CHANGE

TRANSPARENCY

Routine

Standardization

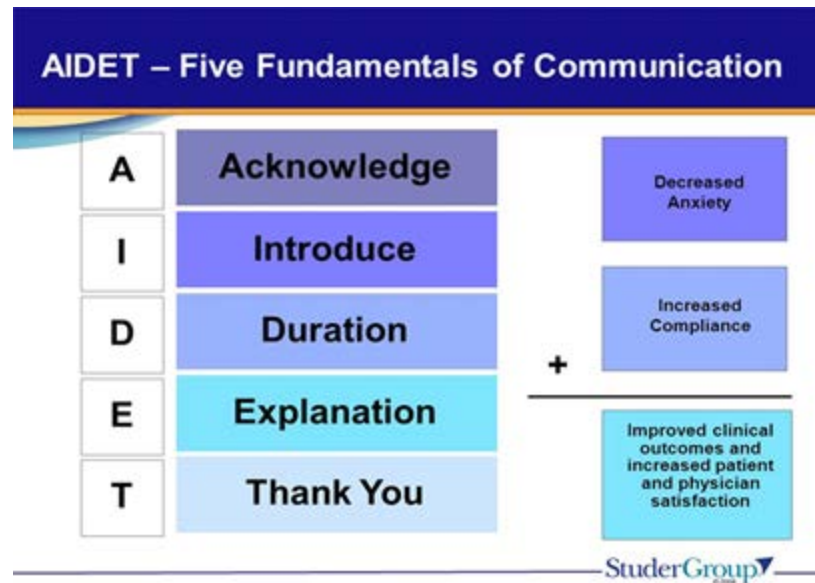
Think Problem Solving Tool

CLASS 8 -- PATIENT EXPERIENCE

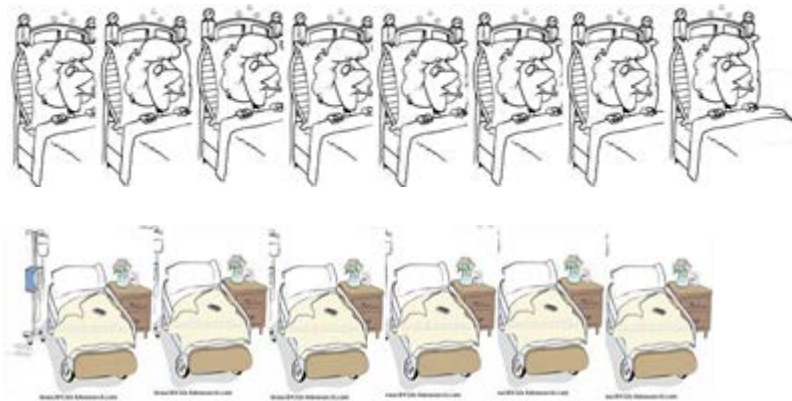


LEAD BY EXAMPLE

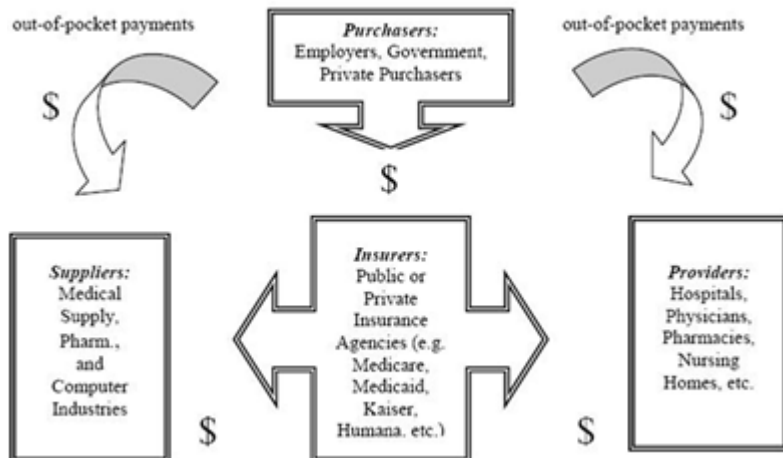
Elements of the Influencer in Chief



CLASS 9 - NURSING FINANCE



The U.S. Health Care System at a Glance

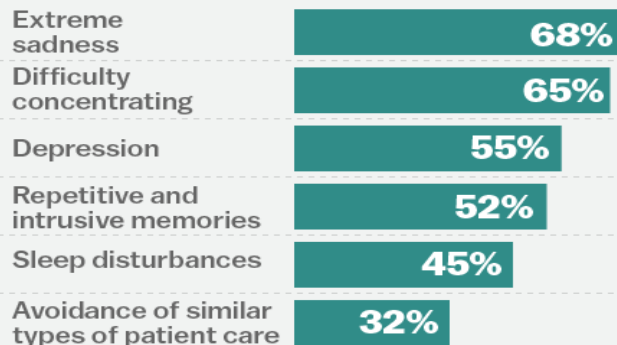


CLASS 10 -- PATIENT SAFETY AND JUST CULTURE



Doctors and nurses are the "second victims" of medical errors

Symptoms reported by doctors and nurses involved in patient safety investigations



