Developing Nursing Education Leaders through Intentional Behavior Change and Expanded Scope of Influence
Presenters

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Learning Objectives

1. Describe the three domains for leadership development of the NFLA and the associated outcomes achieved by Cohort II Scholars.

2. Identify advancements in nursing education settings that have been achieved by the NFLA Scholar led projects.
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
NFLA Teaching-Learning Model

- Leadership development
- Intentional behavioral 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
NFLA Curriculum Structure

• 20 month guided leadership journey

• Two intensive leadership 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
Triad Roles and Responsibilities
Participants of the NFLA
Individual Leadership Development
Why?
Self-Assessment

- Leadership Practices Inventory
- Encouragement Index
- Myers-Briggs Type Indicator
- Reflection
Individual Leadership Development Plan

Strategic Goals
1. Earn national certifications
2. Find my voice
3. Increase scholarly productivity
4. Increase my visibility as a nurse leader
Kouzes & Posner
Leadership Practices Inventory

The Five Practices of Exemplary Leadership
- Model the Way
- Inspire a Shared Vision
- Challenge the Process
- Enable Others to Act
- Encourage the Heart
Methods

• Journaling
• NFLA Triad
• Monthly Scholar Calls
• Continuing Education
• Personal Brand

• “How am I doing in my leadership development?”
Outcomes

Certifications
- Certified Healthcare Simulation Educator (CHSE)
- Certified Nurse Educator (CNE)
- TeamSTEPPS Primary Care Master Trainer

Found my voice
- Reach out more to others
- Improvement on Leadership Practices Inventory & Encouragement Index

Scholarly productivity
- Publications
- Presentations
Outcomes

Visibility as a Nurse Leader

- Tenure Track Position
- Faculty Development Role
- STTI Alpha Beta Chapter, Secretary
- Reviewer for *Clinical Simulation in Nursing* Journal
- Simulation Journal Club & I-TIE Journal Club
- I-TIE Ambassador & Research Committee
- Lead Nurse Faculty for Interprofessional Simulations
- INACSL: Lead Nurse Planner, Research Committee, Chair of Poster Committee 2015, Conference Planning Committee 2016
Advancing Nursing Education through Leadership of a Team Project
Strategic Action Plan Outline

- Needs Assessment
- Stakeholder Analysis
- Problem Identification
- Vision and Mission
- Team Project Goals
- Team Membership
- Methodology
- Risk Assessment & Mitigation
- Evaluation System & Procedures
- IRB Approval Process

- Strategic Action Plan
  a) Objectives
  b) Strategies/actions
  c) Responsible persons
  d) Timeframe
  e) Expected results
  f) Measurement(metrics)

- Any charts: PERT, GANTT, etc
- Dissemination plan
- Sustainability
Strategic Planning Elements & Process

Needs Assessment:

• US has become more diverse than ever; a culturally diverse nursing workforce is essential to meet healthcare needs of the nation’s population

• Nursing workforce needs to resemble the current population

• Disadvantaged and underrepresented students need to become not only nurses but also leaders
Strategic Planning Elements & Process Cont.

Stakeholder Analysis:

- **Primary Stakeholders**
  - PROUD students, PROUD team, ISU Leadership and Community Connections, ISU Diversity Advocacy

- **Secondary Stakeholders**
  - Undergraduate faculty, Pre-licensure Curriculum Committee, STTI Xi Pi
Strategic Planning Elements & Process Cont.

Team Project Goals

• Increase leadership qualities and roles in underrepresented, underserved undergraduate nursing students from the Pre-entry and Retention Opportunities for Undergraduate Diversity (PROUD) program

Team Membership

• E. Hardy (facilitator) O. Pullen (community outreach), B. Miller (academic retention specialist), K. Rindfleisch (specialist, Leadership and Community Connections)
Strategic Planning Elements & Process Cont.

Methodology
- Based upon Kouzes and Posner five practices of exemplary leadership

Programming
- Present nursing school information to middle and high school students
- Workshops on conflict resolution, resume writing, mock interviews, ethics, emotional intelligence
- Research with faculty, presentations at national conferences, nursing residencies, and graduate school
Strategic Planning Elements & Process Cont.

Measurement

• Student- Leadership Profile Inventory (S-LPI)
• Observer Student Leadership Profile Inventory (Observer S-LPI)
• Resume
• Survey
  o Race/ethnicity
  o Number of organizations
  o Number of leadership positions in organizations
Team Project Outcomes

- 10 students (5 male/5 female), Mean age 24.3
- 30% racial/ethnic minority

- Five exemplary practices of leadership
  - Model the way (Pre-Post) \((z = 2.38, p = .018)\)
  - Inspire a Shared Vision (Pre-Post) \((z = 2.00, p = .046)\)
  - Challenge the Process (Pre-Post) \((z = 2.37, p = .018)\)
  - Enable Others to Act (Pre-Post) \((z = 2.03, p = .042)\)
  - Encourage the Heart (Pre-Post) \((z = 2.38, p = .017)\)

