Influencing Advancements in Nursing Education through Intentional Leadership Development
Presenters

Deborah Cleeter Bailey, MSN, EdD

Sara Kaylor, EdD, RN, CNE

Angela G. Opsahl, DNP, RN, CPHQ

Steven J. Palazzo, PhD, MN, RN, CNE

Gwen Sherwood, PhD, RN, FAAN, ANEF

Asma Taha, RN, PhD, CPNP-PC/AC
Leadership Development & Relationship to Strategic Advancements

Deborah Cleeter Bailey, MSN, EdD
Behavioral Leadership Development

Knowing Self
Relationships
Influence
Performance
Outcomes
Influence in Context

Engage others in development

Immediate application of experiential learnings

Demonstrate behavioral change in real time

Role model and mentor others

Achieve measurable results within organizational culture
Strategic Advancement in Nursing Education

Leadership
Performance
Delivery of Care
Educational Design
Policy Development
Nurse Faculty Leadership Academy Overview

Sara Kaylor, EdD, RN, CNE
NFLA History

Key Drivers:
- Attrition rates of newer nursing faculty members
- Increasing number of retiring faculty members
- Need to improve work satisfaction of nurse faculty
- Dearth of highly prepared nursing education leaders ready for future gaps
- Need for high performing, supportive work environments in academe
NFLA Purpose

To develop the leadership behavior and knowledge of nurses 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
Triad as Foundation for Leadership Development
Three Learning Domains

Individual Leadership Development

Advancing Nursing Education through Leadership of a Team Project

Expanding Scope of Influence:
- Organization
- Community
- Profession
NFLA Structure & Curriculum

- 20 month guided leadership journey
- Two leadership development workshops
- Triad Relationship
- Individual leadership development plan
- Design & lead a team project
NFLA Structure & Curriculum

- Monthly learning activities, conference calls, small group work, and/or discussion groups
- Site Visits I & II
- Journaling
- Evaluation of project & dissemination of results
- Professional presentations of outcomes and experience
Five Practices of Exemplary Leadership

1. Model the Way
2. Inspire a Shared Vision
3. Challenge the Process
4. Enable Others to Act
5. Encourage the Heart

Kouzes & Posner (2012)
Scholar Experience

Steven J. Palazzo, PhD, MN, RN, CNE
The Power of the Triad

Scholar

NFLA

Triad

Mentor

Faculty Advisor
The NFLA Three Domains in Action

Individual Leadership Development

Leading a Team Project to Advance Nursing Education

Expanding Your Scope of Influence
  • Organization
  • Community
  • Profession
Personal Assessment and Commitment

How Well do You Know Yourself?

- My Kouzes - Posner Leadership Inventory Ranking
  - Model the Way
  - Inspire a Shared Vision
  - Challenge the Process
  - Enable Others to Act
  - Encourage Others to Act

- Reflective Journaling

- Strength Finders

- Mentor Feedback
Leadership Development Experience

• The power of saying “Yes” …and “No”

• Meaningful Partnerships to Expand Influence

• Developing Your Agency

• Owning Your Leadership!
Sustainability and Ongoing Impact

Expanding Your Scope of Influence

Integrating Scholarship, Teaching, and Service

Using Your Influence to Promote Change
Influence through Mentoring

Gwen Sherwood, PhD, RN, FAAN, ANEF
The NFLA Leadership Mentoring Model to Develop Academic Leaders
Great coaches and mentors are so unshakably convinced that we have great things in us — their vision of what is possible for us is so clear and powerful — that they wind up convincing us too.

Lou Tice
The K-P Model frames new paradigms for the Scholars development within the safety of the Triad Relationship

Happens through guided conversations in person and virtually over the two years.
Mentoring Relationships in the Triad evolve over time

Mentorship is built on a trusting relationship between mentor and mentee over the 20 months of the NFLA to provide psychosocial support, career guidance, role modeling, communication and sharing of social capital.
Expanding Scope of Learning:
Reflection & Immediate Feedback

- **Leadership Observer:** a leader from the Scholar’s home school
  - **Reflection:** key part of change
- **Personal contact** to foster Scholar development
  - **Feedback in the local context**
The mentorship goal is leadership development

Reflection as a leadership practice helps examine where you have been and where you want to go.

Moving to professional maturity

Develops knowledge and self awareness
Mentors support scholars in moving into new areas through trusted conversations, coaching, briefing and debriefing, and considering alternatives.

