Academic Leadership in Nursing: Leadership Mentoring in Nursing Research

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Nursing has been developing as a scientific discipline for decades.

Nursing moved into universities...

70’s 80’s 90’s

... and still is...

Florence Nightingale 1820-1910
The state or Nursing Science in Europe
2.4 Nursing research in Europe

Research on nursing issues and the development of nurse researchers remains the domain of relatively few European countries. The UK and Nordic countries have been building nursing research since the 1950s. Small amounts of research and researchers can be found in other EU countries, but not in significant volumes and numbers.
2.4 Nursing research in Europe

Research on nursing issues and the development of nurse researchers remains the domain of relatively few European countries. Researchers have been building nursing research capacities, but relatively few researchers can be found in other EU countries. Few researchers have been involved in nursing research initiatives, and research efforts have been fragmented. The development of nursing research in Europe has been limited.

Moreno-Cabas Scoping Review Europe 2005
IJNS editorial by Rahm-Hallberg

- Many nursing studies are descriptive
- Many nursing studies do not focus on effects in patients
- Plee for:
  * solid systematic reviews of clinical studies
  * more studies in clinical practice
  * RCTs combined with qualitative approaches
  * implementation studies

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Many nursing studies do not focus on effects in patients.

Plea for:
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- more studies in clinical practice
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- implementation studies

The State of European Nursing Research: Dead, Alive, or Chronically Diseased?  
A Systematic Literature Review

Evidence Review

David A. Richards, RN, BSc (Hons), PhD • Vania Coulthard, MSc • Gunilla Borglin, RN, MSc, PhD, on behalf of the REFLECTION review team

Linking Evidence to Action: European research in nursing reported in the leading nursing journals remains descriptive and poorly described. Only a third of research reports concerned nursing interventions, and a tiny proportion were part of a programmatic endeavor. Researchers in nursing must become better educated and skilled in developing, testing, evaluating, and reporting complex nursing interventions. Editors of nursing journals should insist on systematic reporting of research designs and methods in published articles.  

Richards et al. 2014 2005
Research poorly described & descriptive
Not programmatic
Why is that?
Why is that?

Difficult to sustain a carrier in Nursing Research

Strong Leadership & Mentoring Competencies

Complex roles & competitive environment
The GAPFON Report

RESULTS

Data from core panel meetings as well as from consensus-building at each of the seven regional meetings were analyzed and weighted to identify common themes, prioritize global professional and health issues, and develop strategies to address those issues.

After extensive regional discussions, the synthesis of data clearly identified Leadership as the core professional issue; stakeholders repeatedly noted that strong leadership provides the foundation for advancement of all other professional areas. They identified excellence in five other key professional areas as vital to furthering nursing and midwifery. Those areas are Policy (including Regulation), Workforce, Practice, Education, and Research. Stakeholders identified these areas as being interrelated, equally important, and mutually reliant on Leadership. This identification and prioritiza-
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Why?

Lack of LEADERSHIP in Research

• Also important:
• PhD training
• Research quality
• Academic degrees and promotions (different systems)
• Funding opportunities
• Research traditions – different research cultures
• Academic culture – hierarchy vs emancipation
• But mainly there is a huge Lack of INFRASTRUCTURE & ACADEMIC POSITIONS for nursing researchers.
Based on this background and given the challenges that health care is facing and the societal impact of nursing research, it is highly important:

→ strengthen *nursing research capacity*.

→ invest in *career development of postdoctoral nurses*.

→ build a *new generation of future research leaders*.
Leadership

“is a process whereby an individual influences a group of individuals to achieve a common goal” (Northouse 2004). “entails influence, occurs within a group setting & involves achieving goals that reflect common vision”

Mentoring

• “a relationship in which a mentor supports the professional and personal development of another by sharing his/her experiences, influence or expertise” (Zellers et al. 2008, Driscoll 2009).

Leadership Mentoring in Nursing Research

Dr. Thóra B. Hafsteinsdóttir PhD RN, Program coördinator

TB Hafsteinsdóttir, JPH Hamer, AL Francke, B van Meijel, P Roodbol, L Schoonhoven, H Vermeulen, MJ Schuurmans
The Objective

To develop a **leadership and mentoring program for postdoctoral nurses in nursing research.**

→ to build the future generation of leaders in nursing research,

→ to create a pool of national and international networks.

→ enhance sustainability of research within the nursing profession
Methods – Development of The Program

• A systematic Review of the literature on leadership and mentoring & successful postdoctoral leadership and mentoring programs and outcomes.

• A blueprint of the program was developed.

