

ROBERT WOOD JOHNSON FOUNDATION



NEW CAREERS IN NURSING



LEADERSHIP DEVELOPMENT TOOLKIT

FOURTH EDITION 2012



American Association
of Colleges of Nursing



Robert Wood Johnson Foundation

New Careers in Nursing Leadership Development Toolkit

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Toolkit created in collaboration with

Becky Choi
Principal
groupforward, LLC
Washington, DC

Vernell DeWitty, PhD, RN
Program Deputy Director
RWJF New Careers in Nursing
American Association of Colleges of Nursing

Catherine M. Millett, Ph.D.
Senior Research Scientist
ETS
Policy Evaluation and Research Center

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THE LEADERSHIP DEVELOPMENT TOOLKIT CONTENTS

Purpose	4
Objectives	4
How to Use the Tool Kit	5
Designing a Leadership Development Plan	6
Organizational Assessment	7
Interpreting Your Responses on the Organizational Assessment	9
Leadership Development Plan Design Process	10
Level I Leadership Development Plan	11
Level II Leadership Development Plan	12
Level III Leadership Development Plan	13
Level IV Leadership Development Plan	14
Leadership Development Plan Impact Assessment	15
The Leadership Learning Models	21
Part I: The Meaning of Leadership in Nursing	22
Section One: Leadership in Nursing	22
Section Two: Exercises	22
A. Leadership Style Exercise (Personality Assessment)	23
B. Leadership and Management Practices Exercise	30
Part II: Nursing Leadership Competencies	34
Section One: Nursing Leadership Competencies	34
Section Two: Exercises	36
A. Ethical and Critical Decision Making	36
B. Interprofessional Collaboration	43
C. Effective Communication	53
Short Format	54
Regular Format	57
D. Effective Working Relationships	62
E. Understanding Generational Differences	68
Part III: The Journey from Nursing Student to Nursing Leader	73
Section One: Introduction	73

Section Two:	The Leadership Building Exercises	73
A.	Knowing Your Path: Leadership Goal Setting	74
	Short Format	75
	Regular Format	77
B.	Knowing Yourself: Leadership Experience and Integration	82
	Short Format	83
	Regular Format	86
C.	Modeling the Way: Walking the Talk/Integrity	91
	Short Format	92
	Regular Format	95
D.	Inspiring a Shared Vision: Can You See It?	100
E.	Challenging the Process: Opening the Mind	105
F.	Enabling Others to Act	110
	1. Fostering Collaboration	110
	2. Exploring Differences	115
	3. Communication and Conflict Resolution	119
G.	Encouraging the Heart: Building Connections	126
H.	Emerging Leadership: Show Me the Ropes	129
Section Three:	Teachable Moments	132
A.	Context Setting	132
B.	Vulnerability-Based Trust	133
C.	Acknowledging Impact	134
D.	Empathetic Listening	135
E.	Developing Others	136
F.	Managing Perceptions	137
G.	Inspiring Others	138
Part IV:	The Path to Continued Leadership Development	139
Section One:	Introduction	139
Section Two:	Activities	139
A.	Professional Associations	139
B.	Social Media	142
C.	Successful Mentoring	147
Topical Reference Index		148
Appendix		152
	RWJF Eligibility and Selection Criteria	153
	The Leadership Challenge	154
	Leadership Development Toolkit Submission Form	158
	Sample Leadership Development Plan (Level III)	162

PURPOSE

AACN has created this Leadership Development Toolkit as guidance for College of Nursing faculty members to assist in moving nursing students to nursing leaders by providing continuous, consistent leadership development activities to their students over the course of their accelerated nursing baccalaureate or masters program. The Toolkit is designed to support the Colleges of Nursing in meeting and sustaining the **leadership and mentoring eligibility requirements of the scholarship grants (See Appendix)** from the Robert Wood Johnson Foundation. The Toolkit is designed to complement the leadership and mentoring activities that the Colleges of Nursing have in place.

OBJECTIVES

The objectives of the Leadership Development Toolkit are to:

- Provide information on building the stepping stones of leadership,
- Introduce students to the requirements of creating their professional practice,
- Describe to students the importance of professional involvement and mentoring essential to moving into leadership roles.

