

**LEARNING LEADERSHIP: A RESOURCE FOR ASPIRING NURSE LEADERS**

by

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## **ABSTRACT**

**Background/purpose** – Nurse leaders play a key role in the growth of the nursing profession; hence the development of future leaders is essential. Despite its importance, opportunities for leadership development can be limited. The purpose of the practicum project was to develop a comprehensive, yet concise resource to assist aspiring nurse leaders in their journey towards effective leadership.

**Methods** – The methods used to achieve the practicum objectives were: (a) explore the literature and complete a comprehensive review (b) conduct expert consultations with current nurse leaders, and (c) develop a learning resource for aspiring nurse leaders.

**Results** – The literature review and expert consultations highlighted the importance of effectively developing aspiring nurse leaders. The information obtained allowed for the development of a comprehensive learning resource. A detailed background, leadership theory, leadership framework, leader competencies and learning activities are presented throughout the resource.

**Conclusion** – In order to for the nursing profession to continue to advance, effective nurse leaders are of paramount importance. However, it is essential that aspiring leaders are given appropriate opportunities for development. The learning resource was developed to provide aspiring leaders with a comprehensive tool to enhance their leadership development.

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## **Learning Leadership: A Learning Resource for Aspiring Nurse Leaders**

The completed practicum project focused on the development of a learning resource for aspiring nurse leaders. Nurse leadership plays a key role in the growth of the nursing profession; hence it is of essential importance that future leaders be developed. Despite the noted importance of nursing leadership, the opportunity for leadership development can be limited. In order to develop effective leadership capabilities, there is a need for specific learning resources. As a cost-effective method of learning more about leadership, I felt a resource dedicated to the aspiring nurse leader would be valuable.

Developing the learning resource required the completion of several tasks. To begin, a detailed literature review was conducted in order to understand the current status of leadership development and to determine whether such a resource would provide value. Following the literature review, expert consultations were completed to generate a detailed understanding of the current state of leadership in nursing. The expert consultations also provided a “real-life” perspective on nursing leadership. Throughout this final practicum report a summary of the methods and findings of both the literature review and consultations will be presented, as well as a summary of the learning resource. The report concludes with a review of the Advanced Practice Competencies (ANP) and how each was developed through completion of the practicum courses. The appendices of the report include the literature review, consultation report, and learning resource. Overall, the report

provides a comprehensive document to present the work completed throughout the practicum courses.

### **Objectives**

The overall goal and objectives for the practicum were as follows:

**Goal** - To create a concise and evidence-based learning resource that can be utilized by aspiring nurse leaders to assist in their development in becoming a successful leader.

**Objective 1** – To develop a detailed literature review pertaining to nursing leadership.

**Objective 2** – To develop an understanding of present nursing leadership through expert consultations.

**Objective 3** – To utilize leadership theory and a nurse leadership framework to guide development of the learning resource.

**Objective 4** - To identify competencies and characteristics of nurse leaders as evidenced through the literature and expert consultations.

**Objective 5** - To develop a structured guide for nurses planning to advance their career path towards nursing leadership through the use of information gathered through the literature review and consultations.

## **Overview of Methods**

### **Literature Review**

Various electronic databases were utilized to obtain relevant literature. Specific search terms were identified and input in the databases. Literature that was identified as being potentially appropriate for utilization was reviewed in detail. Literature summary tables were completed for detailed analysis of the studies (see Appendix A). The literature was critically analyzed using appraisal techniques which are further discussed in the literature review section of this report.

### **Consultations**

Consultants were recruited through a formal standard email. Those who chose to take part completed a survey via the online Survey Monkey tool. The survey utilized ten open-ended questions. Once completed, I received a notification and was able to review the responses. When all responses were received, the data was organized and content analysis was used to analyze the data. Content analysis involved identifying codes, generating sub-categories and categories and ultimately developing an overall theme for each question. Further information regarding the methods is located in the consultations section of this report.



## **Literature Review**

### **Methods**

In order to identify relevant literature, various databases were searched. CINAHL, PubMed, the Cochrane Library and Google (specifically Google Scholar) were all explored. The only literature included in the review were full articles that were printed and read. Throughout the review process, I categorized the type of literature (position statement, descriptive, qualitative, quantitative), and analyzed the appropriate studies through the use of literature summary tables (see Appendix A). Various search terms were utilized individually and in conjunction to locate relevant research (see Appendix A).

In order to effectively appraise the literature, the following was reviewed:

- Methodology (design, population/sample, data collection and measurement)
- Results (statistical methods utilized, psychometric testing of tools, information regarding statistical significance, findings summarized)
- Discussion (interpretation of findings, justification of findings, identified limitations/strengths) (Polit & Beck, 2012).

## Summary of Key Findings

Completion of the comprehensive literature review generated a great deal of valuable information, specifically with regards to:

- the current state of nursing leadership
- the importance of succession planning
- leadership development within organizations
- various methods of developing current and aspiring leaders

This report will present a brief summary of the findings related to the noted bullet points. The full literature review is located in Appendix A.

**Current state of nursing leadership.** During the 1990s, nurse manager and nurse administrator roles were replaced with non-nursing management positions (Duncan, Rodney, & Thorne, 2014; Tourangeau, 2003). The reform and subsequent elimination of formal nurse leader roles were found to have caused a number of problems including reduced morale, job satisfaction, and patient care (Duncan et al.). In response to such issues, the Canadian Nursing Advisory Committee (CNAC, 2002) was established to review the status of nursing leadership within organizations and make recommendations. One specific recommendation focused on the fact that not enough nurses were moving into leadership positions, and an increased focus on succession planning is needed to ensure the development of

future nurse leaders (CNAC). The CNAC report became the basis for a new platform for the role of nurses (Duncan et al.). However, the CNAC platform was placed on hold during the economic crisis of 2008-2009. Unfortunately, the struggle associated with the loss of nurse manager and formal leadership positions continues. In order to address this issue, as the CNAC notes, it is more important than ever to ensure the preparation of future nurse leaders. It will be the responsibility of future nurse leaders to challenge ineffective organizational structures and develop the skills necessary to affect systems-level change (Duncan et al.).

**Succession planning.** It is of utmost importance that the nursing profession and healthcare organizations begin shaping future nurse leaders in order to ensure success. The Canadian Nurses Association (CNA) defines succession planning as, “a process that moves beyond “one-off” replacement planning into a process of identifying and nurturing a pool of potential candidates for leadership positions” (2003, p. 1). Objectives of succession planning include: identifying future leaders; development of their skills and competencies through formal and informal methods; focusing on the ongoing growth of potential leaders; and making leadership development an integrated standard within organizations (CNA). Duncan et al. (2014) notes that the most important strategy for the future of the nursing profession is the immediate focus on the development of leadership abilities within prospective leaders. Current research identifies a lack of present nurse leaders (Cummings et al. 2010; Tourangeau, 2003). This shortage of nurse leaders is

concerning, and highlights the need for developing others. Through identifying prospective leaders, organizations are providing the initial opportunity that is considered integral towards the process of developing successful leaders. Following the identification of future leaders, organizations must then commit to creating environments conducive to their learning.

**Leadership development within organizations.** Despite the knowledge that future nurse leaders are integral to health care, few organizations are investing in professional development resources and succession planning (Sherman & Pross, 2010). Yet, the evidenced positive impacts created by the presence of effective nurse leaders supports the fact that organizations should be investing in educational programs for leadership development (Omoike et al., 2011). Miskelly and Duncan (2013) report that there seems to be a gap with regards to the availability of learning resources and programs for aspiring nurse leaders. In taking the time to understand the benefits of developing aspiring leaders, management may reconsider their stance as they begin to understand the future benefits such programs can have on organizational success.

**Methods of aspiring leader development.** Throughout the literature, there is strong support for the use of education efforts towards developing aspiring nurse leaders. Cummings et al. (2008) conducted a systematic review to determine the effectiveness of leadership development within organizations. It was found (in nine of nine studies related to education programs and leadership) that those who

participated in leadership development programs showed a significant increase in transformational/relational leadership abilities one year after the intervention.

Galuska (2012) observed numerous benefits experienced by nurses following their participation in leadership education. Nurses felt more comfortable with various administrative aspects of leadership including: theory, project, change, strategy, and conflict management. Furthermore, they reported increased levels of self-confidence, self-awareness, ability to communicate expectations, and ongoing engagement in learning. Following leadership training, the nurses felt able to positively influence the leadership abilities of colleagues, effectively delegate, influence teamwork, and create a healthier workplace for the staff. Finally, the educated leaders noted an improved focus on client centred care, communication, continuity of care, and improved patient outcomes.

Following education related to an empowerment leadership framework MacPhee Skelton-Green, Bouthillette, and Suryaprakash (2011) noted improved project management competencies - the ability to identify a necessary project and see it through to successful completion. They also noted the importance of a knowledgeable mentor for support and ongoing encouragement and knowledge transfer. Additionally, there was an identified increase in confidence with respect to ones leadership abilities and their utilization of the tools obtained throughout the program to become more successful in their role. Finally, 70% of the participants noted an improvement to their leadership style and reported that they believed their

staff also noted a change in their style. Altogether, there was a positive impact towards a variety of leadership characteristics and behaviours following education utilizing an empowerment framework.

The studies presented illustrate the impact of formal programs to enhance leadership competencies. Despite the type of program (duration, formality, focus, and so forth), each study found that the program positively influenced the current or aspiring nurse leaders' capabilities. This research highlights the importance of programs to enhance leadership development. The proposed practicum project involves the development of a resource for aspiring leaders to help guide their development. The current research supports the need for such resources. Through the use of such resources, aspiring nurse leaders can further develop their ability to become effective leaders. Through reviewing the current literature, the importance of developing and implementing learning resources for aspiring leaders is highly supported.

### **Leadership Theory**

Transformational leadership theory was the chosen theory utilized in the practicum project. The transformational leadership approach has been identified as an appropriate means to advance the nursing profession and leaders (Curtis, de Vries, & Sheerin, 2011). Transformational leadership is a style of leadership "which motivates others to do more than they had originally intended and often more than they had thought possible" (Cummings et al., 2010, p. 364). The foundation of

transformational leadership is the focus on human relationships, whereby leaders personalize efforts towards inspiring others to create positive outcomes. Due to the focus on relationships, this type of leadership resonates well with nurses likely because of their caring nature, and focus on interpersonal relationships on a day to day basis (Cummings et al.).

Transformational leadership is supported as a successful theory for current and future nurse leaders (Curtis, et al., 2011). Altogether, transformational leaders are those who can effectively relate with others, share emotional connections, and demonstrate a vision that creates a common goal. In order for leadership in nursing to advance, aspiring leaders must be efficiently prepared in leadership theories such as transformational leadership. Through studying and working towards developing characteristics of a transformational leader, future nurse leaders are setting both themselves and the profession up for success.

### **Leadership Framework**

The Nurse Manager Leadership Collaborative/Partnership (NMLC/P) Learning Domain Framework was utilized to guide the learning resource. The framework was developed collaboratively by the American Organization of Nurse Executives (AONE) and the American Association of Critical-Care Nurses (AACN) (American Organization of Nurse Executives, 2015). The framework contains three leadership domains which are utilized to identify the competencies required for current and

future nurse leaders (Sherman & Pross, 2010). A figure of the framework is located in Appendix A.

As illustrated in Appendix A, the framework is separated into three domains. Domain one is, “The Leader Within: Creating the Leader Within Yourself” (AONE, 2015). Aspiring leaders must first and foremost understand themselves (Sherman & Pross, 2010). Through achieving an understanding of oneself, the developing leader is able to identify areas of strengths and weaknesses, which then allows for further growth specifically in noted areas of weakness (Sherman & Pross). The Nurse Manager Inventory (NMI) (an associated tool of the NMLC framework), is an excellent resource to utilize when working within domain one as it allows developing nurses to further identify areas of focus for further development (Sherman & Pross).

Domain two is “The Art: Leading the People”, in which the importance of communication is highlighted. Through effective communication, nurse leaders are able to influence others, create respectful relationships, manage people, and accurately express themselves.

The third domain is “The Science: Managing the Business” which focuses on mastering finances, staffing, productivity, and technology. For each of the three domains the NMI can be utilized to identify particular areas that may specifically require more focus. The use of the framework, in conjunction with the inventory, will assist future leaders to accurately focus their overall development as leaders.



## **Consultations**

### **Methods**

**Setting and sample.** In determining who would be contacted as a potential consultant, the goal was to include a wide variety of backgrounds. Leaders from both public and private sectors, those within education, high level leaders within nursing associations, and individuals from a nursing union were identified. The range of practice environments was an important factor in attempting to obtain a comprehensive sample of leaders. A total of 13 nurse leaders were approached to take part as a consultant (see Appendix B).

The consultations were conducted virtually via the Survey Monkey online tool. Survey Monkey allows for the creation of professional questionnaires, and the receipt of confidential responses. Participants were also given the option to complete the consultation in person or via phone. Despite the offer, all consultants chose to complete the online survey.

**Recruitment.** Each consultant was approached via email using a standard message (see Appendix B). An email attachment to the message provided more detailed information. Two additional attempts were made to contact the potential consultant if they had not responded initially. If after two attempts there was no response, it was determined they were not interested in participating. All responses were due by November 17, 2015.

**Data collection.** As indicated, data was collected through the use of the Survey Monkey online tool. The survey contained ten open-ended questions with space to respond. When a response was received it was copied to a password protected spreadsheet where data was housed for easy access and analysis.

**Data management and analysis.** Consultant responses were housed in three locations (the password accessed Survey Monkey account, a password protected spreadsheet, and one hard copy file). Content analysis was utilized to analyze the data. Content analysis involved the following steps: reading the data in detail numerous times to gain familiarity; identifying common words throughout the text that highlighted key thoughts or concepts; labelling of codes into specific sub-categories and categories; and finally the identification of overall themes (Hsieh & Shannon, 2005). Highlighting and hand-written notes were used to identify the codes and move upwards to the overall theme for each question.

### **Key Findings**

Through completion of the expert consultations a significant amount of valuable information was obtained. Each of the ten questions posed to the leaders resulted in the generation of information that would assist in the development of aspiring leaders. The full consultation report can be reviewed in Appendix B. To summarize the key findings, the overall theme for each question will be presented, followed by a short description.

## **General Themes**

**Question one.** The first question of the survey was: “From your perspective, what are important characteristics that every leader should possess? Of these characteristics, which would you deem as the most essential to becoming a successful leader?” Following analysis of the responses, the overall theme was: “Aspiring leaders require strong personal and professional values which transfer into observable action”. It was determined that a number of internal values and observable behaviours are essential to success as a leader (for example: authenticity). Leaders also need to demonstrate positive observable actions and behaviours. It was found that there is not one particular characteristic that will create a successful leader, yet a number of strong values and associated behaviours that leaders must acquire and demonstrate.

**Question two.** The second question of the survey was: “What advice would you give someone who is looking to advance their leadership capabilities?” Following analysis of the responses, the overall theme was: “Be self-driven and further develop through the use of resources around you”. Self-drive includes the need to develop personally through self-motivation, knowledge, listening, knowing oneself, and being dedicated to growth. The consultants also highlighted the importance of collaborating with others, specifically in obtaining a mentor, and accessing feedback and support from peers. The theme highlights the importance of utilizing inner resources, but also accessing support from others.

**Question three.** The third question of the survey was: “What are some essential steps that an aspiring leader should take in order to effectively develop their competencies?” Following analysis of the responses, the overall theme was: “Develop both your professional and personal self to succeed”. With respect to professional development, key strategies included increasing knowledge and utilization of experts. Development of one’s personal self is highly focussed on self-awareness, which involves utilizing reflection, goal planning, developing insight, and identifying strengths and weaknesses.

**Question four.** The fourth question of the survey was: “What resources would you recommend to someone who is looking to become a better leader?” Following analysis of the responses, the overall theme was: “Utilize resources that speak to your values and aspirations as a leader”. The consultants provided both specific and general resources for leadership development. The suggested resources provide the aspiring leader with a starting point in identifying useful information, and further determining which of the resources resonates most with them.

**Question five.** The fifth question of the survey was: “Do/did you have a mentor? If so, what traits do you seek in a mentor and why?” Following analysis of the responses, the overall theme was: “Effective mentors are a valuable development tool”. A high percentage of current leaders have had or have a mentor, which signifies their importance. The consultants identified that effective mentors have specific personal traits including; strong nursing values, high levels of

knowledge, honesty, and integrity. The consultants' responses highlight the importance of obtaining a mentor, and ensuring the chosen mentor has specific characteristics.

**Question six.** The sixth question of the survey was: "How do you personally encourage leadership development in aspiring nurse leaders?" Following analysis of the responses, the overall theme was: "Collaboration and education to promote development". The consultants identified their need to effectively collaborate with aspiring leaders, including a focus on development planning. Additionally, the consultants indicated the importance of encouraging future leaders to obtain formal education and develop self-awareness. Ultimately, the consultants acknowledged the need to encourage aspiring leaders through both collaboration and education.

**Question seven.** The seventh question of the survey was: "What type of leadership style do you use and why?" Following analysis of the responses, the overall theme was: "Successful leadership styles focus on people, supported by positive relationships". The consultants identified both leadership styles and behaviours. The most common leadership styles were collaborative and transformational. From the responses, the consultants appeared to place significant value on their effective relationships with others as dictating their leadership style. The need to engage and motivate others through positive relationships was noted to be key.

**Question eight.** The eighth question of the survey was: “What is the biggest challenge facing upcoming nurse leaders?” Following analysis of the responses, the overall theme was: “Limited commitment to leadership development”. Challenges related to the nursing profession and healthcare organizations were noted. The nursing shortage, apathy of staff, lack of interest and willingness to become a leader, an aging workforce, budgetary constraints, and lack of workplace support for development were a few noted challenges. Upcoming leaders must be aware of, and work to overcome these challenges in order to reach their desired potential as a leader.

**Question nine.** The ninth question of the survey was: “What is the most common trait or behaviour that negatively impacts an aspiring leader’s development and success?” Following analysis of the response, the overall theme was: “Negative personal traits and external pressures can lead to poor leadership development”. With regards to traits that negatively impact the aspiring nurse leader, the consultants took a broad perspective to the question which included external influences such as the healthcare organization itself as well as personal characteristics. It was anticipated that the consultants would focus on the individual only; however, the input with respect to organizations having a negative impact on development added further value to the question.

**Question ten.** The tenth question of the survey was: “What are you doing to ensure you continue to grow and develop as a leader?” Following analysis of the

responses, the overall theme was: “Continuously focus on gaining professional knowledge and self-awareness”. The consultants provided a variety of strategies focusing on gaining professional knowledge and self-awareness. The leaders felt that life-long learning was essential. Additionally, they identified the importance of knowing themselves. Overall, each leader felt that continuing to develop themselves personally and professionally was important towards ongoing effective leadership.

### **Consultations Summary**

A wide array of information was obtained from the expert consultations. The responses, specifically when grouped into categories, sub-categories, and overall themes provided valuable information that can be utilized by aspiring leaders in their development. The “real-life” perspective is truly invaluable, as it represents the reality of current leadership. Analysis of the consultant responses fit well in the learning resource and added a necessary perspective on leadership development.

### **Summary of Resource**

#### **Description of Content**

The resource developed is entitled, “Learning Leadership: A Resource for Aspiring Nurse Leaders”. The resource is visually stimulating, concise, and informed with evidence-based content. It is 58 pages in total, including appendices. The full resource is located in Appendix C. The resource begins with a general introduction, followed by a brief description of the theory and framework upon which the content is based. The resource then moves into the four formal learning

modules, followed by a section dedicated to information obtained from the expert consultations. The modules and expert consultations section are described in more detail below.

**Module one: Background.** Module one acts as an introductory section regarding nursing leadership in general. The module consists of four subsections and a learning check point. The subsections include: what is a nurse leader, past nursing leadership, present nursing leaders, and the impact of nurse leaders. This module assists the learner in developing a better understanding of the importance of nursing leadership, where it has been, where it is going, and why it is important.

**Module two: Transformational leadership.** Transformational leadership is the leadership theory upon which the resource is based (Curtis, de Vries, & Sheerin, 2011). Module two presents information regarding transformational leadership for those who may be unfamiliar with the concept. The section provides details regarding the theory, including the four components of transformational leadership. This section is presented early in order for the learner to develop an understanding of the theory, and ensure it remains entwined within the remainder of their learning. The section ends with a learning check point and learning activities.

**Module three: Leadership framework.** This is the most extensive module of the resource. The module introduces the Nurse Manager Leadership Partnership (NMLP) Learning Domain Framework (AONE, 2015). This framework serves as



the basis for the resource. Each of the three domains within the framework is described in detail with various subsections. Within this module there is a significant amount of practical information to assist in the development of an aspiring leader. Each of the sections ends with a learning check point and learning activities.