SOURCE: Journal of Quality and Safety in Health Care

Vox

Human Error	At-Risk Behavior	Reckless Behavior
<p><i>Product of our current system design</i></p> <p>"I ran a stop sign by accident. It was hard to see because an overgrown tree branch partially covered it."</p>	<p><i>A Choice: Risk believed insignificant or justified</i></p> <p>"I drive 80 mph on Loop 410 when the speed limit is 65 mph. Everyone else around me is speeding, so I need to drive fast or I may make others on the road angry for not going with the flow of traffic. Besides, I speed every day and nothing happens, no tickets or accidents – until I got a ticket today."</p>	<p><i>Conscious disregard of unjustifiable risk</i></p> <p>"I went out to happy hour with some friends from work. I had a few glasses of wine and decided to drive home anyways. I got in a wreck – thank goodness no one was hurt."</p>
CONSOLE	COACH	PUNISH



CLASS 11 - HUMAN RESOURCE MANAGEMENT



Key elements

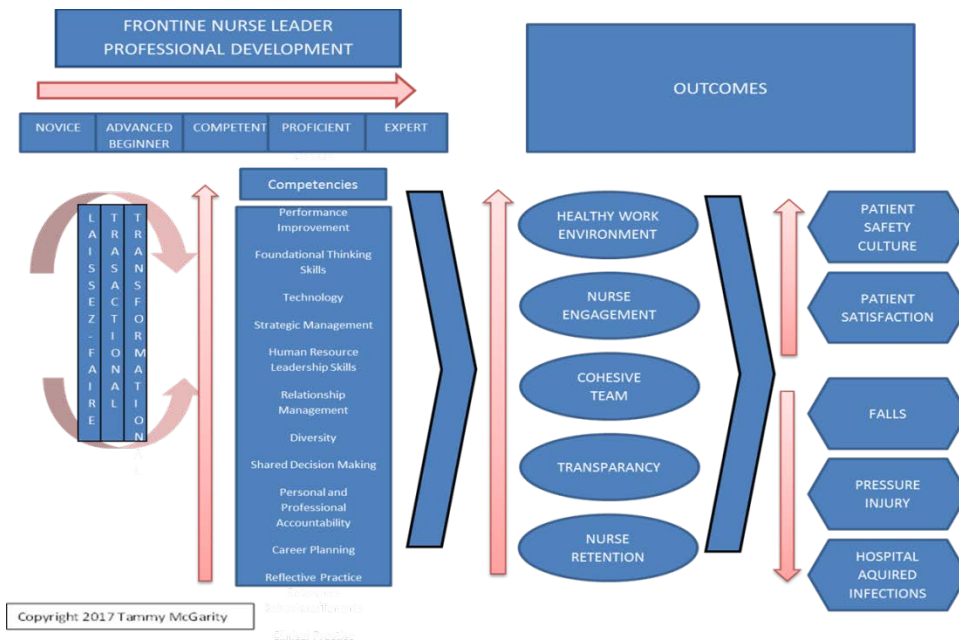
Consistency

Discipline appropriate for the offense



CLASS 12 – TYING IT ALL TOGETHER

How have you operationalized?



GRADUATION



RESULTS

- ⦿ Attending a FLNL curriculum program has shown to improve the competency levels of all 20 participants in all 15 competency levels
- ⦿ Pre-survey average competency 2.91↓
- ⦿ Post Survey competency ranking of 3.65↑
- ⦿ Findings revealed that neither experience as a nurse or time as a FLNL is a proven way for the FLNL to develop the needed competencies

IMPLICATIONS

PRACTICAL IMPLICATIONS

Demonstrating that all the 20 PCCs improved in these foundational competencies after attending the PCC curriculum program “reinforces the need for targeted strategic development of frontline nurse leaders to develop competence in leading people and in managing processes and systems.”