- Range of membership in organizations: 0-5
- Range of leadership positions in organizations: 0-1
Sustainability and Expansion

Leadership Project
- Students increased their perception of leadership
- Personal and professional growth in all members of the leadership team
- Scholar increased self-awareness for need of inclusivity of all significant stakeholders

Dissemination
- Presentations on journey as STTI Nurse Faculty Leadership Academy Scholar
Advancing Nursing Education

Scholar led-project

- Preparing scholar for development as nurse leader
- Development of students as leaders
- Scholar self-awareness and need for mentorship
There is light at the end of the tunnel
Expanded Scope of Influence: Organization, Community, and Profession
Previous Engagement and Influence Pre - NFLA 2014

School/Organization

Leadership
Faculty Role
Committee Membership

Community/Profession

• Statewide Leadership
• National Membership
Individual Leadership Development

- Explore Cognitive Bias
- Enhance Mindfulness
- Increase Inclusivity
Gaps in the Beginning

- Determined roadmap
- New faculty
- CNO background
- Practice mindset
Application of the K-P Model to Leadership Development

Nursing Leadership Institute

DNP Program Curriculum

Model the Way

Enable Others to Act

Challenge the Process

Encourage the Heart

Inspire a Shared Vision
School/Organization
• Awards
• Leadership
• Faculty Role Expansion
• Invited Speaker
• Campus-Wide Impact

Community/Profession
• Statewide Leadership
• National Leadership
Peer Reviews and Manuscripts

• Peer reviews:
  o American Nurses Association Manuscript 2015
  o Advances in Research Journal Article 2015

• Refereed Publications: 4
• Service Publications: 6 (Impact- 107,000 RN’s Statewide)
• Book chapter
• Book review
• Invited case study
• Digital products (7)
Presentations

• American Association of Colleges of Nursing-Doctoral Forum
• American Organization of Nurse Executives
• National Association of Clinical Nurse Specialists
• Sigma Theta Tau International Leadership Summit
• National League for Nurses
• Association of Authentic and Experiential and Evidence Based Learning
Continuing Education Current

- American Association of Colleges of Nursing-Master’s Conference
- Magnet, Shared Governance & Empirical Outcomes Workshops
- Magnet Conference
- Image Boot Camp
- The DNP Conference
- Systematic Review Workshop
- American Society of Association Executives Board Education
Expanded Scope of Influence: Organization, Community, & Profession

Present

AACN
MNRS
AAEEBL
NACNS
CIOCNS

Asst. Institute
Centerstone

NLN
STT
Mentor
Sabbatical
Business Case
Dwell Time

Curriculum
ISNA

Action Coalition
Board Member

ISNA
ILN
IONE
NACNS

ANA
ICN

DNP Curriculum
MSN
HRSA Grants
DNP Marketing
Design
Teaching Awards

DNP Boot Camp
Faculty Affairs

Organization

Present

Business Case
Dwell Time

Curriculum
ISNA

AAAEBL
NACNS
CIOCNS

Present

43rd Biennial Convention Las Vegas, Nevada | 7-11 November 2015
Course Development/Revision

- Masters in Nursing Leadership Courses
- Doctorate in Nursing Practice Leadership Courses
- Nursing Leadership Institute Content and Workshops
Current National Advocacy, Networks, Work

Policy

• American Nurses Association Infection Control Reference Proposal Presented to Meeting of the Members

Professional Network Expansion

• NLN Writing Group, Magnet Workshop Group, Magnet Conference Program Directors
Influential Nurse Leader in Practice
Influential Nurse Leader
Dr. Larry Slater
Future State

Future involvement to increase my network of leaders and provide a new platform for communication of my passion for nursing leadership and nursing education:

• American Nurses Association Nominations and Elections Committee
• Eskenazi Magnet Journey
NFLA Impact on the Future of Leadership in Nursing Education
At issue:

- Compensation (http://www.aacn.nche.edu/media-relations/fact-sheets/nursing-faculty-shortage)
- Work complexity and stress (Clark & Springer, 2010)
- Curricular complexity (Keating, 2015)
- Performance expectations (http:nursesource.org/nurse Educator.html)
- Graduate curricular content
Attracting faculty:

• Packaging offers for excitement

• Targeting incoming undergraduate students to teach -- (Ingeno, 2013)
It is also clear internationally that developmental experiences - NFLA as an example - contribute to a complex array of factors that mediate and can enhance person-organization fit for nursing faculty.

--Gutierrez, Candela, & Carver (2012)
NFLA offers leadership development opportunities that:

• Facilitate personal leadership development
• Foster academic success
• Promote faculty retention and satisfaction
• Cultivate high-performing and supportive academic work environments
Outcomes of NFLA Involvement:

• Increased personal awareness of leadership development progress through relevant assessments

• Leadership development facilitated through mentoring

• Development of complex faculty skill sets through a guided team project
NFLA Scholars are prepared to:

• Influence nursing’s scholarly development

• Take active leadership in the change characterizing nursing education

• Innovate from an informed perspective as a nursing education leader
Q & A