



UNIVERSITY OF CENTRAL FLORIDA

# Nursing Leadership in a Time of Adversity and Challenge: Navigating for the Future

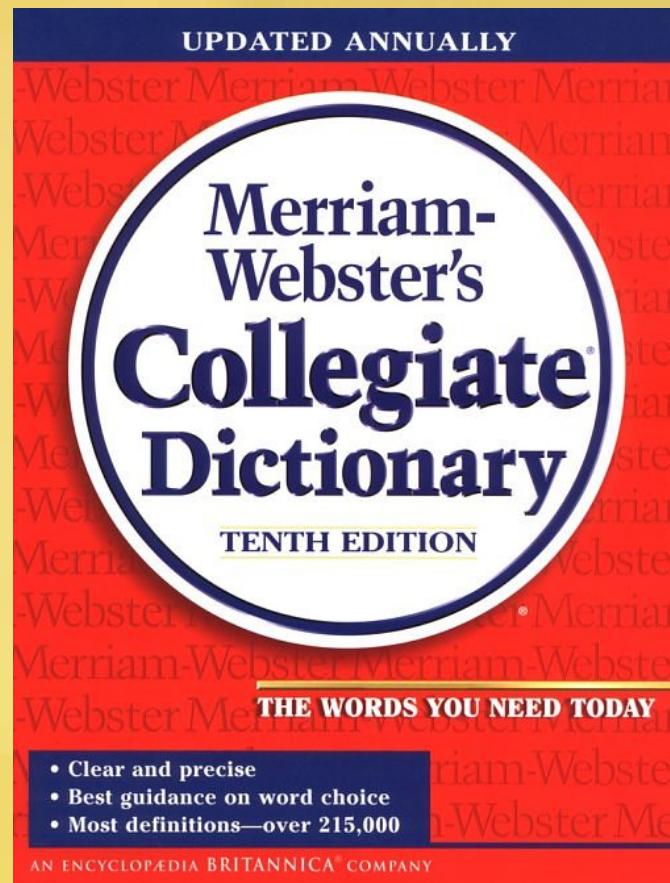


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2013 Philippine Nurses Association of Central Florida

# Leadership Defined

- Traditionally, nurses have been over-managed and led inadequately
- Yet today they face unprecedented challenges and opportunities
- But what exactly is leadership?
  - Should we use Webster's (2013) Definition?
    - a : to guide on a way especially by going in advance
    - b : to direct on a course or in a direction



# Leadership Defined: Are Nurses Leaders?

- Are today's nurses ready for the challenge of leading healthcare reform based on best practices and current evidence, ensuring safety and quality in all aspects of care, integrating principles of patient-centered care, and leading interprofessional teams while being fiscally responsible, ethical, caring, and compassionate caregivers?



# Quality Leadership in Nursing Practice

- Huston (2008) suggested a set of eight leadership competencies that are likely to be essential for nurse leaders in 2020
- AONE identifies 5 major competencies

# Quality Leadership in Nursing Practice

- AONE Competencies:
  - Communication and relationship building
  - Leadership skills
  - Professionalism
  - Knowledge of the healthcare environment
  - Business skills



# Change Theory and Its Role in Leadership

- Change Theory should *not* be dismissed by nurse leaders
- Can be applied to innovation and integrating change into an organization
- Lewin's Theory of Planned Change is one powerful theory on the topic



# Theories of Leadership

- TPC Theory:
  - Involves Stages of Change:
    - *Unfreezing*, the 1st stage, involves getting ready for change. This stage entails a change agent such as a nurse leader recognizing a problem, identifying the need for change, and mobilizing others to see the need for change. Unfreezing may begin with nurse leaders conducting a gap analysis illustrating discrepancies between the desired and current state. Creating a sense of urgency for change is part of unfreezing. A solution is then selected, and preparation for moving away from a current reality or equilibrium ensues. This stage is the basis of what Lewin calls the FFA, which requires identifying the factors for and against change. Successful change necessitates strengthening the driving forces and/or weakening the restraining forces.

# Theories of Leadership

- TPC Theory:
  - Involves Stages of Change:
    - *Moving or transitioning*, the 2nd stage of Lewin's theory, entails looking at change as a process rather than an event. Transitioning is the inner movement that individuals make in reaction to change and requires unfreezing or moving to a new way of being. This stage necessitates creating a detailed plan of action and engaging people to try out the proposed change. Often, this stage is difficult because it has uncertainty and fear associated with change. The transition stage involves coaching to overcome fears and clear communication to avoid losing sight of the desired target, which is a new and improved reality.