RECOMMENDATIONS

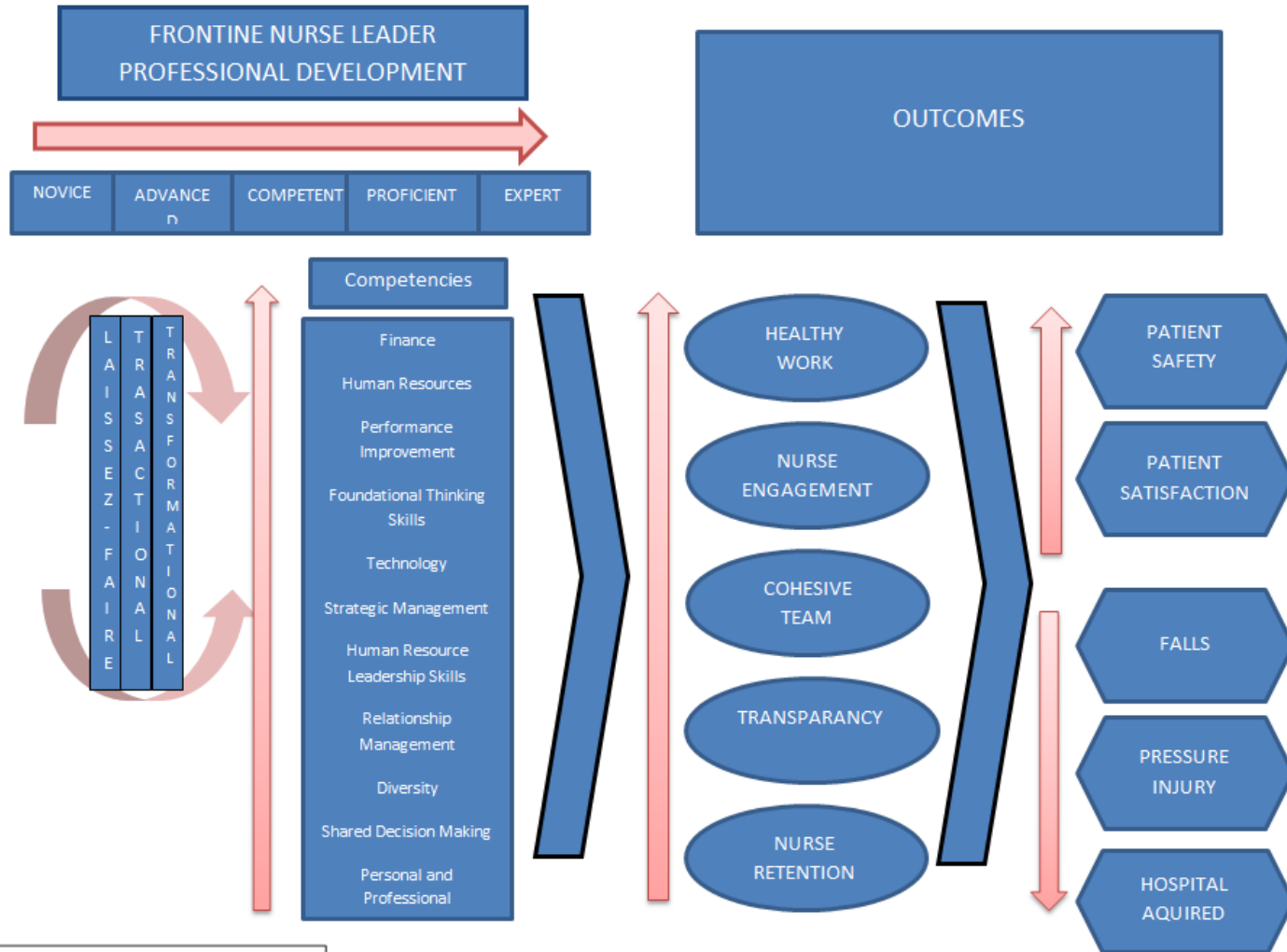
FLNL DEVELOPMENT

- ◉ Competency Assessment for all new Frontline Nurse Leaders
- ◉ Peer Socialization
- ◉ System Leadership Exposure
- ◉ Formal Leadership Development
 - Classroom
 - Project Application

WHAT WOULD WE DO DIFFERENTLY

- ◉ Add Project Management Component
- ◉ Consider Accountability for Ongoing Practice of Reflection

ADVANCING NURSING SCIENCE



REFERENCES

1. American Organization of Nurse Executives, & American Association of Critical-Care Nurses (2008). Nurse Manager: Skills inventory [Assessment to capture the skills and behaviors that are envisioned for the successful nurse manager]. Unpublished instrument. Retrieved from www.aacn.org/managerskillsinventory
2. AONE. (2016). <http://aone.org>
3. Chase, L. (2010). *Nurse Manager competencies* (Doctoral dissertation, University of Iowa). Retrieved from <http://ir.uiowa.edu/etd.2681>
4. Kerridge, J. (2013). Why management skills are a priority for nurses. *Nursing Times*, 109(9), 16-17.
5. Spencer, C., Al-Sadoon, T., Hemmings, L., Jackson, K., & Mulligan, P. (2014, August). The transition from staff nurse to ward leader. *Nursing Times*, 110(41), 12-14.
6. Witges, K. A., & Scanlan, J. M. (2014). Understanding the role of the nurse manager: The full-range leadership theory perspective. *Nurse Leader*, 12(6), 67-70.
<http://dx.doi.org/http://dx.doi.org/10.1016/j.mnl.2014.02.007>
7. Wyse, S. (2011). What is the difference between qualitative research and quantitative research? Retrieved from <https://www.snapsurveys.com/blog/what-is-the-difference-between-qualitative-research-and-quantitative-research/>

THANK YOU