



# Influencing Advancements in Nursing Education through Intentional Leadership Development

# Presenters

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**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

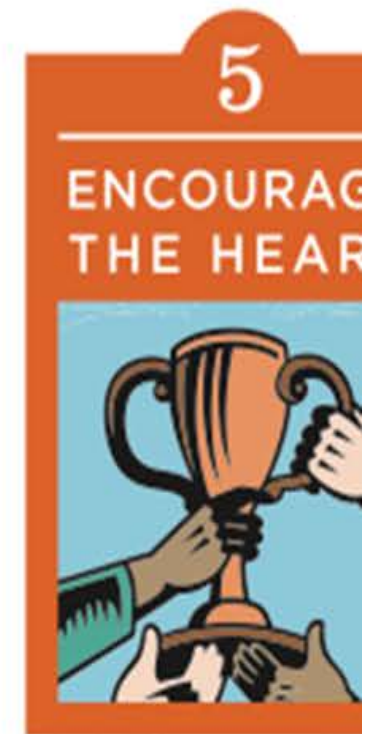
- 20 month guided leadership journey
- Two leadership development workshops
- Triad Relationship
- Individual leadership development plan
- Design & lead a team project

# 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

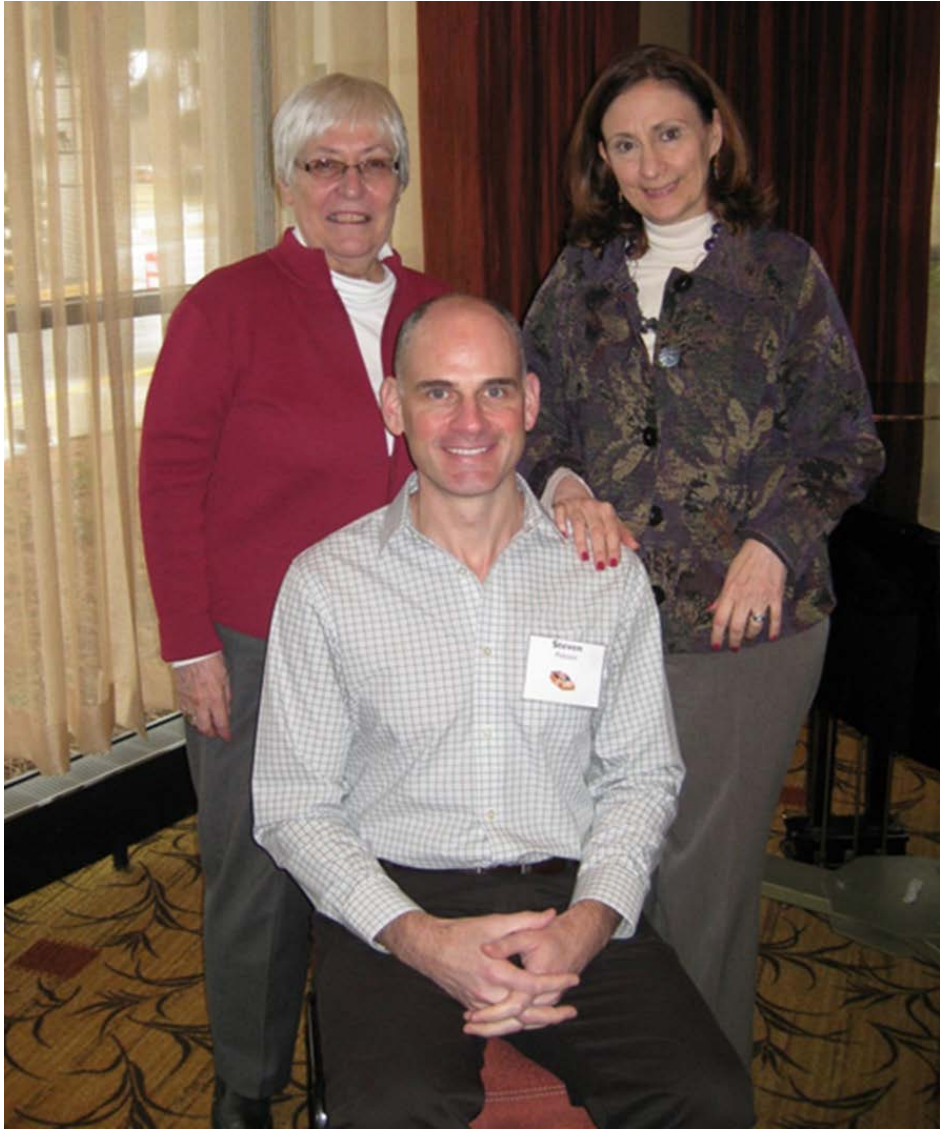
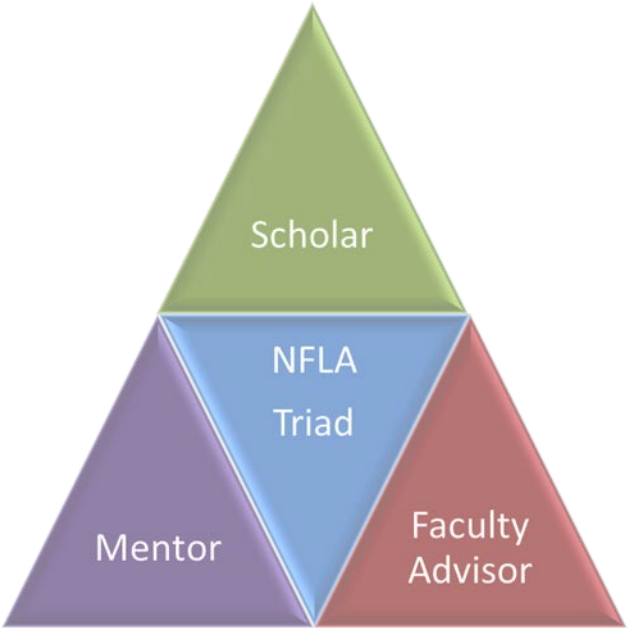


