Title: Becoming an Authentic Leader as a New DNP or PhD Young-in-Age Nurse

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Session Title: Clinical Leadership: Doctorally-Prepared Nurses

Keywords: Authentic Leadership, Life Story and New DNP or PhD Young-in-Age Leaders

References:

Abstract Summary: This presentation will address how young-in-age new DNP and PhD graduates can influence follower attitudes, behaviors, and performance using a theoretical framework of authentic leadership. Participants will identify their own critical life events, defining moments, and crucibles that contribute to developing attributes of authentic leadership.

Learning Activity:

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<th>LEARNING OBJECTIVES</th>
<th>EXPANDED CONTENT OUTLINE</th>
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<td>The learner will identify leadership challenges encountered by new graduates of DNP and PhD programs.</td>
<td>1. Brainstorm with participants challenges they may have faced when leading others. 2. Present a list of possible leadership challenges as document in the literature. 3. Ask participants to identify the top three challenges they experience in the past or present and then prioritize from the most to least challenging.</td>
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<td>The learner will describe qualities and attributes that facilitate development as an authentic leader.</td>
<td>1. Define authentic leadership from practical and theoretical approaches. 2. Present a short power slide show listing qualities and attributes of authentic leadership. 3. Ask participants to identify who in their life (professional or personal) exhibits qualities and attributes of authentic leadership.</td>
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<td>The learner will examine key elements necessary to craft a life story that contributes to a better understanding of self and growth as an authentic leader.</td>
<td>1. Describe key elements to create a life story. 2. Ask participants to think about their personal/professional events (critical life events, defining moments, or crucibles) that influenced them as leaders. 3. Describe how young-in-age, newly credentialed DNP or PhD</td>
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Nurses can begin to craft their life story to begin the process of developing as an authentic leader.

Abstract Text:

The American Nurses Association Position Statement (2011) states that access to quality health care and better health care outcomes are achieved through preparation of the next generation of nurses. The American Association of Colleges of Nursing’s Essentials of Master’s Education in Nursing (2011) as well as Essentials of Doctoral Education for Advanced Nursing Practice (2006) identify the importance of producing graduates who possess knowledge and skills to achieve positive outcomes in a complex, rapidly evolving health care environment. Programs of study in both Doctor of Nursing Practice (DNP) and Doctor of Philosophy in Nursing (PhD) programs are designed to prepare graduates for leadership roles in clinical practice, research, and academic settings. In response to calls to increase the number of nurses with advanced education, many universities have responded with programs to more rapidly advance students from pursuit of a Bachelor of Science degree directly to that of a doctoral degree. Upon graduation, nurses with new DNP and PhD credentials must be ready to decide how they can and will influence and lead people and organizations to re-frame and transform health care delivery. Young-in-age nurses with new credentials and little to no leadership experiences may feel intimidated when placed in leadership positions and encounter resistance from colleagues.

This presentation describes how young-in-age nurses who recently earned a DNP or PhD can influence follower attitudes, behaviors, and performance utilizing an emerging theory of authentic leadership. Participants will have an opportunity to identify leadership challenges in their workplace and examine these challenges from the lens of authentic leadership. While conventional leadership theories focus on traits and behaviors, authentic leadership emphasizes the character of the leader, such as compassion, values, consistency, and connectedness. Authentic leaders can understand their values and convictions by constructing a life-story (Murphy, 2012). The life-story approach to develop as an authentic leader suggests that self-awareness and self-knowledge are foundational components in garnering credibility and the development of authentic followers. For nurses who have limited life experiences as a leader may find creating a life-story difficult work. This presentation takes a theoretical approach and offers strategies to create a life-story to which authentic leadership development can occur.