HOW TO USE THE TOOL KIT

The Tool Kit is designed to support the development of your Leadership Development Plan for your students.

The Tool Kit contains an Organizational Assessment that allows you to get a quick view of where your school stands with respect to organizational culture, curriculum, student and faculty dynamics and available resources that can support the creation of a leadership development environment.

For returning schools, the Tool Kit contains a Leadership Development Plan Impact Assessment, which is an evaluative step that helps you gauge the impact your leadership development activities have had on your program and/or school's culture, curriculum, student and faculty dynamics and available resources. Based on the results of your Impact Assessment, determine where your school stands and the appropriate plan level needed to move forward.

The Tool Kit includes four Leadership Development Plans, all of which include foundational exercises that are integral to the students' success as they move from nursing student to nursing leader. Your Organizational Assessment results will guide you to the Leadership Development Plan that makes sense for your school given the strengths and challenges identified by the Organizational Assessment. These plans include some exercises in "Short" and "Regular" formats so that you can adjust delivery of the exercises based on any time constraints.

There are four revised Leadership Development Plan levels, Levels I, II, III and IV. The plans now include leadership development activities around generational differences and the use of social media. All of the plans build toward implementing more leadership development activities with the students.

The Tool Kit contains Teachable Moments, which allow you to directly target certain issues in just a few minutes. These Teachable Moments can be used in most any setting and can be used to further customize either the Level I or II Leadership Development Plans.

The Tool Kit has a Topical Reference Index, which allows you to navigate the Tool Kit by subject matter and identify specific exercises in the event you want to customize or add exercises to your Leadership Development Plan.

You are encouraged to use the plans in the Tool Kit as a starting point, customizing as necessary, for issues unique to your school.

DESIGNING A LEADERSHIP DEVELOPMENT PLAN

Now, on to developing a leadership development plan! Start with the Organizational Assessment and build on what you know about your school.

Once you have completed the Organizational Assessment, you will have a sense of your organization's culture, the curriculum, the student and faculty dynamics and the available resources that will shape the leadership development plan you can provide for the students.

Your responses on the Organizational Assessment will determine the scope of your leadership development plan. Scoring for the Organizational Assessment is done on a point basis for each yes or no answer (instructions on page 9). Your total score will direct you to a leadership development plan.

You may choose to create a leadership development plan based on the option your Organizational Assessment score guides you to, or you may use these plans as a base, adding and customizing the plan with exercises of your own choosing and/or design.

Once you have your plan outlined, submit it to the NPO using the Leadership Development Plan Submission Form in the Appendix, page 158. View a sample Leadership Development Plan (Level III) in the Appendix, page 162.

ORGANIZATIONAL ASSESSMENT

This assessment is intended to provide you with an opportunity to gain a quick understanding of the school’s strengths and challenges that will influence the scope of the leadership development plan that you choose to implement. Each school is a mix of the elements examined in the assessment. The assessment will give you a sense of where your organization stands at this point in time and give you the opportunity to identify areas where you may want to shift the culture, curriculum, dynamics or resources and determine how you want to convert your “no” response to a “yes.”

Because an organization strengths and challenges can shift based on changes made to your school’s administration and faculty as well as the students in each program, annual assessments of the organization are helpful in reviewing the leadership development plan and determining if the scope continues to be appropriate or may need to be adjusted.

A. Cultural Characteristics: The characteristics of a school’s culture will influence the scope and delivery of any leadership development plan based on the degree to which a school’s dominant cultural characteristics support a coaching and development environment.	Yes	No
1. Is the school a very personal place - like an extended family with faculty, staff and students sharing a lot of themselves?		
2. Is the school a very dynamic entrepreneurial place where faculty, staff and students are willing to stick their necks out and take risks?		
3. Is the school very results oriented with a major focus on getting the job done, where people are very competitive and achievement oriented?		
4. Is the school a very controlled and structured place where formal procedures generally govern what faculty, staff and students do?		
B. Curriculum: The leadership development curriculum that a school offers needs to reflect a focus on eliciting, recognizing and discussing the wide range of diversities present within not only the student group and the nursing profession, but also within the communities that are served.	Yes	No
1. Does the curriculum reflect ways to deal with differences among students, faculty and the communities they will serve?		
2. Does the curriculum reflect different and/or diverse perspectives?		
3. Does the curriculum allow students to have opportunities to develop multicultural competencies—the skills necessary to work and live in a multicultural world as socially responsible citizens?		

