Robert Wood Johnson Foundation New Careers in Nursing

2014

National Program Liaisons' Summit

Creating the Pipeline for Future Nurse Leaders
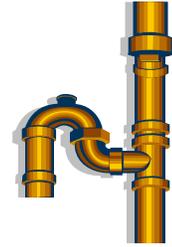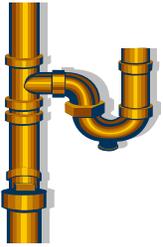
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Charge Nurses' Perceptions of Career-Mobility Barriers

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Background

➢ Aging RN workforce and retiring nurse leaders

➢ Complexity of leadership roles and job demand

➢ Inadequate preparation in leadership

➢ Impending vacancy rate in the manager/CNO groups (Jones, Havens, and Thompson, 2008)

➢ Low interest in nursing management & administration (Sherman, 2005)

Significance

➤ Limited empirical evidence on career barriers in nursing leadership

➤ Qualified nurse administrators/managers

➤ Professional role models/mentors

➤ Nursing voice at policy level

➤ Succession planning
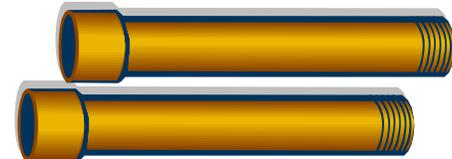
Study Aims

➢ To identify perceived career mobility-barriers (CMBs) that prevent Charge nurses (CNs) from pursuing and advancing into mid- and upper-level nursing management positions.

➢ Identify perceived CMBs that influence CNs to pursue or not pursue management positions,

➢ Examine the relationship between Career-Barrier Inventory (CBI) scores and reported intentions to pursue a management position above the CN level, and

➢ Determine if there is a relationship between CNs' demographic variables and CNs' perceptions of CMBs.

Method

Design: Cross sectional survey

- ➤ Demographic Tool – 16 Items

- ➤ Adapted Career Barrier Inventory-Revised – 10 Subscales and 57 Items (Swanson, 1991; 1995)

Sample: 197 participants (response rate 27.4%)

Setting:

- ➤ Two acute care hospitals

- ➤ Inpatient and outpatient

Results: Demographics (n=195)

Variable	Freq	%	Education Level	Freq	%
Gender Female	162	83.1	Diploma	8	4.1
Inpatient Setting	183	94.8	ADN	71	36.4
Permanent Charge Nurses	119	62.0	BSN	104	53.3
Caucasian	157	80.5	MSN	1	.5
African American	28	14.4	BS non-nursing	9	4.6
Married	125	64.1	MS non-nursing	2	1
Children	99	51.3			

Variable	Range	Mean	SD
Age	25-65	41.9	9.3
RN Years	1-35	14.7	9.0
CN Years	1-30	8.9	8.0

Results: Career Aspirations

➢ Plan to pursue management

  ➢ No 154 (79.8%)

  ➢ Yes 39 (20.2%)

    → Nurse manager: 22 (57.9%)

    → Director: 10 (26.3%)

    → CNO single hospital: 4 (10.5%)

    → CNE health system: 2 (5.2%)

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Results: Perceived CMBs

Highest Ranked Items

Career Barrier-Inventory Subscale	Mean	SD
1. Inflexible work schedule	4.14	2.15
2. Lacking educational preparation	4.09	1.97
3. Not wanting to relocate	3.99	2.12
4. Conflict between family and job	3.90	2.09
5. Unable to handle the role demands	3.78	1.90
6. Not paid as much as others	3.76	2.19
7. Stress at work affecting my home life	3.69	2.02
8. Being dissatisfied with my job/career	3.65	1.90
9. Lacking information about career opportunities	3.62	1.76
10. Lack of confidence	3.59	1.91

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Results: Career Barrier Inventory Subscales

Career Barrier-Inventory Subscale	Items	α	Mean	SD
1. Inadequate preparation	5	.85	17.9	7.4
2. Dissatisfaction with career	5	.79	17.6	7.0
3. Multiple-role conflict	8	.78	27.0	12.4
4. Decision-making difficulties	8	.83	26.3	10.4
5. Difficulties with networking & socialization	5	.64	16.1	6.8
6. Racial discrimination	6	.84	18.5	11.4
7. Gender discrimination	7	.86	20.7	12.6
8. Lack of confidence	4	.77	11.2	5.8
9. Conflict between children and career demands	7	.75	17.8	10.4
10. Disapproval by others	2	.64	4.5	2.7

Results: Perceived CMBs and Age

Career Barrier-Inventory Subscale	Items	*r*
Disapproval by others	2	-.106
Lack of confidence	4	-.136
Inadequate preparation	5	-.189**
Dissatisfaction with career	5	-.219**
Multiple-role conflict	8	-.259**
Decision-making difficulties	8	-.162*
Racial discrimination	6	-.174
Gender discrimination	7	-.221**
Difficulties networking	4	-.136
Conflict children/career demands	7	-.363**

*p ≤ .05; **p ≤ .01

**, Correlation was significant at the 0.01 level (2-tailed).
*. Correlation was significant at the 0.05 level (2-tailed).