**Kouzes & Posner (2012)**

# Scholar Experience

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

# The Power of the Triad





# 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!

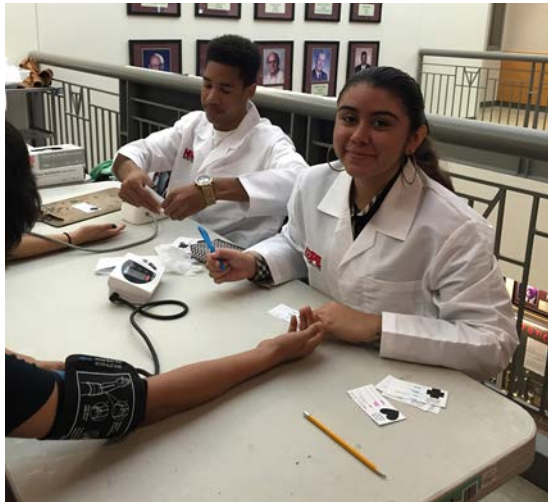


# Sustainability and Ongoing Impact

Expanding Your Scope of Influence

Integrating Scholarship, Teaching, and Service

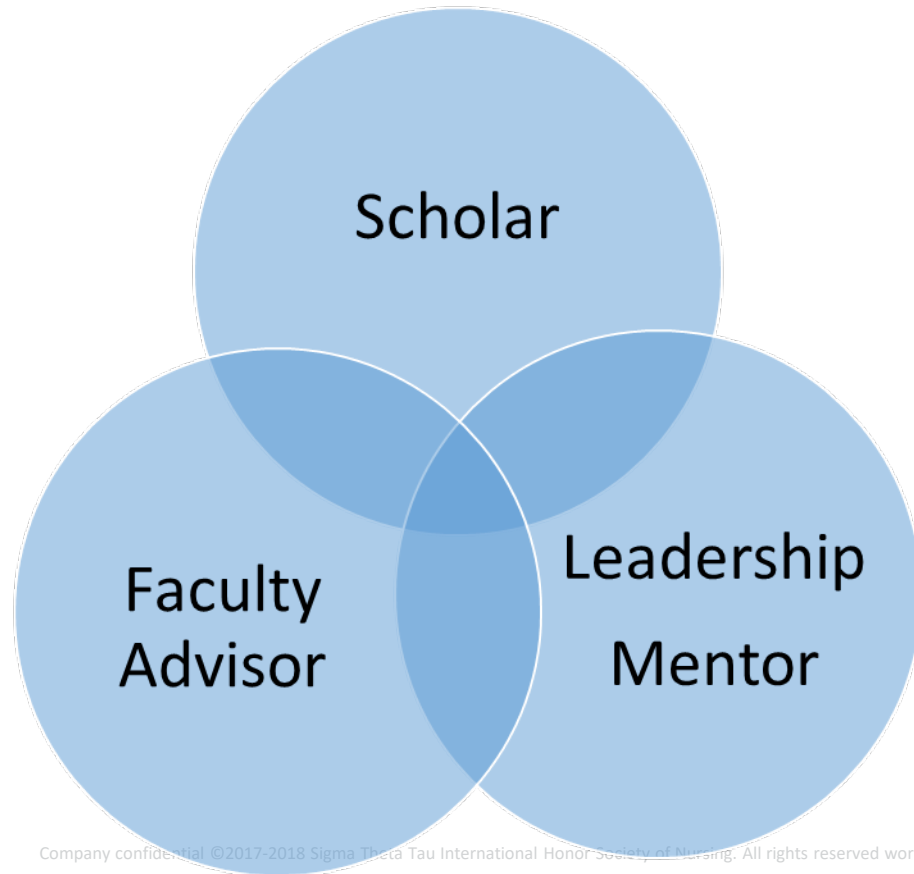
Using Your Influence to Promote Change



# Influence through Mentoring

Gwen Sherwood, PhD, RN, FAAN, ANEF