**Module four: Authentic leadership.** Authentic leadership also plays a key role in becoming a successful leader. This section provides information regarding authentic leadership, and practical information to develop authenticity. As with the other modules, the section ends with a learning check point and learning activities.

**Expert consultations: Learning from leaders.** The expert consultations completed in preparation for the learning resource were done so through the use of ten questions via an online questionnaire. In an attempt to ensure all of the invaluable information from the consultants was shared, this section is presented in a question and answer format. The questions posed to the experts are identified, with each question is followed by a chart style response that includes the categories and themes identified in analysis of the data. This format allows for much of what the experts identified as important, to clearly present itself.

**Appendices.** The resource consists of two appendices. The first is a template career planning worksheet using the format proposed by Donner and Wheeler (2001). The second is also a career planning worksheet using a template and method

described as **SWOT** (Strengths, Weaknesses, Opportunities and Threats) analysis.

These worksheets serve as useful resources that can be used at various points in the aspiring leader's development.

### **Key Creative Features**

Throughout the resource there are various key and creative features that are utilized to help stimulate learning and associated leadership development. These key features include:

- **Tables:** There are numerous visually attractive tables in the resource that summarize key information. The tables are stimulating in that they present information in a different format. The information within the tables is concise to encourage easier recall.
- **Influential quotes:** Various direct quotes are noted in color, a different font, and separate from the general content of the resource. These quotes highlight important information that may help to positively influence the aspiring leaders practice.
- **Recommended/useful resources:** The resource identifies useful resources including books, websites and articles. Through highlighting these resources, it assists learners in locating information that they can access on a regular basis to ensure continued development.

- Learning check points: Each section has a learning check point where various questions related to the material covered are presented. There is space provided under each question to write an answer. The check points provide an opportunity for the learner to test their knowledge and to identify areas where they may require further review.
- Learning activities: Modules two, three, and four have a learning activities table. Each table includes various activities suggested to further the aspiring leader's development. These activities can be utilized throughout the development process, and likely be implemented in career development plans.
- Notes section: Each section has a blank space available for the learner to write whatever they choose. This is a useful feature for the learner to keep track of their thoughts, questions, and learnings within the resource itself.

### **Relationship to Practicum Content**

As noted throughout the information presented, the content of the learning resource is directly related to the literature review (which included the chosen theory and framework), and the consultations. Information and knowledge obtained through conducting the literature review and consultations laid the foundation for the learning resource. A significant amount of information from the literature review is also included in the learning resource. The NLMP framework (identified in the

literature review) is expanded upon within the resource to encourage practical development of aspiring leaders. Additionally, the incredibly valuable information obtained from the expert consultations is directly presented in the learning resource. Completion of the literature review and consultations allowed for the development of a detailed, evidence-based, and practical learning resource.

### **ANP Competencies**

Clinical, research, consultation and collaboration, and leadership are the four Advanced Practice Competencies developed by the CNA (2008). Through completing the practicum courses, I have developed within each of the competencies. Firstly, the specific content of my practicum has helped to develop my leadership competencies. The CNA (2008) defines advanced practice leaders as “agents of change, consistently seeking effective new ways to practise, to improve the delivery of care, to shape their organizations, to benefit the public and to influence health policy” (p. 24). The advanced practice competency of leadership was enhanced through each of the practicum courses. The amount of knowledge attained through the proposal, literature review, consultations, and development of the learning resource was extremely valuable. The assignments provided the information for my project, but also allowed for the development of transferrable leadership skills in my professional practice. The amount of information reviewed, analyzed, and committed to practice was abundant. Additionally, the initiative I

have taken to develop the learning resource further demonstrates my dedication to advanced leadership.

The CNA defines the advanced practice competency of research as “generating, synthesizing and using research evidence” (2008, p. 23). My research competencies were specifically enhanced through: identifying an area of nursing that required further research and intervention; conducting research that will contribute to the nursing profession, interpreting and critiquing research for utilization and developing informative literature for utilization by nursing professionals. The information gathering (literature review and consultations), followed by synthesizing and utilizing research evidence (analysis and generation of the learning resource) demonstrate how the competency of research was developed.

The CNA defines the advanced practice competency of consultation and collaboration as “the ability to consult and collaborate with colleagues across sectors and at the organizational, provincial, national and international level” (2008, p. 26). My consultation and collaboration competencies were enhanced through: identifying experts and initiating contact, developing appropriate consultant questions, analyzing qualitative data from consultant responses, and effectively communicating with leaders to build relationships. Conducting expert consultations and analyzing their responses was an important part of practicum. The consultations not only helped to develop my consultation and collaboration competency, but also

highlighted the importance and influence of other professionals towards ones own personal practice.

Lastly, the CNA defines a nurse with advanced clinical competencies as one who “integrates extensive clinical experience with theory, research and in-depth nursing and related knowledge” (2008, p. 22). My clinical competencies were enhanced through developing expanded knowledge of leadership and understanding how this knowledge can be implemented in practice. Additionally, through development of the learning resource I will be influencing the clinical practice of others through their development of effective leadership abilities in the clinical setting.

The practicum courses provided a significant learning opportunity which translates directly to enhanced advanced practice competencies. As discussed, the courses allowed for development within each of the four areas of advanced practice. The skills and knowledge obtained throughout the courses have assisted in my holistic development as an advanced practice nurse. I will seek to utilize these skills on a daily basis in my practice, and continue to develop within each of the competency areas as my practice continues to advance.

### **Next Steps**

As a means of bringing awareness to the learning resource, a presentation will be completed with the Health and Wellness front line staff, as well as the leadership team at my place of employment. A copy of the resource will be provided to each

staff member for their own personal use. I will also contact external organizations to inquire whether they would be interesting in accessing the resource for use with their aspiring nurse leaders.

### **Conclusion**

Effective nurse leadership is key towards the ongoing advancement of the nursing profession. In order for aspiring nurse leaders to develop, they must be provided with opportunities and learning resources. Systematic research has evidenced the positive impact of educational programs and resources on the development of nurse leaders (Cummings et al., 2008). Through the completion of a comprehensive literature review and expert consultations, valuable information was obtained that created the basis for the learning resource. Through the inclusion of a foundational leadership theory (transformational leadership) (Curtis, de Vries, & Sheerin, 2011) and the NMLP framework (AONE, 2015), the resource provides a tool for holistic leadership development. In addition to specific content related to the development of leadership abilities, the resource outlines multiple learning activities for aspiring leaders to utilize in their development plans. Not only will the resource promote development of aspiring leaders, it has also lead to a significant amount of knowledge attainment that will transfer into my personal practice. The project has lead to the addition of a valuable resource for aspiring leaders, further supporting the advancement of the nursing profession.

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## **Appendix A**

### **Literature Review**

## Literature Review

Nurse leaders have come to play a significant role in the world of health care. With continuous changes to the healthcare system, they represent the profession to ensure ongoing visibility and success. In addition, the future of the profession will be largely impacted by their presence. In order to ensure future success, it is imperative that aspiring leaders begin to develop their competencies early. To become a nurse leader takes time, dedication, experience, and continuous education. Hence, it is imperative that nurses understand the “how” of becoming a leader, and access resources to assist them in this process. Based on the absolute need for future leaders, I will be developing a learning resource for aspiring nurse leaders. The resource will provide a comprehensive and reader friendly guide to assist aspiring leaders in their journey towards developing effective leadership competencies. In order to develop a comprehensive understanding of the topic and the current research, a literature review was conducted.

Throughout this literature review, I will present detailed findings in relation to the topic of nursing leadership. Through review of the relevant literature, I was able to separate the information into five key areas as they relate to my project. These include: nursing leadership; transformational leadership; the impact of nurse leaders; succession planning; and a leadership framework. Each area is further broken down into more specific subsets of information to provide a comprehensive review of the subject. The literature review provides an analysis of the current literature which identifies the importance of developing aspiring nurse leaders for the future. Additionally, the literature supports the need for

additional resources which would assist aspiring leaders to develop their skills and competencies. Hence, through conducting this literature review, I was able to support the value of the proposed practicum project towards the nursing profession.

### **Literature Review Methods**

In order to identify relevant literature, various databases were searched. CINAHL, PubMed, the Cochrane Library and Google (specifically Google Scholar) were all explored. The only literature included in the review are full articles that were printed and read. The literature was reviewed and themes identified which served to guide the organization of this paper. Throughout the review process I worked to determine the type of literature (position statement, descriptive, qualitative, quantitative), and analyzed the appropriate studies through the use of literature summary tables (see Appendix A). Various search terms were utilized individually and in conjunction with each other to locate relevant research (see Appendix B).

Relevant articles were critically appraised utilizing specific criteria. When appraising research, the following was reviewed:

- Methodology (design, population/sample, data collection and measurement)
  - Results (statistical methods utilized, psychometric testing of tools, information regarding statistical significance, findings summarized); and
  - Discussion (interpretation and justification of findings, identified limitations/strengths)
- (Polit & Beck, 2012).

## **Nursing Leadership**

### **Definition**

Frankel (2008) identifies nursing leadership as, “a multifaceted process of identifying a goal or target, motivating other people to act, and providing support and motivation to achieve mutually negotiated goals” (p. 23). In other words, nurse leaders have deep rooted values and goals. Due to their passion and dedication to nursing, they are able to influence nurses to work towards a common goal. Throughout the literature, there are many characteristics identified to be an effective nurse leader. The Canadian Nurses Association (CNA) (2003) notes four factors that are crucial to successful nurse leaders. These include: a link to the practice group; the ability to effectively control the mind and reflect; the ability to influence through personality and values; and the ability to choose. In reviewing these factors, it is quite apparent that leadership capabilities are something that need to be developed on a very personal level. The ability to be a successful leader comes from within an individual and requires development of inner traits and characteristics, such as the ability to motivate, relate to others, and inspire a common goal.

Throughout the literature, differences between leadership and management are also noted. French (2004) identifies that leadership is different than management in that leadership requires a very strong vision of how the profession should develop. Nurse leaders are able to convey their thoughts, messages and goals which in turn positively influences others. Managerial persons, however, tend to use only a task focused approach (Cummings et al., 2010). Hence, the importance of nurse leaders is clearly evident. The

ability to influence other nurses and motivate them to achieve success is key towards evolution of the profession. Without nurse leaders, the development of the profession would remain stagnant, poorly adjusted to current times, and likely less recognized within the health care field.

### **Past Nursing Leadership**

The nursing profession has changed quite dramatically since the 19th century. During the early days of the now recognized profession, the first nurses were from religious orders, generally of the lower working class and required no formal education (Kelly, 2006; Moiden, 2002). However, nursing leadership has progressed and developed over the past century. Likely the most prominent nurse leader of all time, who set the stage for future nurse leaders, is Florence Nightingale. Nightingale's first breakthrough in nursing leadership occurred during the Crimean War during when she decreased mortality rates of sick or injured soldiers from 40% to 2.2% (Kelly). From that point, Nightingale went on to create the first professional nursing school at St. Thomas Hospital in England. Nightingale embodied the many characteristics that would shape future nurses within the profession to which she so heavily contributed (Kelly).

Stemming largely from Nightingale's contributions, the nursing profession continued to develop throughout the 20th century. The implementation of increasing numbers of formal nursing education programs, professional associations, broadened scope of practice, and certification programs through regulatory bodies are examples of how nursing has become a recognized, regulated, and standardized group of professionals. As discussed, the growth

of the profession has been significant over the past two centuries. Hence, the importance of nurse leadership to ensure this ongoing growth has never been so essential.

### **Present Nursing Leadership**

Over the past two to three decades, the healthcare system has been through a significant amount of reform, specifically with regards to the presence of formal nurse leadership roles (Maltais & Crupi, 2009; Omoike, Brooks, & Storfjell, 2011). During the 1990s, nurse manager and nurse administrator roles were replaced with non-nursing management positions, which consequently reduced the presence of nurses in leadership roles (Duncan, Rodney, & Thorne, 2014; Tourangeau, 2003). Despite the effort of healthcare organizations to improve efficiencies and effectiveness, the reform and subsequent elimination of formal nurse leader roles were found to have caused a number of problems including reduced morale, job satisfaction, and patient care (Duncan et al.).

In response to such issues, the Canadian Nursing Advisory Committee (CNAC, 2002) was established to review the status of the nursing profession within the healthcare organizations, and make recommendations based on the findings (Duncan et al., 2014). Duncan et al. reports that following the completion of an extensive study, the CNAC identified the absolute need to have nurses present in formal leadership positions. Without the presence of nurse leaders in official administrative roles it was found that important issues were going unreported due to the fact that the non-nursing management persons simply did not understand the nature of the profession (Duncan et al.). Yet, between 1994



and 2000 there were approximately 5,500 nurse manager roles lost due to restructuring and budget cuts (CNAC).

As the presence of nurse manager, educator, and clinical expert positions diminished, there were various implications for the profession. The loss of a voice in policy and decision making, a lack of support for front line nurses from experienced nurse leaders, the poor availability of experienced mentors, and an increased distrust by nurses towards the healthcare system were some of the more devastating implications (CNAC, 2002). The CNAC made several recommendations for change based on their study. Throughout the report, and specifically within the recommendations, there is a focus on the importance of nursing leadership. A recommendation made by the CNAC is stated as follows: “not enough nurses are moving into management and leadership positions, employers, educators and governments should work with nurses to build in succession planning, including moving nurses through management experiences and into formal leadership positions” (p. 40). This statement highlights the importance of ensuring the proper training and preparation of future nurse leaders.

The CNAC (2002) report became an integral document for nurses, and provided the basis for a new platform for the role of nurses (Duncan et al., 2014). However, despite its initial success and momentum, the CNAC platform was placed on hold during the economic crisis of 2008-2009. Unfortunately, the struggle associated with the loss of nurse manager and formal leadership positions continues. In order to address this issue, as the CNAC notes, it is more important than ever to ensure the preparation of future nurse

leaders. Through developing leaders for the future, their engagement and advocacy will positively impact the healthcare system and the nursing profession. It will be the responsibility of future nurse leaders to challenge managerialism and develop the skills necessary to affect systems-level change (Duncan et al.).

### **Transformational Leadership**

Transformational leadership theory will be presented in this literature review and utilized in the proposed practicum project. The transformational leadership approach has been identified as an appropriate means to advance the nursing profession and leaders (Curtis, de Vries, & Sheerin, 2011). Transformational leadership is a style of leadership “which motivates others to do more than they had originally intended and often more than they had thought possible” (Cummings et al., 2010, p. 364). The foundation of transformational leadership is the focus on human relationships, whereby leaders personalize efforts towards inspiring others to create positive outcomes. Due to the focus on relationships, this type of leadership resonates well with nurses due to their caring nature, and focus on interpersonal relationships on a day to day basis (Cummings et al.).

Transformational leadership involves four components: inspirational motivation; idealized influence; individual consideration; and intellectual stimulation (Tims, Bakker, & Xanthopoulou, 2011). Each of these components is important with regards to demonstrating effective leadership. First, inspirational motivation refers to the leaders’ focus on a positive future and the influence on others through effective communication in order to achieve desired goals (Giltinane, 2013; Tims et al.). It is the ability of leaders to

focus on a more positive future for the profession, organization, and clients followed by the drive to achieve desired results.

Secondly, idealized influence refers to the focus on group importance and its associated benefits over that of individualized benefits (Tims et al., 2011). The ability of the leaders to demonstrate the importance of working together as a team to achieve the greatest results possible for the entire group. Additionally, through the utilization of idealized influence, the team absorbs and further demonstrate the values being displayed by the leader (Giltinane, 2013). Idealized influence is integral towards bringing a group together for a collective cause to benefit the system versus the individual.

Next, individual consideration refers to “coaching, supporting and stimulating subordinates” (Tims et al., 2011, p. 123). It is absolutely necessary that leadership provide continuous support and coaching. Through providing such services to others they are able to develop as professionals and future leaders.

Finally, transformational leaders utilize intellectual stimulation as a means of encouraging their followers to look at situations in a different light (Tims et al., 2011). In order to become an effective leader, one must be able to remove bias and analyze situations objectively. Transformational leaders stimulate their followers through ensuring their minds remain open to possibility and growth. Through the utilization of the four factors of transformational leadership, one is able to collaboratively influence outcomes in a positive manner. The need for aspiring nurse leaders to understand the characteristics and factors of transformational leaders is integral to their future development.

Transformational leadership continues to be supported as a successful theory for current and future nurse leaders (Curtis, et al., 2011). In addition to the information presented, transformational leaders act as mentors and role models, they empower others, bond with followers, develop others' potential and self-esteem, and demonstrate loyalty (Curtis et al.; Giltinane, 2013). Altogether, transformational leaders are those who can effectively relate with others, share emotional connections, and demonstrate a vision that creates a common goal. In order for leadership in nursing to advance, aspiring leaders must be efficiently prepared in leadership theories such as transformational leadership. Through studying and working towards developing characteristics of a transformational leader, future nurse leaders are setting both themselves and the profession up for success.

### **Impact of Nurse Leaders**

Nurse leaders have the ability to shape and impact so many areas of the profession. There is evidence to suggest that effective and supportive leaders have a positive impact on various workplace characteristics such as, “staff satisfaction, retention, improved patient outcomes and organizational performance” (Sherman & Pross, 2010, p. 1). In a systematic review completed by Cummings et al. (2010), there was a significant relationship noted between transformational/relational leadership and nurse job satisfaction, satisfaction with their leader, organizational commitment, mental and emotional health, empowerment, role clarity, and productivity in the studies reviewed. This review included 53 quantitative studies, chosen through the use of specific inclusion criteria and double screening. A common weakness of the studies was the non-experimental designs and a lack of

probability sampling for most part. Despite these weaknesses, studies were rated from moderate to high quality, and there was a strong utilization of leadership theory and frameworks within each study. The systematic review is very valuable, as the amount of high quality quantitative research seems to be lacking as it pertains to nursing leadership. More research utilizing rigorous scientific methods would benefit the field of study. In short, effective leaders, specifically transformational leaders, have a significant impact on practicing nurses. Considering the research findings, the utilization of transformational nurse leaders in formal roles supports the potential to create a positive impact on work environments.

In addition to the impact of effective leadership on nurses themselves, it has also been noted it is through research that leadership has an impact on patient outcomes. Wong, Cummings, and Ducharme (2013) conducted a systematic review of studies to explore the relationship between nursing leadership and patient outcomes. The review included 20 quantitative studies identified through the use of specific inclusion criteria and a quality assessment tool (17 studies rated as strong and 3 rated as moderate). Considering both the strengths and weaknesses, the review adds a valuable resource to the research base which again, is lacking in quality quantitative studies. Throughout the review Wong et al. noted a significant relationship between transformational/relational leaders and increased patient satisfaction, decreased mortality, lower infection rates, and lower medication errors. Due to the specific training and knowledge that nurses have, their presence in leadership positions is imperative. The leader's ability to understand the complexities surrounding patient care

is integral towards creating a safe environment for clients. From the research findings, there is further support for the presence of nurses in formal leadership roles.

Knowing the positive impact that transformational nurse leaders have on the profession as a whole highlights the need to ensure properly educated and trained leaders to move into formal leadership roles. Aspiring and current nurse leaders can work to ensure such research is utilized by healthcare organizations in their employee development and succession planning. Demonstrating the importance of nurse leaders through empirical evidence as presented through the systematic reviews identified helps to objectively support the utilization of nurse leaders in health care organizations. Knowing this importance, it is imperative that aspiring nurse leaders receive the proper training, education, and mentorship to successfully navigate and perform in a formal leadership role.

### **Succession Planning**

Succession planning is a term often utilized in relation to the development of aspiring nurse leaders. Throughout the following sections, a detailed review of the literature will identify what succession planning is, its importance, the current status of succession planning in healthcare organizations, and research exploring the impact of formal leadership development programs.

#### **Why Succession Planning?**

As evidenced throughout the previous discussions, it is of utmost importance that the profession and healthcare organizations begin shaping future nurse leaders in order to

ensure success. The proposed practicum project centres around the development of a resource to assist aspiring nurse leaders develop the necessary skills to become successful leaders. The importance of developing future nurse leaders is threaded throughout the literature and is most commonly identified in organizations as succession planning. The Canadian Nurses Association (CNA) defines succession planning as “a process that moves beyond “one-off” replacement planning into a process of identifying and nurturing a pool of potential candidates for leadership positions” (2003, p. 1). Overall, the objectives of succession planning include: identifying future leaders; development of their skills and competencies through formal and informal methods; focusing on the ongoing growth of potential leaders; and making leadership development an integrated standard within organizations (CNA). Leadership skills and competencies take time to develop; hence the need for future planning. It is important for organizations to take note of aspiring leaders and begin their development long before they move into formal leadership roles.