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Results: Perceived CMBs and Other Demographics

Years as CN:

→No Relationship

Difference Between Male and Female:

→No differences – means of the two groups equal; *p >.05*

Difference Between White and Non-white:

→No differences for 9 of the 10 subscales

→Significant difference for Racial Discrimination

(t = 2.6, *df = 65.0, p=.01*)

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Limitations

➢ Instrument

    ➢ Validity and reliability of tool for study population

    ➢ Length of the tool

➢ Low response rate

➢ Study sites

Implications

➤ Clarify entry level leadership roles and positions

➤ Early identification of potential management candidates

➤ Develop innovative non-traditional management career pathways – start leadership development earlier

Implications

➢ Mentor minority nurses to consider management roles

➢ Design succession plans based on leadership competencies and managerial roles

➢ Low management replacement pool

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Recommendations

➤ Clarify the role of charge nurse/relief charge nurse role

➤ Conduct qualitative studies

➤ Design a similar study for younger non-charge nurses

➤ Use purposeful sampling – explore minority nurses

➤ Use online survey method

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Creating the Pipeline for Future Nurse Leaders

Elementary

Junior - High

Diploma

AD

BSN

AD to BSN

AD to MSN

BSN - MSN

BSN-DNP

BSN – PhD

Accelerated

Global Academic Improvement

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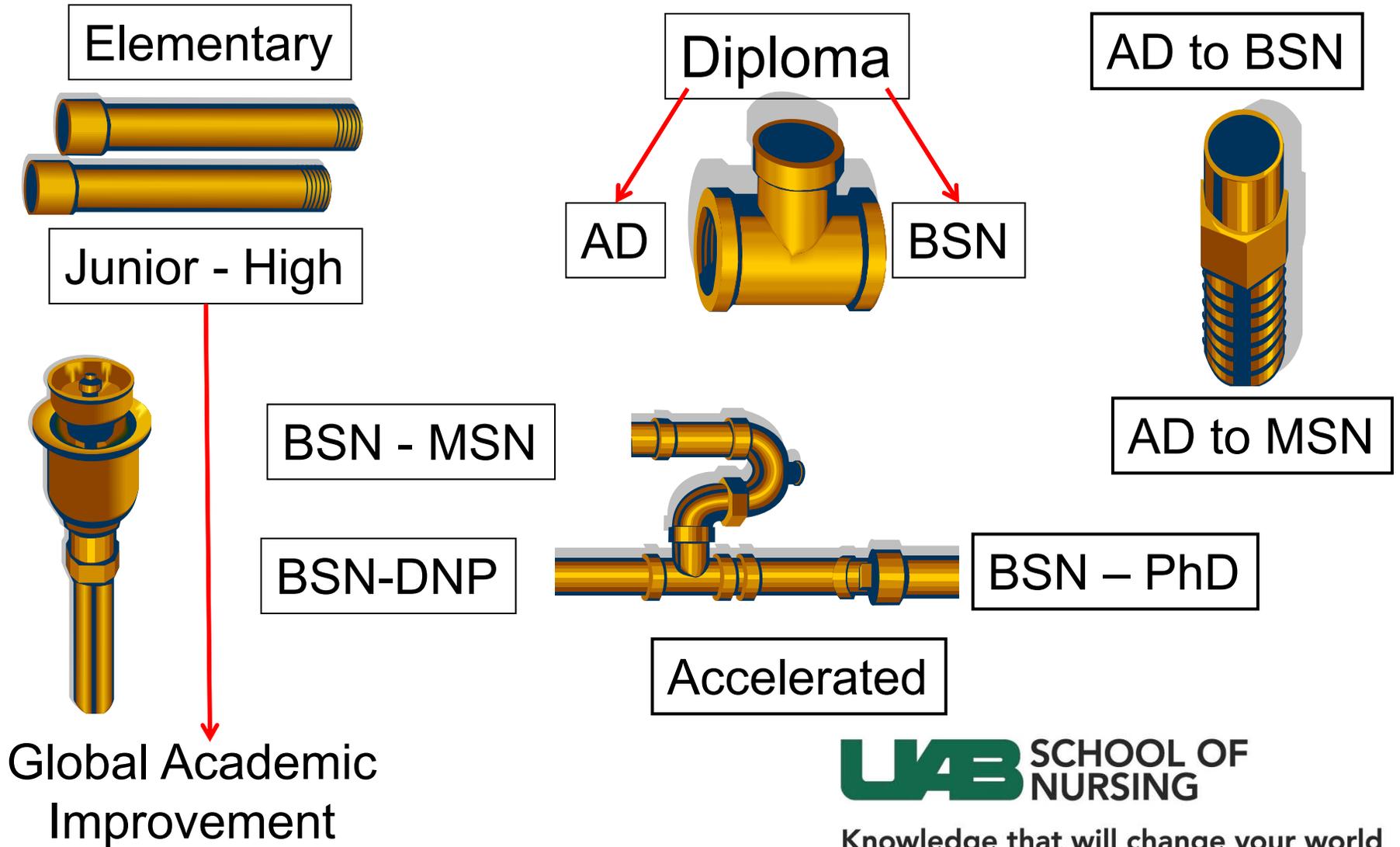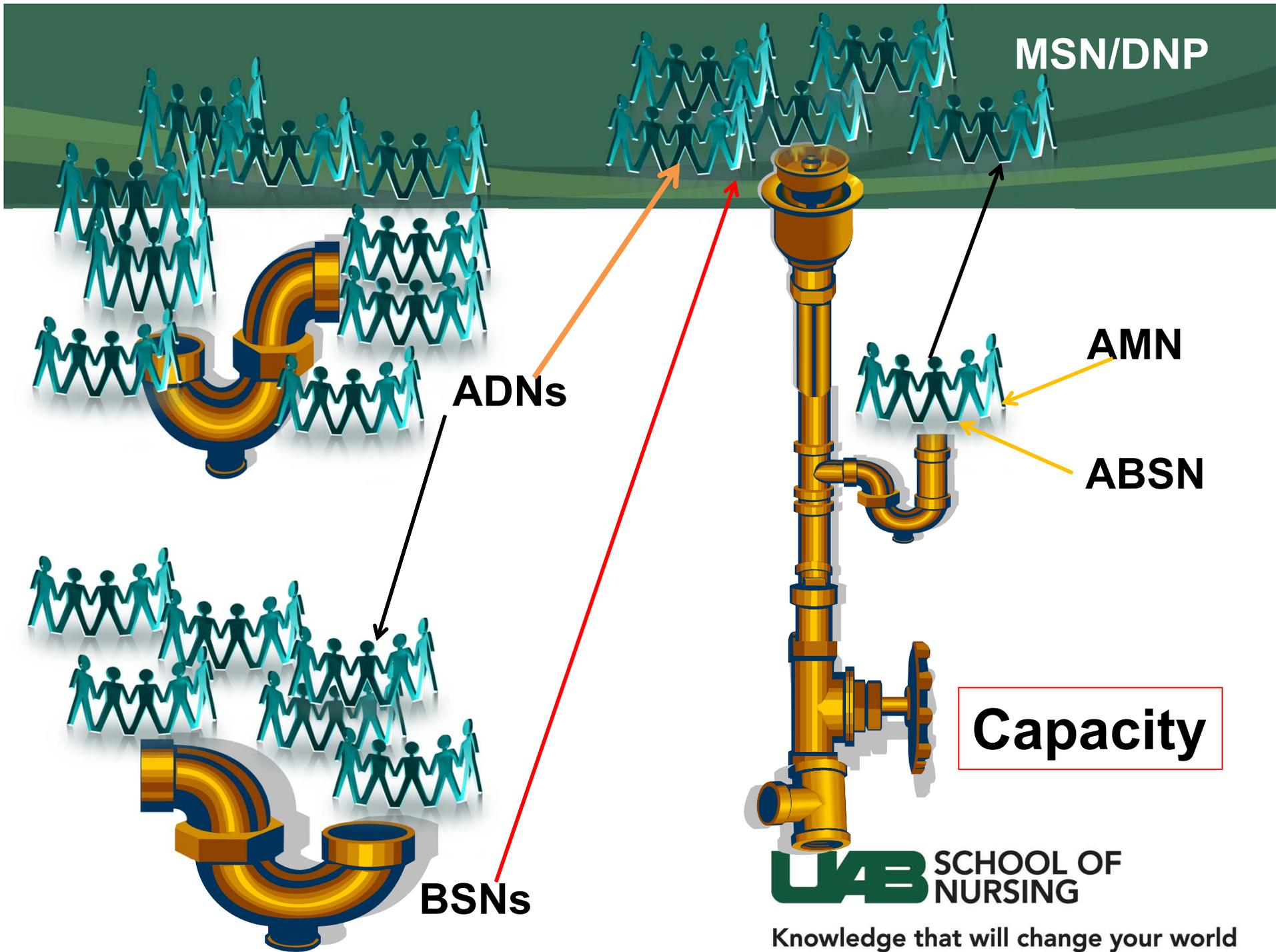
MSN/DNP