# Theories of Leadership

- TPC Theory:
  - Involves Stages of Change:
    - *Refreezing*, the 3rd stage of the theory, demands stabilizing the change so that it becomes embedded into existing systems such as culture, policies, and practices. In refreezing the change, nurse leaders consider the FFA to accentuate the driving forces facilitating change and counteract the restraining forces getting in the way of change. With refreezing the new change, this dynamic produces a new equilibrium, which is then recognized as the new norm or higher level of performance expectation. This 3rd stage is important because locking in or institutionalizing change will be crucial to its sustainability over time.

# Benner: From Beginner to Expert

- Lessons from Benner on Leadership:
- *Lesson 1: Being able to access the internal goods of clinical nursing practice resets the agenda for everyone:*
  - Nurse managers come to appreciate that they are leading and developing a practice community rather than a workforce

# Benner: From Beginner to Expert

- Lessons from Benner on Leadership:
- *Lesson 2: Being able to cull out and put language to the intentions and actions of the nurse changes the understanding and value of the work.*
  - It has become exceedingly more difficult for healthcare organizations to value activities and interventions that do not lead to quantifiable outcomes
  - But understanding what is really going on between the nurse and the patient and being able to put public language to the nurse's practice captures the moral imagination of those organizations genuinely interested in taking care of sick people

# Benner: From Beginner to Expert

- Lessons from Benner on Leadership:
- *Lesson 3: Being in touch with the ethical mandate of the practice can serve as a moral compass in a world fraught with tough choices.*
  - The importance of strong and effective nursing leadership in integrating the goals of the professional discipline of nursing with the mission and goals of the organization has been well documented
  - But the sometimes competing demands of leading the discipline and meeting the organization's agenda may thrust the nurse leader into making a decision between 2 difficult choices

# Transformational Leadership

- Organizations constantly face changes that require an increasingly adaptive and flexible leadership
- This type of adaptive leadership is referred to as ‘transformational’
- Under it, environments of shared responsibilities that influence new ways of knowing are created



# Transformational Leadership

- Transformational leadership motivates followers by appealing to higher ideas and moral values, where the leader has a deep set of internal values and ideas
- This leads to followers acting to sustain the greater good, rather than their own interests, and supportive environments where responsibility is shared

# Transformational Leadership

- Clear purpose, expressed simply
- Value-driven
- Strong role model
- High expectations
- Persistent
- Self-knowing
- Perpetual desire for learning
- Love work
- Lifelong learners
- Identify themselves as change agents
- Enthusiastic
- Able to attract and inspire others
- Able to deal with complexity, uncertainty and ambiguity
- Emotionally mature
- Courageous
- Risk-taker
- Risk-sharing
- Visionary
- Unwilling to believe in failure
- Sense of public need
- Listens to all viewpoints to develop spirit of co-operation
- Mentoring
- Effective communicator
- Considerate of the personal needs of employees
- Strategic

# Applying Theories of Leadership to Practice

- An organizational approach to elevating bedside leadership is to have formal leadership programs and make them available to nurses at all levels, not just at the management or executive level:
  - For example, organizational development workshops should be made available to all staff to develop leadership competencies such as conflict resolution, being an effective communicator, creating an effective workplace, and career development planning.



# Applying Theories of Leadership to Practice

- Several Magnet hospitals engage their bedside nurses in Clinical Ladder Programs (CLPs):
  - CLPs are skill and competency-based and include four domains of practice, namely, clinical practice/case management at the point of service, quality, teamwork, and professional development”
  - The CLP encourages and nurtures the professional development and practice of nursing at the bedside; and leads to improvements in nurse-sensitive outcomes such as better pain management and reduction of falls.
  - CLPs clearly show promise as an organization avenue from which to showcase and develop nurse leaders at the front-line.

# The Nurse As Educator

- A leader of nurses can come in many guises:
  - She or he may be a unionist, a clinician, a policy-maker, an educator, an innovator or a strong voice for the vulnerable



# Educational Leadership and Mentoring



# Educational Leadership and Mentoring

- Mentoring is a reciprocal relationship, and both the mentee and the mentor have responsibilities to sustain the relationship:
  - The mentee should identify goals and desired outcomes of the relationship and be prepared to participate in meetings with the mentor, keep communication open, and follow through on suggestions
  - The mentee also should understand the limits of what the mentor can do, and balance expectations with reality

