THE NURSE FACULTY LEADERSHIP ACADEMY: OUTCOMES FROM LEADERSHIP DEVELOPMENT MENTORING IN THREE DOMAINS

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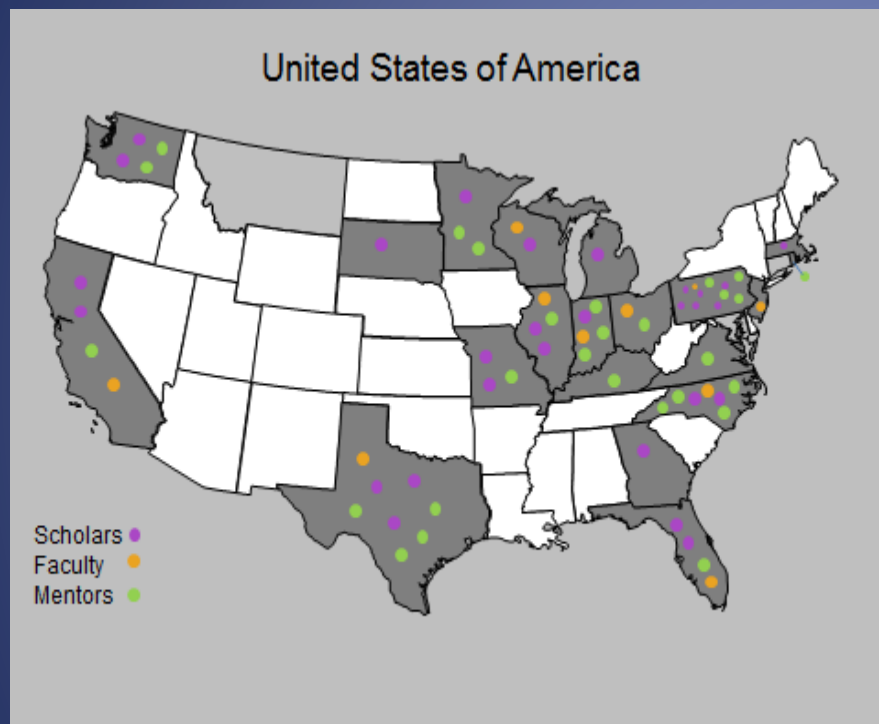
NFLA Purpose

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

- Facilitate personal leadership development

- Foster academic career success

- Promote nurse faculty retention and satisfaction

- Cultivate high performing, supportive work environments in academe

Participants of the NFLA

NFLA Teaching-Learning Model

- Leadership Development

- Intentional Behavioral Change

- Relationship of Three

- Active Learning in Context

- Reflective Journey

Three Learning Domains

- Individual Leadership Development

- Leading a Team Project to Advance Nursing Education

- Expanding Scope of Influence:
  - Organization
  - Community
  - Profession

NFLA Curriculum Structure

- 20 month guided leadership journey

- Two intensive leadership development workshops

- "Relationship of Three"

- Individual leadership development plan

- Design & lead a team project

NFLA Curriculum Structure

- Site Visits I & II

- Monthly learning activities, conference calls, small group work, and/or discussion groups

- Journaling

- Evaluation of project & dissemination of results

- Professional presentations of project outcomes and experience

Kouzes-Posner "Leadership Challenge"

- Model the Way

- Inspire a Shared Vision

- Challenge the Process

- Enable Others to Act

- Encourage the Heart

Outcomes in Three Domains

- Individual Leadership Development

- Leading a Team Project to Advance Nursing Education

- Expanding Scope of Influence:
    Organization, Community, Profession

Purpose: Individual Leadership Development

- Focus: Scholar
  - Provide mentorship to meet scholar needs
  - Facilitate scholar efforts to advance their personal leadership development
  - Professional development to promote academic career success

- Overall Purpose:
  - Promote professional satisfaction

Structure: Individual Leadership Development

- Triad: Scholar, Mentor and NFLA Faculty

- Dyad:
  - Scholar and Mentor
  - Mentor and NFLA Faculty

- Diversity:
  - Expectations
  - Experiences
  - Educational preparation
 - Employment settings
  - Backgrounds

Site Visits: Team Leadership Project Outcomes

- Purposeful design

- Organizational support

- Established scholar as a specialist in her area of expertise along with discussions related to the NFLA application and selection process

Leadership Practice Inventory (LPI)

- Kouzes-Posner Leadership Practice Inventory (LPI)

