

# Developing Indian American Nurse Leaders Through a Transformational Leadership Training Program

Nitha Mathew Joseph, PhD, RN  
Assistant Professor



# Co-Authors

Nancy Dias, PhD, RN, CNE

*College of Nursing, Department of Nursing Science,  
East Carolina University, Greenville, NC, USA*

Jackie L. Michael, PhD, APRN, WHNP-BC

*College of Nursing and Health Innovation, University of  
Texas at Arlington, Arlington, TX, USA*

# Disclosures

- Disclosed no conflict of interest.



# NAINA

NATIONAL ASSOCIATION of INDIAN NURSES of AMERICA

- Active minority nursing professional organization.
- Fourteen chapters nationwide and approximately 2000 members.
- NAINA was incorporated as a nonprofit organization in 2006.
- Mission: Uniting all Indian American nurses with one voice to increase their visibility within the professional arena and to rejuvenate their unique cultural heritage and values.
  - Official voice for Indian nurses in America for professional nursing issues and problems.

## **Background/ Significance**

- Internationally educated nurses from India is the third largest group of internationally educated nurses in US.
- Indian American nurses face challenges in accessing appropriate leadership positions and are underrepresented among leaders.
- No Leadership development program of Asian Indian nurses
- NAINA recognizes need for aspiring nurse leaders (ANLs) of Indian heritage with leadership skills for transforming health care.

# Purpose

- Aspiring Leaders Development (ALD) program was to develop and implement a transformational leadership program for a cohort of aspiring nurse leaders (ANLs) of Indian heritage focuses on individual leadership development, and furthers the mission of the NAINA.

# Theoretical Foundation

- Transformational leadership-Most impactful leadership style
- Transformational leadership behaviors- teachable and can be learned
- Five core principles of the Leadership (Kouzes and Posner, 2012)
  - Modeling (model the way)
  - Inspiring (inspire a shared vision)
  - Challenging (challenge the process)
  - Enabling (enable other to act)
  - Encouraging (encourage the heart).

## Methods

- Call for applications was sent to all NAINA chapters
- All applicants were required to submit their curriculum vitae and an individual leadership development plan.
- The 14 ANLs, of whom 12 were females and 2 males, represented 10 NAINA chapters



# Demographic Data

Age	N (%)
25 - 35	2 (14.3)
36 - 50	10 (71.4)
>50	2 (14.3)
Gender	
Male	2 (14.3)
Female	12 (85.7)
Professional Qualification	
BSN	2 (14.3)
MSN	10 (71.4)
Masters in other fields	1 (7.1)
Doctorate in Nursing Practice	1 (7.1)
Years of experience in nursing	
<5	1 (7.1)
5 to 10	1 (7.1)
10 to 20	5 (35.7)
>20	7 (50)

# Program Design

## Identifying participants' learning needs:

- Leadership Practices Inventory (LPI)



## Developing and implementing the curriculum.

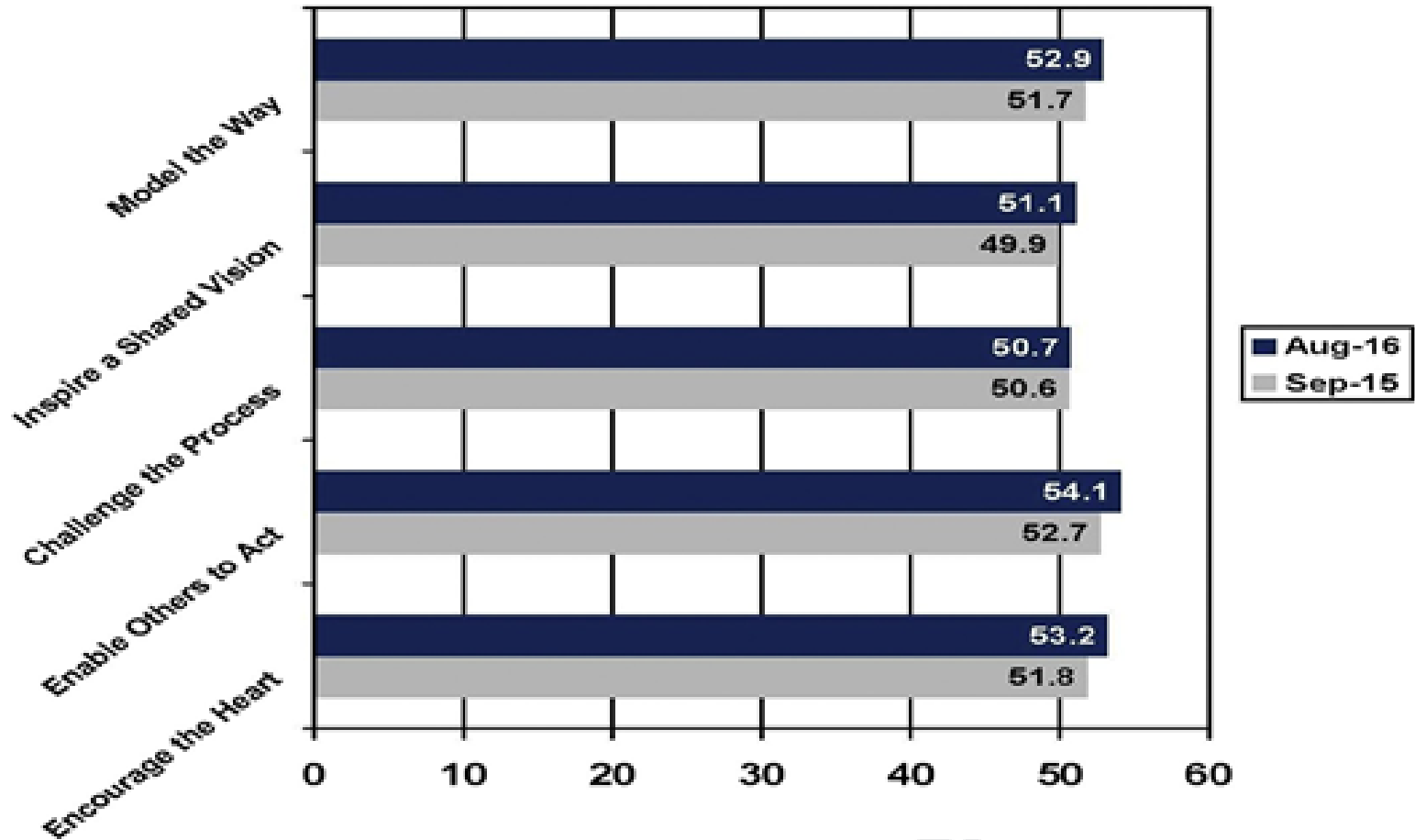
- A Face-to-face work
- Teleconference presentation
  - a. Power point presentation
  - b. 2-minute elevator speech
- Other deliverables included to develop
  - a. A brief bio
  - b. Vision statement
  - c. Leadership development plan



## Program Evaluation

- Program Outcome
  - a. Likert survey
- ANL outcome
  - a. Pre and post LPI

# Pre- and Post-Leadership Practices Inventory Comparative Group Scores



(Dias, N., Mathew Joseph, N., & Michael, J., 2019).

# Program Evaluation

- Qualitative Data:
  - All the ANLs gave very positive feedback
  - Overall the ANLs thought the program was very effective and organized.
  - ANLs evaluated their own progress during the program.

# Conclusion

- Successful integration of internationally educated nurses to leadership positions.
- Develop future strong leaders on the advisory committees, commissions, and boards of private nonprofit and philanthropic organizations where policy decisions are made.
- Establish a formal leadership program for ALNs of Indian origin.
- NAINA help young nurses to be successful through empowering, networking and collaboration.

# References

- Betty Moore Foundation. (2018). Lessons in Leadership: The Betty Irene Moore Speaker Series. Lessons in Leadership. Retrieved from <https://www.moore.org/article->
- Dias, N., Mathew Joseph, N., & Michael, J. (2019). Transformational Leadership in Nursing: Aspiring Leaders Development Program for Indian American Nurses, *Nurse Leader*, 17 (5). <https://doi.org/10.1016/j.mnl.2018.12.015>
- Health Resources and Services Administration. (2010). The Registered Nurse I population: Findings from the 2008 National Sample Survey of Registered Nurses. U.S. Department of Health and Human Services, Washington DC. Retrieved from <http://bhpr.hrsa.gov/healthworkforce/rnsurvey/2008/nssrn2008.pdf>
- Kouzes, J. M., & Posner, B. Z. (2013). *Leadership Practices Inventory: Facilitator's Guide* (4th ed.). San Francisco: Pfeiffer
- National Association of Indian Nurses of America (NAINA). (2018). History of National Association of Indian Nurses of America (NAINA). Retrieved from <http://nainausa.com/index.php/history/>
- Seago, J. A., & Spetz, J. (2008). Minority nurses' experiences on the job. *Journal of Cultural Diversity*, 15(1), 16-23.

# Acknowledgements

- The study was supported by the Gordon and Betty Moore Foundation Research Grant Award
- Grant collaboration:
  - Amita Avadhani, DNP, ACNP,
  - Agnes Therady, RN, MSN, MBA, FACHE, NEA-BC,
  - Shainy Varghese, PHD, RN, CPNP,
  - Rose Mary Xavier, PhD, RN, PMHNP-BC
  - Rachel Zachariah, PhD, RN
- President and transformational leadership consultant Amy Savage

**QUESTIONS?**



THANK YOU!