“I realized I had made significant progress as a leader. It was a wow moment when I realized I was walking just a bit taller, talking with greater confidence, listening quietly to others, and reflecting after each meeting and encounter. I was feeling a strong inner strength.”
NFLA Aggregate Outcomes

Angela G. Opsahl, DNP, RN, CPHQ
Number of Nurse Educator Participants 2010-2017

- 59 Scholars
- 56 Leadership Mentors
- 12 Faculty Advisors
- 87 Schools of Nursing Represented from the U.S., Canada, & Thailand
Leadership Practices Inventory Comparison

NFLA Leadership Practices Inventory (LPI) Total Average Scores by Cohort

T1  T2  T3
LPI Total Cohort 1  LPI Total Cohort 2  LPI Total Cohort 3
LPI Percent Change from Baseline to Final

NFLA LPI Percent Change from Baseline to Final

LPI Cohort 1

LPI Cohort 2

LPI Cohort 3
Scope of Influence: Scholar Self-Evaluation

Scholar Self-Evaluation
Achievement of NFLA Objectives

- Scholar is prepared through intentional leadership development processes to serve effectively in a nurse faculty leadership role
- Scholar is competent in leading project teams to the effective achievement of the stated mission
- Scholar has contributed to the improvement of nursing education through the development of his/her leadership practices and expanded scope of influence
- Scholar has become engaged in the promotion of high performing, supportive work environments in academe
- Scholar expresses intent to remain in a position as a nurse educator and/or has been promoted to a higher level position within a school of nursing, professional organization related to nursing education, or other educational institution following completion

Cohort 3  Cohort 2  Cohort 1

82%  84%  86%  88%  90%  92%  94%  96%  98%  100%  102%
<table>
<thead>
<tr>
<th>Categories of Team Projects 2010-2017</th>
<th>Number of Projects</th>
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<tbody>
<tr>
<td>Curriculum Design, Program Enhancement, and Teaching Methodology</td>
<td>22</td>
</tr>
<tr>
<td>Student and Faculty Development Initiatives</td>
<td>18</td>
</tr>
<tr>
<td>Simulation and Technological Innovations</td>
<td>13</td>
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<tr>
<td>Interprofessional Teams</td>
<td>4</td>
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<tr>
<td>Community Initiatives</td>
<td>2</td>
</tr>
<tr>
<td>Within Nursing Education</td>
<td>Number</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>--------</td>
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<tr>
<td>Nursing Students</td>
<td>643</td>
</tr>
<tr>
<td>Nursing Faculty</td>
<td>286</td>
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<tr>
<td>Nursing School Administrators</td>
<td>42</td>
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<tr>
<td>Others</td>
<td>62</td>
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<td><strong>Total Within Nursing Education</strong></td>
<td><strong>1,033</strong></td>
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<table>
<thead>
<tr>
<th>Outside of Nursing Education</th>
<th>Number</th>
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<tbody>
<tr>
<td>Patients</td>
<td>1,090</td>
</tr>
<tr>
<td>Community Members</td>
<td>262</td>
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<tr>
<td>Clinical Nursing Staff</td>
<td>62</td>
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<tr>
<td>Interdisciplinary Professionals</td>
<td>58</td>
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<tr>
<td><strong>Total Outside of Nursing Education</strong></td>
<td><strong>1,482</strong></td>
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**Grand Total of Project Beneficiaries**: 2,515

*Data first collected with the 2016-2017 Cohort*
NFLA Impact on Future Global Leadership in Nursing Education

Asma Taha, RN, PhD, CPNP-PC/AC
Global Drivers

- Inequities in health and healthcare
- Aging population
- New infectious, environmental and behavioral risks
- Rising complexity and cost of health systems
- Hospital orientation vs. community care
- Professional tribalism
- Technological innovation & growth of knowledge
- Global interdependence (Frenk et al. 2010)
Global Drivers

- Addressing educational needs in rural context
  (Burman & Fahrenwald, 2018)

- Issues of diversity and inclusion of nursing workforce

- The new learners: Generation Z
Interprofessional Healthcare Education

“Interprofessional education occurs when students from two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes. Once students understand how to work interprofessionally, they are ready to enter the workplace as a member of the collaborative practice team. This is a key step in moving health systems from fragmentation to a position of strength”. Source: World Health Organization (WHO). (2010). Framework for action on Interprofessional education & collaborative practice. Geneva: World Health Organization.

Nursing Leaders Influence in Health Education

Partnership between SON and other disciplines within campus

Strong collaboration and partnership with health care agencies

Leading IPE initiatives locally, nationally and globally
NFLA Fellows’ Impact Globally

NFLA mentorship experience strengthen Scholars network

Leadership development positions Scholars to assume leadership positions for change

Prepared to work within SON, interprofessionally, serve on boards, engage in political discourse in relation to the profession
What questions do you have?