# The NFLA Leadership Mentoring Model to Develop Academic Leaders



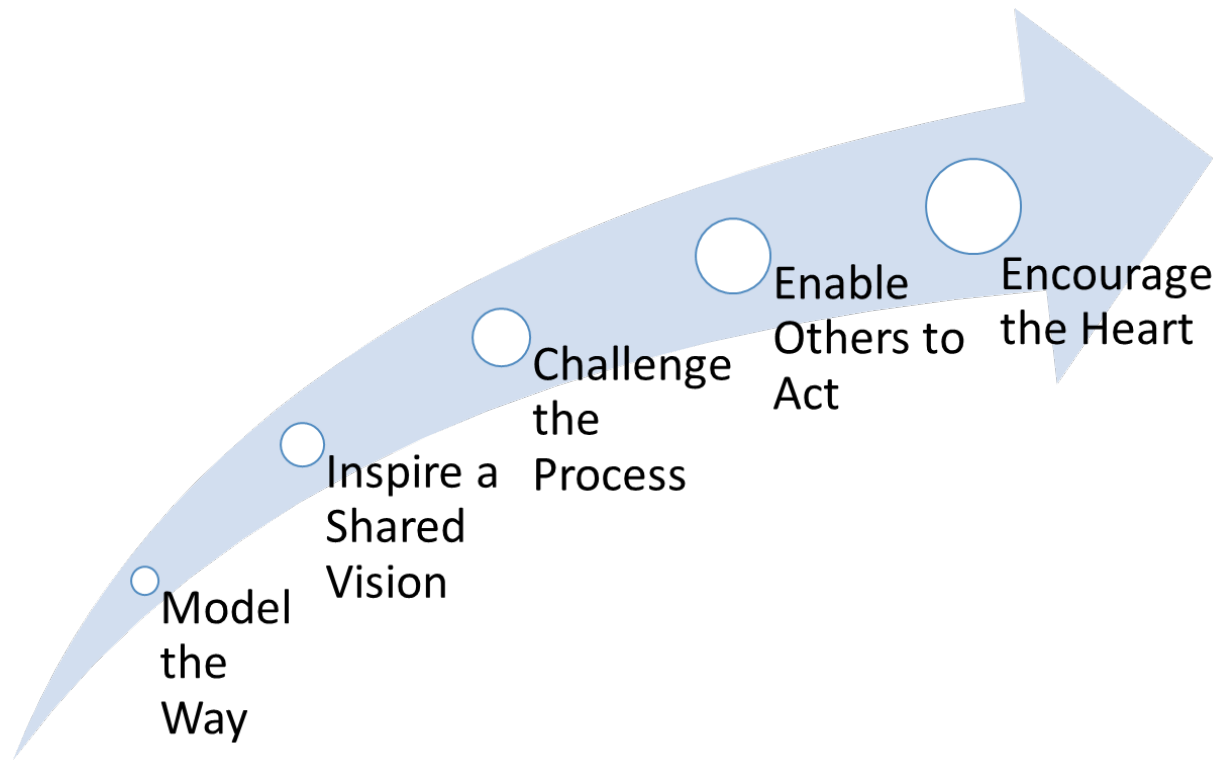
# Mentoring: Insuring the Future

*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

Reflect



Grow

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.

Transform

# Expanding Scope of Learning:

## Reflection & Immediate Feedback



Leadership  
Observer: a  
leader from  
the Scholar's  
home school

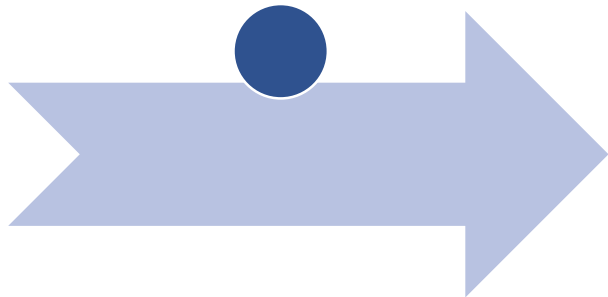
- Reflection:  
key part of  
change

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.