In order for the nursing profession to continue to advance as it has, the ongoing emergence of nurse leaders is vital. Duncan et al. (2014) notes that the most important strategy for the future of the nursing profession is the immediate focus on the development of leadership abilities within prospective leaders. With the growing nursing shortage, it is imperative that aspiring nurse leaders begin to hone their skills and competencies in order to positively impact the profession, health care, and patient care (Cummings et al., 2010). Not only is there a noted shortage of nurses, there is also a lack of nurse leaders (Cummings et al.; Tourangeau, 2003). The shortage of nurse leaders is quite concerning,

and highlights the need for development of future leaders. Through developing future nurse leaders, organizations are better able to achieve their goals for patient care, worker satisfaction, and overall success (Cummings et al.). The Nursing Sector Study (2006) further highlighted the need and importance of succession planning, specifically for nurse leaders. Due to the current situation in which the profession and health care in general finds itself, the development of nurse leaders to help ensure future success has never been more vital.

Identifying appropriate prospective leaders is an important aspect of succession planning. A common practice within nurse leadership is the movement of senior nurses into management roles due to their clinical experience, disregarding the fact that they may not possess the necessary leadership skills (Maltais & Crupi, 2009; Omoike, et al., 2011; Sherman & Pross, 2010). However, nurses who have been practicing for a much shorter period of time can also be developed and become successful leaders (Maltais & Crupi). Relatedly so, the discussion with regards to whether a leader is “born” or developed is common. However, the current literature highly supports the fact that leadership is a learned practice. It also supports the reality that organizations who support the idea of leadership as simply being an innate ability, in fact create a poor atmosphere for future leaders (Hoeger, Wilson & Evans, 2009). Hence, an important aspect of succession planning is to not only focus on those nurses with years of experience or those with “innate” leadership abilities. Recognizing individuals who have the sheer potential, willingness to learn, and drive to develop is a truly important consideration.



Through identifying prospective leaders, organizations are providing the initial opportunity that is considered integral towards the process of developing successful leaders. Following the identification of future leaders, organizations must then commit to creating environments conducive to their learning. Galuska (2012) conducted a meta-analysis of qualitative studies related to the development of nursing competencies. From the findings, an identified theme was “opportunity structure”. It was noted in eight studies that organizations must ensure developing leaders are exposed to, and provided with situations that will enhance their competencies. Galuska notes that developing nurses who are provided with ongoing opportunities for growth within the organization will develop much more effectively than those who are not assigned to challenging situations. Providing aspiring leaders with opportunities for growth highlights the organization’s commitment to their learning and trust in their abilities (Galuska). Further to providing opportunities, organizations must also ensure that aspiring leaders feel as though their efforts are appreciated. Recognizing their dedication, learning, and growth is an important part of ensuring that their development continues (Galuska). Hence, from the literature it is noted that organizations play a substantial role towards ensuring aspiring leaders are identified, and furthermore are supported in their ongoing development.

### **Leadership Development Within Organizations**

Despite the knowledge that future nurse leaders are integral to health care, few establishments are investing in professional development resources and succession planning (Sherman & Pross, 2010). The positive impacts created by the presence of

effective nurse leaders supports the fact that organizations should be investing in educational programs for leadership development (Omoike et al., 2011). Yet, Miskelly and Duncan (2013) report that there seems to be a gap with regards to the availability of learning resources and programs for aspiring nurse leaders. They note that there seems to be more programs available for current leaders versus up and coming ones (Miskelly & Duncan). For example, organizations may have various educational programs in place for current leaders to utilize; however, there are no programs available to develop future leaders. A possible contributing factor to this issue might be the organization's lack of ability to understand the learning requirements for nurses moving from a direct caregiving role to a nurse manager (Omoike et al.). Additionally, a common barrier that is imposed by organizations in the development of their nurses is their unwillingness to allow them time away from their busy units to complete education and training (Sherman & Pross). Finally, the economic downturns in recent years (2008 and 2014) likely had significant financial impacts on organizations, further restricting their ability to contribute funds to development and educational programs. Hence, there are various reasons as to why those in managerial positions may feel as though they are unable to implement educational programs for the development of future leaders. However, in taking the time to understand the benefits of developing aspiring nurses, management may reconsider their stance as they begin to understand the future benefits such programs can have on organizational success.

## **Why Do Aspiring Nurse Leaders Need Time To Develop?**

Nurses have the skills, competence, abilities, and intelligence to become successful nurse leaders at the administrative level (Maltais & Crupi, 2009). However, in order to ensure the development of successful nurse leaders, one must understand that an aspiring leader does not become a seasoned leader overnight. The process whereby a novice leader moves towards being an experienced and successful leader requires time, dedication, and resources. Future leaders require mentorship, formal education and training, experience, and opportunity (Maltais & Crupti). As per the Nursing Sector Study published in 2006, there is a need to focus on the continuous development of both aspiring and established nurse leaders (Maltais & Crupti). As French (2004) identifies, developing leadership abilities is not something that simply happens - it is an area that requires dedication and life long learning. Hence, in order to further understand the impact of training and development programs for future nurse leaders, a discussion surrounding the impact of formal leadership development programs is necessary.

## **Programs Utilized to Develop Aspiring Leaders**

Investing in the development of future nurse leaders is imperative for organizations. Cummings et al. (2008) conducted a systematic review to determine the effectiveness of leadership development within organizations. It was found (in nine of nine studies related to education programs and leadership) that those who participated in leadership development programs showed a significant increase in transformational/relational leadership abilities one year after the intervention. In total, the systematic review included

24 quantitative studies (nine studies specifically related to education programs and leadership) that met the specific inclusion criteria. Weaknesses noted to the studies pertained mainly to sampling (no random sampling), design (no experimental designs, common use of correlational designs and pre/post designs which ranged from low to moderate quality), and analysis in which various studies did not identify issues that pertained to their analysis methods. However, despite the weaknesses, there was strong use of theoretical frameworks throughout the studies and useful conclusions pertaining to factors influencing leadership development. For the purposes of this review, the focus will be on the findings pertaining to “educational activities” and leadership.

Cummings et al. uses the term educational activities to refer to leadership development programs. Conveniently, in the interest of the project topic, educational activities was the most common factor studied of the 24 studies (9/24). From the results, it was identified (through either self report or observers) that leadership skills increased following the education intervention. The leadership skills influenced were communication, self-efficacy, managerial competency, and adaptability. Regardless of the characteristics of the intervention (length, format), all studies in the systematic review showed a positive impact on leadership competencies post intervention. Hence, from review of the included studies, there is evidence to support the utilization of educational interventions to improve nurse leadership abilities. The utilization of systematic reviews to better understand the implications of educational efforts is an excellent means to support the integration of such programs in organizations. Through presentation of this objective data, nurses can advocate

for educational programs to further develop themselves as future leaders in order to benefit both the profession and the organization in which they work.

Omoike et al. (2011) note that nurse leaders of today need various skills beyond clinical knowledge, including competencies surrounding finance, administration, human resources, and technology. However, despite the fact that these competencies are emphasized throughout the literature, there are few programs available for nurse leaders to develop such skills. In an effort to better understand the impact of an educational program towards the development of nurse leader abilities, Omoike et al. conducted a study to examine the impact of a customized administrative nursing leadership certificate program. The study utilized purposeful sampling and identified 43 participants (including current and future nurse leaders). The “Leadership Survey” was utilized pre and post intervention to determine the impact on importance versus competence in 12 categories. Utilizing a paired t-test, ratings between importance and competence were analyzed. From the post-program analysis, it was found that competence increased in 11 of the 12 categories by a significant amount ( $P < 0.001$ ). Limitations of the study include the use of purposeful sampling and self-rated assessment. Improvements for future research include the utilization of random sampling, in addition to soliciting observer/leader feedback post-education program versus the individual themselves. However, overall, the study further highlights the importance of formal interventions to improve the competencies of future and current nurse leaders. With their participation in such educational programs, confidence in their abilities to effectively lead are enhanced. This study demonstrates the

importance of formal education training versus simply relying on on-the-job experience. Again, the presentation of such research highlights the necessity of participation in educational programs to effectively develop an aspiring nurse leader.

Galuska (2014) conducted a meta-analysis of qualitative literature related to nurses' experiences with formal leadership development. The synthesis included 21 studies that were either qualitative or mixed methods. Galuska noted four main themes, one of which being "Benefits for the learner and others". From the studies reviewed, Galuska observed numerous benefits experienced by nurses following their participation in leadership education. Nurses felt more comfortable with various administrative aspects of leadership including; theory; project, change and strategy management; and conflict management. Furthermore, they reported increased levels of self-confidence, self-awareness, ability to communicate expectations, and ongoing engagement in learning. Following leadership training, the nurses felt able to positively influence the leadership abilities of colleagues, effectively delegate, influence teamwork, and create a healthier workplace for the staff. Finally, the educated leaders noted an improved focus on client centred care, communication, continuity of care, and improved patient outcomes. Galuska's meta-analysis of qualitative studies helps to further support the positive impact of leadership education programs on various aspects of nursing practice.

An individual study that further supports the use of educational programs to enhance leadership development was conducted by Greenwood and Parsons (2002). Similar to the findings by Galuska (2014) as identified above, Greenwood and Parsons found that a

leadership education program resulted in a positive outcome for nurse leaders. Specifically, Greenwood and Parsons examined a leadership program developed in Sydney, Australia. The purpose of the program was to equip the Clinical Development Unit (CDU) nurse leaders with the necessary skills to be successful in managing their unit. To evaluate the effectiveness of the program, two semi-structured focus groups were conducted (n=9); one at five months after completion of the program, and the second four weeks after the first. The program attempted to be practical, in that it allowed time for participants to practice the skills they had read about. However, despite the program's objective to provide practical experience, the participants did not feel as though they were provided with enough time to both absorb and understand the theories and practice their implementation within the course's timeframe. However, following the course the participants indicated they felt as though they had developed the knowledge and ability to assimilate theoretical knowledge into their practice, improved strategic planning skills (i.e. change management), and overall leadership abilities. This particular study highlights the positive impacts of leadership education and evaluation to ensure ongoing success of the education effort.

Building on the qualitative knowledge base in support of leadership educational programs, MacPhee Skelton-Green, Bouthillette, and Suryaprakash (2011) present a study pertaining to the use of an empowerment framework for nursing leadership development. In this study, MacPhee et al. conducted a qualitative study of the outcomes of a formal leadership program. The specific program entitled, "Nursing Leadership Institute" (NLU) is a year-long program involving the following: a four day workshop; mentoring;

implementation of leadership projects in the organization; and an online practice community. For the purposes of the study, 27 nurses (front-line and mid-level leaders) with varied years of experience were interviewed one year post education intervention. Four cohorts were utilized from those who participated in the program in 2008-2009 and thematic analysis was conducted on interview transcripts. Various themes were identified from the interviews. Participants noted improved project management competencies - the ability to identify a necessary project and see it through to successful completion. They noted the importance of a knowledgeable mentor for support and ongoing encouragement and knowledge transfer. There was a noted increase in confidence with respect to their leadership abilities and the ability to utilize the tools obtained throughout the program to become more successful in their role. Additionally, 70% of the participants noted an improvement to their leadership style and reported that they believed their staff also noted a change in their style. The study provides a very detailed description of the themes identified, direct quotes from participants and specifically notes the frequency of themes between front-line and mid-level leaders. However, despite the very positive outcome, further research is required to validate the findings (i.e. through leader and staff feedback). Additionally, the use of a quantitative tool to create a mixed methods approach to the findings would be useful. Overall, the study provides support for leadership development programs grounded in empowerment frameworks. The NLU program provided front-line and mid-level leaders the additional skills and competencies to ensure continued success.



In addition to the studies explored thus far, Miskelly and Duncan (2014) also reviewed the utilization of a formal leadership program to improve leadership capabilities. “Pebbles” is the name of the leadership program being analyzed in the study. It involved a full day workshop once per month for six months and focussed on the development of eight leadership competencies. Twelve participants provided data through focus groups, interviews and questionnaires. The resulting data were thematically analyzed. Three themes were identified including: confidence; aspiration; and “big picture”. First, with regards to confidence, participants noted that they felt more confident in their abilities as a leader post-intervention. Secondly, participants felt more inspired as leaders to achieve higher levels of education with regards to nurse leadership (aspiration). Finally, the program helped participants to understand the organizational system of health care as a whole, including the broad range of management responsibilities. Limitations of the study include the fact that purposeful sampling was utilized (which may not provide a representative sample), as well as a small sample size. As with the majority of research, additional studies are required to further explore similar programs. Again, this research supports the importance of formal programs to influence leadership abilities.

The studies presented illustrate the impact of formal programs to enhance leadership competencies. Despite the type of program (duration, formality, focus, and so forth), each study found that the program positively influenced the current or aspiring nurse leaders’ capabilities. From this research, it highlights the importance of programs to enhance leadership development. The proposed practicum project involves the development of a

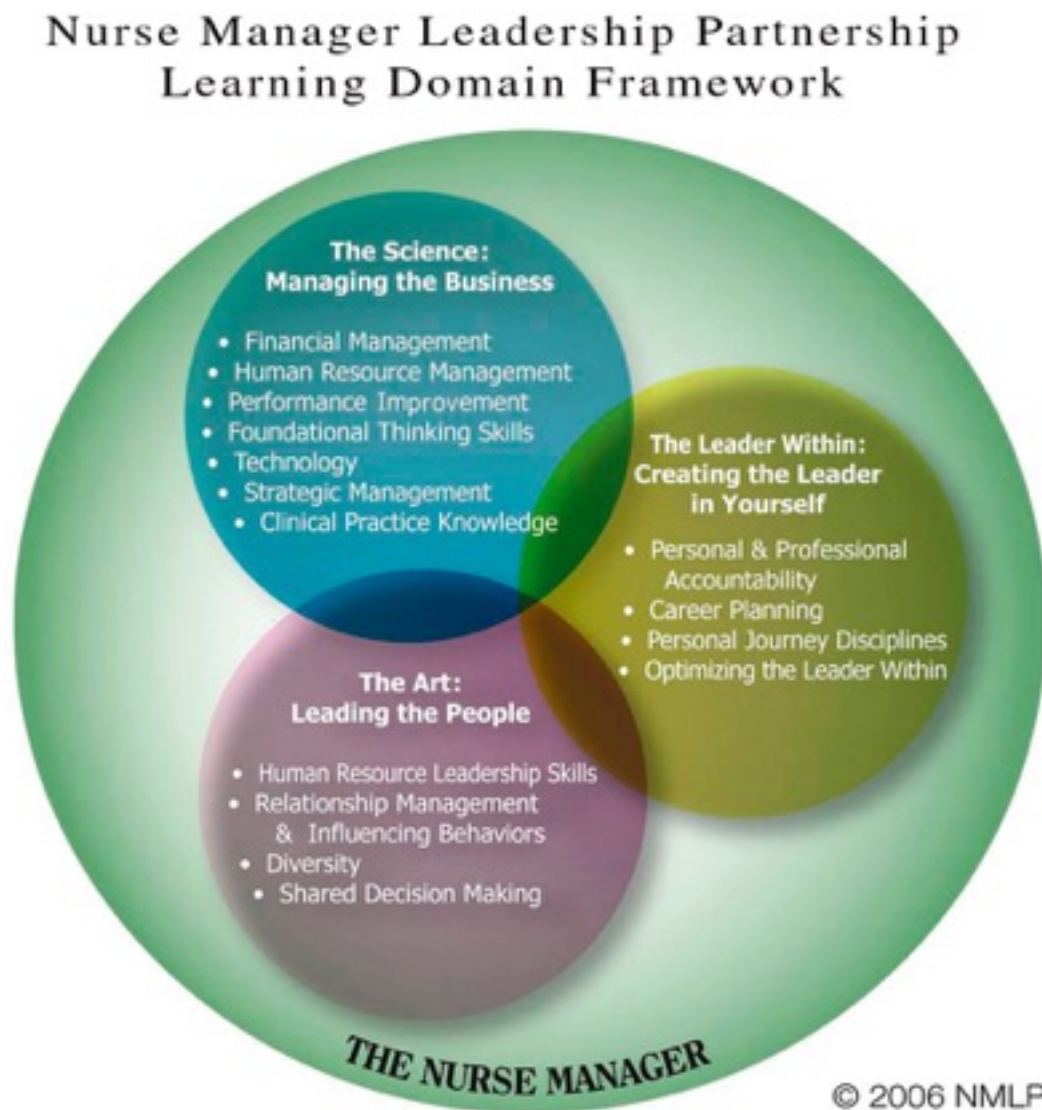
resource for aspiring leaders to help guide their development. The current research supports the need for such resources. Through the use of such resources, aspiring nurses can further develop their ability to become effective leaders. Through reviewing the current literature, the importance of developing and implementing learning resources for aspiring leaders is highly supported.

### **Leadership Framework**

As discussed, the proposed practicum project will involve the development of a learning resource for aspiring nurse leaders to develop skills and competencies. Various leadership frameworks exist that highlight the necessary competencies required by successful leaders. For the purposes of this project, the Nurse Manager Leadership Collaborative (NMLC) Learning Domain Framework will be utilized to guide the learning resource. The framework was developed collaboratively by the American Organization of Nurse Executives (AONE) and the American Association of Critical-Care Nurses (AACN) (American Organization of Nurse Executives, 2015). The framework contains three leadership domains which are utilized to identify the competencies required for current and future nurse leaders (Sherman & Pross, 2010). These domains (see Figure 1) provide valuable information to guide the development of future nurse leaders (Sherman & Pross).

As shown below, the framework is separated into three domains. Domain one is “The Leader Within: Creating the Leader Within Yourself” (AONE, 2015). Aspiring leaders must first and foremost understand themselves (Sherman & Pross, 2010). Through achieving an understanding of oneself, the developing leader is able to identify areas of strengths and

weaknesses, which then allows for further growth specifically in noted areas of weakness (Sherman & Pross). The Nurse Manager Inventory (an associated tool of the NMLC framework), is an excellent resource to utilize when working within domain one as it allows developing nurses to further identify areas of focus for further development (Sherman & Pross).



*Figure 1* - The Nurse Manager Leadership Partnership Learning Domain Framework

Domain two is “The Art: Leading the People”, in which the importance of communication is highlighted. Through effective communication, nurse leaders are able to influence others, create respectful relationships, manage people, and accurately express themselves. The third domain is “The Science: Managing the Business” which focuses on mastering finances, staffing, productivity, and technology. For each of the three domains the Nurse Manager Inventory (NMI) can be utilized to identify particular areas that may specifically require more focus. The use of the framework, in conjunction with the inventory, will assist future leaders to accurately focus their overall development as leaders.

Throughout review of the literature pertaining to the NMLC Learning Domain Framework and the NMI, no data was located that explored their rigour. In an attempt to obtain this data, the AONE was contacted. An inquiry regarding available psychometric testing as it relates to the model and inventory was made. However, the response simply indicated that they had been tested utilizing a “job demands analysis”, which was recently updated to be released summer 2015. (M. Meadows, personal communication, June 25, 2015). Despite the lack of information regarding the rigour of the framework and inventory, it will be used in the development of the aspiring nurse leader resource. The model was developed and is supported by various professional nursing associations and organizations; hence, I deduced that the framework would be credible.

### **Conclusion**

Throughout the literature review, an abundance of information regarding leadership, succession planning, theory, and a nursing leadership framework has been presented. In

reviewing the literature, it was found that a large majority of the data pertaining to the practicum project topic is descriptive in nature. This highlights the need for further scientific studies in the area of developing aspiring nurse leaders. This need is further supported by the data presented through the identified systematic reviews. The literature which exists supports the utilization of educational efforts to increase leadership competence. The premise of the practicum project is to develop a resource for aspiring nurse leaders to enhance their leadership capabilities. The literature reviewed supports the need for such resources and efforts. Additionally, it is frequently identified in the literature review that the development of future nurse leaders is paramount to the ongoing advancement of the nursing profession. Hence, from a review of the existing evidence one can conclude that the practicum project is both of value and importance to nursing and its future.

