Improving The Charge Nurse’s Leadership Role: A Collaborative Learning Forum

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The practicum site facility does not have a formal leadership-training program for the charge nurses.

The Institute of Medicine (2010) reinforces the importance of developing leaders on the front lines to improve nursing practice, patient safety, and outcomes.

The purpose and goals of the evidence-based staff development project were to develop the curriculum for a formal Charge Nurse Leadership Workshop.
It is common practice for nurses to be placed into a charge nurse position without any formal leadership training (McCallin & Frankson, 2010; Schwarzkopf, Sherman, & Kiger, 2012; Wilmoth & Shapiro, 2014).

Institute of Medicine (IOM, 2010) report recommends that all nurses should become leaders in transforming health care: all should be trained in leadership skills, such as conflict management and delegation.
Research on leadership development programs for charge nurses is limited, but the existing research provides information on specific traits that need to be taught to a charge nurse to be successful in his or her leadership role (Homer & Ryan, 2013).

Many health care organizations do not provide the formal training a charge nurse needs to improve his or her leadership traits and skills (Normand, Black, Baldwin, & Crenshaw, 2014; Schwarzkopf, Sherman, & Kiger, 2012; Sherman, Schwarzkopf, & Kiger, 2013; Swearingen, 2009).
Problems Identified from Literature

- Leadership training courses
- Orientation
- Challenges
Focus Groups

- Purpose: understand the charge nurses’ perception on leadership skills and challenges of being a front-line leader.

- Participants: four medical-surgical charge nurses who had less than one year of experience and five medical-surgical charge nurses who had more than one year of experience.

- Kruger and Casey’s Classic Analysis Strategy

(Kruger & Casey, 2014; Polite & Beck, 2006).
Themes Identified from Focus Groups

<table>
<thead>
<tr>
<th>Priortized Themes from Highest to Lowest</th>
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<tr>
<td>Communication</td>
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<td>Patient safety</td>
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<td>Roles</td>
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<td>Teamwork</td>
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<td>Conflict management</td>
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<td>Generational diversity</td>
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<tr>
<td>Mentoring</td>
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<td>Cheerleading/Motivating the staff</td>
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<td>Prioritization</td>
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<td>Delegation</td>
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Generational Diversity

Theme of Generational Diversity from Focus Groups Not Clearly Supported by the Evidence-based Literature:

- A challenge that was expressed by the participants of the focus group was managing conflict among generations.

- The finding of generational diversity was not well supported or discussed thoroughly by evidence-based literature.

- Generational diversity has been individualized for the practicum site.
Curriculum Development

- Each topic addresses leadership skills that were considered to be important by the charge nurses and addresses the gaps in leadership development between the front-line leadership and executive leadership.

- The topics for the curriculum were developed from the themes of the thematic analysis, peer-reviewed literature, and nursing leadership executive organizations.

- The Johns Hopkins Nursing Evidence-based Practice model and Lewin’s change theory were used as the frameworks to develop the content and the activities within the curriculum such as the stages of conflict with role-playing.
Lewin’s Change Theory and Curriculum Development

- Driving force: Motivation
- Stages:
  - Unfreezing
    - Assessment
    - Confirmation
    - Challenges
  - Moving
    - Education
    - Thematic analysis
    - Content of curriculum
  - Freezing
    - Behavioral change
    - Evaluation feedback loop
    - Ongoing evaluation

(Billings & Halstead, 2011; Lewin & Grabbe, 1945; Lewin, 1939)
### Curriculum as it Relates to Lewin’s Change Theory

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<thead>
<tr>
<th>Stage of Lewin’s Theory</th>
<th>Curriculum</th>
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<tr>
<td><strong>Unfreezing</strong></td>
<td>Communication and explanation for a formal charge nurse leadership workshop. Identifying perceptions of nursing leadership and challenges as a charge nurse.</td>
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<tr>
<td><strong>Moving</strong></td>
<td>Communication and conflict management skills, patient safety, roles, teamwork, generational diversity, mentoring, cheerleader/motivating staff, prioritization, and delegation.</td>
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<tr>
<td><strong>Refreezing</strong></td>
<td>Journaling and ongoing evaluation</td>
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**Case scenario and role-playing**
The content of the curriculum was developed to support each topic identified by the charge nurses’ reflection on their experiences as a front-line leader.

The content for the Charge Nurse Leadership Workshop was synthesized from evidence-based literature, Dr. Rose Sherman’s evidence-based leadership blogs, professional executive nursing leadership programs, leadership expectations from the practicum site, Florida Board of Nursing, and key words from the charge nurses’ statements.

Each teaching strategy was developed to enhance the charge nurses’ leadership skills and the techniques.

Recommendations

- Active Role
- Succession planning
- Mentoring
- Self-reflective journaling
- Pretest-posttest
- Nursing retention and satisfaction rates


References Cont.


References Cont.


References Cont.


References Cont.


Wilmoth, M. C., & Shapiro, S. E. (2014). The intentional development of nurses as leaders. *Journal of Nursing Administration, 44*(6), 333-338. doi:10.1097/NNA.0000000000000078