ADNs

BSNs

AMN

ABSN

Capacity

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MSN/DNP

Career Maps
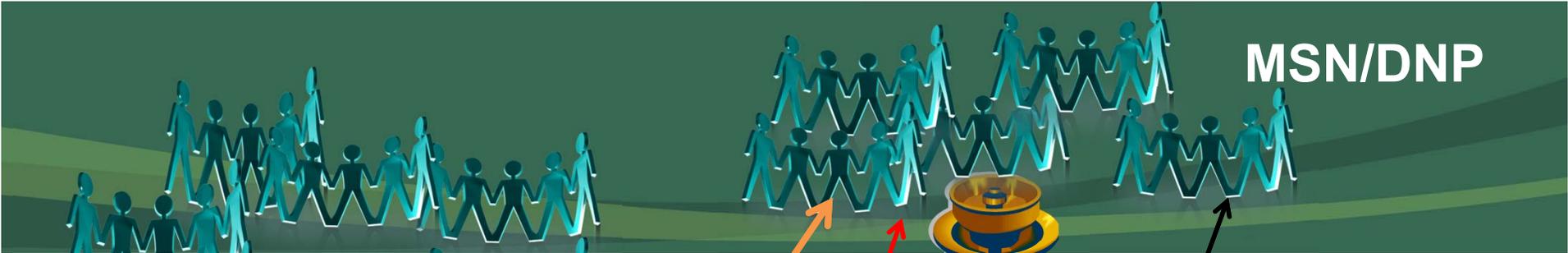
Prior Skills

Management Capacity

Identify nurses with potentials

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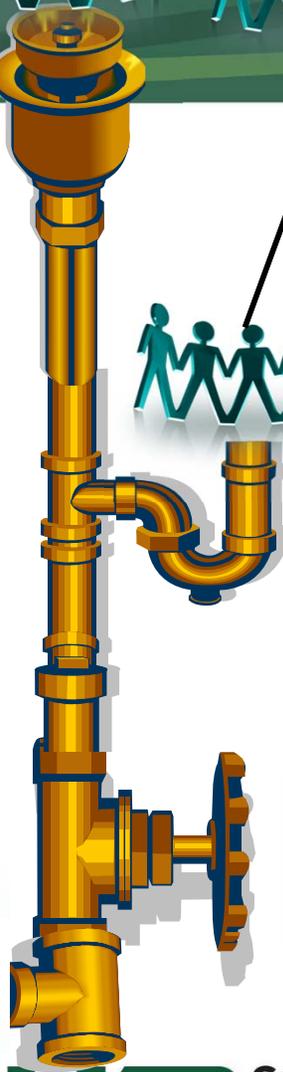
Conclusion

➢ Low interest in management

➢ High need to identify CMBs unique to nursing

➢ Underrepresentation of minority groups

➢ Innovative education models and approaches

➢ Legitimize management and administration careers

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Strategies – Creating Future Nurse Leaders

➢ Develop career maps for all AD nurses
➢ Complete BSN prerequisite prior completing AD degree
➢ Early identification of students without financial penalty to junior colleges
➢ Revisit core requirements for master's level education
➢ Experiential credit for nurses in management roles
➢ Remove cross-state barriers for distance learning
➢ Four-year programs should consider credit for ADs with BS and MS in other disciplines

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Thank you
Committee Members

Laura Nosek, PhD, RN – Chair

Cheryl Killion, PhD, RN

Katherine Jones, PhD, RN

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NCIN Program Liaisons Creating the Pipeline for Future Nurse Leaders

**2014 NCIN Program Liaisons Summit
American Association of Colleges of Nursing
Chicago, IL
October 9, 2014**

Catherine M. Millett, Ph.D.

10/24/2014

Four Take-Away Points

1. Spotlight on developing leadership skills starts as early as the PIP program.

2. Coursework is the key to making progress in leadership development. Time is a precious resource for students.

3. AACN's technical assistance is making a valuable contribution.

4. Having leadership as a grant priority has lead Schools of Nursing to make it a priority activity.

10/24/2014

"Leadership and learning are indispensable to each other"
John F. Kennedy

"The potential I had was not yet discovered"
NCIN Scholarship Recipient

10/24/2014

NCIN Critical Program Components

Recruitment & Enrollment

- Program will lead recruitment efforts with the following:
  - Racial, ethnic
  - Gender
  - Economically disadvantaged

Mentorship

- Program will provide mentorship opportunities

Leadership Development

- Program will offer leadership development opportunities

Source: Millett (2010). *New Careers in Nursing: The Numbers "Plus" Picture*. Presentation at the New Careers in Nursing Summit 2010, Fairmont Hotel, Washington, DC

10/24/2014

Leadership Development
3 Possible Models

Students only

- Join campus or national associations
- Seek community involvement

Student/NS

- Students seek out opportunities
- NS provide opportunities

NS only

- NS build leadership into curriculum
- Students do not see this as an extra "burden" in a fast pace program.

Issue to Consider:

Are there tradeoffs in what students can accomplish in an accelerated versus traditional nursing program?

If yes, what is the strategy for showing this is not a deficit?

Source: Millett (2011). *The RWJF New Careers in Nursing Program Results Overview*. Presentation at the New Careers in Nursing Summit 2011, Fairmont Hotel, Washington, DC

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The NCIN Pipeline for Future Nurse Leaders

Student Perspectives	Alumni Perspectives
AACN Technical Assistance	Case Study Perspectives

NCIN Leadership Focus

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1 STUDENT PERSPECTIVES

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Student Participation in Nursing Sponsored Activities at Program Mid-point and Completion

Question – Do students feel they cannot fit this into their schedule?

Chart data:

Category	Mid-Program Survey	Exit/Post Graduate Survey
National Student Nursing Assoc.	27%	33%
Clinical Specialty Nursing Assoc.	6%	10%
Health Care Related Group on Campus	26%	20%
Health Care Related Group in Community	33%	31%