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## Appendix A

Name, Author, Date, Study Objective	Sample/ Groups (Size, Setting, Characteristics)	Design and Methodology	Key Results/ Findings	Strengths and Limitations	Conclusion and Rating
<p>Leadership Styles and Outcome Patterns for the Nursing Workforce and Environment: A Systematic Review</p> <p>Cummings, G., MacGregor, T., Davey, M., Lee, H., Wong, C.A., Lo, E., Muise, M., &amp; Stafford, E. (2010).</p> <p>To explore the relationship between leadership styles and outcomes in relation to the nursing workforce and environment.</p>	<p>53 studies included</p> <p>Published between 1985-2009</p>	<p>Systematic Review</p> <p>10 electronic databases used</p> <p>Inclusion criteria:</p> <ol style="list-style-type: none"> <li>1) peer reviewed research</li> <li>2) measured leadership by nurses</li> <li>3) measured one or more outcomes of leadership</li> <li>4) examined the relationship between leadership and impact on the nursing workforce or environment</li> </ol> <p>No qualitative studies or grey literature included.</p> <p>Article abstracts reviewed twice for inclusion.</p> <p>Only studies in English were included.</p>	<p>5 themes developed:</p> <ol style="list-style-type: none"> <li>1) staff satisfaction with work, role and pay</li> <li>2) staff relationships with work</li> <li>3) staff health and wellbeing</li> <li>4) work environment factors</li> <li>5) productivity and effectiveness</li> </ol> <p>Job satisfaction is associated with relational focused leadership styles.</p> <p>Organizational commitment increased with transformational leadership.</p> <p>Staff health was increased with transformational leadership.</p> <p>Nurse empowerment and role clarity was greater with transformational leadership.</p> <p>Productivity and effectiveness were higher in association with transformational/charismatic/change oriented leadership.</p>	<p>Strengths:</p> <ul style="list-style-type: none"> <li>- use of multiple databases</li> <li>- comprehensive review of available literature</li> <li>- specific inclusion criteria</li> <li>- double review for inclusion</li> <li>- Use of a standard quality rating tool for each article included.</li> <li>- Inclusion of studies from a wide timeframe (1985-2009)</li> <li>- Use of theory to guide research studies</li> <li>- provides a basis for future research</li> </ul> <p>Limitations:</p> <ul style="list-style-type: none"> <li>- Sampling: frequent use of convenience sampling</li> <li>- Studies were correlational, non-experimental or cross sectional designs (no randomized control trials), limiting causality interpretations.</li> <li>- Analysis: numerous studies did not appropriately identify limitations.</li> <li>- Only 35/53 studies reported validity of the leadership measurement tool.</li> <li>- Only included English studies</li> <li>- No use of qualitative studies.</li> </ul>	<p>Extensive research was conducted with strict review and inclusion criteria. Overall, there was evidence to support the positive impacts of relational/transformational leadership.</p> <p>Rating: Strong</p>

Name, Author, Date, Study Objective	Sample/ Groups (Size, Setting, Characteristics)	Design and Methodology	Key Results/ Findings	Strengths and Limitations	Conclusion and Rating
<p>Factors Contributing to Nursing Leadership: A Systematic Review</p> <p>Cummings, G., Lee, H., MacGregor, T., Davey, M., Wong, C., Paul, L., &amp; Stafford, E. (2008).</p> <p>To examine the factors that contribute to nursing leadership and the effectiveness of education in developing leadership behaviours</p>	<p>24 quantitative studies included</p> <p>Published between 1985 and 2006</p>	<p>Systematic review</p> <p>10 databases utilized</p> <p>Inclusion criteria:</p> <ol style="list-style-type: none"> <li>1) peer reviewed</li> <li>2) measured leadership</li> <li>3) measured 1 or more factors contributing to leadership relationship between these factors and nurse leadership</li> <li>4) relationship between these factors and nurse leadership</li> </ol> <p>No qualitative studies or grey literature.</p> <p>Article abstracts reviewed twice for inclusion.</p> <p>Only studies in English were included.</p>	<p>20 leadership factors identified and categorized into four groups:</p> <ol style="list-style-type: none"> <li>1) Behaviours and practices of individual leaders</li> <li>2) Traits and characteristics of individual leaders</li> <li>3) Influence of context and practice setting on leadership</li> <li>4) Leader participation in educational activities</li> </ol> <p>Practicing leadership skills empowered the leader and fellow nurses. Relationship competency was noted as more important than financial/technical competencies.</p> <p>Past experience, openness, motivation and extroversion were reported with high levels of leadership skills.</p> <p>Greater self-efficacy when able to observe leaders.</p> <p>Participation in educational activities was the most significant factor in contributing to increased leadership abilities.</p>	<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>- use of multiple databases</li> <li>- comprehensive review of available literature</li> <li>- specific inclusion criteria</li> <li>- double review for inclusion</li> <li>- Use of a standard quality rating tool for each article included.</li> <li>- Inclusion of studies from a wide timeframe (1985-2009)</li> <li>- use of theoretical frameworks to guide study</li> <li>- provides a basis for future research</li> </ul> <p><b>Limitations:</b></p> <ul style="list-style-type: none"> <li>- lack of random sampling</li> <li>- lack of experimental designs with control and intervention groups</li> <li>- the study designs result in a decreased ability to determine causality</li> <li>- validity of measurement tools not presented in multiple studies</li> <li>- possible over-reporting of significant findings</li> <li>- possible data missing as only English studies were included</li> <li>- possibly missing important findings as qualitative studies were not included.</li> </ul>	<p>Extensive research was conducted with strict review and inclusion criteria. Overall, there was evidence to support the positive impacts of leadership.</p> <p>Rating: Strong</p>

<b>Name, Author, Date, Study Objective</b>	<b>Sample/ Groups (Size, Setting, Characteristics)</b>	<b>Design and Methodology</b>	<b>Key Results/ Findings</b>	<b>Strengths and Limitations</b>	<b>Conclusion and Rating</b>
<p>Advancing Nursing Leadership: A Model for Program Implementation and Measurement</p> <p>Omoike, O., Stratton, K.M., Brooks, B.A., Oblson, S., &amp; Lloyd Storfjell, J. (2011).</p> <p>To illustrate the need for academics and hospitals to collaborate in order to advance nursing leadership.</p>	<p>43 participants in 2 cohorts</p> <p>Participants obtained from 3 hospitals</p> <p>Participants identified by nurse executives from a pool of nurse directors, managers, and future nurse leaders</p> <p>University of Illinois and Chicago College of Nursing partnered with three hospitals in the city</p>	<p>6 course administrative leadership course was developed.</p> <p>Leadership survey was used pre and one year post intervention to measure perceived importance versus competence subscales.</p> <p>Paired t test utilized for analysis</p> <p>43 participants in two cohorts</p>	<p>Pre-program: Significant difference between view of importance and level of competence (participants felt the skill/task was important but did not feel they were competent in the skill/activity)</p> <p>Post-program: Importance still found to be higher than competence. However, competence levels increased.</p> <p>P value was initially 0.000 (pre-program) and 0.029 post program (less significance).</p> <p>Perceived competence increased post-intervention.</p>	<p>Strengths:</p> <ul style="list-style-type: none"> <li>- Offered courses via online/distance education to allow greater access for participants</li> <li>- Two cohorts</li> <li>- Pre and post evaluation</li> <li>- Acceptable means of sampling considering the population required</li> <li>- Apparent significant results</li> </ul> <p>Limitations:</p> <ul style="list-style-type: none"> <li>- No psychometric testing results presented for Leadership Survey</li> <li>- Values based on self report rather than direct observation by outsider</li> <li>- Study design limits ability to determine causality</li> <li>- Lack of random sampling</li> <li>- Small sample group</li> <li>- No information on compatibility of the two cohorts.</li> </ul>	<p>Overall, the study identified evidence to support the fact that education programs have a positive impact on self-perceived competence, and the difference between importance and competence. Further research is required to provide additionally support to the study.</p> <p>Rating: Moderate</p>

Name, Author, Date, Study Objective	Sample/ Groups (Size, Setting, Characteristics)	Design and Methodology	Key Results/ Findings	Strengths and Limitations	Conclusion and Rating
<p>"I'm actually being a grown-up now": Leadership, maturity and professional identity development.</p> <p>Miskelly, P., &amp; Duncan, L. (2014).</p> <p>To evaluate the effectiveness of a leadership program aimed at improving clinical environments.</p>	<p>Purposeful sampling</p> <p>60 participants who had taken part in the leadership program ('Pebbles') at the time the study was conducted.</p> <p>The 'Pebbles' program consisted of one day education session/ workshop each month (x 6 months).</p> <p>Questionnaire and focus group participation (58 questionnaire were sent, 2 participants had moved and there was no available contact information).</p> <p>Interviews were held (semi-structured interviews and focus groups).</p>	<p>Quantitative data obtained through questionnaire (39 Likert-scale items). Response rate of 65.5% (n=38).</p> <p>Qualitative data obtained through semi-structured individual interviews and focus groups (n=18 total).</p> <p>SPSS utilized to extract data from questionnaires.</p> <p>Themes identified from interviews and focus groups.</p>	<p>Those who took part in the program seemed to have gained confidence, aspiration and an understanding of the 'big picture' of leadership (themes/ results from a combination of the questionnaire and interview/focus group findings).</p>	<p>Strengths:</p> <ul style="list-style-type: none"> <li>- Use of mixed methods (qualitative and quantitative).</li> <li>- The program time requirements were reasonable for working nurses.</li> <li>- Questionnaire was reviewed by several qualified professionals to ensure validity and reliability.</li> <li>- Principal investigator conducted all interviews for consistency.</li> <li>- Combination of respondents written and verbal feedback utilized in results.</li> </ul> <p>Limitations:</p> <ul style="list-style-type: none"> <li>- Small sample size</li> <li>- Poor response rate</li> <li>- Inability to determine causality based on study design</li> <li>- Lack of random sampling</li> <li>- No baseline information from participants</li> </ul>	<p>Despite the noted limitations, the combination of both quantitative and qualitative methods help to strengthen the study. The findings, although they do not demonstrate causality do support the need for further research and the potential positive impact of educational programs towards leadership development.</p> <p>Rating: Moderate</p>

<b>Name, Author, Date, Study Objective</b>	<b>Sample/ Groups (Size, Setting, Characteristics)</b>	<b>Design and Methodology</b>	<b>Key Results/ Findings</b>	<b>Strengths and Limitations</b>	<b>Conclusion and Rating</b>
<p>The evaluation of a clinical development unit leadership preparation program by focus group interviews – Part I: positive aspects.</p> <p>Greenwood, J., &amp; Parsons, M. (2002).</p> <p>To evaluate the effectiveness of a Clinical Development Unit (CDU) leadership program for current CDU nurse leaders.</p>	<p>9 participants from two Area Health Services in Western Sydney, Australia who were current CDU leaders.</p> <p>Nurses were considered “senior”.</p> <p>Purposeful sampling through application selection and interview process.</p> <p>The leadership program consisted of an interview process for selection, course preparation through reading content, and 6 x 2-day workshops over a 6 month period.</p>	<p>Qualitative study.</p> <p>2 focus groups consisting of 9 participants held 5 months post program, and 4 weeks after the first.</p> <p>First focus group = 2 hours Second focus group = 1 hour</p> <p>Informal approach with a semi-structured interview schedule.</p> <p>Focus groups were recorded and transcribed.</p>	<p>Interview process inspired nurses to want to excel and increased their commitment to the program.</p> <p>There was not enough time to integrate learnings from the course content while completing the practical aspects of the program.</p> <p>Increased knowledge on how to assimilate theory into practice.</p> <p>Strategic planning skills improved (ie: participants reported being able to implement change management strategies more effectively).</p>	<p>Strengths:</p> <ul style="list-style-type: none"> <li>- Provides an explanation of Focus Groups and rationale for using this method of data collection in the study.</li> <li>- The program requirements ensured engaged and committed participants.</li> <li>- Participants found the focus groups to be enjoyable</li> <li>- The qualitative method allowed for detailed descriptive information at two set intervals post program.</li> </ul> <p>Limitations:</p> <ul style="list-style-type: none"> <li>- Details regarding the focus group questions not provided.</li> <li>- Details regarding interviewers, process for identifying themes, coding, and data saturation not identified</li> <li>- Validity and rigour not explored.</li> <li>- Small sample size</li> <li>- Little detail about the sample characteristics</li> <li>- Strengths and limitations not noted by the authors</li> </ul>	<p>Overall, the study was useful in identifying the general reaction of participants to the leadership program. It also allowed for identification of areas of improvement for the program. The use of focus groups was an appropriate data collection method. However, there are several limitations that may impact the results of the study (as noted).</p> <p>Rating: Weak</p>

Name, Author, Date, Study Objective	Sample/ Groups (Size, Setting, Characteristics)	Design and Methodology	Key Results/ Findings	Strengths and Limitations	Conclusion and Rating
<p>An empowerment framework for nursing leadership development: supporting evidence.</p> <p>MacPhee, M., Skelton-Green, J., Bouthillette, F., &amp; Suryaprakash, N. (2012).</p> <p>To obtain descriptive data regarding nurse leaders' perspectives of an empowerment led leadership program.</p>	<p>Purposeful sampling</p> <p>27 front-line and mid-level leaders with variable years of experience.</p> <p>Nursing Leadership Institute (NLI) program was evaluated. The program is 1 year long and consists of:</p> <ul style="list-style-type: none"> <li>- 4 day workshop</li> <li>- Mentoring support</li> <li>- Organizational support to provide opportunity for the implementation of leadership projects in the practice environment.</li> <li>- Online leadership group</li> </ul> <p>Location: Vancouver, British Columbia, Canada</p>	<p>Qualitative study</p> <p>Private telephone interview conducted one year post program completion</p> <p>Interview was conducted by one researcher and one research assistant using a standardized script (30-60 minutes in length)</p> <p>Digitally recorded and transcribed</p> <p>Four researchers (the authors) reviewed the interview content independently and developed code categories using a content analysis approach.</p> <p>Coding validated using software.</p> <p>Discussions between the researchers to review coding and confirm major themes.</p>	<p>Various themes identified</p> <p>Interviewee themes (all positive outcomes):</p> <ul style="list-style-type: none"> <li>- Mentorship support</li> <li>- Increased confidence</li> <li>- Project management competencies</li> <li>- Validation and affirmation as a leader</li> <li>- Resources and tools</li> </ul> <p>Interviewee successes:</p> <ul style="list-style-type: none"> <li>- Project success</li> <li>- Staff empowerment</li> </ul> <p>Interviewee challenges:</p> <ul style="list-style-type: none"> <li>- Workload</li> <li>- Project work</li> <li>- Organizational change</li> <li>- Human resource issues</li> <li>- Team building</li> </ul> <p>70% reported improved style of leadership and reported belief that staff noticed a change in their style.</p> <p>Empowerment leadership programs result in positive outcomes for nurse leaders.</p>	<p>Strengths:</p> <ul style="list-style-type: none"> <li>- Participants were not asked about "empowerment" throughout the interview to avoid bias or suggestion.</li> <li>- Research ethics permission is noted</li> <li>- Standardized interviews (questions listed in the article)</li> <li>- 4 researchers reviewing content of interviews independently first, then collaborated</li> <li>- Specific coding approach utilized</li> <li>- Validation using software (NVivo 8)</li> <li>- Data saturation reached</li> <li>- Specific details regarding the participant age, gender, experience, role, direct reports, and sector of work provided</li> <li>- Program based upon a theoretical framework (empowerment theory)</li> </ul> <p>Limitations:</p> <ul style="list-style-type: none"> <li>- Interviews used as the only method of data collection</li> <li>- No use of quantitative methods in conjunction with the qualitative to further support findings.</li> </ul>	<p>The study conducted was thorough, descriptive, and utilized appropriate qualitative design methods in an effective manner. The study provided a detailed understanding of the impact of utilizing an empowerment framework in leadership development programs. The study added useful information to the research base surrounding leadership development.</p> <p>Rating: Strong</p>

Name, Author, Date, Study Objective	Sample/ Groups (Size, Setting, Characteristics)	Design and Methodology	Key Results/ Findings	Strengths and Limitations	Conclusion and Rating
<p>Education as a springboard for transformational leadership development: listening to the voices of nurses.</p> <p>Galuska, L.A. (2014).</p> <p>To conduct a metasynthesis review of the literature to determine the effectiveness of leadership education on competency.</p>	<p>27 qualitative or mixed method studies included.</p> <p>Studies published between 2000-2013 utilized.</p>	<p>Metasynthesis</p> <p>Noblit and Hare's meta-ethnography approach utilized for synthesis of studies.</p> <p>3 databases utilized.</p> <p>Inclusion criteria:</p> <ul style="list-style-type: none"> <li>- Qualitative or mixed methods</li> <li>- Nurse participants in any role or level</li> <li>- Any country</li> <li>- Published or unpublished</li> <li>- English language</li> <li>- Focused on development of leadership competencies through some form of educational program</li> </ul> <p>Themes and concepts entered into a mind map using Mindjet MindManager software.</p>	<p>4 main themes identified:</p> <ol style="list-style-type: none"> <li>1. Evidence-based relevant content</li> <li>2. Optimized learning strategies</li> <li>3. Benefits for the learner and others</li> <li>4. Tensions and threats to the application of learning</li> </ol> <p>Education programs that were evidence based and rooted in theory were most effective.</p> <p>Structure of the educational program impacted effectiveness.</p> <p>Benefits for the learners included: increased knowledge and understanding of management theory and how apply the learning; improved strategic planning; increased transformational leadership; feelings of empowerment, greater self-awareness, as well as improved teamwork and patient outcomes.</p> <p>Workload, time constraints, limited resources, frequent change, and lack of support from senior leaders and peers threatened leadership learning.</p>	<p>Strengths:</p> <ul style="list-style-type: none"> <li>- Use of multiple databases</li> <li>- Specific inclusion criteria</li> <li>- Inclusion of studies from a wide timeframe</li> <li>- Standardized approach used for synthesis of studies</li> <li>- Software utilized for mind mapping</li> <li>- Synthesis expressed in both writing and graphics (through the mind map)</li> </ul> <p>Limitations:</p> <ul style="list-style-type: none"> <li>- Possible data missing due to the fact that only qualitative/mixed method studies were included</li> <li>- Only English studies included</li> <li>- Studies were not necessarily peer reviewed</li> <li>- Only one researcher to review for inclusion and thematic analysis</li> <li>- Strengths/ limitations not identified by author</li> </ul>	<p>The study provides useful information from a qualitative/ mixed methods perspective pertaining to education and its impact on leadership in general. It supports the use of education to positively impact leadership competencies, and notes areas that negatively impact the nurses' ability to implement effective leadership.</p> <p>Rating: Strong</p>



<b>Name, Author, Date, Study Objective</b>	<b>Sample/ Groups (Size, Setting, Characteristics)</b>	<b>Design and Methodology</b>	<b>Key Results/ Findings</b>	<b>Strengths and Limitations</b>	<b>Conclusion and Rating</b>
<p>Cultivating nursing leadership for our envisioned future.</p> <p>Galuska, L.A. (2012).</p> <p>To conduct a metasynthesis review of qualitative studies to increase the understanding of conditions that support or hinder leadership development.</p>	<p>21 qualitative or mixed-method studies included.</p> <p>Studies published between 2002-2011 utilized.</p>	<p>Metasynthesis</p> <p>Noblit and Hare's 7 Phase Approach for metasynthesis</p> <p>2 databases utilized.</p> <p>Inclusion criteria:</p> <ul style="list-style-type: none"> <li>- Qualitative or mixed-method approach</li> <li>- Nurse participants in any role or level</li> <li>- Various countries</li> <li>- English language</li> <li>- Focused on the development of leadership competencies of nurses in any setting</li> </ul> <p>Themes and concepts entered into a mind map using Mindjet MindManager software.</p>	<p>3 main theme identified:</p> <ol style="list-style-type: none"> <li>1. Opportunity structure</li> <li>2. Relationship factor (3 sub-themes)</li> <li>3. Organizational culture for growth</li> </ol> <p>When provided with opportunities for growth, and exposure to challenging situations, they are able to develop as leaders.</p> <p>Support from managers, peers/ colleagues and mentors is integral towards successful development as a leader.</p> <p>Positive organizational climate supports leadership growth. Negative behaviors, limited resources, time constraints, and lack of staffing negatively affect leadership development.</p>	<p>Strengths:</p> <ul style="list-style-type: none"> <li>- Specific inclusion criteria</li> <li>- Inclusion of studies from a wide timeframe</li> <li>- Standardized approach for synthesis of studies</li> <li>- Software used for mind mapping</li> <li>- Studies included a wide range of nurse participants</li> </ul> <p>Limitations:</p> <ul style="list-style-type: none"> <li>- Possible data missing due to the fact that only qualitative/mixed methods were included</li> <li>- Only English studies included</li> <li>- Only 2 databases used</li> <li>- Only one researcher to review for inclusion and thematic analysis</li> <li>- Strengths/ limitations not identified by author</li> </ul>	<p>The study further adds to the qualitative research base regarding leadership development. The author uses standardized means of thematic synthesis. The study identifies important considerations when determining how to effectively develop leaders.</p> <p>Rating: Strong</p>

## Appendix B

Within the databases search terms included:

nurs\* and leader\*leader\*

nurs\* and professional development

nurs\* and career and develop\*

nurs\* and leader\* and advanc\*

nurs\* and career and advanc\*

learn\* and leader\*

leader\* and progress\*

nurs\* and leader\* and competenc\*

nurs\* and leader\* and skill\*

nurs\* and leader\* and educat\*

leader\* and educat\*

**Appendix B**  
**Consultation Report**

## Consultation Report

Over the past two to three decades, the healthcare system has been through a significant amount of reform, specifically with regards to the presence of formal nurse leadership roles (Maltais & Crupi, 2009; Omoike, Brooks, & Storfjell, 2011). With changes ongoing to the healthcare system, it is imperative that we continue to develop nurse leaders in order to ensure a strong presence and voice. The Canadian Nurses Association (2003) highlights this importance through their promotion of succession planning to ensure there is a process whereby future leaders are formally developed. To become a nurse leader takes time, dedication, experience, and continuous education. Hence, it is imperative that nurses understand the “how” of becoming a leader and the ways to access resources to assist them in this process. Based on the absolute need for future leaders, I will be developing a learning resource for aspiring nurse leaders. The resource will provide a comprehensive and user friendly guide to assist aspiring leaders in their journey towards developing effective leadership competencies.

