Developing Future Leaders in Nursing Research: Leadership Mentoring in Nursing Research Program

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Today ...

1. The Importance of Leadership in Research
2. Leadership Mentoring in Nursing Research: the development
3. The IN-Lead Study
4. Conclusions
The Importance of LEADERSHIP in Research
Stronger LEADERSHIP
Growing number of older adults

Percentage of population aged 60 years or over by region, from 1980 to 2050

Nurses are the largest group of professionals in the health care workforce.

Nurses make up the largest proportion of healthcare professionals, providing over 80% of all care worldwide (Benton, 2015).

Over 16 million nurses worldwide.
Nurses
Provide evidence based high quality care to patients

Nurses provide cost-effective, accessible quality care with greater or equal clinical outcomes and patient satisfaction where local policies and politics enable them to offer these services

We need more Postdoctoral nurses with strong scientific expertise for

Research → research & nursing science
Clinical practice → research, EBP, implementation
Education → research, EBP & teaching
Research is Transforming Care

Research plays a critical role in the transformation of care. Although there are many elements that transform nursing care, RESEARCH is directly linked to improving patient outcomes (AHPSR, WHO, NINR, IOM).
Nurse Researchers

Are generally postdoctoral nurses:

- Bring unique expertise and knowledge about scientific inquiry and research methodology
- Conduct research & Implement research findings
- Partner with manager(s), nursing staff & other professionals to provide expertise research and implementing evidence into clinical practice
- Support change processes in health care organizations based on scientific expertise
- Write and publish scientific papers
- Present research findings conferences
- Translate research findings into innovations ready for implementation
- Educate nursing & interdisciplinary staff about research
- Support ever growing program of nursing research to ensure high quality patient care to improve patient quality and safety.
Postdoctoral nurses

Difficult to develop a sustaining a carrier in Nursing Research

Strong Leadership & Mentoring Competencies

Complex roles & competitive environment
Leadership Mentoring in Nursing Research

TB Hafsteinsdóttir, L. van Dongen, JPH Hamers, Schoonhoven, Schuurmans.
The Objective

To develop a *leadership and mentoring program for postdoctoral nurses in nursing research.*

→ to build the future generation of leaders in nursing research,
→ to create a pool of national and international networks.
→ enhance sustainability of research within the nursing profession
Leadership

“is a process whereby an individual influences a group of individuals to achieve a common goal” (Norhtouse 2004). “entails influence, occurs within a group setting & involves achieving goals that reflect common vision” (HBR 2011, Norhtouse 2004, Hunt 2004, Shaw 2007, Shortell & Kaluzny 2006).
Mentoring

• "a relationship in which a mentor supports the professional and personal development of another by sharing his/her experiences, influence or expertise" (Zellers et al. 2008, Driscoll 2009).

Methods – Development of The Program

- A systematic Review of the literature on leadership and mentoring & successful postdoctoral leadership and mentoring programs and outcomes.
- A blueprint of the program was developed.
- National (10) and international (4) expert leaders in nursing and health care research took part in the various steps of the development.
National Partners – Experts in Leadership

Prof. Marieke Schuurmans

Prof. Jan Hamers

Prof. Berno van Meijel

Prof. Lisette Schoonhoven

Prof. Thóra B. Hafsteinsdóttir

Prof. Anneke Francke

Prof. Petrie Roodbol

Prof. Bianca Buurman

Prof. Wilma van Scholte op Reimer

Dr. Anneloes van Staa
International Experts - Partnering with SIGMA & EANS

Prof. Karin Moren on behalf of SIGMA United States

Prof. Gabrielle Meyer on behalf of EANS Germany

Prof. Brendan McCormack lid SIGMA & EANS and Recipient of STTI International Nurse Researcher Hall of Fame Scotland

Prof. Theo van Achterberg on behalf of SIGMA & EANS Belgium
The Fellows

12 fellows

43 years of age (range 30-54 years)

Time from PhD: 3 years (range 1-7 y)

Function fte 0.9 (0.7-1.0 fte)

Research function 0.6 fte (0.2-1.0)

9 in education & 4 in clinical practice
The Program
Leadership Mentoring in Nursing Research Program - lay-out

2016 - 2017

Workshops
- WS 1: 8 & 9 February 2016
- WS 2: 4 & 5 July 2016
- WS 3: 12 & 13 December 2016
- WS 4: 10 & 11 July 2017

General Meetings
- GM 1: 7/3
- GM 2: 6/5
- GM 3: 5/9
- GM 4: 3/10
- GM 5: 6/2
- GM 6: 3/4
- GM 7: 5/6
- GM 8: 4/9

2018
- 2018 February Symposium & Diplomauitreiking 15 December
The FIVE Practices & TEN Commitments of Exemplary Leadership

Model the way
1. Find your own voice
2. You go first!