- Scholars completed Baseline for comparative analysis through academy experience of the NFLA journey
  - Immersion Leadership Workshop- Baseline: February, 2012 (N=16)
  - Mid Academy- Formative: February, 2013 (N= 16)
  - Post academy- Summative: November, 2013 (N=10)

- Final analysis is limited as only 62.5% of the cohort completed the entire series of three assessments

Leadership Practice Inventory (LPI)

Leadership Practices Inventory: Overall
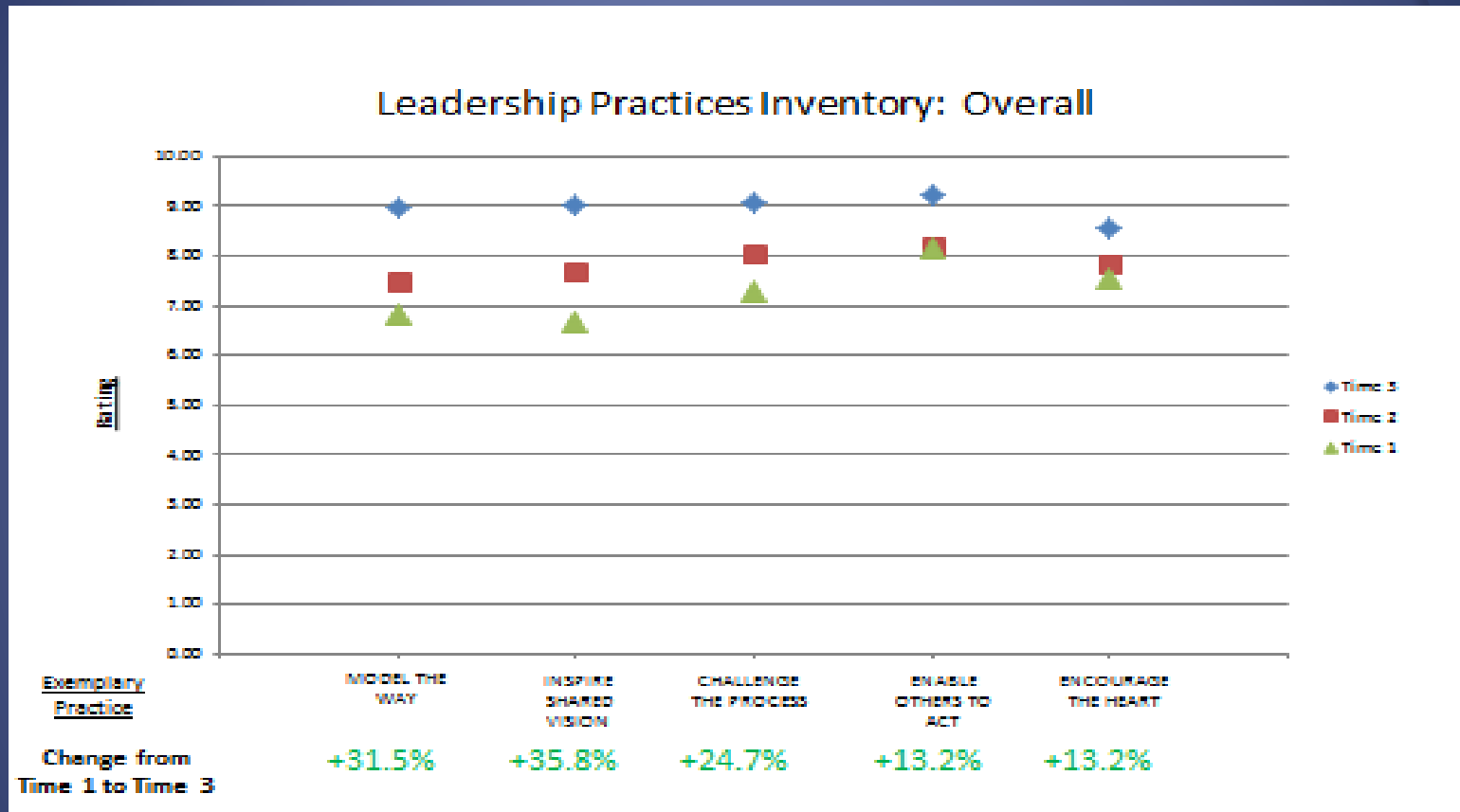
Leadership Practice Inventory (LPI)

- Improvement occurred in 4 of 5 practices from the first administration to the second.