## **Background**

### **Purpose of Practicum Project**

The proposed learning resource will act as an educational tool for the aspiring nurse leader. Throughout the literature reviewed there is evidence that supports leadership competency development following various educational efforts. However, despite the support for educational programs, with respect to leadership development, there is still a lack of programs available to nurses. The proposed learning resource will provide a user

friendly and cost-effective means for aspiring nurse leaders to guide their career path towards leadership development.

The learning resource will focus on the development of transformational leadership skills in conjunction with the The Nurse Manager Leadership Partnership (NMLP) Learning Domain Framework (American Organization of Nurse Executives, 2015). The use of transformational leadership (Curtis, de Vries, & Sheerin, 2011) throughout the resource will provide the theoretical basis. Additionally, the framework will ensure that aspiring leaders obtain a comprehensive understanding of current leadership competencies. Overall, my goal is to create a resource that will assist aspiring leaders in guiding their leadership development. The aim is to provide future nurse leaders with a comprehensive resource that will help them to effectively lead the profession.

### **Purpose of Consultations**

Although a large amount of the content that will be included in the leadership learning resource will come from academic literature, the contribution from current leaders will add significant substance to it. Consultation with experts provides a realistic perspective of the current status of nursing leadership. These perspectives are valuable as they provide additional information that cannot be found in a past text book or journal article. The real life experience of current leaders helps to generate a well rounded understanding of leadership concepts, which will add further depth to the resource. Through identifying themes from the consultations, the information obtained will be intertwined throughout the entire resource providing a strong foundation. Overall, the consultants will provide

specific, current, and professional input that will provide significant value to the learning resource.

## **Methods**

### **Setting and Sample**

The consultations were conducted virtually via a Survey Monkey online tool. The opportunity to complete the consultation in person or via phone was also provided as an option to the approached consultants. Despite this offer, all consultants chose to complete the online questionnaire.

In total, there were 13 nurse leaders approached to take part in the project as a consultant. The approached consultants' areas of practice are identified in the table below.

<b>Area of Practice/Association</b>	<b>Number of consultants</b>
College and Association of Registered Nurses of Alberta (CARNA)	4
Alberta Occupational Health Nurses Association (AOHNA)	1
United Nurses of Alberta (UNA)	2
Occupational Health Nurse (OHN) Managers/ Leads (private industry)	3
Alberta Health Services (AHS) Public Health Nurse Managers/Leads	2
Keyano College Instructor (Bachelor of Science in Nursing Program)	1

### **Recruitment**

Each consultant was approached via email using a standard message for each potential consultant (see Appendix A). An email attachment was included which provided more detailed information regarding the project (see Appendix B). If I did not receive a response

from the potential consultant within five business days, I reached out to the leader again via email. If, after the second attempt I still had not received a response, I sent one final email to inquire as to whether they would like to participate. For those that did not respond after the third attempt, I presumed this to mean they were not interested in participating, and no further contact was attempted.

Due to the fact that the leaders were all busy with heavy workloads, I received several responses indicating that they could not respond during the initial couple of weeks, but could do so during the week of November 13, 2015. I advised these individuals that I would like to receive all responses by November 17, 2015.

### **Data Collection**

Data was collected through the use of the Survey Monkey online tool. The survey was created using open ended questions that provided sufficient space for detailed answers. The link to the questionnaire was provided within the initial email to the consultants. The questionnaire contained 10 open ended questions (see Appendix C). Once completed, the responses appeared in my Survey Monkey account. When a response appears in the online tool, there are no specific identifiers associated with the questionnaire. The participants did send me an email once they completed the questionnaire to advise me of their completion. When received, the responses were moved to a password protected spreadsheet where the data was housed for easy access and analysis. I did not include any personal identifiers in the spreadsheet, and identified each respondent as respondent 1, respondent 2, respondent 3, and so forth.

Although the option to participate via phone or in person was provided to the approached participants, no one chose to use this option. All data was collected through the Survey Monkey online questionnaire, with the exception of one consultant who chose to send her responses via email attachment.

### **Data Management and Analysis**

All responses to the questionnaire were housed in three locations. Firstly, the responses remained in my Survey Monkey account. As each response was received, it was added to a spreadsheet. Once all responses were received, one hard copy file was printed to complete the analysis. Data storage and security is addressed under the ethical considerations section of this paper.

Content analysis was utilized to analyze the data. I utilized a constant comparison method to analyze each response. This method allows for the identification of commonalities between responses (Polit & Tatano Beck, 2012). Content analysis involved the following steps: reading the data in detail numerous times to gain familiarity; identifying codes or common words throughout the text that highlighted key thoughts or concepts; labelling of codes into specific sub-categories and categories; and finally the identification of overall themes (Hsieh & Shannon, 2005). In order to analyze the data I utilized a highlighter to identify codes directly on the printed spreadsheet. I then made handwritten notes identifying the codes and moving upwards to the overall theme for each question. The specific codes, categories and themes identified will be threaded throughout the proposed learning resource.



## **Ethical Considerations**

As discussed, throughout the initial email sent to the approached consultants, I provided a detailed information package (see Appendix B). The information was provided to the potential participants in order for them to completely understand the practicum project, the purpose of the request, and how their responses would be utilized. In the information package, it was noted that the consultant had no obligation to participate. Hence, it was ensured that from the initial communication with consultants they were provided with sufficient information to thoroughly understand the project.

Prior to completing the consultations, I completed the Health Research Ethics Approval (HREA) form (see Appendix D). From the checklist I found that my proposed consultations were for the purposes of improvement in the workplace. Hence, I did not need to submit my plan to the Health Research Ethics Board. This was further confirmed in consultation with my practicum supervisor.

In order to ensure the confidentiality of consultant information and data security, the following measures were taken:

- 1) Responses were stored within the secure Survey Monkey online tool of which only I held the username and password.
- 2) The spreadsheet for data analysis did not contain any identifying information and was password protected.
- 3) One hard copy of the spreadsheet was printed and kept in a locked cabinet in my home when not in use (along with any handwritten notes).

- 4) The personal computer on which the data is located was locked via a password while not in use.
- 5) There will be no personal identifiers indicated throughout the practicum resource when utilizing the consultant data.

The three principles of ethical research (beneficence, respect for human dignity and justice) (Polit & Tatano Beck, 2012) were maintained.

### **Consultant Participation**

By November 17, 2015, a total of nine consultants had completed the questionnaire. The participants fell within the following practice areas/associations:

- 1 consultant from the AOHNA
- 2 consultants from the CARNA
- 1 consultant from the UNA
- 3 OHN Manager/Lead consultants from private industry
- 1 AHS Public Health Manager/Lead consultant
- 1 Keyano College Nursing Instructor consultant

Hence, a response rate of 69.2% was obtained. I also noted throughout the process of contacting consultants that one individual was no longer in her position and, therefore, she likely did not receive my email communications. Overall, the response rate was pleasing. Each respondent was engaged in the process, openly willing to participate, and expressed interest in obtaining a copy of the final practicum project resource.

## Consultation Results

Once all consultation responses were received, I proceeded to become familiar with the data by reading through the responses multiple times. I then worked through each response from the consultants and utilized the content analysis approach to develop codes, sub-categories, categories and an overall theme for each question. Throughout the next sections, I will provide information regarding the analysis results for each question.

### Question One

Question one was stated as, “From your perspective, what are important characteristics that every leader should possess? Of these characteristics, which would you deem as the most essential to becoming a successful leader?” The following table identifies the codes, sub-categories, categories, and overall theme determined from the consultant responses.

Theme	Aspiring leaders require strong personal and professional values which transfer into observable action.	
Categories	Values/Mindsets	Actions/behaviors
Sub-categories	Internal competencies	Observable skills
Codes	<ul style="list-style-type: none"><li>• Vision</li><li>• Integrity</li><li>• Fairness</li><li>• Inspirational</li><li>• Honesty</li><li>• Self-awareness</li><li>• Genuine</li><li>• Authenticity</li><li>• Motivation</li><li>• Optimist</li><li>• Open minded</li><li>• Transparency</li></ul>	<ul style="list-style-type: none"><li>• Hardworking</li><li>• Knowledgeable</li><li>• Communicator</li><li>• Adaptability</li><li>• Objectiveness</li><li>• Listener</li><li>• Confidence</li><li>• Collaborator</li><li>• Strategic thinker</li></ul>

Upon analysis of the consultant responses to question one, there were a variety of characteristics noted to be important to aspiring leaders. It was determined that a number of

internal values and observable behaviours are essential to success as a leader. With respect to values, a number of those identified relate back to the authenticity including honesty, fairness, being genuine, and transparency. Hence, authenticity appears to be a very important value as a leader. Building upon these values, leaders need to demonstrate observable actions. Through the responses provided by the consultants, it was found that there is not one particular characteristic that will create for a successful leader, yet a number of strong values and associated behaviours that leaders must acquire and demonstrate.

## Question Two

Question two was stated as, “What advice would you give someone who is looking to advance their leadership capabilities?” The following table identifies the codes, sub-categories, categories, and overall theme determined from the consultant responses.

Theme	Be self-driven and further develop through the use of resources around you	
Categories	Personal resources	External resources
Sub-categories	Self responsibility	Collaboration with others
Codes	<ul style="list-style-type: none"> <li>• Seek opportunities</li> <li>• Become an expert</li> <li>• Learn leadership styles</li> <li>• Become an informal leader</li> <li>• Be self aware</li> <li>• Effective listening</li> <li>• Authenticity</li> <li>• Know what you want</li> </ul>	<ul style="list-style-type: none"> <li>• Seek a mentor</li> <li>• Support peers</li> <li>• Accept accountability and delegation from others</li> <li>• Observe, interact with, and learn from other leaders</li> </ul>

From the consultant responses to question two, a general theme of being self-driven and utilizing external resources was determined. Self-drive includes the need to develop personally through knowledge, listening, knowing oneself, and being dedicated to growth.

The consultants also highlighted the importance of collaborating with others, specifically in obtaining a mentor, accessing feedback and support from peers, and learning from others. From the analysis of this question, it highlights the importance of utilizing the resources within oneself, but also accessing support from others. Hence, it is important for those guiding aspiring leaders to ensure they provide advice regarding both aspects of development.

### Question Three

Question three was stated as, “What are some essential steps that an aspiring leader should take in order to effectively develop their competencies?” The following table identifies the codes, sub-categories, categories, and overall theme determined from the consultant responses.

Theme	Develop both your professional and personal self to succeed		
Categories	Become a subject matter expert		Become self-aware
Sub-categories	Develop knowledge	Utilize experts	Development of self
Codes	<ul style="list-style-type: none"> <li>• Learn to understand data</li> <li>• Never stop learning</li> <li>• Attend workshops/ conferences/ seminars</li> <li>• Obtain formal education</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize peer support</li> <li>• Obtain and utilize a mentor</li> <li>• Obtain peer evaluations</li> <li>• Engage with committees/ professional organizations</li> <li>• Network</li> <li>• Seek opportunity</li> </ul>	<ul style="list-style-type: none"> <li>• Don't be too hard on others</li> <li>• Develop and utilize reflection techniques</li> <li>• Goal plan</li> <li>• Develop personal insight</li> <li>• Accept imperfection</li> <li>• Identify strengths/weaknesses</li> <li>• Don't back down</li> </ul>

With respect to recommended steps to develop as a leader, the consultants identified various actions that should be taken. The steps recommended involve both development of

professional knowledge, in conjunction with development of one's personal self. With respect to professional development, key strategies include increasing knowledge (through activities such as workshops, seminars, formal education, and a continuous drive to learn) and the utilization of experts (through mentors, peer support and feedback, networking, and engagement in professional organizations). With respect to development of self-awareness, the consultants recommended utilizing reflection, goal planning, developing insight, and identifying strengths and weaknesses. Hence, from the responses the key actions required by aspiring leaders include not only developing professional knowledge, but also developing knowledge of oneself.

#### Question Four

Question four was stated as, "What resources would you recommend to someone who is looking to become a better leader?" The following table identifies the codes, sub-categories, categories, and overall theme determined from the consultant responses.

Theme	Utilize resources that speak to your values and aspirations as a leader	
Categories	Specific resources	Non-specific recommendations
Sub-categories	Books/courses/institutes	General concepts
Codes	<ul style="list-style-type: none"> <li>• "Fifth Discipline" - Peter Senge</li> <li>• LEADS Framework</li> <li>• Harvard Manage Mentor</li> <li>• Barb Langlois online webinars</li> <li>• Registered Nurses Association of Ontario resources</li> <li>• Dorothy Wylie Leadership Institute</li> <li>• Coaching courses</li> <li>• Leadership training</li> </ul>	<ul style="list-style-type: none"> <li>• Develop self-awareness</li> <li>• Coaching courses</li> <li>• Leadership training</li> <li>• Books/magazines</li> <li>• Regulatory bodies</li> <li>• Projection management education</li> <li>• Workshops</li> <li>• Mentorship</li> <li>• Formal and informal learning opportunities</li> <li>• Utilization of experts</li> <li>• Resources on self-reflection</li> </ul>

The consultants provided both specific and general resources for leadership development. Particular books, organizations, and training were suggested as important. The leaders noted such resources as the Harvard Manage Mentor, Barb Langlois webinars, the Registered Nurses Association of Ontario resources, the Dorothy Wylie Leadership Institute, and coaching and leadership courses. Providing aspiring leaders with these particular resources allows them to begin exploring influential training, which may also lead to the identification of additional resources that may be of benefit. Non-specific recommendations included the use of regulatory bodies, workshops, mentors, experts, books/magazines, and general leadership courses. Through utilization of such resources as those identified by the consultants, aspiring leaders can further develop their leadership capabilities. The suggestions made by the consultants would help the developing leaders to identify resources that may be of use to them.

#### **Question Five**

Question five was stated as, “Do/did you have a mentor? If so, what traits do you seek in a mentor and why?” The following table identifies the codes, sub-categories, categories, and overall theme determined from the consultant responses.

Theme	Effective mentors are a valuable development tool		
Categories	Mentor characteristics		Mentor status
Sub-categories	Traits	Vested interest in others	Yes/No
Codes	<ul style="list-style-type: none"> <li>• Strong nursing values</li> <li>• Inspirational</li> <li>• Subject matter expert</li> <li>• Ability to apply the nursing process in a variety of fields</li> <li>• Honesty</li> <li>• Integrity</li> </ul>	<ul style="list-style-type: none"> <li>• Strong listening skills</li> <li>• Ability to provide guidance</li> <li>• Ability to effectively share knowledge</li> <li>• Interest in developing others</li> <li>• Encouraging</li> </ul>	<ul style="list-style-type: none"> <li>• 7 consultants have/had a formal mentor</li> <li>• 2 have never had a formal mentor</li> </ul>

Seven of the nine consultants have or had a formal mentor, a high percentage which signifies their importance. The consultants identified that effective mentors have specific personal traits including; strong nursing values, high levels of knowledge, honesty, and integrity. Furthermore, the consultants noted that mentors should have a vested interest in the development of others, specifically their mentee. This interest in the success of aspiring leaders is demonstrated through the mentors' listening capabilities, ability to provide guidance, and ability to share knowledge and encouragement. The consultants' responses highlights the importance of obtaining a mentor, and ensuring the chosen mentor has specific characteristics.

### **Question Six**

Question six was stated as, "How do you personally encourage leadership development in aspiring nurse leaders?" The following table identifies the codes, sub-categories, categories, and overall theme determined from the consultant responses.



Theme	Collaboration and education to promote development		
Categories	Working together		Education
Sub-categories	Future planning	Communication	Knowledge and awareness
Codes	<ul style="list-style-type: none"> <li>• Demonstrate that the impossible is possible</li> <li>• Identify goals for the future</li> <li>• Identify strengths/ weakness and a development strategy</li> </ul>	<ul style="list-style-type: none"> <li>• Connect deeply</li> <li>• Seek input from others</li> <li>• Performance appraisals</li> <li>• Obtain feedback</li> <li>• Provide encouragement</li> <li>• Pass on experience</li> </ul>	<ul style="list-style-type: none"> <li>• Promote continued formal education</li> <li>• Develop self-awareness</li> <li>• Encourage accountability</li> </ul>

The consultants identified various means by which they encourage the development of aspiring leaders. Key aspects identified in developing leaders were collaboration and education. The consultants identified their ability to work with aspiring leaders through effective communication, including establishing a deep connection, providing feedback and encouragement, conducting performance appraisals, and passing on experience. The consultants also noted the importance of their influence on aspiring leaders through working with them towards future planning. Developing goals, identifying strengths and weaknesses and collaborating to establish a formal development plan were identified by the consultants as strategies towards developing future leaders. Additionally, the consultants indicated the importance of encouraging future leaders to obtain formal education and develop self-awareness. Ultimately, the consultants identified their need to encourage aspiring leaders through both collaboration and education.

## Question Seven

Question seven was stated as, “What type of leadership style do you use and why?”

The following table identifies the codes, sub-categories, categories, and overall theme determined from the consultant responses.

Theme	Successful leadership styles focus on people, supported by positive relationships	
Categories	Formal leadership theory	Leader actions
Sub-categories	Styles	Behaviors
Codes	<ul style="list-style-type: none"><li>• Collaborative</li><li>• Participatory</li><li>• Democratic</li><li>• Transformational</li><li>• Direct</li><li>• Collegial</li></ul>	<ul style="list-style-type: none"><li>• See/bring out the best in others</li><li>• Establish vision</li><li>• Engage others</li><li>• Communicate</li><li>• Lead by example</li><li>• Build relationships</li><li>• Interact with staff</li></ul>

The consultants identified both leadership styles and behaviours. The most common leadership styles were collaborative and transformational. The consultants highlighted the importance of these styles as they focus on relationships and engagement with staff. They noted the effectiveness of staff feeling involved, supported, and understood. The leadership behaviours noted to be utilized by the consultants included establishing vision, engaging others, communicating, leading by example, and building relationships. From the responses, the consultants appeared to place significant value on their effective relationships with others as dictating their leadership style. The need to engage and motivate others through positive relationships was noted to be key.

## Question Eight

Question eight was stated as, “What is the biggest challenge facing upcoming nurse leaders?” The following table identifies the codes, sub-categories, categories, and overall theme determined from the consultant responses.

Theme	Limited commitment to leadership development		
Categories	Nursing Profession		Healthcare organizations
Sub-categories	Individual nurse	Nursing	Workplace
Codes	<ul style="list-style-type: none"><li>• Understanding staff nurses</li><li>• Apathy</li><li>• Unwillingness to “step up”</li></ul>	<ul style="list-style-type: none"><li>• Nursing shortage</li><li>• Leaders away from the bedside</li><li>• Lack of clarity around change in skill set</li><li>• Determining where a nurse adds value</li></ul>	<ul style="list-style-type: none"><li>• Aging workforce</li><li>• Decreased finances from taxpayers</li><li>• Poor workplace support for development</li><li>• Constant change</li><li>• Advancing technology</li><li>• Heavy workload</li></ul>

The consultants identified various challenges facing upcoming nurse leaders. Challenges related to the nursing profession and healthcare organizations were noted. With respect to the profession, the nursing shortage, apathy of staff, lack of interest and willingness to become a leader, and poor clarity around nursing roles contribute to challenges. Additionally, within healthcare organizations the aging workforce, budgetary constraints, lack of workplace support for development, technology, and heavy workloads also contribute to specific challenges. Overall, there are challenges associated with both the profession and healthcare organizations. Upcoming leaders must be aware of and work to overcome these challenges in order to reach their desired potential as a leader.

## Question Nine

Question nine was stated as, “What is the most common trait or behaviour that negatively impacts an aspiring leader’s development and success?” The following table identifies the codes, sub-categories, categories, and overall theme determined from the consultant responses.