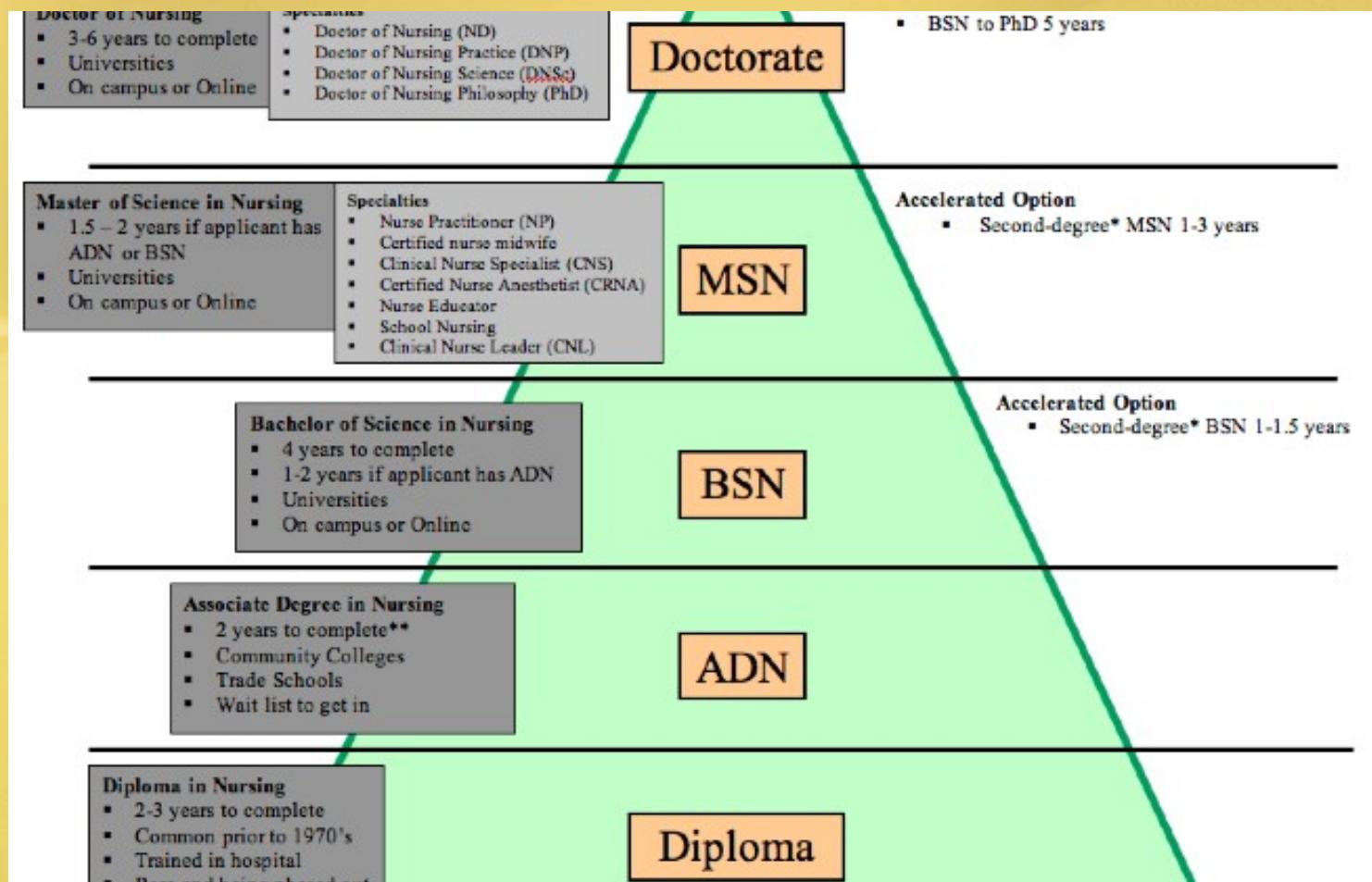


# The Relationship Between Nursing Education and Leadership

- As nurses, we are obligated to continue our educations
- Continuing education in nursing *should* go well beyond licensure requirements
- Leaders seek out opportunities for education rather than be through formal advancement through degree conferral or continuing education workshops, conferences, and continuing education seminars



# The Relationship Between Nursing Education and Leadership



# The Relationship Between Nursing Education and Leadership

- Back to school:
- Make sure you have a clear goal in mind before deciding to pursue a higher degree:
  - Identify your area of interest
  - Research faculty specialties
  - Get an in-person perspective
  - Be cost-conscious
  - Consider the amount of on-campus time required
  - Know what is needed to apply
  - Return to school when you're ready - not before