■ Mid-Program Survey   ■ Exit/Post Graduate Survey
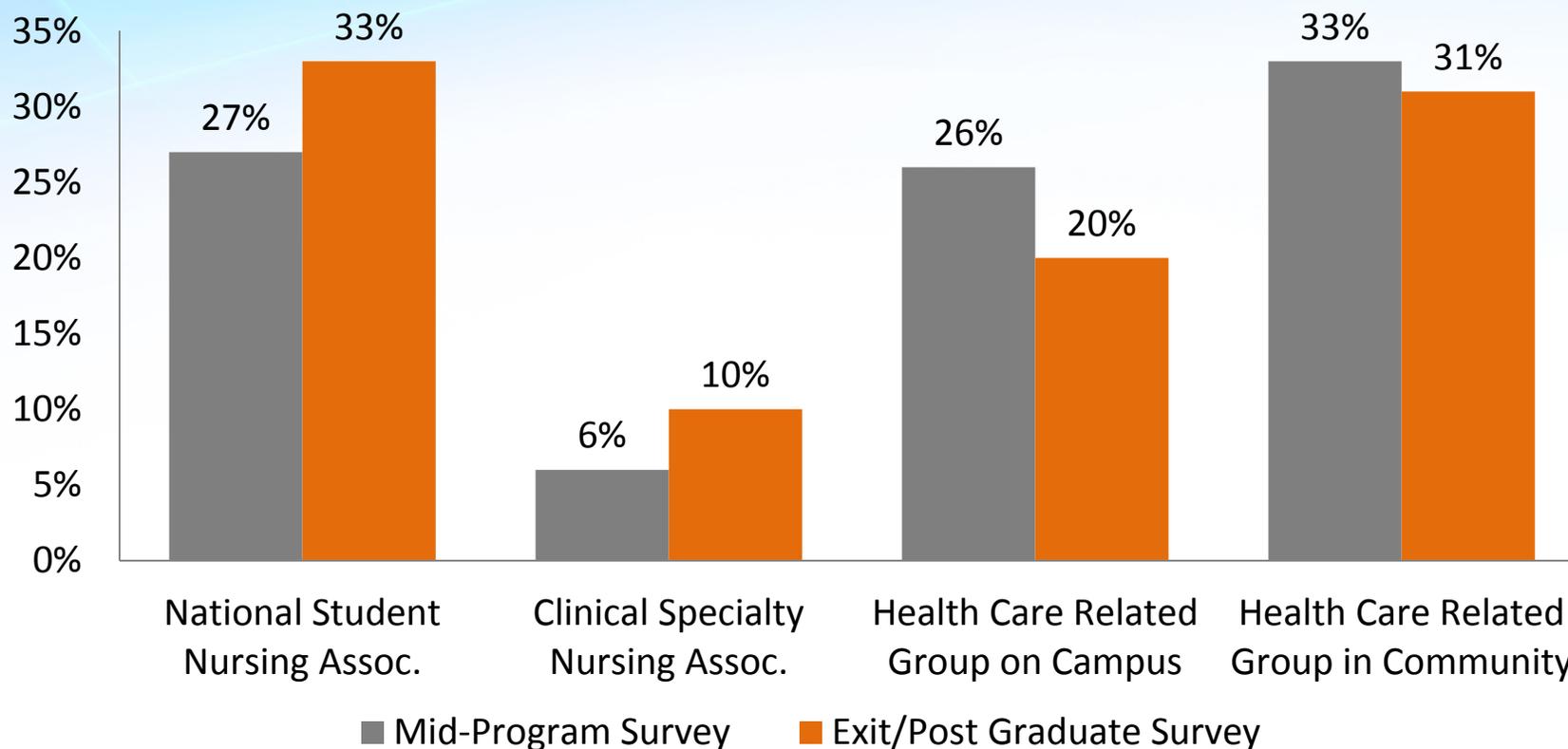
Notes: (1) Mid-Program ≈ 1485 and Exit Survey ≈1157
        (2) Not filtered to include only students who answered both surveys.

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Additional Leadership Participation and Aspirations for Leadership Positions

- Students aspire to a career as healthcare admin or nursing faculty

Mid-Program Survey ■ **Exit/Post Graduate Survey** ■

Category	Mid-Program Survey	Exit/Post Graduate Survey
Student or faculty/student comm.	24%	23%
Community based nursing exp.	71%	88%
NCIN leadership activity	57%	62%
Leadership course in curriculum	78%	88%
Career aspiration - healthcare admin	52%	54%
Career aspiration - nursing faculty	57%	58%

Notes: (1) Mid-Program ≈ 965 and Exit Survey ≈ 780
(2) Not filtered to include only students who answered both surveys.

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Self-Assessment of their Leadership Skills
(Percentage of students who agree with statement)