ORGANIZATIONAL ASSESSMENT (CONTINUED)

C. Student Dynamics: The lines of diversity present in any student group will influence the dynamics of the group and the activities selected for any leadership development plan designed for that group.	Yes	No
1. Do students build relationships across racial, ethnic, class, gender and/or any other diversity lines present?		
2. Do students segregate themselves based on the types of diversity present in the group?		
3. Does the school focus on student dynamics and implement activities designed to build relationships among students?		
D. Faculty Dynamics: The lines of diversity present in the faculty, and how the faculty deals with these differences will shape how your leadership development plan is implemented. Each school's faculty should be aware of the dynamics they model when dealing with diversity in their own group because those actions will influence how the student group learns to deal with diversity in their own group, the profession and the communities they serve.	Yes	No
1. Do faculty members build relationships with each other across racial, ethnic, class, gender and/or any other diversity lines present?		
2. Is the faculty representative of the student body from a diversity perspective?		
2. Do the faculty members segregate themselves along diversity lines?		
3. Are there professional development opportunities for helping faculty and staff support diverse learners?		
E. Resources: The scope of your leadership development plan is influenced by the resources you have at hand: budget, time, knowledge, skill and intended audience. Balancing these factors is necessary to determining the appropriate scope of the leadership development plan you can successfully implement.	Yes	No
1. Do you have a leadership development plan in place at present?		
2. Do you have a budget for building and/or enhancing your leadership development plan?		
3. Is your leadership development plan designed to be implemented for your entire student group (not just RWJF scholars)?		
4. Have you obtained the RWJF grant for your leadership development plan?		
5. Do you have other resources available to you within your university system or from outside organizations such as other schools, partner groups, corporations, non-profit organizations, community groups, and/or professional groups?		
6. Do your administrative staff and/or faculty have knowledge or skills in the area of leadership development?		
7. Do you have time to implement a leadership development plan?		
TOTAL ORGANIZATIONAL ASSESSMENT SCORE (YES = 1 POINT; NO = 0 POINTS)		

Source: Format and text adapted from Organizational Self-Assessment by Antonia Villarruel, PhD, RN, FAAN.

INTERPRETING YOUR RESPONSES ON THE ORGANIZATIONAL ASSESSMENT

On your Organizational Assessment each “yes” response is worth one point and each “no” response is worth zero points. Total up your points and then find out where to start with the design of your leadership development plan.

0-4 points: Organizational culture, curriculum, dynamics and resources provide little or no support for creating a leadership development environment. Consider focusing on a few areas, where feasible, to improve the leadership development environment. **Use the Level I Leadership Development Plan.**

5-9 points: Organizational culture, curriculum, dynamics and resources provide a basic level of support for creating a leadership development environment. Consider focusing on a few areas, where feasible, to improve the leadership development environment. **Use the Level II Leadership Development Plan.**

10-14 points: Organizational culture, curriculum, dynamics and resources provide good support for creating a leadership development environment. Consider focusing on a few areas, where feasible, to improve the leadership development environment. **Use the Level III Leadership Development Plan.**

15-20 points: Organizational culture, curriculum, dynamics and resources provide very good support for creating a leadership development environment. Consider fine tuning and turning any “no” responses to “yes” responses to improve the leadership development environment. **Use the Level IV Leadership Development Plan.**

NEXT STEPS: Once you’ve interpreted your responses, you are now ready to move into the design phase for your Leadership Development Plan!

LEADERSHIP DEVELOPMENT PLAN DESIGN PROCESS

ORGANIZATIONAL ASSESSMENT
Assess your school's cultural characteristics, curriculum, student and faculty dynamics and resources to determine to determine the scope of your leadership development plan.