# The Value of Diversity in Nursing Education

- Nursing scholars and healthcare administrators often assume that a more diverse nursing workforce will lead to better patient and nurse outcomes, but this assumption has not been subject to rigorous empirical testing
- So, Gates & Mark (2012) studied the relationship between diversity and nurse and patient outcomes:
  - Positive relationships were found between race/ethnicity diversity and nurse job satisfaction as well as between age diversity and intent to stay
  - From a practice perspective, the findings suggest that implementing retention, recruitment, and management practices that foster a strong shared value system among nurses may lead to better workplace outcomes

# The Value of Diversity in Nursing Education

- Nursing *MUST* strive for diversity
- Nursing education *MUST* work to improve success among minority nursing students:
  - Technology Support:
    - Accomplished by providing computer equipment and software for students
  - Remedial and Skill-Building Activities:
    - Designed to develop and improve study skills, test-taking skills, and time management to advance reading and/or math proficiency and to work on writing skills
  - Tutorial Support
  - Professional Integration Factors:
    - MENTORING!



# The Value of Certification

- Certification in a nursing specialty validates that patient care providers have attained the knowledge and skills necessary for competent practice in the particular specialty, achieving a higher degree of professional competence than the minimal requirement for licensure
- Certification yields benefits to the individual nurse, the profession, and the public, including improved patient safety and a commitment to lifelong learning
- Certification has been linked to improved patient outcomes and nursing-sensitive quality indicators in all types of units



# Certifying a Clinical and Administrative Leader

- Many options for certification as a Nurse Executive:
  - Nurse Executive-Board Certified (NE-BC; ANCC)
  - Nurse Executive Advanced-BC (NEA-BC; ANCC)
  - Certified Nurse Manager and Leader (CNML; AONE + AACN)
  - Certified Nurse Executive (C-NE; AANAC)
  - Certified Nurse Educator (CNE; NLN)

# Becoming a Transformational Leader

- Model the way:
  - Leaders must match their actions with their values
- Inspire a shared vision:
  - Help personnel share the vision of change
- Challenge the process:
  - Leaders must think outside the box and look for ways to improve
- Enable others to act:
  - Leaders must foster teamwork and collaboration
- Encourage the heart:
  - Leaders must recognize and celebrate others' success



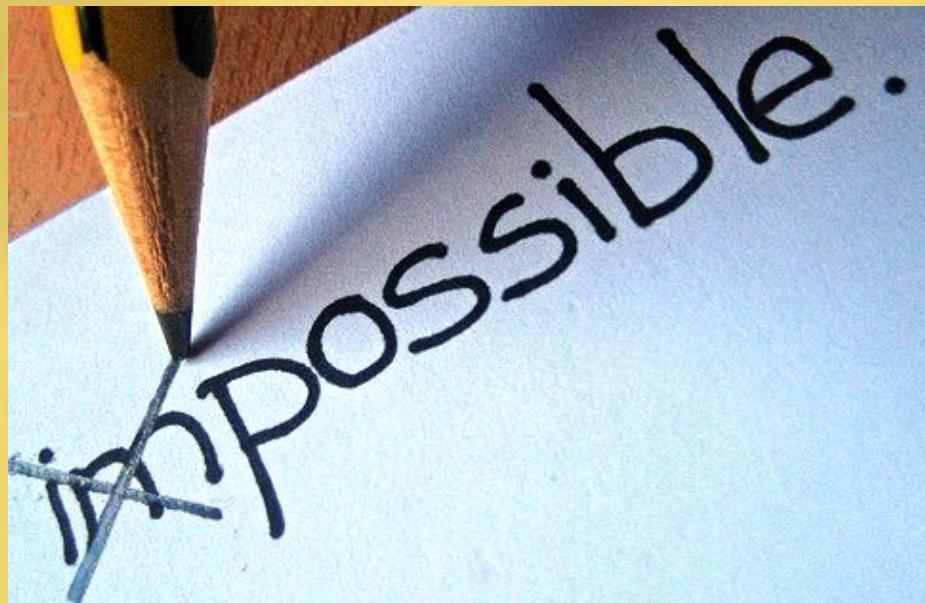
# Making the Change: Integrating Quality Leadership in Daily Life

- Be excellent in everything you do
- Ask yourself every day, “What can I do to be a better X”
- Believe in yourself!
- Set goals, make a plan on how you can achieve them, and reward yourself for the goals you earn and don’t punish yourself for the ones you don’t
- Lead by example
- Give back



**Take Charge of Your Future AND Nursing's Future**

**GO AND DO!!!**





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