Theme	Negative personal traits and external pressures can lead to poor leadership development		
Categories	External		Internal
Sub-categories	Organization	Supports	Personal
Codes	<ul style="list-style-type: none"><li>• Operational issues</li><li>• High workload</li><li>• Lack of support</li><li>• Poor management</li></ul>	<ul style="list-style-type: none"><li>• Largely unionized profession</li><li>• “Union” mentality</li></ul>	<ul style="list-style-type: none"><li>• Poor adaptability</li><li>• Resistance to change</li><li>• Negativity</li><li>• Poor knowledge base</li><li>• Over-confidence</li><li>• Close-mindedness</li><li>• Cynicism</li><li>• Authoritative behaviours</li><li>• Inability to admit mistakes</li></ul>

With regards to traits that negatively impact the aspiring nurse leader, the consultants took a broad perspective to the question which included external influences such as the healthcare organization itself as well as personal characteristics. With respect to external influences, the consultants noted organizational issues (including operational issues, high workload, and lack of supports), and a “union mentality” from groups of nurses that lead to feelings of entitlement, as negative impacts towards development. In addition to the external influences, negative characteristics and behaviours of the aspiring leader were also

noted. Such characteristics included; poor adaptability, resistance to change, over-confidence, close-mindedness, and authoritative behaviours. I had been expecting that the consultants would focus on the individual only; however, the input with respect to organizations and supports having a negative impact on development added further value to the question. Through identifying such issues and traits, aspiring leaders can work to avoid such actions and behaviours.

### Question Ten

Question ten was stated as, “What are you doing to ensure you continue to grow and develop as a leader?” The following table identifies the codes, sub-categories, categories, and overall theme determined from the consultant responses.

Theme	Continuously focus on gaining professional knowledge and self-awareness		
Categories	Formal education	Take action	Know yourself
Sub-categories	Knowledge	Face fears	Self and others
Codes	<ul style="list-style-type: none"> <li>• Master of Nursing Program</li> <li>• Training</li> <li>• Lifelong learning</li> <li>• Business education</li> <li>• Webinars</li> <li>• Literature</li> </ul>	<ul style="list-style-type: none"> <li>• Take on new challenges</li> <li>• Get out of your comfort zone</li> <li>• Do things that challenge you</li> </ul>	<ul style="list-style-type: none"> <li>• Become a mentor</li> <li>• Maintain a mentor</li> <li>• Self-reflect</li> <li>• Self-assess/ appraise</li> <li>• Consult with peers</li> <li>• Obtain feedback</li> <li>• Coach upcoming leaders</li> <li>• Become involved with committees/ registering bodies</li> </ul>

It was important to determine not only what current leaders do to inspire upcoming leaders, but also what they do to stay current and inspired as leaders themselves. The

consultants provided a variety of strategies focussing on gaining professional knowledge and self-awareness. The leaders felt that life-long learning, including formal education, was important. Additionally, the leaders noted the importance of developing themselves through taking on new challenges and getting out of their comfort zones. The leaders also identified the importance of knowing themselves. They identified strategies such as utilizing mentorship, obtaining feedback, coaching, and self-assessment/reflection as key towards better understanding themselves. Overall, each leader felt that continuing to develop themselves personally and professionally was important towards ongoing effective leadership.

### **Consultant Value**

As identified throughout the response analysis, the consultants provided valuable information with respect to the ten questions. In reviewing the themes noted from each question, commonalities and trends were noted. The consultants frequently acknowledged the importance of aspiring leaders developing both their personal and professional selves. Self-awareness, the ability to effectively utilize reflection, maintaining strong values, and being honest, authentic people were key areas of focus with respect to personal development. From a professional development perspective the consultants noted the importance of life-long learning, being a subject matter expert, utilization of expert resources, formal education and professional collaboration as essential. I feel as though identifying the necessity of developing both personal and professional competencies will be a key concept to include in the learning resource. Acknowledging the importance of this

concept aligns with the idea that not all clinical experts have the necessary competencies to be an effective leader. Alternatively, a leader may have the personal attributes of an effective leader, yet may not have the professional knowledge base to truly succeed. This concept will be threaded strongly throughout the learning resource to ensure that aspiring leaders understand the importance of holistic development.

The resource will also utilize specific information obtained from the consultants to provide depth, detail, and a real life perspective in relation to the various topics of leadership. Through identifying the fact that a large amount of the content came from current and practicing sources, it is my hope that users of the resource will feel an enhanced connection and appreciation for the content. The consultant information will provide a truly valuable contribution to the resource.

### **Conclusion**

Overall, the consultations were a success. The process provided a wide range of valuable information. I was able to consult with a broad spectrum of leaders; from those currently practicing in a front line role; to mid-level management; to representatives from the College and Association of Registered Nurses of Alberta. This range helped to provide quality responses. The consultant data was analyzed utilizing a content analysis approach which allowed for the identification of specific codes through to general themes. The information obtained from the consultant responses will be valuable in providing a real-life, current times perspective in the aspiring leader resource. Additionally, the information will provide a dimension of depth and detail to the resource that may have otherwise been

lacking. In conclusion, the consultation process provided an excellent method of learning for me personally, and will add invaluable information to the aspiring nurse leader resource.



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## Appendix A

### **Learning Leadership - A Resource for Aspiring Nurse Leaders**

#### Standard Email - Consultant Invitation to Participate

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Greetings,

My name is Anna Foley. I am a Registered Nurse residing in Fort McMurray, AB. I am currently completing the final project of my Master of Nursing graduate degree through Memorial University. My supervisor is Dr. Nicole Snow, PhD. The purpose of this email is inquire whether you may be interested in contributing to my project as a consultant. The final product of my project will be a learning resource entitled, "Learning Leadership: A Resource for Aspiring Nurse Leaders". Contributions from leaders such as yourself will help to shape the resource and provide a realistic perspective towards leadership development.

If you could kindly take the time to review the attached information package, it would be truly appreciated. I have also included the web link to the consultant questions which can be answered directly through the Survey Monkey link. The link is as follows:

<https://www.surveymonkey.com/r/G7CQCFR>

If you would prefer to complete a telephone interview (rather than completing the Survey Monkey questionnaire), I would be more than willing to arrange a date and time that works for you.

Once you have had the opportunity to review the attached document and the Survey Monkey questions, I would appreciate if you could inform me whether or not you would like to participate. Of course, there is absolutely no obligation to participate in the project.

I look forward hearing from you.

Sincerely,

Anna Foley, BN, RN  
Memorial University  
(780) 838-7007

# Learning Leadership:

## A Resource for Aspiring Nurse Leaders

Anna M. Foley, BN, RN - Memorial University

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## Introduction

My name is Anna Foley. I am a registered nurse residing in Fort McMurray, Alberta. I obtained my undergraduate nursing degree from Memorial University in 2008. I am currently completing my Master of Nursing Degree through Memorial University with scheduled completion for spring, 2016. Currently I am completing my final practicum project under the faculty supervision of Nicole Snow, PhD, RN.

The practicum project is entitled, "Learning Leadership: A Resource for Aspiring Nurse Leaders". The resource will provide a guide for upcoming nurse leaders to develop their leadership capabilities. The purpose of the consultations is to obtain expert opinion regarding the subject. The responses will be used to provide descriptive information in developing the resource.



## Why develop nurse leaders?

Over the past two to three decades, the healthcare system has been through a significant amount of reform, specifically with regards to the presence of formal nurse leadership roles (Maltais & Crupi, 2009; Omoike, Brooks, & Storfjell, 2011). With changes ongoing to the healthcare system, it is imperative that we continue to develop nurse leaders in order to ensure a strong presence and voice. The Canadian Nurses Association (2003) highlights this importance through their promotion of succession planning to ensure there is a process whereby future leaders are formally developed. To become a nurse leader takes time, dedication, experience, and continuous education. Hence, it is imperative that nurses understand the "how" of becoming a leader, and access resources to assist them in this process.

## What is the project?

Based on the absolute need for future leaders, I will be developing a learning resource for aspiring nurse leaders. The resource will provide a comprehensive and reader friendly guide to assist aspiring leaders in their journey towards developing effective leadership competencies. The goal is to develop an easy, and cost-effective means of guiding aspiring nurse leaders in their career path towards leadership development.

The learning resource will focus on the development of transformational leadership skills. The theoretical basis is guided by the Nurse Manager Leadership Partnership (NMLP) Learning Domain Framework. The framework focuses on three distinct areas of development including the “science” (management, performance, strategic development); the “art” (leadership, relationships, ability to influence); and the “leader within” (personal growth, career planning, professional development) (American Organization of Nurse Executives, 2015). The foundation of transformational leadership is the focus on human relationships, whereby leaders personalize efforts towards inspiring others to create positive outcomes (Cummings et al., 2010). Through the use of the framework and focus on transformational leadership, users will be able to begin their development as a future leader.

## How will your contribution will be utilized?

The responses you provide to the consultation questions will be utilized in shaping the leadership resource. Information obtained from the expert consultations will provide a realistic understanding of nursing leadership in practice. From the responses received, the data will be analyzed and themes identified. This information will mould the resource in order to provide a professional leadership perspective. The themes will be intertwined throughout the resource as they relate to the various topics presented. The consultation data will provide valuable information to shape and guide the learning resources. If any direct quotes are to be used, the consultants’ identity will remain confidential and any identifying features removed. Overall, your responses will assist in developing a quality and comprehensive guide for aspiring nurse leaders.

## **Process of Data Collection**

Contained within the email provided to you, there is a link to access a questionnaire via Survey Monkey. The survey contains 10 open ended questions regarding your experience and expertise in relation to various leadership topics. Your answers can be as detailed as you choose. If you would prefer to speak with me via telephone or in person to respond to the questions, this can also be arranged. If you would prefer to complete the questions via phone/in person, please contact me via the information indicated below.

## **Availability of Resource**

Once the learning resource has been completed, I will provide you with a finalized copy.

## **Contact Information**

Should you have any questions, please contact either myself or my supervisor utilizing the contact information below:

Anna Foley, BNRN  
Telephone: (780) 838-7007  
Email: annafoley4@hotmail.com

Nicole Snow, PhD, RN  
Telephone: (709) 777-7007  
Email: nicole.snow@mun.ca

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## Appendix C

### **Learning Leadership - A Resource for Aspiring Nurse Leaders**

#### Consultant Questions

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1. From your perspective, what are important characteristics that every leader should possess? Of these characteristics, which would you deem as the most essential to becoming a successful leader?
2. What advice would you give someone who is looking to advance their leadership capabilities?
3. What are some essential steps that an aspiring leader should take in order to effectively develop their competencies?
4. What resources would you recommend to someone who is looking to become a better leader?
5. Do/did you have a mentor? If so, what traits do you seek in a mentor and why?
6. How do you personally encourage leadership development in aspiring nurse leaders?
7. What type of leadership style do you use and why?
8. What is the biggest challenge facing upcoming nurse leaders?
9. What is the most common trait or behaviour that negatively impacts an aspiring leader's development and success?
10. What are you doing to ensure you continue to grow and develop as a leader?



## Appendix D

### Health Research Ethics Authority Screening Tool

	Question	Yes	No
1.	Is the project funded by, or being submitted to, a research funding agency for a research grant or award that requires research ethics review	<input type="checkbox"/>	<input type="checkbox"/> X
2.	Are there any local policies which require this project to undergo review by a Research Ethics Board?	<input type="checkbox"/>	<input type="checkbox"/> X
	<b>IF YES</b> to either of the above, the project should be submitted to a Research Ethics Board. <b>IF NO</b> to both questions, continue to complete the checklist.	<input type="checkbox"/>	<input type="checkbox"/>
3.	Is the primary purpose of the project to contribute to the growing body of knowledge regarding health and/or health systems that are generally accessible through academic literature?	<input type="checkbox"/> X	<input type="checkbox"/>
4.	Is the project designed to answer a specific research question or to test an explicit hypothesis?	<input type="checkbox"/>	<input type="checkbox"/> X
5.	Does the project involve a comparison of multiple sites, control sites, and/or control groups?	<input type="checkbox"/>	<input type="checkbox"/> X
6.	Is the project design and methodology adequate to support generalizations that go beyond the particular population the sample is being drawn from?	<input type="checkbox"/>	<input type="checkbox"/> X
7.	Does the project impose any additional burdens on participants beyond what would be expected through a typically expected course of care or role expectations?	<input type="checkbox"/>	<input type="checkbox"/> X
<b>LINE A: SUBTOTAL Questions 3 through 7 = (Count the # of Yes responses)</b>		<b>1</b>	
8.	Are many of the participants in the project also likely to be among those who might potentially benefit from the result of the project as it proceeds?	<input type="checkbox"/> X	<input type="checkbox"/>

9.	Is the project intended to define a best practice within your organization or practice?	<input checked="" type="checkbox"/> X	<input type="checkbox"/>
10.	Would the project still be done at your site, even if there were no opportunity to publish the results or if the results might not be applicable anywhere else?	<input checked="" type="checkbox"/> X	<input type="checkbox"/>
11.	Does the statement of purpose of the project refer explicitly to the features of a particular program, Organization, or region, rather than using more general terminology such as rural vs. urban populations?	<input checked="" type="checkbox"/> X	<input type="checkbox"/>
12.	Is the current project part of a continuous process of gathering or monitoring data within an organization?		<input checked="" type="checkbox"/> X
<b>LINE B: SUBTOTAL Questions 8 through 12 = (Count the # of Yes responses)</b>		<b>4</b>	
<b>SUMMARY</b> <b>See Interpretation Below</b>			

**Interpretation:**

- If the sum of Line A is greater than Line B, the most probable purpose is **research**. The project should be submitted to an REB.
- If the sum of Line B is greater than Line A, the most probable purpose is **quality/evaluation**. Proceed with locally relevant process for ethics review (may not necessarily involve an REB).
- If the sums are equal, seek a second opinion to further explore whether the project should be classified as Research or as Quality and Evaluation.

**Conclusion: *Quality/evaluation***

These guidelines are used at Memorial University of Newfoundland and were adapted from ALBERTA RESEARCH ETHICS COMMUNITY CONSENSUS INITIATIVE (ARECCI). Further information can be found at: <http://www.hrea.ca/Ethics-Review-Required.aspx>.

**Appendix C**  
**Learning Resource**

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# Learning Leadership:

**A resource for aspiring nurse leaders**

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Anna Foley, RN, BN - Memorial University



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## Glossary

**AACN:** American Association of Critical-Care Nurses

**AONE:** American Organization of Nurse Executives

**CHSRF:** Canadian Health Services Research Foundations

**CNA:** Canadian Nurses Association

**CNAC:** Canadian Nursing Advisory Committee

**NMI:** Nurse Manager Inventory

**NMLC:** Nurse Manager Leadership Collaborative (used interchangeably with NMLP)

**NMLP:** Nurse Manager Leadership Partnership (used interchangeably with NMLC)

**SWOT:** Strengths, Weaknesses, Opportunities and Threats

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## Acknowledgements

I would like to express my most sincere gratitude to the following individuals:

Nicole Snow, RN, BN, MN, PhD, Practicum Supervisor

For her continuous help, understanding, wealth of knowledge, and encouragement. The support and belief she demonstrated towards me, along with her extensive knowledge, were truly invaluable throughout this experience.

My husband

You've never stopped believing in me. For your encouragement, commitment and dedication I will be forever grateful.

My daughter

For being the most beautiful being in my life.

My parents

For instilling the value of education in me since I was a child, and believing that I truly could do, or be, whatever I put my mind to. I am who I am, and where I am, because of you both.

My family, friends and colleagues

For your constant encouragement and belief in me. Your support has been monumental in my desire to pursue and achieve higher education.



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## Introduction

Nurse leaders have come to play a significant role in the world of health care. With continuous changes to the healthcare system, nurse leaders represent the profession to ensure ongoing visibility and success. The future of the profession will be largely impacted by their presence. In order to ensure future success, it is imperative that competent and engaging leaders are continuously being developed. These “up-and-coming leaders” must understand the “how” of becoming a leader, and have access to resources to assist them in this process. The goal of this learning resource is assist aspiring nurse leaders in their professional leadership development. It provides a reader friendly guide to assist these aspiring leaders in their journey towards developing effective leadership competencies. The resource presents detailed content regarding a variety to topics that will help to increase the aspiring leaders’ knowledge base and skills. It also offers valuable information that can be referenced and utilized throughout the duration of ones leadership experience.



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## Theory & Framework

The resource is based upon the theory of Transformational Leadership (Curtis, de Vries & Sheerin, 2011). This leadership theory is presented throughout the early pages of this resource. While moving through each of the modules, it will be key to keep the concepts of this theory in mind. Additionally, the *Nurse Manager Leadership Partnership (NMLP) Learning Domain Framework* is presented as the basis for holistic leadership development. The framework focuses on three distinct areas of development, each of which will be reviewed in detail (American Organization of Nurse Executives, 2015). Transformational Leadership and the *NMLP Learning Domain Framework* create the foundation for aspiring nurse leader development throughout the resource.

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## Module 1

### Background

### Nursing Leadership

#### What is a Nurse Leader?

Frankel (2008) identifies nursing leadership as, “a multifaceted process of identifying a goal or target, motivating other people to act, and providing support and motivation to achieve mutually negotiated goals” (p. 23). Nurse leaders have deep rooted values and goals. Due to their passion and dedication to nursing, they are able to influence nurses to work towards the common goal. Throughout the literature, there are many characteristics identified to be an effective nurse leader. The Canadian Nurses Association (CNA) (2003) notes four factors that are crucial to successful nurse leaders. The four factors are as follows:

- a link to the practice group;
- the ability to effectively control the mind and reflect;
- the ability to influence through personality and values; and
- the ability to choose.

In reviewing these factors, it is quite apparent that leadership capabilities are something that need to be developed on a very personal level. The ability to be a successful leader comes from within an individual and requires development of inner traits and characteristics, such as the ability to motivate, relate to others, and inspire a common goal. Throughout the literature, differences between leadership and management are also noted. French (2004) identifies that leadership is different than management in that leadership requires a very strong vision of how the profession should develop. Nurse leaders are able to convey their thoughts, messages, and goals, which in turn positively influences others. Managerial

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persons, however, tend to use only a task focused approach (Cummings et al., 2010). However, French states, “Leadership without management is chaotic and wasteful. Alternatively, management without leadership is dangerous and destructive” (2004, p. 37). Hence, the importance of nurse leaders is clearly evident. The ability to influence other nurses and motivate them to achieve success is key towards the evolution of the profession. Without nurse leaders, the development of the profession would remain stagnant, poorly adjusted to current times, and likely less recognized within the health care field.

Leader vs. Manager	
Leaders	Managers
Have a strong vision	Task focused
Strong commitment to values	Administrators
Innovators	Maintain the current state
Inspirational	Controlling
Long term focus	Short term focus
Ask what and why	Ask how and when
Challenge the status quo	Accept the status quo

(Curtis, de Vries, & Sheerin, 2011; French, 2004)

### Past Nursing Leadership

The nursing profession has changed quite dramatically since the 19th century. During the early days of the now recognized profession, the first nurses were from religious orders, who were generally of the lower working class and required no formal education (Kelly, 2006; Moiden, 2002). However, nursing leadership has

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progressed and developed over the past century. Likely the most prominent nurse leader of all time who set the stage for future nurse leaders is Florence Nightingale. Nightingale's first breakthrough in nursing leadership occurred during the Crimean War during when she decreased mortality rates of sick or injured soldiers from 40% to 2.2% (Kelly). From that point, Nightingale went on to create the first professional nursing school at St. Thomas Hospital in London, England. Nightingale embodied the many characteristics that would shape future nurses within the profession to which she so heavily contributed (Kelly). Stemming largely from Nightingale's contributions, the nursing profession continued to develop throughout the 20th century. The implementation of increasing numbers of formal nursing education programs, professional associations, broadened scope of practice, and certification programs through regulatory bodies are examples of how nursing has become a recognized, regulated, and standardized group of professionals. As discussed, the growth of the profession has been significant over the past two centuries. Hence, the importance of nurse leadership to ensure this ongoing growth has never been so essential.

### **Present Nursing Leadership**

Over the past two to three decades, the healthcare system has been through a significant amount of reform, specifically with regards to the presence of formal nurse leadership roles (Maltais & Crupi, 2009; Omoike, Brooks, & Storfjell, 2011). During the 1990s, nurse manager and nurse administrator roles were replaced with non-nursing management positions, which consequently reduced the presence of nurses in leadership positions (Duncan, Rodney, & Thorne, 2014; Tourangeau, 2003). Despite the effort of healthcare organizations to improve efficiencies and effectiveness, the reform and subsequent elimination of formal

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nurse leader roles were found to have caused a number of problems including reduced morale, job satisfaction, and patient care (Duncan et al.).

In response to such issues, the Canadian Nursing Advisory Committee (CNAC) was established to review the status of the nursing profession within the healthcare organizations, and make recommendations based on the findings (Duncan et al., 2014). Duncan et al. report that following the completion of an extensive study, the CNAC identified the absolute need to have nurses present in formal leadership positions. Without the presence of nurse leaders in official administrative roles it was found that important issues were going unreported due to the fact that the non-nursing management persons simply did not understand the nature of the profession (Duncan et al.). Yet, between 1994 and 2000, there were approximately 5,500 nurse manager roles lost due to restructuring and budget cuts (CNAC, 2002). As the presence of nurse manager, educator, and clinical expert positions diminished, there were various implications for the profession. The loss of a nursing voice in policy and decision making, a lack of support for front line nurses from experienced nurse leaders, the poor availability of experienced mentors, and an increased distrust by nurses towards the healthcare system were some of the more devastating implications (CNAC).