• National (10) and international (4) expert leders in nursing and health care research took part in the various steps of the development.
International Experts - Partnering with STTI & EANS

Prof. Karin Moren on behalf of STTI
United States

Prof. Gabrielle Meyer on behalf of EANS
Germany

Prof. Brendan McCormack on behalf of STTI and EANS
Recipient of STTI International Nurse Researcher Hall of Fame
Scotland

Prof. Theo van Achterberg on behalf of EANS en STTI
Belgium
Kick-off meeting

Professor Greta G. Cummings,
RN, PhD, FCAHS, FAAN, Professor
Nursing, Alberta, Canada
The Fellows

- Deelnemers: 12 fellows
- 43 years of age (30-54 years)
- time from PhD: 3 years (1-7 years)
- function fte 0.9 (0.7-1.0 fte)
- research function 0.6 fte (0.2-1.0)
- 9 in education & 4 in clinical practice
Leadership Mentoring in Nursing Research Program

Workshops & General Meetings

- **2016**
  - WS 1: 8 & 9 February
  - WS 2: 4 & 5 July
  - WS 3: 12 & 13 December
  - WS 4: 10 & 11 July

- **2017**
  - GM 1: 7/3
  - GM 2: 6/5
  - GM 3: 5/9
  - GM 4: 3/10
  - GM 5: 6/2
  - GM 6: 3/4
  - GM 7: 5/6
  - GM 8: 4/9

Leadership & Research Mentoring

1 2 3 4 5 6 7 8 9 10 11 12
The FIVE Practices & TEN Commitments of Exemplary Leadership

Model the way
1. Find your own voice
2. You go first!

Inspire a shared vision
3. Envision the future
4. Enlist others in a common vision

Challenge the process
5. Search for opportunities by seizing the initiative
6. Experiment and take risks

Enable others to act
7. Foster collaboration
8. Strengthen others

Encourage the heart
9. Recognize contributions
10. Celebrate the values and victories
The Program - Themes

Leadership & Personal Leadership development, Leadership Practices, Communication, Networking, Negotiations
Strategic Leadership & Financial aspects of research
National and international Research collaboration
International Grant Funding
Presentations skills etc, etc
The Program - Meet the Experts

Prof. Marieke Schuurmans
Career development
leadership

Prof. Jan Hamers
Career development
leadership

Prof. Rick Grobbee,
Research collaboration,
Global leadership

Prof. Brendan McCormack,
STTI International Nurse
Researcher Hall of Fame
Recipient International
Research Collaboration

Prof. Theo van Achterberg
International research
collaboration

Prof. Gabriele Meyjer
Career development
Grant Writing

Prof. Frank Miedema, dean
Career development
Leadership
development
Science in transition
UMC Utrecht
Research program sessions & Leadership sessions

Dr. Thóra B. Hafsteinsdóttir
Charing sessions research program
Fellows present own research program

Drs. Lucie Boonekamp
Charing sessions on leadership
Fellows present own leadership development
The Mentors

12 mentoring triad’s
Fellow → Nursing Leadership Mentor & Research Mentor

Prof. Ken Covinsky, RN, PhD
UCSF Division of Geriatrics, SF, US.

Prof. Sabina de Geest, RN, PhD
Basel University, Switzerland

Prof. Lisette Schoonhoven, PhD
Professor of Nursing, University of Southampton UK.

Professor Greta G. Cummings, RN, PhD, FCAHS, FAAN,
Professor Nursing, Edmonton Clinic Health Academy (Alberta, Canada).

Prof. David Richards, RN, PhD
University of Exeter Medical School, Exeter, UK
Visits to Faculties International
The fellows visit faculty of own choice International

Courses
The fellows can follow courses of own choice to support their leadership and/or research competencies
Evaluations

Workshops and meetings
Meet the expert session 4,2
Personal Leadership session 4,0
Research program session 4,0
Session presentations skills 4,5
The whole organisation – 4,2

Comments
“All topics are very relevant and very good for your own leadership development. Also, good to have formal and informal discussions within the group”
Concerning increase in academic functions and professorships, we work with the stakeholders to explore ways to increase the number of academic functions for nurse researchers and professorships.
Impact of Nursing Research Leadership and Mentoring (IN-Lead)

Dr. Thóra B. Hafsteinsdóttir PhD RN, Program coördinator (presenter)

TB Hafsteinsdóttir, S. Cardiff, M. Kluijtmans, L Schoonhoven, MJ Schuurmans,
The Objective IN-Lead study

• To investigate the impact of the LMNR on leadership practices, professional identity, research productivity, research career development.