- The final post academy results demonstrate that Scholars showed improvement in all five exemplary practices upon completion of the NFLA experience.
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- Overall increase in behavioral change of the Scholars from Immersion Leadership Workshop to Post Academy surveys following the completion of the entire NFLA experience.

Leadership Practice Inventory (LPI)

- The percentage of positive change within each exemplary practice is indicated below from the highest to lowest change margin:

  o Inspire a Shared Vision   35.8 %
  o Model the Way   31.5 %
  o Challenge the Process   24.7 %
  o Enable Others to Act   3.2 %
  o Encourage the Heart   3.2 %

Scholars Leadership Development: Qualitative Data

Two specific open ended survey items were included in the Final Evaluation related to the Scholars' leadership development.

- "What three things have you done within the past 18 months to become more involved at the system level of your organization?"

- "What two things do you expect to become involved with in the near future that will increase your network of leaders within the organization and provide a new platform for you to communicate your passion for nursing education?"

Scholars Leadership Development: Qualitative Data

"What three things have you done within the past 18 months to become more involved at the system level of your organization?" (Responses ranked by frequency):

o   Accepted new position or role in the school of nursing
o   Appointed to college and university wide committees
o   Increased community activities and partnering for school of nursing endeavors
o   Presenting professional and continuing education programs

"What 2 things do you expect to become involved with in the near future that will increase your network of leaders within the organization and provide a new platform for you to communicate your passion for nursing education?" (Responses ranked by frequency):

o   Greater involvement in STTI chapter, becoming an officer or committee member
o   Increased involvement in NLN and other national organizations
o   Seek promotion, new position, roles in school of nursing
o   Become more involved with community and academic partners

Scholar / Leadership Mentor Relationship

- Personal stories

- Professional relationships

- Individual needs for personal and professional leadership development

- Networking and Beyond

- Awareness of Cultural Differences Promotes Leadership Development

NFLA
Nurse Faculty Leadership Academy

Outcomes in Three Domains

- Individual Leadership Development

- Leading a Team Project to Advance Nursing Education

- Expanding Scope of Influence:

  Organization, Community, Profession

NFLA
Nurse Faculty Leadership Academy

Leading a Team Project to Advance Nursing Education

The team leadership project serves as a **medium** for the Scholar's leadership development.

Team Leadership Project Outcomes

- Curriculum Design, Program Enhancement, and Teaching Methodology

- Simulation and Technical Innovations

- Student and Faculty Development Initiatives

Curriculum Design, Program Enhancement & Teaching Methodology

- Revised curriculum significantly to: include three new courses; CNL students taking courses with NP students, and major curriculum restructuring approved by Master's Executive Committee

- Learning modules focusing on interdisciplinary teamwork and collaboration have been implemented

- Student feedback is positive for the transformation of face-to-face instruction to online format

- Curriculum map and systematic program evaluation plan were completed

- Significant progress on plan for dual enrolment of program – final agreement was sent for signatures at both institutions

- Scholar learned important process elements for successful team leadership

- Students learned: roles and responsibilities of each discipline's providers; a team's mission is greater than the goals of individual members; environmental scanning techniques; value of monitoring emotional and physical status of tem members; and team members prefer to work with others who ask questions about the patient information provided

Simulation and Technical Innovations

- High ratings on program evaluation data following the simulation regarding "Mental Health"

- Positive student anecdotal responses to pediatric content simulation - quantitative analysis not completed

- 100% of pre-licensure students passed the NCLEX the first time compared to 91.6% of entire graduating class; 100% passed ACLS and obtained certification; 100% obtained employment within three months of graduation

- Scholar stated that the project results had been published in <u>Simulation in Healthcare Journal</u>, but they were not presented in the final report

Student and Faculty Development Initiatives

- A new course related to transitioning graduates into professional practice was designed and implemented; 72 students enrolled and successfully completed the course

- A course titled "Teamwork and Communication" was created; 48 students were enrolled and successfully competed the course

- Interviews conducted with three new faculty to determine their needs for orientation into faculty role

- Online toolkit developed for new faculty transitioning into academic role; data collection not completed

- Development and adoption of a curriculum based upon the Relationship Based Care principles that align with the BSN essentials