The CNAC (2002) made several recommendations for change based on their study. Throughout the report, and specifically within the recommendations, there is a focus on the importance of nursing leadership. A recommendation made by the CNAC, is stated as follows: “not enough nurses are moving into management and leadership positions, employers, educators and governments should work with nurses to build in succession planning, including moving nurses through management experiences and into formal leadership positions” (p. 40). This statement highlights the importance of ensuring the proper training and

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preparation of future nurse leaders. The CNAC report became an integral document for nurses, and provided the basis for a new platform for the role of nurses (Duncan et al., 2014). However, despite its initial success and momentum, the CNAC platform was placed on hold during the economic crisis of 2008-2009.

Unfortunately, the struggle associated with the loss of nurse manager and formal leadership positions continues. In order to address this issue, as the CNAC (2002) notes, it is more important than ever to ensure the preparation of future nurse leaders. Through developing leaders for the future, their engagement and advocacy will positively impact the healthcare system and the nursing profession. It will be the responsibility of future nurse leaders to challenge managerialism and develop the skills necessary to affect systems-level change (Duncan et al., 2014).

### **Impact of Nurse Leaders**

Nurse leaders have the ability to shape and impact so many areas of the profession. There is evidence to suggest that effective and supportive leaders have a positive impact on various workplace characteristics such as, “staff satisfaction, retention, improved patient outcomes and organizational performance” (Sherman & Pross, 2010, p. 1). In a systematic review completed by Cummings et al. (2010), there was a significant relationship noted between transformational / relational leadership and nurse job satisfaction, satisfaction with their leader, organizational commitment, mental and emotional health, empowerment, role clarity, and productivity in the studies reviewed. The utilization of transformational nurse leaders in formal roles supports the potential to create a positive impact on work environments.

In addition to the impact of effective leadership on nurses themselves, it has also been noted it is through research that leadership has an impact on patient

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outcomes. Wong, Cummings, and Ducharme (2013) conducted a systematic review of studies to explore the relationship between nursing leadership and patient outcomes. Throughout the review, Wong et al., noted a significant relationship between transformational/relational leaders and increased patient satisfaction, decreased mortality, lower infection rates, and lower medication errors. Due to the specific training and knowledge that nurses have, their presence in leadership positions is imperative. The leader's ability to understand the complexities surrounding patient care is integral towards creating a safe environment for clients. From the research findings, there is further support for the presence of nurses in formal leadership roles.

In knowing the positive impact that transformational nurse leaders have on the profession as a whole highlights the need to ensure properly educated and trained leaders to move into formal leadership roles. Aspiring and current nurse leaders can work to ensure such research is utilized by healthcare organizations in their employee development and succession planning. Knowing this importance, it is imperative that aspiring nurse leaders receive proper training, education, and mentorship to successfully navigate and perform in a formal leadership role. This resource will assist in the development of aspiring nurse leaders, with a goal of further advancing the profession through the various means as noted throughout this section.





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## ***Module 1: Learning Check Point***

- What four factors does the CNA note to be crucial to effective nurse leaders?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

- How is a leader different than a manager?

- What are some specific examples that exemplify how the nursing profession has become more recognized since the early 1900s?

- What are the implications of a lack for formal nurse leader roles within healthcare organizations and departments?

- What are some positive impacts that a transformational nurse leader can have on the profession?

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## ***Module 1: Notes***

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## Module 2

### Transformational Leadership

Transformational leadership has been noted as a appropriate means of advancing nurse leadership (Curtis, de Vries & Sheerin, 2011); hence, this theory of leadership has been chosen to guide the learning resource. Transformational leadership is a style of leadership “which motivates others to do more than they had originally intended and often more than they had thought possible” (Cummings et al., 2010, p. 364). The foundation of transformational leadership is the focus on human relationships, whereby leaders personalize efforts towards inspiring others to create positive outcomes. Due to the focus on relationships, this type of leadership resonates well with nurses due to their caring nature, and focus on interpersonal relationships on a day to day basis (Cummings et al.).

Transformational leadership involves four components: inspirational motivation; idealized influence; individual consideration; and intellectual stimulation (Tims, Bakker, & Xanthopoulou, 2011). Each of these components is important with regards to demonstrating effective leadership. First, inspirational motivation refers to the leaders’ focus on a positive future and the influence on others through effective communication in order to achieve desired goals (Giltinane, 2013; Tims et al.). It is the ability of leaders to focus on a more positive future for the profession, organization, and clients followed by the drive to achieve desired results.

Secondly, idealized influence refers to the focus on group importance and its associated benefits over that of individualized benefits (Tims et al., 2011). The ability of the leaders to demonstrate the importance of working together as a team

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to achieve the greatest results possible for the entire group. Additionally, through the utilization of idealized influence, the team absorbs and further demonstrate the values being displayed by the leader (Giltinane, 2013). Idealized influence is integral towards bringing a group together for a collective cause to benefit the system versus the individual.

Next, individual consideration refers to “coaching, supporting and stimulating subordinates” (Tims et al., 2011, p. 123). It is absolutely necessary that leadership provide continuous support and coaching. Through providing such services to others they are able to develop as professionals and future leaders.

Finally, transformational leaders utilize intellectual stimulation as a means of encouraging their followers to look at situations in a different light (Tims et al., 2011). In order to become an effective leader, one must be able to remove bias and analyze situations objectively. Transformational leaders stimulate their followers through ensuring their minds remain open to possibility and growth. Through the utilization of the four factors of transformational leadership, one is able to collaboratively influence outcomes in a positive manner. The need for aspiring nurse leaders to understand the characteristics and factors of transformational leaders is integral to their future development.

**Influential Quote:**

“The leadership traits of a person in charge works either as a magnet to attract, retain, and inspire, or a force that repels” as “people hunger for personalized leadership that speaks to their hearts and inspires them to do things they didn’t know they were capable of doing” (Huston, 2008, p. 909)

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Transformational leadership continues to be supported as a successful theory for current and future nurse leaders (Curtis, et al., 2011). In addition to the information presented, transformational leaders act as mentors and role models, they empower others, bond with followers, develop others' potential and self-esteem, and demonstrate loyalty (Curtis et al.; Giltinane, 2013). Altogether, transformational leaders are those who can effectively relate with others, share emotional connections, and demonstrate a vision that creates a common goal.

This resource presents the basic concepts of transformational leadership. There is extensive information available regarding transformational leadership. Completing further reading about this leadership style will allow for further assistance in developing a deep rooted foundation as a transformational leader. It is important to peruse the available literature in order to find something that works best for the readers specific reading and learning style. As discussed later in this resource, the importance of keeping up to date, and continuously learning is a key characteristic of an effective leader.



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## ***Module 2: Learning Check Point***

- What is the foundation of transformational leadership?
- What are the four components of transformational leadership? What do they entail?
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_
- Why is transformational leadership well aligned with the nursing profession?

## ***Module 2: Learning Activities***

- Create an inventory of your current leadership skills that align with the transformational leadership theory.
  - A. In what areas do you excel? Where can you improve?
  - B. How do you plan to improve your skills?
  - C. Generate a timeline to review your progress.
- Identify two transformational leadership resources that you find specifically useful. Keep these resources readily available for frequent reference.

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## ***Module 2: Notes***

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## Module 3

### Leadership Framework

Various leadership frameworks exist that highlight the necessary competencies required by successful leaders. Throughout this resource the *Nurse Manager Leadership Partnership (NMLP) Learning Domain Framework* will be utilized. The framework was developed collaboratively by the American Organization of Nurse Executives (AONE) and the American Association of Critical-Care Nurses (AACN) (American Organization of Nurse Executives, 2015). The framework contains three leadership domains which are utilized to identify the competencies required for current and future nurse leaders (Sherman & Pross, 2010). These domains (see Figure 1) provide valuable information to guide the development of future nurse leaders (Sherman & Pross).

As shown below, the framework is separated into three domains. Domain one is *“The Leader Within: Creating the Leader Within Yourself”* (AONE, 2015). Aspiring leaders must first and foremost understand themselves (Sherman and Pross, 2010). Through achieving an understanding of oneself, the developing leader is able to identify areas of strengths and weaknesses, which then allows for further growth specifically in noted areas of weakness (Sherman & Pross). The *Nurse Manager Inventory* (an associated tool of the NMLC framework), is an excellent resource to utilize in domain one as it allows developing nurses to further identify areas of focus for further development (Sherman & Pross). Domain two is *“The Art: Leading the People”*, in which the importance of communication is highlighted. Through effective communication, nurse leaders are able to influence others, create respectful relationships, manage people, and accurately express themselves. The third domain is *“The Science: Managing the*



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## Nurse Manager Leadership Partnership Learning Domain Framework



Figure 1 - The Nurse Manager Leadership Partnership Learning Domain Framework

*Business*” which focuses on mastering finances, staffing, productivity, and technology. For each of the three domains the *Nurse Manager Inventory (NMI)* can be utilized to identify particular areas that may specifically require more focus. The NMI can be accessed online at <http://www.aacn.org/wd/practice/docs/nurse-manager-inventory-tool.pdf?menu=practice>. The use of the framework, in

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conjunction with the inventory will assist future leaders to accurately focus their overall development as leaders.

Throughout the next sections, each specific domain will be reviewed in detail. Through reviewing each domain the aspiring nurse leader can develop a better understanding as to what is required to become a well-rounded and successful leader.



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### ***Module 3: Learning Check Point A***

- What are the three domains of the NMLP framework? What do they generally entail?

1. \_\_\_\_\_

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2. \_\_\_\_\_

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3. \_\_\_\_\_

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- Why is important to ensure effectiveness within each domain?

- What self-assessment tool is utilized in conjunction with the NMLP framework? Why are self-assessment tools important when developing as a leader?

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### ***Module 3: Point A: Notes***

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## The Leader Within: Creating the Leader Within Yourself

First and foremost, leaders must understand themselves as both a person and a professional (Sherman & Pross, 2010). With time, it is necessary that aspiring leaders examine themselves, and develop a detailed understanding of their values, strengths, weaknesses, goals and vision. Through developing an understanding of the oneself, a leader becomes more established, confident and focused. Additionally, through identifying areas of strengths and weaknesses, one is able to focus on these specific areas in which growth is necessary (Sherman & Pross). Effectively identifying areas for improvement can be achieved through the use of self-assessment tools, such as the *NMI* (Sherman & Pross). Use of the *NMI* allows for the aspiring leader to organize and prioritize areas for development. Furthermore, routine reassessment with the tool can provide assurance of growth, or an ongoing need for development.

### Self Mastery

Self-efficacy, self-mastery, and emotional intelligence are all essential towards developing the leader within (Sherman & Pross, 2010). Self-efficacy refers to ones ability to believe in themselves, their ability to reach a specific goal, and confidence in their power to achieve such goals (Current, 2012). Aspiring leaders should seek opportunities to observe, model and practice leadership behaviours in order to improve their self-efficacy (Cummings et al., 2008). Self-mastery is also essential towards developing the leader within. Although there is a constant need to continue growing, the aspiring leader must be a master of oneself, and truly understand themselves as a person and professional. Additionally, emotional

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intelligence is influential towards successful leadership (Nauright, 2003). The ability to understand and effectively manage ones own emotions, as well as the emotions of others is the basis of emotional intelligence (Ingram & Cangemi, 2012). Strategies to improve emotional intelligence include self-awareness, self-management, social awareness and social skills (Giltinane, 2013). The process of emotional intelligence involves:

- Identifying ones own emotions during a particular situation
- Managing and reflecting upon their emotional response
- Understanding the emotions of the person/s they have interacted with and integrating these emotions with their own

The effective practice of emotional intelligence ultimately leads to more positive interpersonal relationship and outcomes (Ingram & Cangemi, 2012). Self-efficacy, self-mastery, and emotional intelligence are key leadership characteristics that are required to understand oneself, and develop the leader within.

**Influential Quote:**

“If you can’t manage you, you can’t manage anybody”

(Nauright, 2003, p. 25).

## **Career Planning**

There are various strategies and methods of career planning, all of which are utilized to guide development and ultimately lead one to their overall career goal. Career planning involves frequent self-assessment and goal setting (Donner & Wheeler, 2001). The process is continuous throughout one’s career, changing and developing as the nurse grows. Donner and Wheeler identify a five step

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development model that can be utilized by nurses in career planning (See Appendix A for worksheet). The five phases are as follows:

**1. Scan your environment**

This phase involves developing an understanding of the surrounding world. One develops an understanding of the healthcare system, working environments, and current status of both the healthcare system and the nursing profession (Donner & Wheeler, 2001). This phase sets the foundation for the remaining steps.

**2. Complete your self assessment and reality check**

Completing a self-assessment allows one to generate a detailed understanding of themselves. One needs to understand their values, beliefs, strengths, weaknesses, and knowledge in order to generate a career vision (Donner & Wheeler, 2001). Completing a reality check involves obtaining feedback from others, and utilizing this feedback to further develop oneself.

**3. Create your career vision**

This phase involves thinking about what you want to do, and where you want to go. The nurse needs to identify likes and dislikes as well as areas that fit well with their values, and those that do not. The career vision should be realistic and achievable (Donner & Wheeler, 2001).

**4. Develop your strategic career plan**

Strategic planning involves reflecting on our career vision and developing a specific action plan to achieve this vision (Donner & Wheeler, 2001). A written plan should be utilized in order to clearly outline the plan, and identified timelines. The plan should be reviewed frequently for revisions and re-evaluation.

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## 5. Market yourself

The nurse must market themselves effectively; identifying what he or she can offer to others. Networking, obtaining a mentor and developing effective communication skills are all a great way to develop marketing abilities (Donner & Wheeler, 2001). Marketing oneself is essential in order to achieve career goals.

Borgatti (2010) references a useful tool that can be used by nurses in career planning. The **SWOT** method is used to evaluate **S**trengths, **W**eaknesses, **O**pportunities and **T**hreats (Borgatti) (See Appendix B for worksheet). To utilize this method, follow these steps:

1. Identify your career goal in writing
2. Divide a page into 4 quadrants (one for strengths, one for weaknesses, one for opportunities and one for threats)
3. Begin with the strengths quadrant and identify positive factors/strengths and associated opportunities (ie: current level of education and opportunities for utilization).
4. Move on to the weaknesses quadrant where you will identify weaknesses that you may be able to impact (ie: limited knowledge regarding a particular topic).
5. Next, identify positive things that you may be able to take advantage of (ie: available training programs within your work organization).
6. Finally, identify negative factors that you cannot control, but may be able to impact (ie: a training program that is located outside your living location)

Through completing the **SWOT** analysis, the nurse is able to effectively identify their strengths and opportunities, as well as the areas which pose challenges from which solutions can be generated. This analysis can be used in



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conjunction with the phases of career planning as identified by Donner and Wheeler (2001).

Career planning is an integral part of developing as a professional, and subsequently as a leader. Taking the time to plan one's career generates a strong focus for both short-term and long-term development. Planning promotes strategic development that is time sensitive. Additionally, it helps to promote feelings of achievement when goals are met, encouraging the nurse to continue on their development path. The importance of career planning in leadership development cannot be overstated.

### **Developing the Leader Within: How to Get there**

- Seek opportunities for 360 degree feedback from direct reports, colleagues, and leaders
- Focus on self-reflection, self-discovery and self improvement
- Utilization of leadership pathways
- Use of self-assessment tools
- Obtain a mentor/ coach and hold regular discussions
- Practice regular journaling to assist with reflection
- Create an action plan for development with designated timelines
- Focus on career planning through work with a mentor

(Hoeger, 2009; Huston, 2008; Sherman & Pross, 2010)

## **The Art: Leading the People**

The second domain is referred to as *'The Art: Leading the People'*. As aspiring leaders develop and refine their abilities to understand themselves, the concepts of relating to and leading others comes into focus. Characteristics of a transformational leader relate directly to this domain. Leading the people largely

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relates to the development and sustainment of positive relationships - which is the foundation of transformational leadership. Studies have shown that relationship skills are more important towards becoming an effective leader than more technical skills (Curtis, de Vries, & Sheerin, 2011). There has been a shift in organizations towards relationship based leadership: where the focus is on the relationship between the leader and the follower, coming together with a common goal and working together effectively (Huston, 2008). Understanding the significant importance of developing and maintaining respectful professional relationships is key towards advancing in this domain. Leaders who disregard the integral importance of positive relationships will likely be less effective, and ultimately less successful.

### **Emotional Intelligence**

The effective utilization of emotional intelligence (which should be embraced while developing the leader within) is an important aspect towards the art of leadership. As identified, emotional intelligence is referred to as one's ability to manage the impact of emotions on relationships with others (Giltinane, 2013). Respecting, understanding, and responding appropriately to one's emotions allows followers to feel appreciated, understood and valued. Additional information regarding emotional intelligence was presented in the previous section.

### **Communication**

In order to develop relationships with others, communication is key. Communication skills are integral towards leading others (Sherman & Pross, 2010). Effective communication ensures clear intentions, understanding, and respect.

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Communication skills are initially developed through undergraduate nursing education. However, experience, experimentation with what techniques work best for the leader, and ongoing education are essential towards further developing communication skills. Furthermore, the utilization of specific communication tools can be helpful. Sherman and Pross suggest utilization of the following communication tools to enhance leadership success:

1. Two Challenge Rule - voice concerns twice to ensure they are being heard and acknowledged.
2. Call-Outs - inform all team members of critical information in emergency situations
3. Check Backs - verify the information being relayed, specifically during delegation.
4. Briefings/Debriefings and Huddles - keep communication lines continuously open

### **Conflict Resolution**

Conflict resolution skills are also an important skill to develop and practice as a leader. Unresolved conflict can lead to significant breakdown within an organization including poor morale, loss of productivity, errors and staff turnover (Sherman & Pross, 2010). As with other leadership skills, conflict resolution requires practice and patience, in addition to the ability to be objective, unbiased and empathetic. Conflict is an inevitable occurrence in every workplace. However, proper management of conflict allows for growth and development of both the leader and the team. Sherman and Pross identify the following steps towards conflict resolution:

1. Set ground rules for discussion/meeting

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2. Provide participants with sufficient time to tell their side of the story
  3. Highlight a common goal that is important to everyone
  4. Collaborate on a solution, and respect others opinions, values and differences.
  5. Ensure openness towards ongoing communication

**Recommended Resource:**

*The Team Handbook*

Scholtes, Joiner & Streibel

2003, 3rd Ed.

Chapter 7 - Conflict Management

(This book can be obtained via purchase online (hard or soft copy), or downloaded as a PDF version).

## **Change Management**

Change management is essential in the current world where healthcare and large private corporations experience an enormous amount of change in a effort to continuously improve. Change management often relates back to not only empirical processes of change management, but more so the relational aspects of change to ensure success. Focusing on re-energizing, empowering, restoration of confidence, and inspiring people to embrace and exemplify change are essential abilities exhibited by effective leaders (Huston, 2008).

The Canadian Health Services Research Foundation (CHSRF) published a resource entitled, *Evidence-Informed Change Management in Canadian Healthcare Organizations (CHSRF)* in 2012. The publication presents both a change map and a decision making table that are extremely helpful, specifically for aspiring leaders. Within the change map the leader is referred to as the “integrator” for change, and

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is at the core of the process (CHSRF). In addition to the change map, the decision making table provides a practical guide for leaders to determine what type of evidence based approach should be utilized in the various stages of change (readying, implementing, spreading and sustaining) (CHSRF). The resource provides an up to date, comprehensive, and evidence based approach to change management, specifically within the field of healthcare. The resource can be downloaded in a PDF format for free via the following link:

[http://www.cfhi-fcass.ca/Libraries\\_Commissioned\\_Research\\_Reports/Dickson-EN.sflb.ashx](http://www.cfhi-fcass.ca/Libraries_Commissioned_Research_Reports/Dickson-EN.sflb.ashx)

Reading and educating oneself on the various approaches to change management, and when they should be utilized cannot be understated. In a world where change is often continuous, it is imperative that leaders understand how to effectively prepare, implement, and sustain these changes.

## **Education**

The value of ongoing education cannot be understated. The world of leadership is constantly changing, with more research being added to the field regularly. In order to ensure evidence based practice, the leader must continuously seek new knowledge. Education is used to reinforce current skills and develop those that may not come naturally (Nauright, 2003). Aspiring leaders will most certainly face challenges in their development, including areas where they will feel uncomfortable and lacking in expertise. Ongoing education is essential towards gaining knowledge, confidence, and eventual success.