Inspire a shared vision
3. Envision the future
4. Enlist others in a common vision

Challenge the process
5. Search for opportunities by seizing the initiative
6. Experiment and take risks

Enable others to act
7. Foster collaboration
8. Strengthen others

Encourage the heart
9. Recognize contributions
10. Celebrate the values and victories
The Program - topics

- Leadership development & professional development
- Strategic leadership
- Research program development
- Collaboration in teams, national & international
- National and international grant funding & Grant writing
- How to deal with political & hierarchial elements of academe
- Communication & negotiation,
- Branding your research
- How to deal with the media
- Public centered presentations
- Etc etc.
**Evaluations**

**Workshops and meetings**
Meet the expert session 4,2  
Personal Leadership session 4,0  
Research program session 4,0  
Session presentations skills 4,5  
The whole organisation – 4,2  

**Comments**

“All topics are very relevant and very good for your own leadership development. Also, good to have formal and informal discussions within the group”
International visits!
Manifest

Kwaliteit van zorg, nu en in de toekomst

Investeer in kennisinfrastructuur en wetenschappelijke onderbouwing van beroepspraktijk verpleegkundigen en verzorgenden

Aan:
de minister van Volksgezondheid, Welzijn en Sport
de minister voor Medische Zorg
de staatssecretaris van Volksgezondheid, Welzijn en Sport
de minister van Onderwijs, Cultuur en Wetenschap

Excellenties,
Overwegende dat

1. De druk op de zorgpraktijk toeneemt door het groeiend aantal ouderen en chronisch zieken
The INLead Study
Leadership and Mentoring in Research
Leadership Development & Experiences

T.B. Hafsteinsdóttir, L.v.Dongen, S. Cardiff, M. Kluijtmans, L. Schoonhoven, J. Hamers, MJ Schuurmans
The INLead Study: the objective

• To investigate how the LMNR fellows developed in their leadership practices, professional identity, research productivity, research career development.

• To explore fellows expectations and experiences of following the LMNR program.

• Quantitative LPI SA/OA: at start – after 1 year - after 2 years

• Qualitative Interviews: at start – after 1 year – after 2 years
<table>
<thead>
<tr>
<th>Category</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age years (median/IQR)</td>
<td>43.6 (30 – 54)</td>
</tr>
<tr>
<td>Gender (female/male)</td>
<td>9/3    75%/25%</td>
</tr>
<tr>
<td>Age PhD (median/IQR)</td>
<td>38.5 (26 – 51)</td>
</tr>
<tr>
<td>Time from PhD (years/range)</td>
<td>3      1-7</td>
</tr>
<tr>
<td>Function (fte)</td>
<td>0.9    0.7-1</td>
</tr>
<tr>
<td>Combined function – Yes/no</td>
<td>9/3    75%/25%</td>
</tr>
<tr>
<td>Areas of work</td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td>1      8.33%</td>
</tr>
<tr>
<td>Research and teaching</td>
<td>3      25%</td>
</tr>
<tr>
<td>Research and clinical practice</td>
<td>1      8.33%</td>
</tr>
<tr>
<td>Research, teaching and clinical practice</td>
<td>2      16.67%</td>
</tr>
<tr>
<td>Research, teaching and management</td>
<td>3      25%</td>
</tr>
<tr>
<td>Research, teaching and other</td>
<td>2      16.67%</td>
</tr>
<tr>
<td>Time spend on research (days a week)</td>
<td>3/8    27%/73%</td>
</tr>
<tr>
<td>Functions</td>
<td></td>
</tr>
<tr>
<td>Clinical nurse</td>
<td>2</td>
</tr>
<tr>
<td>Manager</td>
<td>1</td>
</tr>
<tr>
<td>Teacher</td>
<td>7</td>
</tr>
<tr>
<td>Policy offer</td>
<td>2</td>
</tr>
<tr>
<td>Senior researcher</td>
<td>4</td>
</tr>
<tr>
<td>Postdoc researcher</td>
<td>6</td>
</tr>
<tr>
<td>Assistant professor</td>
<td>2</td>
</tr>
<tr>
<td>Associate professor or professor</td>
<td>0</td>
</tr>
<tr>
<td>Previous mentoring experience - Yes</td>
<td>6      50%</td>
</tr>
</tbody>
</table>
Total scores LPI 2016-2018