Mentoring for Project Leadership

Focus on Leadership not Management

Guide reflective analysis of behavior

Provide consultation on group dynamics

Center conversations around process rather than tasks

Outcomes in Three Domains

- Individual Leadership Development

- Leading a Team Project to Advance Nursing Education

- Expanding Scope of Influence: Organization, Community, Profession
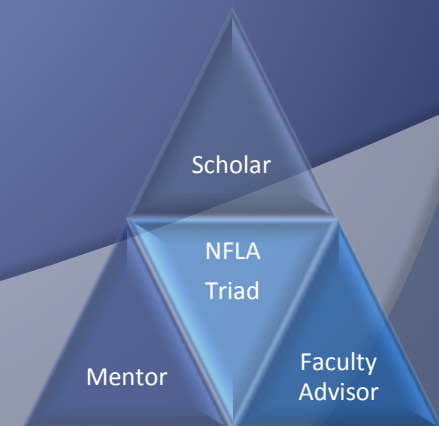
Expanding the Scope of Influence

- Scopes of influence
  - Organization
  - Community
  - Professional

- Triad promotes and supports expansion of scholar's influence
  - Synergy across the triad

- My scholar's story

- Program evaluation data

Triad Supports Expansion of Scope of Influence

- Triad consists of scholar, mentor and NFLA faculty member

- From 3 different settings, with different experiences

- Provides explicit mentoring toward the scholar's local experience

- With the wider perspective of NFLA goals
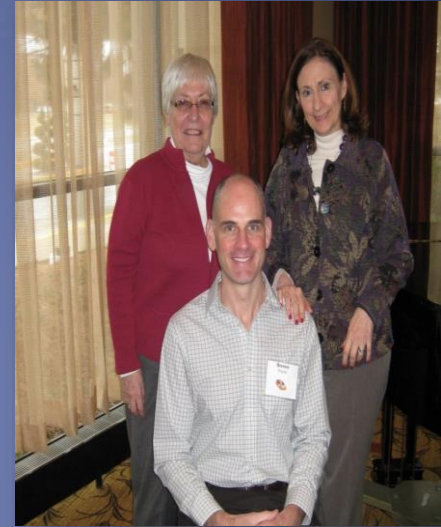
Steven Palazzo, Pam Mitchell, Fran Vlasses

Scholar

NFLA Triad

Mentor

Faculty Advisor

Teen Take Heart: A Movement to Establish a Community of Wellness

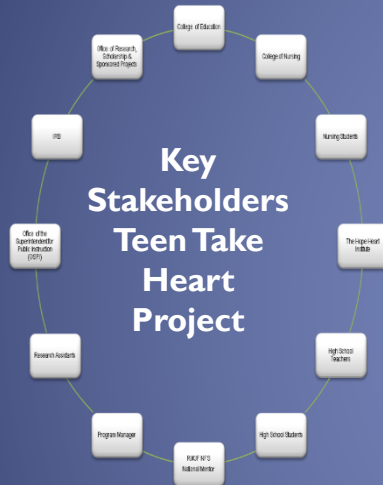## Expanding Leadership & Scope of Influence through Project Development

Steven J. Palazzo, PhD, MN, RN
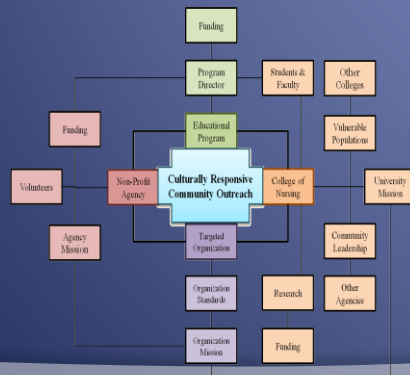Seattle University – College of Nursing

Building a Coalition of Stakeholders

Key Stakeholders Teen Take Heart Project

Teen Take Heart™
- Module 1: The Heart
- Family Night
- Module 2: CVD
- Website
- Module 3: Nutrition & Activity
- Teacher Workshop
- Module 4: Research
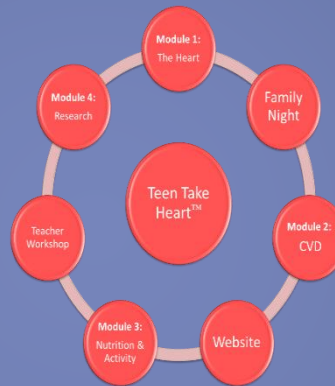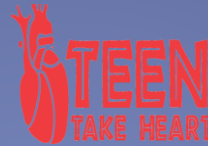
Community Outreach Framework for Academic and Non-Profit Partnerships