LEADERSHIP DEVELOPMENT PLAN DESIGN
The results of your assessment will guide you to the plan that fits for your school. Plans can be customized for the strengths and challenges your school faces.



**LEVEL I
LEADERSHIP
DEVELOPMENT
PLAN**

Use the
LEVEL I PLAN
if your
Organizational
Assessment
responses
totaled
0-4 points

**LEVEL II
LEADERSHIP
DEVELOPMENT
PLAN**

Use the LEVEL II
PLAN
if your
Organizational
Assessment
responses
totaled
5-9 points

**LEVEL III
LEADERSHIP
DEVELOPMENT
PLAN**

Use the LEVEL III
PLAN
if your
Organizational
Assessment
responses
totaled
10-14 points

**LEVEL IV
LEADERSHIP
DEVELOPMENT
PLAN**

Use the LEVEL IV
PLAN
if your
Organizational
Assessment
responses
totaled
15-20 points



CONDUCT IMPACT ASSESSMENT AND REVISE YOUR PLAN
After you have implemented your first Leadership Development Plan, evaluate how well you implemented the plan and what impact it had on your program or school's culture. Based on the results of the impact assessment, determine where you need to revise the plan so that you can move to the proper plan level that will help create a culture that supports continued leadership development for the students.



LEADERSHIP DEVELOPMENT PLANS

Based on your Organizational Assessment “score,” one of the following Leadership Development Plan may fit for your school. These plans may be used as they are, customized to include other exercises that would benefit the students, or added to your existing Leadership Development Plan. **A sample Level III plan is included in the Appendix.**

LEVEL I LEADERSHIP DEVELOPMENT PLAN (Assessment Score 0-4 Points)	
The Meaning of Leadership in Nursing	Page 22
1. Leadership Style Exercise (Personality Assessment)	Page 23
2. Leadership and Management Practices Exercise	Page 30
Nursing Leadership Competencies	Page 34
1. Ethical and Critical Decision Making	Page 36
2. Interprofessional Collaboration	Page 43
3. Effective Communication (Short/Regular Format)	Page 54/57
4. Effective Working Relationships	Page 62
5. Understanding Generational Differences	Page 68
The Journey from Nursing Student to Nursing Leader	Page 73
1. Knowing Your Path: Leadership Goal Setting Exercise (Short/Regular Format)	Page 75/77
2. Knowing Yourself: Leadership Experience and Integration Exercise (Short/Regular Format)	Page 83/86
3. Inspiring a Shared Vision: Can You See It? Exercise	Page 100
4. Enabling Others to Act: Exploring Differences	Page 115
5. Enabling Others to Act: Communication and Conflict Resolution Exercise	Page 119
TEACHABLE MOMENTS	
1. Context Setting	Page 132
2. Acknowledging Impact	Page 134
3. Empathetic Listening	Page 135
4. Managing Perceptions	Page 137
5. Inspiring Others	Page 138
The Path to Continued Leadership Development	Page 139
1. Professional Associations	Page 139
2. Social Media	Page 142
2. Successful Mentoring: Find a Mentor and/or Be a Mentor	Page 147

LEVEL II LEADERSHIP DEVELOPMENT PLAN (Assessment Score 5-9 Points)	
The Meaning of Leadership in Nursing	Page 22
1. Leadership Style Exercise (Personality Assessment)	Page 23
2. Leadership and Management Practices Exercise	Page 30
Nursing Leadership Competencies	Page 34
1. Ethical and Critical Decision Making	Page 36
2. Interprofessional Collaboration	Page 43
3. Effective Communication (Short/Regular Format)	Page 54/57
4. Effective Working Relationships	Page 62
5. Understanding Generational Differences	Page 68
The Journey from Nursing Student to Nursing Leader	Page 73
1. Knowing Your Path: Leadership Goal Setting Exercise (Short/Regular Format)	Page 75/77
2. Knowing Yourself: Leadership Experience and Integration Exercise (Short/Regular Format)	Page 83/86
3. Modeling the Way: Walking the Talk/Integrity Exercise (Short/Regular Format)	Page 92/95
4. Inspiring a Shared Vision: Can You See It? Exercise	Page 100
5. Enabling Others to Act: Fostering Collaboration Exercise	Page 110
6. Enabling Others to Act: Exploring Differences Exercise	Page 115
7. Enabling Others to Act: Communication and Conflict Resolution Exercise	Page 119
TEACHABLE MOMENTS	
1. Context Setting	Page 132
2. Acknowledging Impact	Page 134
3. Empathetic Listening	Page 135
4. Developing Others	Page 136
5. Managing Perceptions	Page 137
6. Inspiring Others	Page 138
The Path to Continued Leadership Development	Page 139
1. Professional Associations	Page 139
2. Social Media	Page 142
3. Successful Mentoring: Find a Mentor and/or Be a Mentor	Page 147