<table>
<thead>
<tr>
<th>Participant</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participant 1</td>
<td>230</td>
<td>240</td>
<td>258</td>
</tr>
<tr>
<td>Participant 2</td>
<td>249</td>
<td>205</td>
<td>212</td>
</tr>
<tr>
<td>Participant 3</td>
<td>256</td>
<td>214</td>
<td>267</td>
</tr>
<tr>
<td>Participant 4</td>
<td>172</td>
<td>205</td>
<td>234</td>
</tr>
<tr>
<td>Participant 5</td>
<td>231</td>
<td>259</td>
<td>240</td>
</tr>
<tr>
<td>Participant 6</td>
<td>232</td>
<td>244</td>
<td>232</td>
</tr>
<tr>
<td>Participant 7</td>
<td>229</td>
<td>240</td>
<td>251</td>
</tr>
<tr>
<td>Participant 8</td>
<td>215</td>
<td>250</td>
<td>256</td>
</tr>
<tr>
<td>Participant 9</td>
<td>229</td>
<td>257</td>
<td>257</td>
</tr>
<tr>
<td>Participant 10</td>
<td>272</td>
<td>278</td>
<td>278</td>
</tr>
<tr>
<td>Participant 11</td>
<td>198</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participant 12</td>
<td>210</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8 fellows – improvement in score in total LPI (2016 -2018)
1 fellow – showed worse score in total LPI (2016 -2018)
1 fellow - showed no change in score in total LPI (2016 – 2018)
No sign difference between years
## LPI SA scores per Leadership Practice

<table>
<thead>
<tr>
<th>Leadership practice</th>
<th>2016 (Median, IQR)</th>
<th>2017 (Median, IQR)</th>
<th>2018 (Median, IQR)</th>
<th>Sign diff.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model the way</td>
<td>46.5 (42.7–49.5)</td>
<td>50 (46.5–52)</td>
<td>48.5 (46.2–52)</td>
<td>p=0.050</td>
</tr>
<tr>
<td>Inspire a shared vision</td>
<td>43.5 (38.2–49.0)</td>
<td>48.5 (41.7–53)</td>
<td>48.5 (45.2–51.75)</td>
<td>p=0.050</td>
</tr>
<tr>
<td>Challenge the process</td>
<td>42 (38.2–48.5)</td>
<td>47 (43.5–52.2)</td>
<td>49.50 (47.2–51.5)</td>
<td>p=0.047</td>
</tr>
<tr>
<td>Enable others to act</td>
<td>48 (46.2–51.7)</td>
<td>51 (47.7–53.2)</td>
<td>52 (48.5–55.5)</td>
<td></td>
</tr>
<tr>
<td>Encourage the heart</td>
<td>47.5 (43.7–49.7)</td>
<td>50.5 (47.7–53.2)</td>
<td>51.50 (46.2–53.2)</td>
<td></td>
</tr>
</tbody>
</table>

*All practices → some improvement in scores!*
Fellows Experiences – In General

• "... it is incredibly enriching for your own development, - how you lead yourself and be a leader ..." (Inez)

• "The workshops and meetings were, very valuable, - the topics well discussed.....much room to think, reflect and explore together: "What do we as a group have to contribute?" (Joan)
"... Some of the experts, “Meet the Expert sessions” told us their story in how they became such leaders in research, - they told their story in a very honest and humble way, talked about their own development, - presenting yourself so personally and in such a vulnerable way, -I think that is very special ... " (Brent)
Fellows Experiences: Mentoring

Mentoring was also experienced as valuable, - mentors acted as 'critical companions' made positive contributions to the development of individual participants.

"He [the mentor] was the one who triggered, asked critical questions so that I was challenged to step out of my comfort zone."
Fellows Experiences: Visits Abroad

The opportunity to visit foreign colleagues resulted in new insights 'how it goes elsewhere' and entering into / strengthening new relationships and collaboration, resulting in grant applications, writing articles, visiting & presenting together at conferences.

"... a visit to a researcher in another country ... resulted in collaboration and now we are working on a ... European research project. That would not have happened if I had not visited them. This contributes to the building of relationships, of a mutual relationship also in our field of research. " 
Fellows Experiences: Leadership Role

The fellows experienced the program as 'empowering', see themselves as leaders, have a clear idea of leadership – they see leadership as a way of 'being' that everyone can practice, in different ways in different contexts, in research, education and practice.