Develops  
knowledge and self  
awareness

Moving to  
professional  
maturity

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

Value  
Proposition for  
Mentoring

It does take time  
and effort.

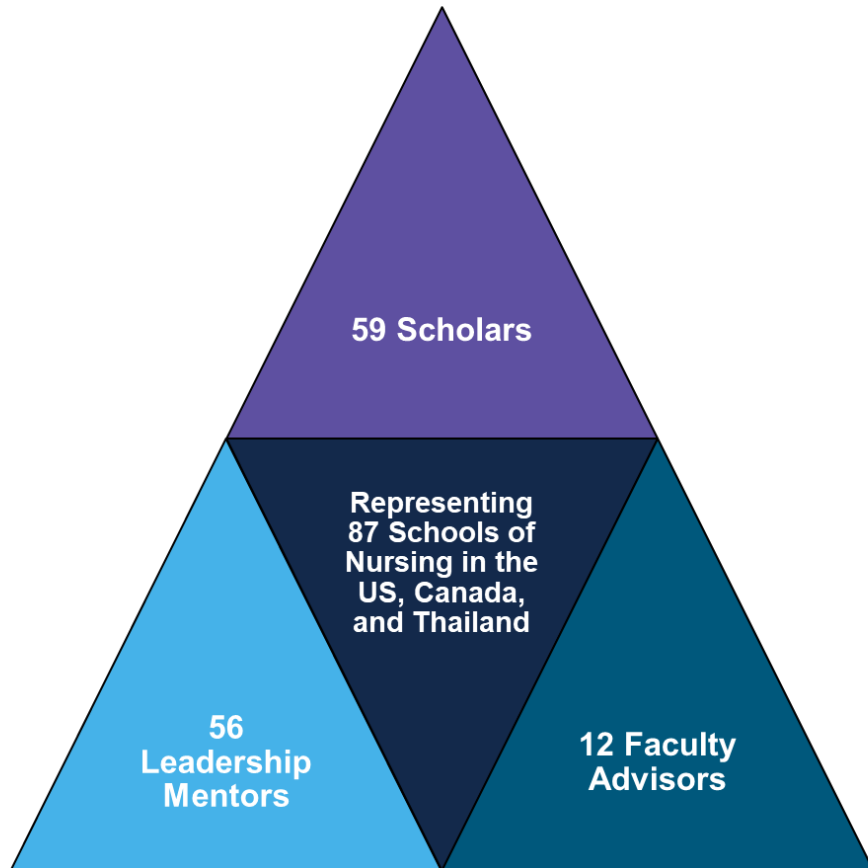
***“I realized I had made significant progress as a leader. It was a wow moment when I realized I was walking just a bit taller, talking with greater confidence, listening quietly to others, and reflecting after each meeting and encounter. I was feeling a strong inner strength.”***



