Nurse Educator Leadership Competencies: Instrument Development and Testing

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Acknowledgements

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- Leaders in nursing education
- Participants
Background

The future of nursing: Leading change, advancing health report recommendations, the Institute of Medicine (IOM)

- recommends that “nurses, nursing education programs, and nursing associations should prepare the nursing workforce to assume leadership positions across all levels”
The National League for Nursing states that an important nurse educator competency is to “function as change agents and leaders to create a preferred future for nursing education and nursing practice”.

Background
Leadership Issues in Nursing Education

- Insufficient leadership education or experience
  (Young, Pearsall, Stiles, Nelson, & Horton-Deutsch, 2011)

- Academic leadership affects faculty satisfaction and retention and affect the health of the overall work environment
  (Brady, 2010)
Leadership Issues in Nursing Education

- Little interest by nurse faculty to assume administrative role (Adams, 2007).

- Limited leadership succession plans.
Purpose

- Describe the leadership competencies of nurse educators in academia
- Establish the psychometric properties of a newly developed instrument (CLNEI)
Competencies for Leaders in Nursing Education Instrument (CLNE)

- Self-report instrument to assess leadership competencies in nurse educators
  - 24 items
  - 7 point Likert scale
  - Based upon Core Competencies for Leaders in Nursing Education
Development of CLNE

- **Phase I: qualitative study of leadership competencies** ($N = 15$)

- **Phase II: national Delphi study** ($N = 50$)
Core Competencies for Leaders in Nursing Education (Patterson & Krouse, 2015)

- Articulate and promote a vision for nursing education
- Function as a steward for the institution and nursing education
- Embrace professional values in the context of higher education
- Develop and nurture relationships
### Competencies for Leaders in Nursing Education

Welcome to My Survey

Thank you for participating in our survey. Your feedback is important.

1. **Rate the frequency in which you perceive that you engage in the following activities.**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Never</th>
<th>Occasionally, in about 30% of the chances when I could have</th>
<th>Sometimes, in about 50% of the chances when I could have</th>
<th>Frequently, in about 70% of the chances when I could have</th>
<th>Usually, in about 90% of the chances I could have</th>
<th>Every time</th>
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<tbody>
<tr>
<td>1. Envision the possibilities for nursing education.</td>
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<td>2. Take risks</td>
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<td>3. Challenge the status quo.</td>
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<td>4. Think and plan strategically.</td>
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<td>5. Move innovative ideas forward.</td>
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<td>6. Create an environment that is conducive to change.</td>
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Sample

Recruitment

Proportionate random sampling of CCNE member schools from the nine US regions

- $N = 337$ nurse educators (84 nursing schools)
  
  (12.7% response rate)

- 92% female

- 86% non Hispanic white

- Mean age: 52 years (Range: 27-73)

- Mean years in academia 26 (Range: 5-53)
Q6 What is the highest nursing degree you earned?
Answered: 326  Skipped: 16

Q14 At what type of school are you currently employed? (Carnegie Classification)
Answered: 336  Skipped: 7

Q12 In the last year, what is the percentage of time did you devote to the following roles?
Answered: 337  Skipped: 5

Q17 Have you ever held any leadership positions in nursing education?
Answered: 333  Skipped: 9
Findings
Psychometric Analysis

- Cronbach’s alpha .925
- 24 items (all retained)
- Uni-dimensional
Total Score Frequencies ($N = 336$)

- Mean: 131
- SD: 18.45
- Range: 67-168 (possible range: 24-168)
- 96.7% scored at midpoint or above
Total Score Distribution
Conclusions

- CLNE is valid and reliable
- Majority of nurse educators scored at the midpoint or higher on CLNE
- CLNE supports the K&P Leadership Framework
Conceptual Framework


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

- New instrument for the science of nursing education to assess nurse educator leadership competencies
- Assessment tool and framework for leadership development
- Identification of areas needed for leadership development
Recommendations for Future Research

- Evaluate relationships between leadership competencies and organizational outcomes in higher education
- Psychometric analysis of instrument with international sample
- Criterion validity with IDLP
TRUE LEADERS DON’T CREATE FOLLOWERS, THEY CREATE MORE LEADERS