

# Advancing Nursing Leadership



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2011 Leadership Forum

# Context

- ECU Leadership Initiative – to be the “Leadership University”
- Establishment of ECCNL (East Carolina Center for Nursing Leadership)
- Revision of BSN & MSN Essentials by American Association of Colleges of Nursing
- BB&T Leadership Enhancement Grants

# Mandates for Leadership in Nursing Curriculum

- **BSN Essentials Document (2/8 essentials)**
  - Essential II: Organizational and Systems Leadership
  - Essential III: Quality Improvement and Safety
- **ECU – The Leadership University**
  - Leadership is a relational process of inspiring, empowering, and influencing positive change.

# What is Nursing Leadership? CONTENT PRIORITIES

Based on BSN Essentials for  
Education

# Applying a Developmental Framework: Content Perspective

<i>Stage of Development*</i>	<b>Knowledge</b> <i>Intellectual Development</i>	<b>Relationships</b> <i>Emotional Development</i>	<b>Ethics</b> <i>Character Development</i>	<b>Well-being</b> <i>Lifestyle Development</i>	<b>Reflective Service</b> <i>Responsibility Development</i>
<b>GOAL</b>	<b>Critical Thinker</b>	<b>Collaborator</b>	<b>Active Citizen</b>	<b>Healthy Individual</b>	<b>Positive Change Agent</b>
<b>Senior Application with focus on self - development</b>	Priority Setting -Patient Care Time Management Healthcare Environment, Reimbursement & Regulation Professionalism Level II Socialization to the Discipline Economic Principles Quality Improvement/Innovation Clinical Reasoning/Judgment	Effective Delegation Physician Communication Conflict Management/Resolution Negotiation Bureaucracy & complexity related to Nursing Practice Interdisciplinary Coordination of Patient Care Interdisciplinary Coordination of Quality and Patient Safety	Bio ethics Ethical Research Tele-health Social Justice Healthcare Access Health Disparities Malpractice/Negligence Just Culture	Transition from student to nurse – Reality Shock	Community Health Service Learning Project
<b>Junior Application</b>	Evidence Based Practice Nurse Sensitive Indicators Patient Safety Professionalism Level I Professional Roles/Scope of Practice Critical Thinking	Therapeutic Communication Inter-professional Communication Interprofessional Collaboration Cultural Competence in Pt Care Teams/Group dynamics Change theory Patient/Family Centered Care Caring Strategies	Ethical Decision-Making Confidentiality/Privacy Information Technology Patient Care Ethics Patient Advocacy ANA Code of Ethics Accountability Informed Consent Human Rights Moral Agency Vulnerable Populations	Self Care in a Caring Profession Boundary Setting	Nursing as service
<b>Sophomore Exploration</b>					
<b>Freshman Awareness, knowledge</b>					

\* Adapted from Komives, S.R., Longerbeam, S.D., Owen, J.E., Mainella, F.C., and Osteen, L. (2006). A leadership identity development model: Applications from a grounded theory. *Journal of College Student Development*, 47(4), pp. 401-418.

# Evidence-Centered Design

What do I need to say about the student?  
Knowledge, Skills, Attitudes

What does the student have to do to prove  
that he/she has knowledge & skills claimed?  
Measurement of Knowledge, Skills, Attitudes

# What is Nursing Leadership?

## Behavioral Priorities

### Gardner's Tasks of Leadership

- *Managing*
- *Explaining*
- *Motivating*
- *Achieving Unity*
- *Affirming Values*
- *Representing the Group Externally*
- *Serving as a Symbol*
- *Envisioning Goals*