• A minority of NCIN students would prefer not to be leaders
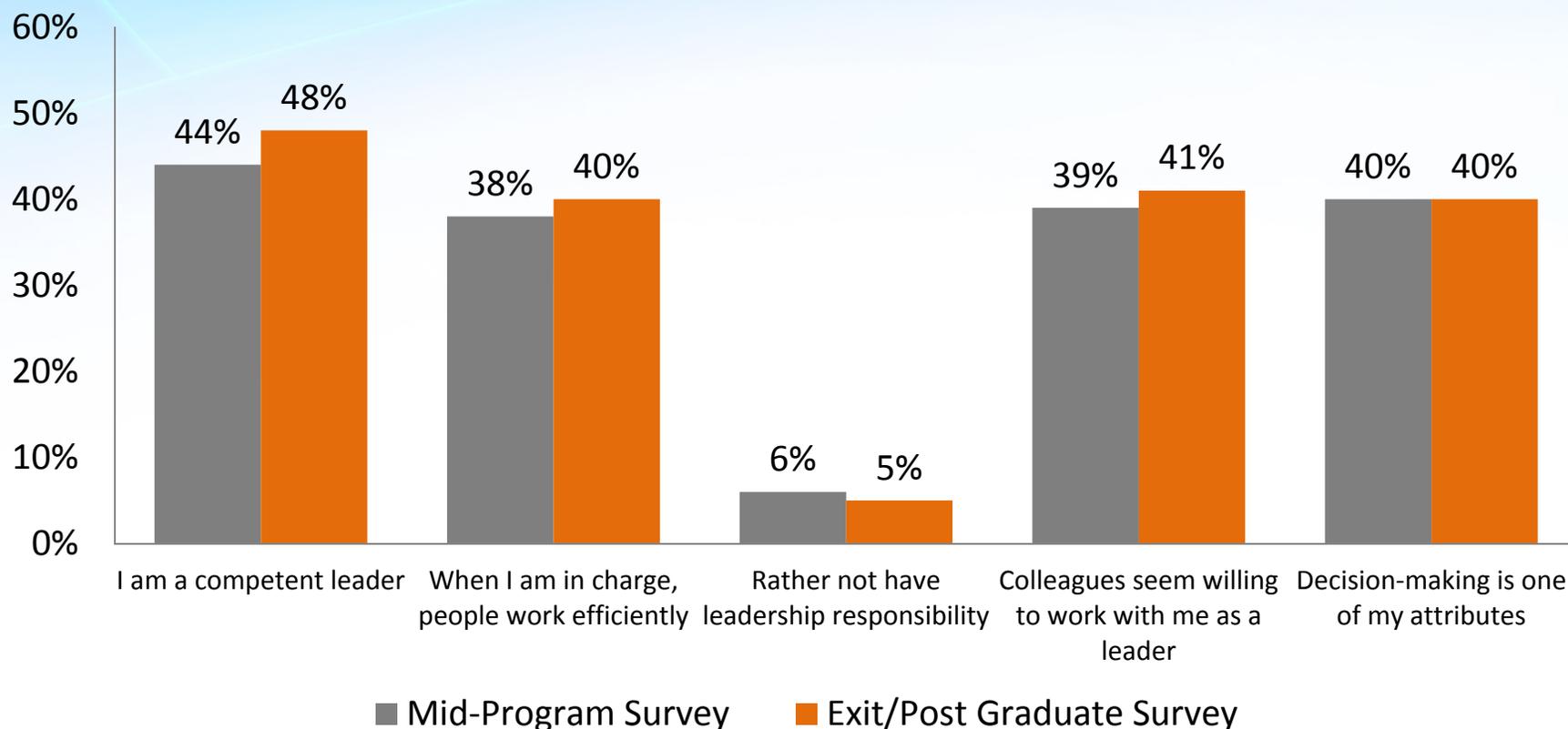
Notes: (1) Mid-Program ≈ 958 and Exit Survey ≈ 878
(2) Not filtered to include only students who answered both surveys.

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Self-Assessment of their Leadership Skills
(Percentage of students who agree with statement)

ABSN students tend to have slightly more positive self-assessment of their leadership skills than AMSN students in some categories

Mid-point Survey

Statement	ABSN	AMSN
I am a competent leader	46%	36%
Decision-making is one of my attributes	41%	36%
When I am in charge, people work efficiently	40%	32%
Colleagues seem willing to work with me as a leader	39%	39%
Rather not have leadership responsibility	6%	5%

0% 10% 20% 30% 40% 50%
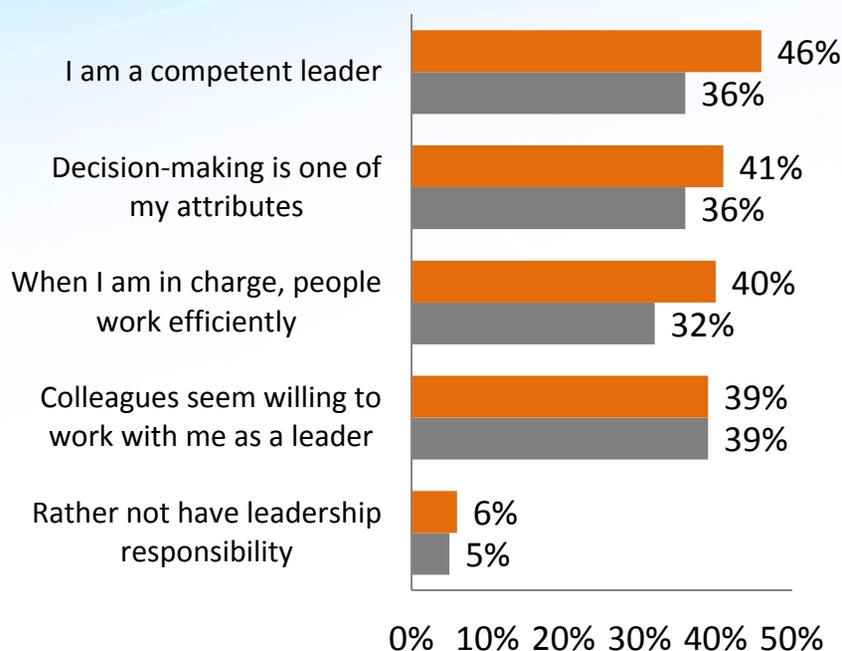
■ ABSN ■ AMSN

Exit Survey

Statement	ABSN	AMSN
I am a competent leader	48%	50%
Decision-making is one of my attributes	41%	36%
When I am in charge, people work efficiently	41%	35%
Colleagues seem willing to work with me as a leader	42%	37%
Rather not have leadership responsibility	5%	7%

0% 20% 40% 60%

■ ABSN ■ AMSN

Notes: (1) Mid-Program (R3-5) ABSN ≈ 750, AMSN ≈ 207 and Exit Survey (R2-5) ABSN ≈ 740, AMSN ≈ 138
(2) Not filtered to include only students who answered both surveys.

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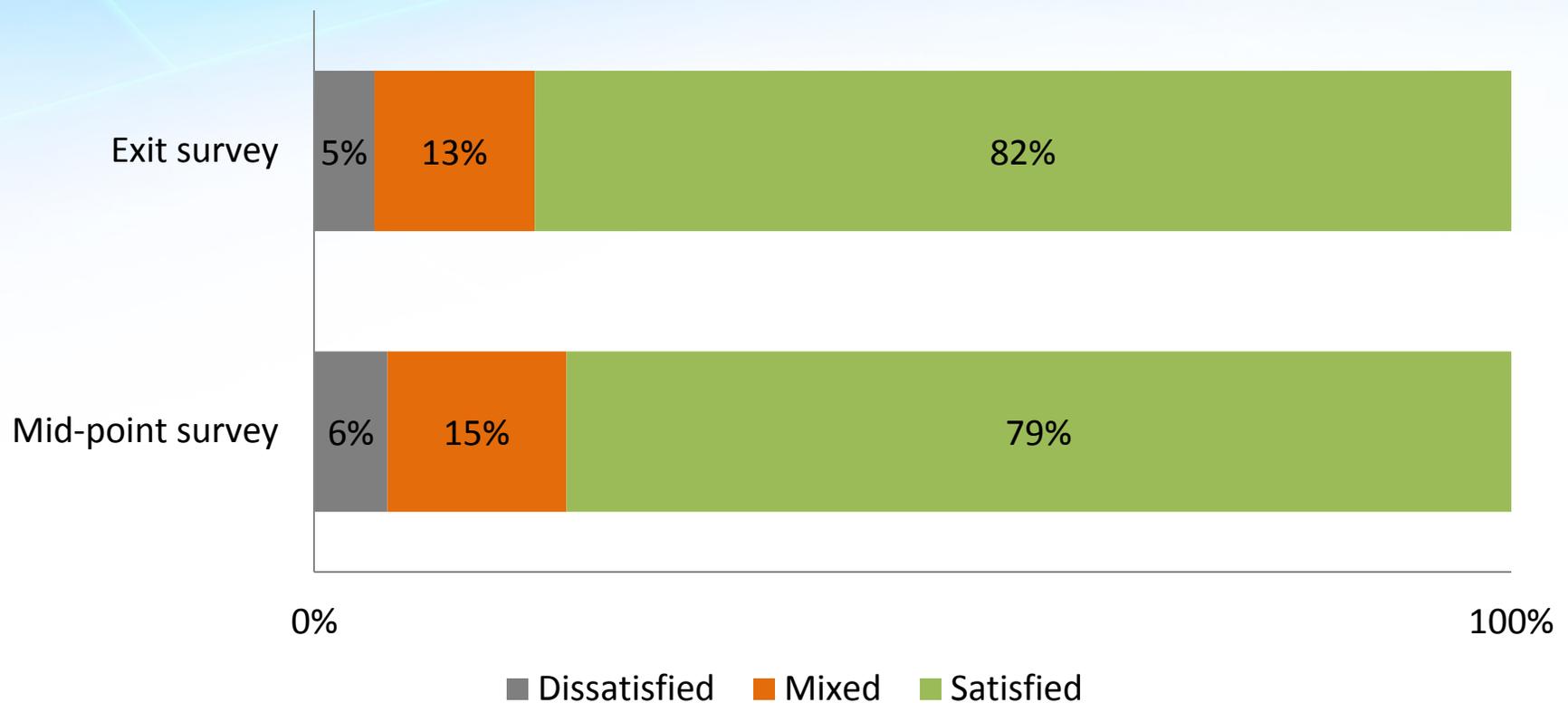
2 ALUMNI PERSPECTIVES

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Varied Participated in Leadership Development Activities during Nursing Degree Program

Many alumni report participation in course work related activities

Activity	AMSN	ABSN
Leadership courses	89%	84%
Community service opportunities	86%	83%
Competitive grants or scholarships	78%	79%
Interdisciplinary coursework or projects	74%	69%
Advanced coursework	71%	50%
Leadership development seminars	64%	55%
Campus-based nursing associations	55%	36%
National student nursing association	49%	44%
Clinical specialty nursing association	31%	13%
Teaching assistantships	18%	5%
Faculty research assistantships	15%	9%
Study abroad/international nursing experiences	12%	10%

0%   ■ AMSN ■ ABSN   100%

Notes: (1) Alumni survey ABSN ≈ 433, AMSN ≈ 74
        (2) Not filtered to include only students who answered all items.