• To explore fellows expectations and experiences of following the LMNR program.
Methods

Mixed Method’s study

- QUAN → LMNR impact on:
  
  - Leadership Practices: Leadership Practices Inventory
  
  - Professional identity: 20 questions
  
  - Research productivity & career development

- QUAL → General qualitative Approach with thematic analysis -
  Expectations & Experiences of LMNR program

- Semi-structured interviews conducted
Methods

Mixed Method’s study

- QUAN → LMNR impact on:
  - Leadership Practices: Leadership Practices Inventory
  - Professional identity: 20 questions
  - Research productivity & career development

- QUAL → General qualitative Approach with thematic analysis - Expectations & Experiences of LMNR program

- Semi-structured interviews conducted
Results – Fellows characteristics

- After start program (February 2016) and after 1 year (February 2017)
- 12 Fellows
  - 3 men (25%) / 9 women (75%)
  - 43 years of age (range 30-54 years)
  - time from PhD: 3 years (range 1-7 years)
  - function fte 0.9 (0.7-1.0 fte)
  - research function 0.6 fte (0.2-1.0)
  - 9 worked in teaching & 4 in clinical practice
### EXPECTATIONS

**Theme 1. Expectations program**
- Coordination with program objectives
- Personal development
- Professional development
- Community

**Theme 2. Leadership**
- Personal views on leadership
- Own leadership
- Theoretical funding of interpretations

**Theme 3. Identity**
- Background and personal aspects
- Professional identity
- Connecting worlds

### EXPERIENCES

**Theme 1. Experiences with program**
- General experiences
- Diverse elements program
- Mentors

**Theme 2. Leadership**
- Leader research program
- Leading others

**Theme 3. Identity**
- Personal Identity
- Groups identity
EXPECTATIONS

Theme 1. Expectations program
• Coordination with program objectives:
  • Personal development

"... in the hustle and bustle of everyday life you actually miss these moments to stop and think about where you stand now and where do you want to go? And how do you want that, and what do you need for that? " 
EXPECTATIONS

Theme 1. Expectations program

• Coordination with program objectives:
• Personal development
• Professional development
• Community

"I think, my message, what I stand for, that I can clearly bring it to the forefront in the Netherlands and in Europe my name is known ... But for nursing the Netherlands, also ... I want to become more known "(Hella).

"What I hope is that after those two years, I can better position myself ... What I need now, I notice, is: How do I share my vision and ... how do I take others into it. Make myself visible in it. "(Sara)

"I can also learn from that to make myself more visible." (Karin)
Theme 2. Leadership

Participants describe good leadership, - a leader has a clear vision, can propagate it, and can maintain a course. Visionary leaders feel future trends / needs, are able to formulate this in a clear and inspiring way, reflect on this while sharing with others to form a shared vision, and have the courage to keep their own path.

"... someone with a vision who has the courage to occasionally wave the flag. But, who clearly has the vision ... " (Sara)

- Personal views on leadership
- Own leadership
- Theoretical funding of interpretations
Theme 3. Identity

All participants are post-doc researcher and see themselves as such. Their professional identity have a clear 'roots' in nursing. Participants do not show a standard pattern in their personal and professional biography, but there are several factors that have influenced who they are now.

"I think the path that lies behind you - just - also makes you the one you are." (Brent)

- Background and personal aspects
- Professional identity
- Connecting worlds of research – clinical practice and teaching
EXPECTATIONS

Theme 3. Identity

• Background and personal aspects
• Professional identity

The professional identity among the fellows has a clear 'root' in nursing.

"I am originally a nurse" (Andy)

Strong identification with nursing, -almost all fellows cherish and dedicate themselves to retaining this in various ways.

"I have been away from the direct patient care for ten years now, - and your professional development continues....and this is an ever-growing gap [between research and practice]... it may be that I am cherishing something that can no longer become a reality, - then I may let it go. That's possible. "(Joan)
Almost all fellows move in and between the three worlds of research, education and clinical practice. Some have dual appointments and many fulfill various roles in education and healthcare. Switching between the three worlds creates possibilities and sometimes obstacles as they experience (friction between) different cultures both within and between the worlds. It requires different competences such as political awareness to realize the often-named ultimate goal of care improvement.
EXPERIENCES mid term

Theme 1. Experiences with program
- General experiences
- Diverse elements program
- Mentors

Theme 2. Leadership
- Leader research program
- Leading others

Theme 3. Identity
- Personal Identity
- Groups identity
EXPERIENCES

Theme 1. Experiences with program

- General experiences

"Because I am sometimes only doing research within [my faculty] and because I am on a different theme than the rest, it is very positive for me every time because I really need to have someone to discuss things and to reflect on things. "(Dora)
EXPERIENCES

Theme 1. Experiences with program

• General experiences

• *Diverse elements program: meet the expert sessions, skills workshops, mentorship*

"... Some of the *experts have told us their story in how they became such great leaders in (nursing) research, - they have told their story in a very positive way, talked about their own development in a very honest way, - presenting yourself so personally and in such a vulnerable way, -I think that is very special ... "(Brent)"