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## Tips for Success: Leading the People

- Acknowledge the contributions of others
- Use purposeful appreciation and actions towards staff
- Collaborate with experts who have extensive knowledge to ensure educated decisions
- Identify potential conflict and manage the situation proactively
- Reflect on communication techniques and determine what works best for you and your follows
- Recognize the individuality of staff and in turn ensure customized leadership techniques
- Obtain formal education regarding concepts of: communication techniques, conflict resolution, change management and leadership theory.
- Formal and informal education to enhance transformational leadership capabilities

(Cummings et al., 2008, Huston, 2008; Sherman & Pross, 2010)

## The Science: Managing the Business

### **Finances, Budgeting, Staffing & More**

Understanding the importance of finances, cost containment, and the impact of nursing activities and staffing on an organizations bottom line is integral. This aspect of leadership can be challenging for novice leaders, as well as experienced leaders (Sherman & Pross, 2010). Specifically, funding and budgeting have been identified as the most difficult challenge for nurse leaders (Huston, 2008). Yet, in order for leaders to effectively manage departments and staff, understanding budgets and financial implications is essential. A leader is unable to advocate as necessary without having a detailed understanding of financial concepts (Sherman

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& Pross). Developing a knowledge base surrounding finances, budgeting and staffing requires dedicated time to learning, both formally and through experience. Aspiring nurse leaders must actively seek learning opportunities in order to develop within this area of leadership.

### **Finances, Budgeting and Staffing: Developmental Strategies**

- Request involvement with unit managers in budgets and planning
- Analyze staffing
- Get engaged with stewardship reporting
- Learn more about the cost of resources and cost containment strategies
- Develop an understanding of factors that influence the bottom line
- Exercise a continuous commitment and awareness of cost effective decision making
- Subscribe to a pertinent resource / newsletter to stay current

(Sherman & Pross, 2010)

### **Technology**

Technological knowledge is key towards succeeding as a leader in the current times. As technology continues to advance, its presence within healthcare becomes more prominent and relied upon. The ability to understand and integrate current technology into practice will further advance the nurse leader (Huston, 2008). Electronic health records, biometrics, portability of medical records, and telehealth are all examples of advancing technologies that are essential for leaders to comprehend and integrate (Huston). Based on the continuously advancing technology, aspiring leaders must ensure that they too are continuously learning and developing knowledge regarding the newest technologies.

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In order to ensure technological knowledge, the aspiring leader should ensure the following:

- Awareness of the organization's common uses of technology and associated computer programs
- Actively seek learning opportunities to familiarize oneself with the identified technologies (attendance at workshops, formal courses)
- Engage in opportunities to become an expert (super-user)
- Keep current with advancing and upcoming technologies

### **Political Awareness**

Political awareness is also essential towards the aspiring leaders development. Political skill involves: proper utilization of power, clear decision making, taking initiative, effectively evaluating circumstances, and the ability to clearly express oneself (Huston, 2008). Additionally, an understanding of the organization in which the leader works, as well as the external influences towards the organization is required (Huston). Through exhibiting political awareness and abilities, leaders can inspire those around them to develop the same level of knowledge and engagement in the political aspects of their career and workplace (Huston).

Political awareness can be developed through various activities including:

- Utilization of empirical evidence to ensure fair, current and quality decisions (Huston, 2008)
- Seeking opportunities to participate in professional nursing associations
- Reading and /or watching the news regularly
- Participation in organizational committees
- Completion of formal courses related to the politics of healthcare



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## Keys to Organizational Success Nauright (2003)

The successful organizational leader is:

1. Politically savvy: awareness of the local and regional organizational structure, advocate in the political arena, familiarity with health policies, current knowledge and understanding
2. Financially savvy: understand cost control, understand the implication of cost containment, maintain continuous fiscally responsible attitudes and behaviors, steward programs, allocate resources ethically
3. Technological savvy: competence in the utilization of current technology inclusive of computers, telecommunication and information management

## Putting it Together: NMLP Learning Domain Framework

The *NMLP Learning Domain Framework* provides a comprehensive guide to assist aspiring leaders in developing as capable and well-rounded leaders. The leader within, the art, and the science of leadership are combined to create an effective leader. Ensuring capabilities within each of the domains is integral towards development. In order to better understand one's abilities within each domain, the *NMI* should be utilized. Utilization of the *NMI* allows developing leaders to understand where they are, and where they need to go. Self-assessment is key towards ensuring ongoing development. Use of the *NMLP Learning Domain Framework*, in conjunction with the *NMI* will assist developing leaders in their continuous and comprehensive development.

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### ***Module 3: Learning Check Point B***

- Explain what developing *The Leader Within* entails. What activities can you complete to develop within this domain?
- Explain what *The Art: Leading the People* entails. What activities can you complete to develop within this domain?
- Explain what *The Science: Managing the Business* entails. What activities can you complete to develop within this domain?

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### ***Module 3: Point B: Learning Activities***

- Complete the NMI for each of the learning domains. Identify areas for improvement and create an associated development plan (Tip: Utilize your mentor to help identify areas for improvement, and organize your development plan).
- Utilize a journal to complete regular reflections
- Identify a leadership resource that is specifically useful with regards to conflict resolution, communication, and change management to develop knowledge in these areas of leadership.
- Complete research on an organization(s)/ association(s) that you are interested in and consider joining.

### ***Module 3: Point B: Notes***

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## Module 4

### Authenticity as the “Glue”

Authenticity is one of, if not *the*, most notably important characteristic of an effective leader. Authenticity has been coined as the root of effective leadership (Smith-Trudeau, 2015). Authentic leaders deeply understand themselves, and let their strongly held values and beliefs guide their practice (Smith-Trudeau). Authentic leaders demonstrate a combination of attributes and are described as leaders who:

1. Exhibit genuine behaviours
2. Freely express themselves
3. Feel the need to make a difference
4. Are guided by strong personal and professional values
5. Practice and exhibit self-awareness
6. Maintain transparency
7. Exhibit objectivity
8. Are courageous
9. Are able to sustain personal and enduring relationships (Murphy, 2012)

Authenticity and transformational leadership compliment one and other well. The characteristics of an authentic leader align with the basic premise of transformational leadership - being the focus on relationships and empowering others. A leader who practices authenticity in combination with transformational leadership has the potential to do great things. Throughout development, aspiring leaders must consider how to develop authenticity, while exhibiting these behaviours through a transformational leadership approach.

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## **Becoming an Authentic Leader**

Becoming an authentic leader does not happen over night, nor in days, or months, or even years. Becoming an effective authentic leader is a personal journey in which the leader continuously seeks to reflect, comprehend, improve, and renew (Yasinski, 2014). The leader recognizes the importance of life experiences, and assigns meaning and learning to each situation (Murphy, 2012). The leader then utilizes these learnings in practice. Yasinski (2014) provides a useful list of activities for leaders to implement in an attempt to develop and maintain authenticity. Personal development strategies included within Yasinski's list include:

- Read literature pertaining to leadership (books, articles, journals)
- Locate and utilize professional internet resources pertaining to leadership
- Volunteer within the community
- Join an organization or association to give back
- Self-assess your strengths and weakness
- Become a mentor
- Be engaged with family, friends and yourself
- Pick up a hobby
- Utilize humor
- Celebrate life and express appreciation
- Commit to lifelong learning

Murphy (2012) identifies two key factors that authentic leaders utilize to ensure their constant and continued authenticity. Authentic leaders always:

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1. Maintain their “true north”: Authentic leaders allow values to define their leadership. Their values are strong, deeply embedded and unshakeable. They practice constant reflection to never let go of their inner values.
  2. Do the right thing: No matter the pressure, they stand up for what’s right and ethical.

**Influential Quote:**

“The role of leaders is so pivotal that authentic leadership, not just any leadership has been identified as the “glue that holds together a healthy work environment”” (McCauley, 2005)

Authenticity is an integral leadership characteristic that is essential towards becoming an effective leader. Developing an understanding of authenticity, followed by a continuous focus on the characteristic cannot be understated. Developing authenticity occurs largely as part of “*The Leader Within: Creating the Leader Within Yourself*” domain. As identified within discussion of the first domain of the *NLMP framework*, creating the leader within focuses on developing an understanding of oneself. This focus is key towards developing as an authentic leader. Ultimately, utilizing authenticity in conjunction with transformational leadership paves a path towards effective and successful leadership.



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## ***Module 4: Learning Check Point***

- What attributes do effective authentic leaders demonstrate?
- How do authenticity and transformational leadership relate to one and other?  
How does authenticity lead to a more effective transformational leader?
- How do authentic leaders ensure that they maintain a constant dedication to authenticity?

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## ***Module 4: Learning Activities***

- Create an inventory of your current attributes that relate to authenticity? In what areas do you excel? Where do you need to improve?
- Choose at least 3 strategies you will utilize to develop your authenticity. Create an associated developmental time line associated with each strategy.
- Create a list of your core values as an authentic leader. Become familiar and dedicated to your values. Reflect regularly on how these values influence your practice.

## ***Module 4: Notes***



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## Keeping it “*Real*”

### Learning from Leaders

The importance of learning from literature and utilizing an evidence based approach to practice cannot be understated. However, gaining knowledge from practicing leaders has a special and personal value. The experience of current nurse leaders provides an important perspective for developing nurse leaders. Their knowledge, experience, and understanding of the “real” world can be extremely helpful for upcoming leaders.

In preparation for the development of this resource expert consultations were conducted to gain a real life perspective from current nurse leaders. Ten questions were posed to the leaders during the consultations. The questions were developed as a representation of common inquiries that upcoming leaders may have for experienced nurse leaders. Within the following section each question that was posed to the leaders is identified. The box below the question contains the valuable information obtained from the current nurse leaders (including specific categories and a theme). It is important to review the responses in their entirety. The categories provide specific examples of characteristics, competencies, resources, challenges, activities and learning opportunities as identified by the leaders. The themes, on the other hand, provide a broad statement that summarizes the analysis of each response. This is a very valuable section of the resource, as learning from current leaders plays an integral role in the development of an aspiring leader.

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1. What important characteristics should effective leaders have?

<ul style="list-style-type: none"><li>• Vision</li><li>• Integrity</li><li>• Fairness</li><li>• Inspirational</li><li>• Honesty</li><li>• Self-awareness</li><li>• Genuine</li><li>• Authenticity</li><li>• Motivation</li><li>• Optimist</li><li>• Open-minded</li><li>• Transparency</li></ul>	<ul style="list-style-type: none"><li>• Hardworking</li><li>• Knowledgeable</li><li>• Communicator</li><li>• Adaptability</li><li>• Objectiveness</li><li>• Listener</li><li>• Confidence</li><li>• Collaborator</li><li>• Strategic thinker</li></ul>
Values / Mindsets	Actions / behaviors
<i>Theme: Aspiring leaders require strong personal and professional values which transfer into observable action</i>	

2. What advice would be especially helpful for an aspiring nurse leader?

<ul style="list-style-type: none"><li>• Seek opportunities</li><li>• Become an expert</li><li>• Learn leadership styles</li><li>• Become an informal leader</li><li>• Be self-aware</li><li>• Be an effective listener</li><li>• Be authentic</li><li>• Know what you want</li></ul>	<ul style="list-style-type: none"><li>• Seek a mentor</li><li>• Support your peers</li><li>• Accept accountability and delegation from others</li><li>• Observe, interact with and learn from other leaders</li></ul>
Internal resources	External resources
<i>Theme: Be self-driven and further develop through the use of resources around you</i>	

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3. What are some essential steps that aspiring leaders should take to effectively develop their competencies?

<ul style="list-style-type: none"><li>• Learn to understand data</li><li>• Never stop learning</li><li>• Attend workshops/conferences/seminars</li><li>• Obtain formal education</li><li>• Utilize peer support</li><li>• Obtain and utilize a mentor</li><li>• Engage with committees/professional organizations</li><li>• Network</li><li>• Continuously seek new opportunities</li></ul>	<ul style="list-style-type: none"><li>• Don't be too hard on others</li><li>• Develop and utilize reflection techniques</li><li>• Goal plan</li><li>• Develop personal insight</li><li>• Accept imperfection</li><li>• Identify strengths/weaknesses</li><li>• Don't back down</li></ul>
Become a subject matter expert	Become self-aware
<i>Theme: Develop both your personal and professional self</i>	

4. What resources are recommended for those seeking to develop as a leader?

<ul style="list-style-type: none"><li>• "Fifth Discipline" - Peter Senge</li><li>• LEADS Framework</li><li>• Harvard Manage Mentor</li><li>• Barb Langlois online webinars</li><li>• Registered Nurses Association of Ontario resources</li><li>• Dorothy Wylie Leadership Institute</li></ul>	<ul style="list-style-type: none"><li>• Develop self-awareness</li><li>• Coaching courses</li><li>• Leadership training</li><li>• Books/magazines</li><li>• Regulatory bodies</li><li>• Projection management education</li><li>• Workshops</li><li>• Mentorship</li><li>• Formal and informal learning opportunities</li><li>• Utilization of experts</li><li>• Resources on self-reflection</li></ul>
Specific resources	Non-specific recommendations
<i>Theme: Utilize resources that speak to your values and aspirations as a leader</i>	

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### 5. What traits should be sought in an effective mentor?

<ul style="list-style-type: none"><li>• Strong nursing values</li><li>• Inspirational</li><li>• Subject matter expert</li><li>• Ability to apply the nursing process in a variety of fields</li><li>• Honesty</li><li>• Integrity</li></ul>	<ul style="list-style-type: none"><li>• Strong listening skills</li><li>• Ability to provide guidance</li><li>• Ability to effectively share knowledge</li><li>• Interest in developing others</li><li>• Encouraging</li></ul>
General traits	Vested interest in others
<i>Theme: Utilization of an effective mentor is a valuable development tool</i>	

### 6. As a leader, how should one encourage development in others?

<ul style="list-style-type: none"><li>• Demonstrate that the impossible is possible</li><li>• Identify goals for the future</li><li>• Identify strengths and weaknesses and associated development strategy</li><li>• Connect deeply</li><li>• Seek input from others</li><li>• Utilize performance appraisals</li><li>• Obtain feedback</li><li>• Provide encouragement</li><li>• Pass on experience</li></ul>	<ul style="list-style-type: none"><li>• Promote continued formal education</li><li>• Develop self-awareness</li><li>• Encourage accountability</li></ul>
Working together	Knowledge and awareness
<i>Theme: Utilize collaboration and education to promote development of others</i>	

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## 7. What are common styles of leadership and associated actions?

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• Collaborative</li><li>• Participatory</li><li>• Democratic</li><li>• Transformational</li><li>• Direct</li><li>• Collegial</li></ul> | <ul style="list-style-type: none"><li>• See/bring out the best in others</li><li>• Establish vision</li><li>• Engage others</li><li>• Communicate</li><li>• Lead by example</li><li>• Build relationships</li><li>• Interact with staff</li></ul> |
|--|---|

Formal leadership theory

Leader actions

*Theme: Successful leadership styles focus on people, supported by positive relationships*

## 8. What are the biggest challenges facing upcoming leaders?

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• Challenges understanding staff</li><li>• Apathy of nurses</li><li>• Unwillingness of nurses to “step up”</li><li>• Nursing shortage</li><li>• Leaders away from the bedside</li><li>• Lack of clarity around change in skill sets</li><li>• Determining where a nurse adds values</li></ul> | <ul style="list-style-type: none"><li>• See/bring out the best in others</li><li>• Establish vision</li><li>• Engage others</li><li>• Communicate</li><li>• Lead by example</li><li>• Build relationships</li><li>• Interact with staff</li></ul> |
|---|---|

Nursing profession

Healthcare organizations

*Theme: Limited commitment to leadership development*

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9. What are the most common traits/behaviours that negatively impact an aspiring leader's development and success?

<ul style="list-style-type: none"> <li>• Operational issues</li> <li>• High workload</li> <li>• Lack of support</li> <li>• Poor management</li> <li>• Largely unionized profession</li> <li>• "Union" mentality (this can lead to problems for <i>some</i> nurses if they develop a a sense of entitlement, and diminished work ethic)</li> </ul>	<ul style="list-style-type: none"> <li>• Poor adaptability</li> <li>• Resistance to change</li> <li>• Negativity</li> <li>• Poor knowledge based</li> <li>• Over-confidence</li> <li>• Close-mindedness</li> <li>• Cynicism</li> <li>• Authoritative behaviours</li> <li>• Inability to admit mistakes</li> </ul>
External	Internal
<i>Theme: Negative personal traits and external pressures can lead to poor leadership development</i>	

10. What do current leaders do to ensure continued growth and development?

<ul style="list-style-type: none"> <li>• Master of Nursing Program</li> <li>• Training</li> <li>• Lifelong learning</li> <li>• Business education</li> <li>• Webinars</li> <li>• Literature</li> </ul>	<ul style="list-style-type: none"> <li>• Take on new challenges</li> <li>• Get out of your comfort zone</li> <li>• Do things that challenge you</li> </ul>	<ul style="list-style-type: none"> <li>• Become a mentor</li> <li>• Maintain a mentor</li> <li>• Self-reflect</li> <li>• Self-assess/ appraise</li> <li>• Consult with peers</li> <li>• Obtain feedback</li> <li>• Coach upcoming leaders</li> <li>• Become involved with committees/ registering bodies</li> </ul>
Formal education	Take action	Know yourself
<i>Theme: Continuously focus on gaining professional knowledge and self-awareness</i>		

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The information presented throughout this section represents conclusions from an analysis of responses to questions presented to current nurse leaders. From the responses, it is evident that current leaders largely practice and value the leadership concepts discussed throughout the resource. Throughout the responses, there is importance placed upon a range of behaviours, actions, values and beliefs which were presented throughout the *NMLP framework*. Through identifying the relationship between current leaders practice, and what is outlined in the literature, one is able to understand the value of evidence based practice. Gathering this information from practicing leaders adds further substance and meaning to what is presented throughout the literature.



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## ***Learning from Leaders: Notes***



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## Putting it All Together

In order to successfully develop into a effective leader, aspiring nurse leaders must focus diligently on the steps required to meet their objective. Through developing an understanding of leadership theory and frameworks, and constantly seeking to obtain knowledge the likelihood of success increases. Throughout this learning resource, there was a focus on *Transformational Leadership* integrated into the *NMLP Learning Domain Framework*. The framework provides a detailed representation of the vast array of skills, knowledge, and competencies that are necessary in order to reach leadership success. In addition to the importance of leadership theory and frameworks, information obtained from current leaders helps to provide a realistic perspective towards what is required to become a successful leader. As such, the question and answer section of this resource helps aspiring leaders to understand what is important from a current leader perspective. This resource serves a guide for aspiring leaders to develop an understanding of how to proceed with their professional development on the path towards becoming an effective nurse leader. Utilized in conjunction with ongoing literature, and available texts and resources regarding nursing leadership, the resource can be used to generate focus and guidance for aspiring leaders who may be unsure where to start on their development path.



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## Useful Online Resources

Healthcare Financial Management Association

<https://www.hfma.org>

Canadian Chapter of the American College of Healthcare Executives

<http://canada.ache.org/>

American Organization of Nurse Executives

<http://www.aone.org>

RNAO Careers in Nursing: A World of Opportunities

<http://careersinnursing.ca>

SWOT Analysis

<http://www.quickmba.com/strategy/swot/>

Barb Langlois Leading Authority on Nursing Communication

<http://barblanglois.com>

Canadian Nurses Association - Leadership

<https://cna-aiic.ca/download-buy/leadership>

Canadian Health Leadership Network

<http://chlnet.ca>

Canadian College of Health Leaders

<http://www.cchl-ccls.ca/site/home>

The Dorothy Wylie Health Leaders Institute

<http://healthleadersinstitute.ca>

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## Appendix A

## Donner & Wheeler (2001)

## 5 Phases of Career Planning

## Planning Worksheet

[illegible]

## Career Planning Worksheet

Phase 3:  
Create your vision

Action:  
Think about what  
you want to do,  
identify likes and  
dislikes, and  
develop a realistic  
and achievable  
vision.

Phase 4: Develop  
your strategic  
career plan

Action:  
Reflect on your  
vision and  
generate a  
development plan.  
Identify goals and  
associated time  
lines.

Strategy / goal / task #1:  
Time line:

Strategy / goal / task #2:  
Time line:

Strategy / goal / task #3:  
Time line:

Strategy / goal / task #4:  
Time line:

First review date:  
Second review date:

Phase 5: Market  
yourself

Action:  
Determine what  
you can do to  
make yourself  
more visible and  
what you can offer  
to others.



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## Appendix B

### SWOT Analysis Planning Worksheet

**Career Goal:**

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Identify strengths and how they can  
contribute:

Identify weaknesses and  
whether they can  
be impacted:

Identify positive opportunities  
available for development:

Identify threats and possible  
strategies to overcome: