Background

Nurses frequently find themselves serving in formal leadership roles without actual formal leadership training\textsuperscript{1,2}.

Instead, an expectation exists for nurses to learn quickly leadership skills, often through trial-and-error experiences, which at times can equate to failure for new nurse leaders\textsuperscript{3}.

The development of leadership ability is not something teachable in a single occurrence, but rather is taught through practice and successful experience of leading one’s self, others, and organizations\textsuperscript{2}.

Methods

- The Leadership Appraisal Survey (LAS) was sent to a convenience sample of all upper division students enrolled during the fall 2015 and spring 2016 semesters.
- The LAS is a 50-item Likert survey that covers seven areas of leadership.
- A dependent \( t \) test was done to compare the difference between Semester 1-2 students and Semester 3-5 students on leadership abilities.

Results and Discussion

- 37.5\% (n=165) of the eligible population consented to participate.
- Semester 3-5 students scored higher in the areas of focused drive, emotional intelligence, leading change, and innovative thinking.
- Semester 1-2 students scored higher in the areas of teamwork and communication.
- Nursing students scored lowest in the area of problem solving, which was consistent between the two groups.
- Providing baccalaureate nursing students with intentional leadership training throughout their program of study may be beneficial in helping students graduate as leaders.

References

\textsuperscript{1}Kerfoot, K. (2008). Bossing or serving? How leaders execute effectively. MEDSURG Nursing, 17(2), 133-134.


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