GREAT LEADERS INSPIRE BY TELLING GREAT STORIES
EXPERIENCES

Theme 1. Experiences with program

- General experiences
- Diverse elements program
- Mentors

"... I think it [the mentor meetings] certainly had an important value because it ... really expands my view on things ... Being able to reflect on the work that I do with someone from outside my own institute and who is not a part of my own faculty ... it really expands my view on things ... They [the mentors] are more objective ... They are more interested in the choices I make and it is also interesting to see how it works at another university. "(Sarah)

"... Having two mentors, really does have added value, because they are two different people ... they view things from different sides ...." (Inez)
"I think that [definition of leadership] has changed, - it is very vague ... are they the characteristics you see with a leader? ... What I think is important is to look ahead. Looking to the future, having a vision on that. That has become a more important issue for me ... But, especially now I have the feeling that I have a grip, a bit, on what it is about ... I am integrating this much more now, especially myself ... And not that it is something I have read, or have seen, but that I see this in myself. "(Inez)
EXPERIENCES mid term

Theme 2. Leadership

• Leader research program

• “Now I think a lot more about what is important for me and .................. my vision is also an important one, so I have become stronger in that. In the past, I had a tendency to just join the others, ... I am now pretty clear where my ambition lies, where do I want to go and how are we going to tackle that. And I can motivate people in those areas, and I was not so strong in doing that ... especially in the research-related networks ..., that I indeed profiled myself more, that I have a much clearer picture of yes, I think this is important and this would be I like and I have a clearer voice in that. "(Gerry)
EXPERIENCES

Theme 2. Leadership

• Leader research program

• Leading self

• "I really see it as a search:" Is this now which way I want? "... for me finally the conclusion is:" This is not what I want and also not as my work. "... I have left the position and had to stop with the program ... I just need this to develop, well, from the context and from my own institution ... so in this sense it feels very liberating to take these steps. "(Frank)
EXPERIENCES

Theme 2. Leadership

• Leader research program
• Leading self
• Leading others
• "Two weeks ago I had an interim evaluation with my PhD student ... she says:" I do not know what happened, but, I feel that you have changed, and that I can do more. I have now more space. I notice that you have this friendly openness: "Just go try it," ...... "And I was not aware of this at all and what it really is, I am not sure, but, I think it is partly related to my own growth. "(Joan)
EXPERIENCES

Theme 3. Identity

Participating in the program has influenced the identity and 'being' of participants, - for some this was on the personal identity, for others professional identity, and often a mix of both.

• Personal Identity
• Groups identity
Theme 3. Identity

- Personal Identity

"As a nurse I was not in the foreground. Now I am developing a different identity as a nurse ... that modesty, which of course also is who I am, - but also from the socialization process and from being a nurse, and that is what I am now abandoning." (Eric)

- Groups identity
EXPERIENCES

Theme 3. Identity

• Personal Identity
• Groups identity

"I think we are a very strong group, a very representative group and also for the whole of the Netherlands. We are from all the universities, - then you have a nice platform to really do something with it." (Karin)

"I also hope that we will continue to be a close-knit group ... I am also curious about how this will develop, - in the future" (Brent)
**EXPECTATIONS**

**Theme 1. Expectations program**
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**EXPERIENCES**

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Conclusions

• Fellows expectations match with the aims and content of the program.
• Fellows experiences match with the aims and content of the program.
• Fellows show that they have more clear ideas about own leadership development in leadership, leading self, leading others, leading a research program.
• Fellows show strong development in personal and professionals identity as well as a group.
Conclusions

FELLOWS

• Appreciated time for reflection and discussion
• Learn from “meet the expert sessions”, mentors
• Learn from each other as a group, different perspectives/success and mistakes are shared
• Role models shared their stories
• Leadership Theory used to analyse own strengths and weaknesses
• They developed (inter)national network (visits, mentors)
• Challenges (being modest, insecurity)
• Time investment

"... in the hustle and bustle of everyday life you actually miss these moments to stop and think about where you stand now and where do you want to go?"
Conclusions

WE do expect further

– Personal leadership development
  • Development in broad personal, professional and strategisc leadership competencies

– Professional leadership development
  • Stronger research focus and development own research line with national and international collaborations
  • Development of national and international collaborations

– Visibility and Sustainability in society
  • Collective, collaboration in the group
  • Stronger Visibility for nursing science in the Netherlands and in Europe

"... I also hope that in two years time we can really mean something for nursing in the Netherlands ... to be able to develop strong profiles .... That when other people in the think of nursing sciences, that we actually do take big steps here in the Netherlands."
Conclusions

Experiences of LMNR program positive.

We do consider: the LMNR program will equip the fellows for further leadership development in nursing research; that the program will lead to increase in the number of nurses who able to conduct strong national and international research collaboration in nursing and strengthen collaboration with EANS and STTI and that thereby we will increase and strengthen the nursing research capacity within the Netherlands and in Europe.
Thank you!