Nurse Faculty Leadership Academy: Outcomes in Three Domains
Deborah Cleeter, MSN, EdD, RN
Meg Zomorodi, PhD, RN
Carolyn Hart, PhD, RN, CNE
Lenora Marcellus, PhD, RN
D. Anthony Forrester, PhD, RN, ANEF
Purpose

To develop the leadership knowledge and skills of nurse educators early in their faculty careers to:

• Foster academic career success

• Promote nurse faculty retention and satisfaction

• Promulgate personal leadership development

• Cultivate high performing, supportive work environments in academe
NFLA Teaching – Learning Model

- Leadership Development
- Intentional Behavior Change
- Relationship of Three
- Active Learning in Context
- Reflective Journey
Three Learning Domains

• Individual Leadership Development

• Advancing Nursing Education through Leadership of a Team Project

• Expanding Scope of Influence: Organization, Community, Profession
Curriculum Structure

• 20 month guided leadership journey
• Two intensive leadership workshops
• “Relationship of Three”
• Individual leadership development plan
• Design & lead a team project
Curriculum Structure

• Site Visits I & II
• Monthly learning activities, conference calls, small group work, and/or discussion groups
• Evaluation of project & dissemination of results
• Professional presentations of outcomes
• Journaling
Kouzes-Posner “Leadership Challenge”

- Model the Way
- Inspire a Shared Vision
- Challenge the Process
- Enable Others to Act
- Encourage the Heart
Participants in the NFLA
Meg Zomorodi, PhD, RN

DOMAIN 1: INDIVIDUAL LEADERSHIP DEVELOPMENT PLAN (ILDP)
Individual Leadership Development Plan

• Assessed by looking at my Leadership Practice Inventory (LPI), self-reflection, and assessment by peers

• Goal was to strengthen myself as a leader

• Plan to use my mentors to help me succeed!

• Focus was on leadership, dissemination, and my project
A Relationship of Three: The NFLA Model
Leadership Practice Inventory (LPI)

- A questionnaire that contains 30 behavioral statements—six for each of The Five Practices of Exemplary Leadership®—
  - Challenge the Process
  - Inspire A Shared Vision
  - Encourage the Heart
  - Enable Others to Act
  - Model the Way

http://www.leadershipchallenge.com/leaders-section-assessments.aspx
Leadership Practice Inventory (LPI)

**Beginning of NFLA**
1. Encourage the Heart
2. Enable Others to Act
3. Challenge the Process
4. Inspire a Shared Vision
5. Model the Way

**Currently**
1. Enable Others to Act
2. Inspire a Shared Vision
3. Challenge the Process
4. Model the Way AND Encourage the Heart

The Leadership Challenge: Kouzes and Posner
My LPI Results

- Model the Way
- Inspire a Shared Vision
- Challenge the Process
- Enable Others to Act
- Encourage the Heart

2012 vs 2013
My Cohort

Group Means across Years and Leadership Practice Categories

- Model the Way
- Inspire a Shared Vision
- Challenge the Process
  Leadership Practice
- Enable Others to Act
- Encourage the Heart

Mean (greatest possible 60)

2012

2013
What does this mean?
ILDP Goal 1:

To work on my vision as a leader in the school of nursing and regionally, as well as recognizing additional leadership opportunities outside of my comfort zone.
ILDP Goal 2:

To model the way as a new leader in my school of nursing by serving as the new Health Care Systems Advanced Practice Area Coordinator.
ILDP Goal 3:

Search for opportunities, and take risks, to build up the CNL program for Health Care Systems
How I grew...

• Bi-monthly phone calls with my mentor

• NFLA Scholar Calls
  – Work Life Balance
  – Incivility
  – Career Planning
  – Team Building
  – Ethics…
• Self-reflection
  – Journaling
  – Who am I?
  – What do I want to be?
  – What values do I have?
  – Elevator speech for myself
LUNCH with LEADERS

42nd Biennial Convention

GIVE BACK TO
MOVE FORWARD
Lessons Learned…

• It’s not about you…
• Say ‘yes’ when people want to help you!
• Every outcome produces another opportunity
Lesson Learned… (cont.)

- Trust that others will do their job
- It’s all about communication
- Start locally to gain experience
- Reflection is KEY!
DOMAIN 2: ADVANCING NURSING EDUCATION THROUGH LEADERSHIP OF A TEAM PROJECT

Carolyn Hart, PhD, RN, CNE
Advancing Graduate Nursing Education: Development of a Dual Enrollment Plan

NFLA Scholar: Carolyn Hart
NFLA Mentor: Diane Billings
NFLA Advisor: Laura Dzurec
Aggregate Results

- IOM: 7
- EBP: 7
- Patient Safety: 4
- Partnerships: 2
- Clinical Opportunities: 2
- RN Enrollment: 7
- Collaboration: 7
- Professional Practice: 4
- Patient Outcomes: 10

BSN: 9
DNP: 2
NFLA
ASN: 2
MSN: 4
Project Results

- **Adoption of Project Recommendations:**
  - 4 curricular revisions
  - 5 new courses
  - model adoption

- **Project Recognition:**
  - 7 national and international conferences
  - 4 new nursing programs
  - 10 formal leaders
Project Vision

- DNPs to meet community needs
- Education background for DNPs
- More PhD faculty
- Access to qualified applicants
- Increase career opportunities
Methodology

- Identify potential partners
- Identify commonalities
- Streamline admission process
- Address details
Creating Teams

Stakeholders

• Analysis
• Rationale for member selection

Site Visit I

• Creating a shared vision
• Project planning
Virtual Team

- Martha Baker, SBU Team
- Laura Dzurec, NFLA Advisor
- Diane Billings, NFLA Mentor
- Carolyn Hart, NFLA Scholar
- Gail Bromley and Connie Tezi, DNP Team
Risk Mitigation

Meetings
Availability
Time
Overload
Project Results

Potential Impact:
- 668 Homeless
- 481 Children
- SW MO: MUA
- Faculty Shortage
Leadership Milestones

Triad and Dyad

Leadership Process

Role of Project
Personal Results
LENORA MARCELLUS, PHD, RN

DOMAIN 3: EXPANDING SCOPE OF INFLUENCE: ORGANIZATION, COMMUNITY, PROFESSION
The Triad

SCHOLAR
Dr. Lenora Marcellus

FACULTY ADVISOR
Dr. Barbara Patterson

LEADERSHIP MENTOR
Dr. Maura MacPhee
My Personal Academy Process

- An applied social-ecological approach
- Multiple mentors
- Meeting with leaders to dialogue and learn
- Increased opportunities to participate in and lead committees or project teams
What is influence?
The ability to effect change in the actions, beliefs, and choices of others.
Expanding Scope of Influence

- Profession:
  - Vermont Oxford Network
  - Queen’s Diamond Jubilee Medal for contributions to the profession of nursing and to the health of Canadians

Lenora at Rideau Hall with the Governor-General, His Excellency the Right Honorable David Johnson
Expanding Scope of Influence

- Community:
  - HerWay Home Program
  - Safe Babies Program
  - Moms and Mentors
  - FASD Prevention Provincial Task Force
  - Canada FASD Research Network
  - BC Health Quality Network
  - Post secondary academic quality and safety working group
Expanding Scope of Influence

Organization:

- Committee leadership - curriculum
- UVIC Human Research Ethics Board Board Member
- UVIC Centre for Early Childhood Research and Policy Board Member
- Collaborating Scientist, BC Centre for Addiction Research
Progress and Reflection on my Personal Leadership Development

• Collaborating with four college program partners across British Columbia and the NorthWest Territories

• Becoming more comfortable as I learn about academic systems and develop relationships with my teams

• Promoting a just culture approach. Challenging and managing conflict will continue to be an area of improvement for me
Progress and Reflection on my Personal Leadership Development (cont.)

• Creating supportive and positive work environment for faculty, professional staff and students, including being mindful about sharing appreciation

• Transformative teaching approach

• Maintaining passion for nursing, teaching and research, and passing that on through mentorship
As a Cohort..

- Who were our champions?
  - Our team members
  - Our students
  - Our leadership
  - Sigma members and leaders
Increased influence in our organizations:

• New academic roles – tenure
• Involvement in university/college committees
• Increasingly senior leadership positions – chair, dean
Increased influence in our communities:

• Partnering with community organizations
• Joining boards of directors
• Interprofessional activities
• Volunteering
• Networking
Increased influence in our profession:

• Returning to school for further education
• Academic contributions – conference presentations, peer reviewed publications, book/chapter authorship, receiving local and national level grant funding
• Leadership roles with Sigma Theta Tau and other professional associations
What we see Differently About our Organizations

- Politics – awareness and taking it on
- Importance of team work and collaboration
- Ownership of team progression
- Awareness of inequities among team members
- Being part of the change rather than watching it
Moving Forward – After the NFLA...

- Continued networking in our areas of clinical and academic expertise
- Seeking opportunities for further leadership in all spheres
- Developing personal research and scholarship capacity
- Mindful career planning
NFLA: Once-in-a-Life-Time Experience

• Unique NFLA Scholars, Leadership Mentors and Faculty Advisors

• Leadership development within a unique context
  ➢ Planned/unplanned change
  ➢ Dynamic networking
  ➢ Serendipity

• Life-long learning

• Life-long change
The Leadership Challenge for Nurse Faculty:
The Future of Nursing