# NFLA Aggregate Outcomes

Angela G. Opsahl, DNP, RN, CPHQ

# Number of Nurse Educator Participants 2010-2017



● 59 Scholars

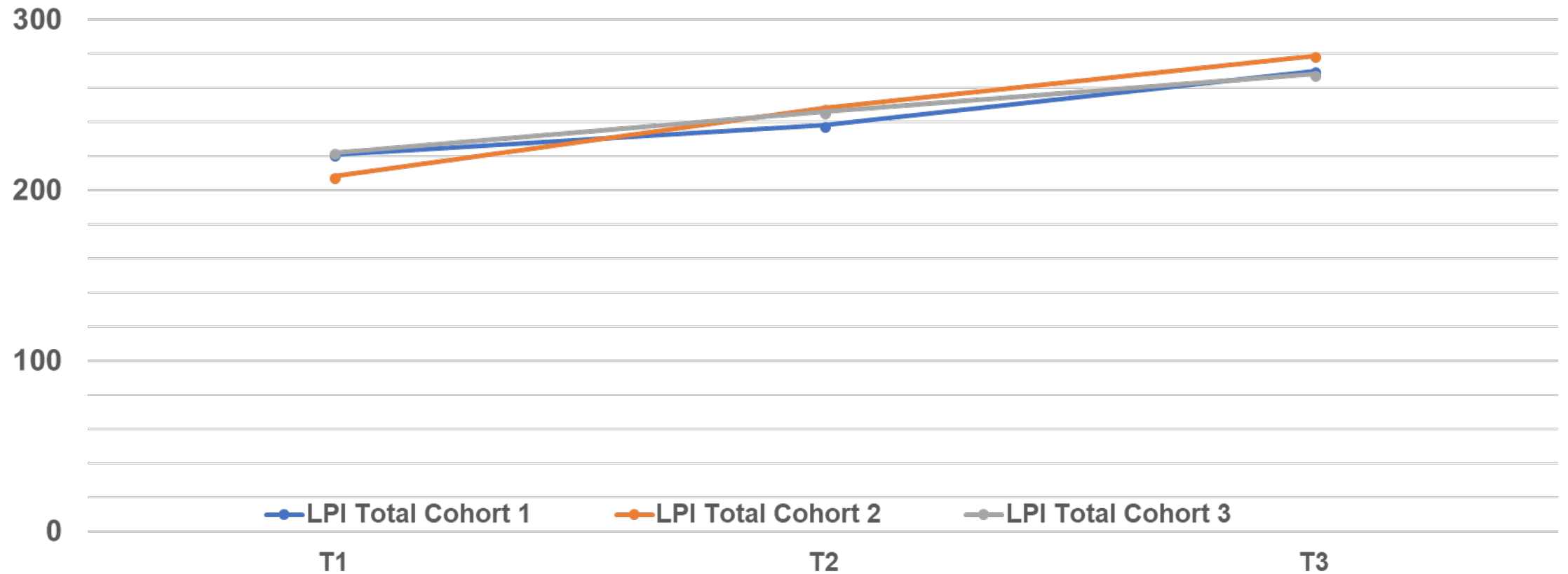