"I experience that I have much more clear ... much better thought about my own style of leadership ... the whole line of the program has really changed how I see this.....I have a clearer vision of what kind of leader I want to be and for the people around me."
After completion of the LMNR program the fellows described having clearer ideas and **stronger focus on their line of research**.

"... the program has forced me to really think carefully about: "**what exactly is my line of research?** "... That was difficult in the first year, but that further focus and then also to **make choices**, that has just continued in the second year."
Fellows Experiences: Leading own research

"...... I dare now for the **first time to put myself forward**. So I am PI and project leader .... "

"I think it is really important that you look at the breadth,.....and **choose your own niche**. We all have to do that, choose your own niche where your expertise lies ... More focus and more clarity on what I want. Even against [NAME professor] in. He did not agree with me. I think that before the LMNR I did what he [the professor] said and that I now say: "No, we have to walk this route, because this is what I have been doing for so many years."
Fellows Experiences: Vision

All emphasize the importance of having a clear vision that inspires others.

"...to motivate, stimulate, ask questions, really find out what their [others] inner drive is......so that your vision can become their vision as well.... and not because they have to, but because they want to."
Fellows Experiences: Position yourself

**Positioning and presenting yourself** to others, through multiple methods and media, is a step in realizing your own vision. Some have found their own 'voice'...

*Interviewer: “It sounds like you've **found your voice**.”*

- *Sarah: I think that's a good interpretation. I also experience that in a way that makes me feel a bit more space and freedom to share it that way.* 
  
  *(Sarah)*
Fellows Experiences: Position yourself

Some are now **less modest in showing what they stand for and what they have achieved,** approaching people in higher position.

Taking steps to present themselves and their work generates interest and opportunities.

- "I realized that it was **quite easy to approach others**, like the Board of Directors, the dean, professors, directors or a department head....
  
  I am amazed ... how simple it actually went, that you were received, that they took all the time for you...you show what you can do and then you are approached for other things."
Fellows Experiences: Leading self

Besides leading a research program, fellows also focused on leading themselves, - the fellows explicitly described the added value of two years of reflection and following a personal leadership trajectory.

"You really had to reflect ... That could be really difficult, because then you thought:" Oh dear, I just do not get out of that. "But, I realized that you really have to do that, - because otherwise you really drown completely!"
Fellows Experiences: Leading self

All participants describe how they became more aware of where they stand, what they stand for. Some took more control in their work (agenda) and found more balance in themselves and between work-private.

"... I think I have become much more stable in my work and make many more choices ... I spend more time in my private life ... first I did hundreds of things and now I really choose ... that I really need to recharge myself and also to be creative and that what I do is still good enough ... "
Fellows Experiences: Leading self

"I ask myself more: what do I get energy from? I had huge trouble with a full agenda ... now I think: "No, this is my agenda and I decide what comes in." That's a big difference ... And that gives you a lot of freedom. And what makes me happy? ... If I do 80% of what makes me happy, then I do those other things ... without getting tired of it."
The fellows describe being more **self-confident and self-secure**, - take more initiative, to seize opportunities and to follow own path. 

"... I am taking up roles on many fronts, also in social and private life... Now I talk more freely than before, -

Also, I notice ... that I make more **critical points in the discussion**.

I’m sure I would not have done that 2 years ago

[I would not have taken an active part in the discussion]."
Conclusions
Fellows

• experiences matched with the program aims and content.
• improvement in leadership development (qual/quan)
• showed that they have clear ideas about own leadership development.
• improved the focus of their research programs
• made successful steps in their own career
• showed strong personal & professionals development both as individuals and as a group.
Nurse-Lead
Nursing Leadership Educational Program for Doctoral students and Postdoctoral Nurses

Thóra B. Hafsteinsdóttir, project coordinator


Funded by the Erasmus+ Programme of the European Union
Nurse-Lead Consortium Utrecht 2018

Iceland
The Netherlands
Finland
Germany
Lithouania
Portugal
Elevate
Conclusions

Leadership Programs, like the LMNR and Nurse-Lead will (hopefully)

- improve the leadership competencies of PDN and DNS’s focusing on research and make the group more relevant as scientific professionals researchers & educators (research ongoing).

- By engaging nurse leading professors in Europe as mentors and experts in the program we do consider that this will strengthen PDN’s and DNS’s in the participating countries.... And that this will lead to:

- an increased pool of transnational nursing leaders who have strong competencies in research, education, leadership and career development, which will lead to new transnational research networks – improving patient outcomes, quality of patient care and patient safety.
Today ...

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Questions