<b>Knowledge</b> <i>Intellectual Development</i> CRITICAL THINKER	<b>Relationships</b> <i>Emotional Development</i> COLLABORATOR	<b>Ethics</b> <i>Character Development</i> ACTIVE CITIZEN	<b>Well-Being</b> <i>Lifestyle Development</i> HEALTHY INDIVIDUAL	<b>Reflective Service</b> <i>Responsibility Development</i> POSITIVE CHANGE AGENT
<p><b><u>Managing</u></b></p> <ul style="list-style-type: none"> <li>•Understands leadership, patient safety &amp; quality improvement theory</li> <li>•Organizes effectively</li> <li>•Provides cost effective care</li> <li>•Manages time effectively</li> <li>•Follows through on responsibilities</li> <li>•Takes responsibility for behavior</li> <li>•Functions independently in care of 3-4 patients</li> <li>•Demonstrates confidence</li> <li>•Strives for excellence</li> <li>•Offers assistance to others</li> <li>•Effectively manages patient care</li> <li>•Able to set priorities</li> <li>•Able to delegate appropriately</li> </ul> <p><b><u>Explaining</u></b></p> <ul style="list-style-type: none"> <li>•Seeks feedback from others</li> <li>•Practices effective communication (verbal, nonverbal &amp; written)</li> <li>•Listens effectively</li> <li>•Appropriately documents patient care</li> <li>•Interacts with others appropriately</li> </ul>	<p><b><u>Motivating</u></b></p> <ul style="list-style-type: none"> <li>•Effectively mentors others</li> <li>•Able to empower others</li> <li>•Values others' contributions</li> <li>•Able to motivate others</li> </ul> <p><b><u>Achieving a Workable Level of Unity</u></b></p> <ul style="list-style-type: none"> <li>•Understands self</li> <li>•Understands others</li> <li>•Values different perspectives</li> <li>•Values diversity</li> <li>•Practices inclusion</li> <li>•Able to interact with diverse populations</li> <li>•Able to effectively supervise others</li> <li>•Able to empower others</li> <li>•Values others' contributions</li> <li>•Understands dynamics of working with others</li> <li>•Understands concepts of organizational culture and context</li> <li>•Collaborates effectively</li> <li>•Able to effectively negotiate conflict</li> <li>•Able to give appropriate feedback</li> <li>•Demonstrates empathy toward others</li> </ul>	<p><b><u>Affirming Values</u></b></p> <ul style="list-style-type: none"> <li>•Possesses self awareness</li> <li>•Reflects on personal experiences to apply learning in the future</li> <li>•Understands own values</li> <li>•Makes decisions that are congruent with own values</li> <li>•Values own contributions</li> <li>•Understands issues of social injustice</li> <li>•Understands underlying causes of social injustice</li> <li>•Promotes an equitable &amp; non-oppressive society</li> <li>•Confronts oppression</li> <li>•Understands process or dynamics of ethical decision making</li> <li>•Acts in an ethical manner</li> </ul> <p><b><u>Representing the Group Externally</u></b></p> <ul style="list-style-type: none"> <li>•Understands political processes</li> <li>•Values the function of nursing associations in promoting the profession</li> <li>•Demonstrates personal and professional power</li> <li>•Able to effectively articulate a point of view</li> </ul>	<p><b><u>Serving as a Symbol</u></b></p> <ul style="list-style-type: none"> <li>•Understands the scope of one's own competencies</li> <li>•Engages in behaviors for personal or professional growth</li> <li>•Understands ways to achieve a healthy lifestyle</li> <li>•Engages in practices that promote a healthy lifestyle</li> <li>•Demonstrates a positive attitude</li> <li>•Able to foster positive and healthy relationships with others</li> <li>•Understands importance of lifelong learning</li> </ul>	<p><b><u>Envisioning Goals</u></b></p> <ul style="list-style-type: none"> <li>•Able to facilitate effectively</li> <li>•Understands elements of strategic planning</li> <li>•Able to develop a mission</li> <li>•Able to develop a vision</li> <li>•Able to articulate goals</li> <li>•Able to develop a plan</li> <li>•Able to enact a plan</li> <li>•Able to assess progress and modify plans if necessary</li> <li>•Understands the importance of being a socially responsible community member</li> <li>•Understands dynamics related to the concept of community</li> <li>•Participates in systems of governance</li> <li>•Engages in service in the community</li> <li>•Serves as patient advocate, nursing activist, and health policy influencer</li> </ul>

# LENS Model

## Leadership Education for Nursing Students

# Managing: Organization, coordination, and implementation of nursing care delivery that achieves positive outcomes.

Knowledge	Skills	Attitudes
<ul style="list-style-type: none"> <li>• Leadership theoretical frameworks</li> <li>• Complexity science – chaos theory</li> <li>• Quantum theory               <ul style="list-style-type: none"> <li>• Behaviors</li> <li>• Attitudes</li> <li>• Styles</li> <li>• Followership</li> </ul> </li> <li>• Science of Quality Improvement &amp; Safety</li> </ul>	<ul style="list-style-type: none"> <li>• Creative problem solving</li> <li>• Positively influences others</li> <li>• Identifies appropriate and inappropriate leadership behaviors, attitudes and styles</li> <li>• Demonstrates situation-appropriate role</li> </ul>	<ul style="list-style-type: none"> <li>• Passion for nursing excellence</li> <li>• Respect and encourage others</li> <li>• Value the needs and expectations of others</li> <li>• Seek learning opportunities</li> <li>• Recognize personal values and biases</li> <li>• Awareness of emotional, attitudinal, and behavioral response patterns in self and others</li> <li>• Acknowledges strengths and weaknesses</li> </ul>
<ul style="list-style-type: none"> <li>• Discuss management components of nursing practice               <ul style="list-style-type: none"> <li>• Planning</li> <li>• Organizing</li> <li>• Coordinating</li> <li>• Staffing</li> <li>• Evaluating</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate priority setting, delegation, time management and decision-making abilities</li> <li>• Employ principles of management in the delivery and coordination of patient care</li> <li>• Assess the adequacy of staffing, resource allocation, supervision, and</li> <li>• Supervises appropriately</li> <li>• Initiates appropriate actions in response to changing patient and environmental needs</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes interdependencies of managers and staff</li> <li>• Appreciates the role of the nurse manager</li> <li>• Includes others in decision-making</li> <li>• Acknowledges and values interdisciplinary team members and system resources</li> </ul>

# NEXT STEPS:

- Completion of the LENS model (Leadership Education for Nursing Students) – Delphi Technique
- Creating and Testing Measurement Instruments for KSAs in LENS model with PhD student
- Embedding Content into Specific Courses with Objectives
- Creating an Assessment Plan
- Implementing New Curriculum (Fall 2012)