● 56 Leadership Mentors

● 12 Faculty Advisors

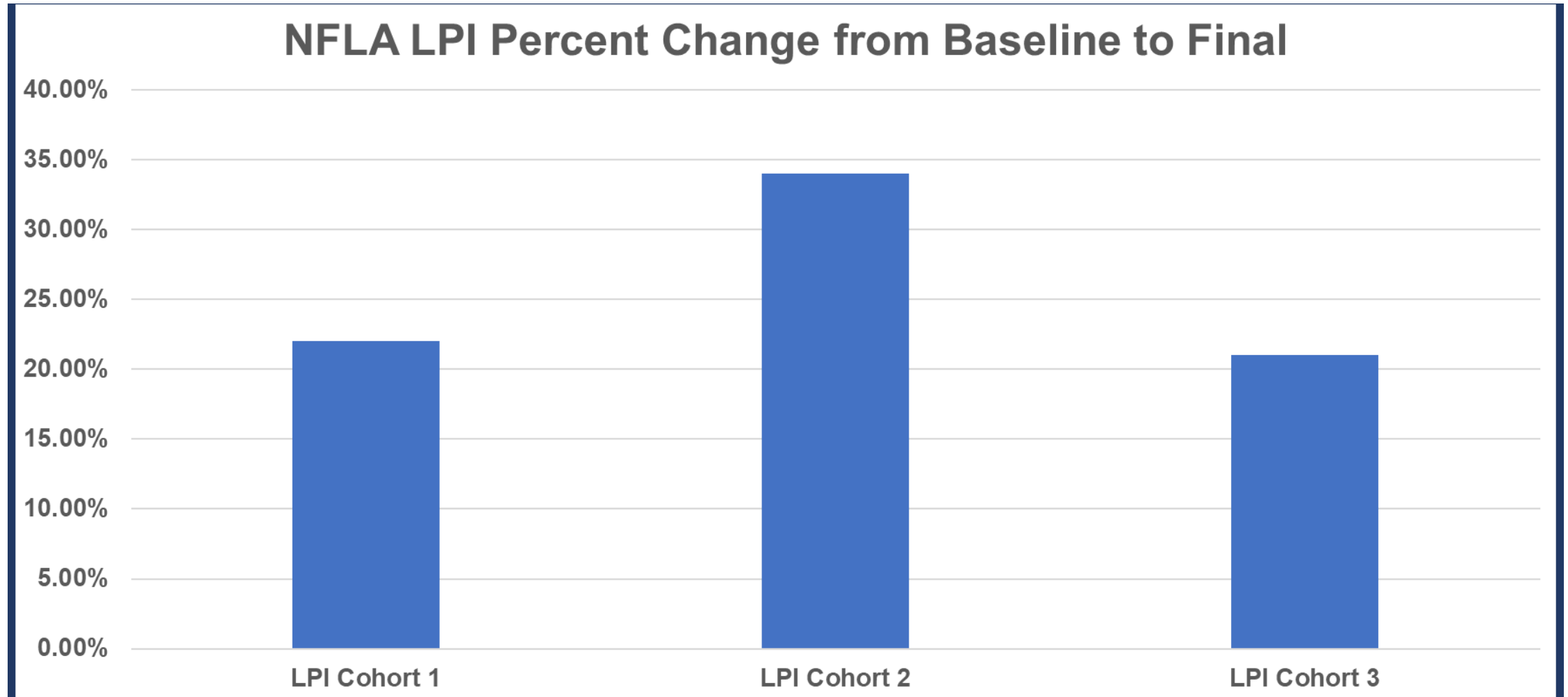
● 87 Schools of Nursing Represented from the U.S., Canada, & Thailand