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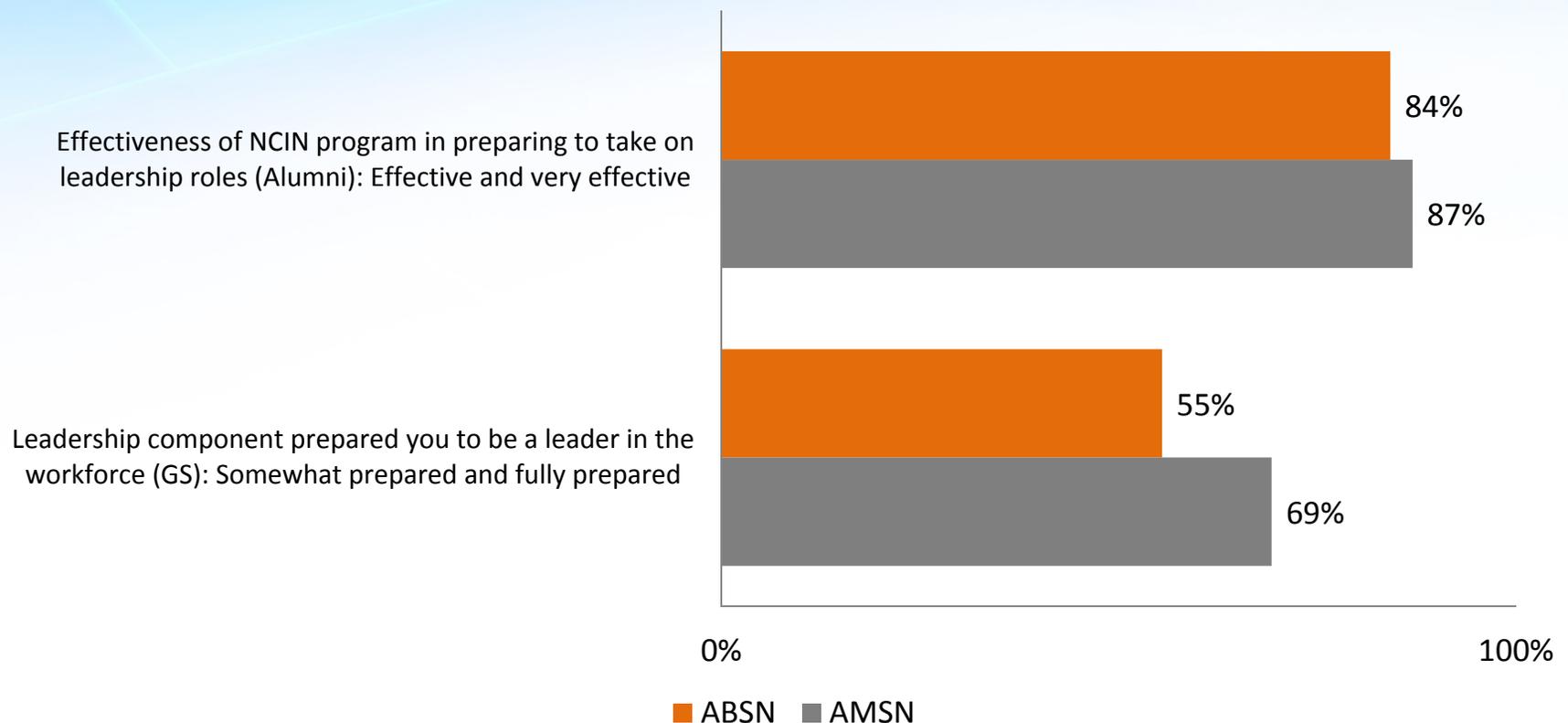
3 TECHNICAL ASSISTANCE

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Leadership Development Toolkit

Leadership Development Plan

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4 CASE STUDY PERSPECTIVES

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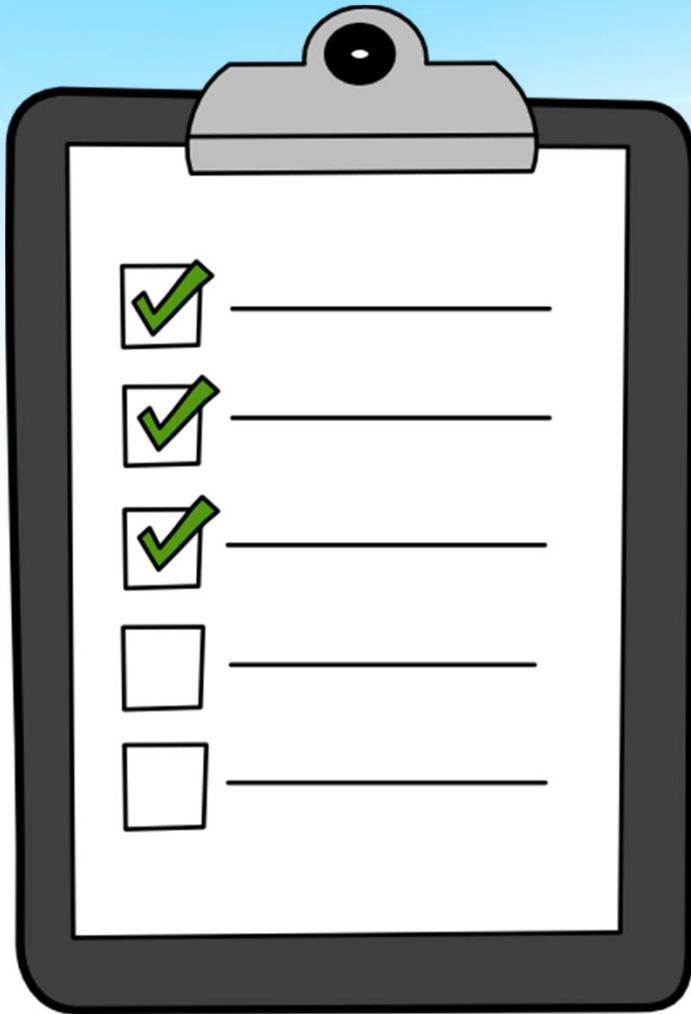
NCIN To Do List

- Key grant activity
- Intentional effort
- Buy-in from faculty peers
- Spillover to other students
- Sustainable post NCIN

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The "SEC" Effect

10/24/2014

Thank you!

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