Outcomes for the 3 Domains of Leadership

1. **Individual Leadership Development**
   - Increased engagement at the systems level
   - Professional Presentations
   - Chaired 2 College of Nursing committees
   - Secured funding for project
2. **Leading a Team Project to Advance Nursing Education**
   - Service-Learning opportunities
   - Health Promotion & Disease Prevention Model
   - Targeting at-risk youth residing in underrepresented communities
3. **Expanding Scope of Influence**
   - Named Robert Wood Johnson Foundation – Nurse Faculty Scholar
   - Dean's Search Committee
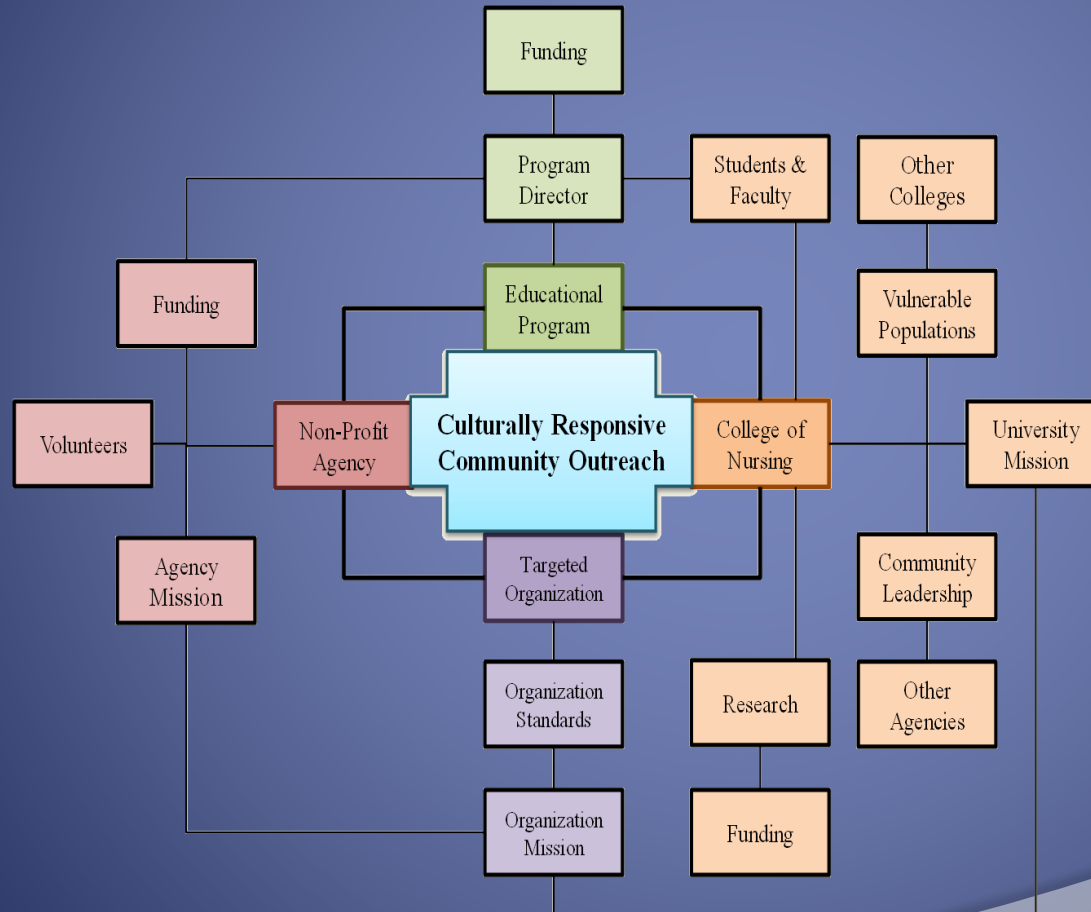   - Enhanced partnerships within the community

NFLA Triad
- Dr. Pamela Mitchell –University of Washington
- Dr. Fran Vlasses – Loyola University

Steve Palazzo's Influence Model

NFLA Program Influence Outcomes

- NFLA strengthened commitment to nursing educator career
  - Promotions, new leadership roles in professional organizations, community service

- Conferences and presentations related to nursing education, nursing leadership

- Research activities and funding

- Publications and publication review

- New professional networks

- Multiplier effect: 10 scholars impacted >1200 people

WHAT IS THE VALUE OF SERVING AS A LEADERSHIP MENTOR IN THE NFLA?

We need effective leaders in nursing education throughout the world.

Impact of Leadership in Nursing Education