# Leadership Practices Inventory Comparison

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

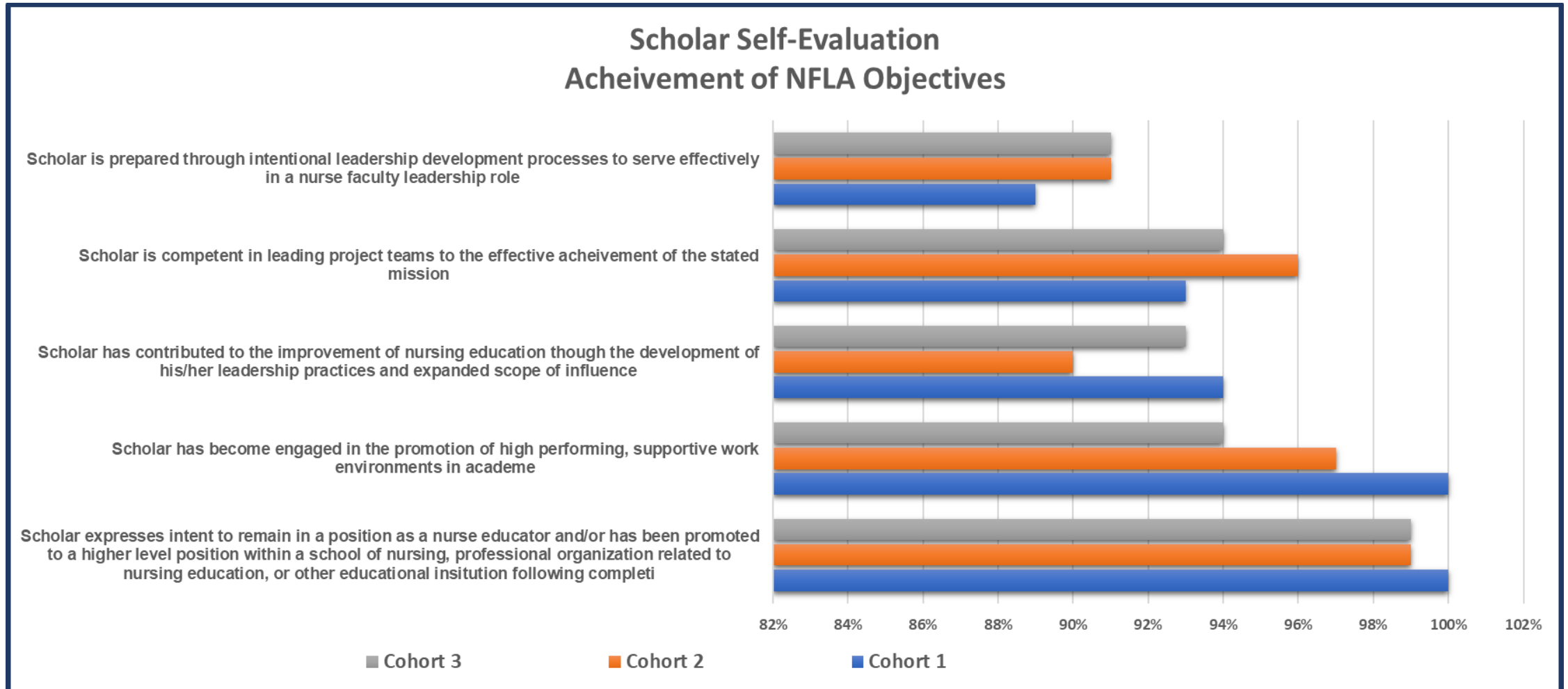


# LPI Percent Change from Baseline to Final





# Scope of Influence: Scholar Self-Evaluation



<b>Categories of Team Projects 2010-2017</b>	<b>Number of Projects</b>
<b>Curriculum Design, Program Enhancement, and Teaching Methodology</b>	<b>22</b>
<b>Student and Faculty Development Initiatives</b>	<b>18</b>
<b>Simulation and Technological Innovations</b>	<b>13</b>
<b>Interprofessional Teams</b>	<b>4</b>
<b>Community Initiatives</b>	<b>2</b>

<b>Project Beneficiaries 2016-2017 Cohort</b>	
<b>Within Nursing Education</b>	<b>Number</b>
Nursing Students	643
Nursing Faculty	286
Nursing School Administrators	42
Others	62
<b>Total Within Nursing Education</b>	<b>1,033</b>
<b>Outside of Nursing Education</b>	<b>Number</b>
Patients	1,090
Community Members	262
Clinical Nursing Staff	62
Interdisciplinary Professionals	58
<b>Total Outside of Nursing Education</b>	<b>1,482</b>
<b>Grand Total of Project Beneficiaries</b>	<b>2,515</b>

\*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.*

See [http://whqlibdoc.who.int/hq/2010/WHO\\_HRH\\_HPN\\_10.3\\_eng.pdf](http://whqlibdoc.who.int/hq/2010/WHO_HRH_HPN_10.3_eng.pdf).

# 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 ?*