LEVEL III LEADERSHIP DEVELOPMENT PLAN (Assessment Score 10-14 Points)	
The Meaning of Leadership in Nursing	Page 22
1. Leadership Style Exercise (Personality Assessment)	Page 23
2. Leadership and Management Practices Exercise	Page 30
Nursing Leadership Competencies	Page 34
1. Ethical and Critical Decision Making	Page 36
2. Interprofessional Collaboration	Page 43
3. Effective Communication (Short/Regular Format)	Page 54/57
4. Effective Working Relationships	Page 62
5. Understanding Generational Differences	Page 68
The Journey from Nursing Student to Nursing Leader	Page 73
1. Knowing Your Path: Leadership Goal Setting Exercise (Short/Regular Format)	Page 75/77
2. Knowing Yourself: Leadership Experience and Integration Exercise (Short/Regular Format)	Page 83/86
3. Modeling the Way: Walking the Talk/Integrity Exercise (Short/Regular Format)	Page 92/95
4. Inspiring a Shared Vision: Can You See It? Exercise	Page 100
5. Challenging the Process: Opening the Mind	Page 105
6. Enabling Others to Act: Fostering Collaboration Exercise	Page 110
7. Enabling Others to Act: Exploring Differences Exercise	Page 115
8. Enabling Others to Act: Communication and Conflict Resolution Exercise	Page 119
9. Encouraging the Heart: Building Connections	Page 126
10. Emerging Leadership: Show Me the Ropes	Page 129
TEACHABLE MOMENTS	
1. Context Setting	Page 132
2. Vulnerability-Based Trust	Page 133
3. Acknowledging Impact	Page 134
4. Empathetic Listening	Page 135
5. Developing Others	Page 136
6. Managing Perceptions	Page 137
7. Inspiring Others	Page 138
The Path to Continued Leadership Development	Page 139
1. Professional Associations	Page 139
2. Social Media	Page 142
3. Successful Mentoring: Find a Mentor and/or Be a Mentor	Page 147

LEVEL IV LEADERSHIP DEVELOPMENT PLAN (Assessment Score 15-20 Points)	
The Meaning of Leadership in Nursing	Page 22
1. Leadership Style Exercise (Personality Assessment)	Page 23
2. Leadership and Management Practices Exercise	Page 30
Nursing Leadership Competencies	Page 34
1. Ethical and Critical Decision Making	Page 36
2. Interprofessional Collaboration	Page 43
3. Effective Communication (Regular Format)	Page 57
4. Effective Working Relationships	Page 62
5. Understanding Generational Differences	Page 68
The Journey from Nursing Student to Nursing Leader	Page 73
1. Knowing Your Path: Leadership Goal Setting Exercise (Regular Format)	Page 77
2. Knowing Yourself: Leadership Experience and Integration Exercise (Regular Format)	Page 86
3. Modeling the Way: Walking the Talk/Integrity Exercise (Regular Format)	Page 95
4. Inspiring a Shared Vision: Can You See It? Exercise	Page 100
5. Challenging the Process: Opening the Mind	Page 105
6. Enabling Others to Act: Fostering Collaboration Exercise	Page 110
7. Enabling Others to Act: Exploring Differences Exercise	Page 115
8. Enabling Others to Act: Communication and Conflict Resolution Exercise	Page 119
9. Encouraging the Heart: Building Connections	Page 126
10. Emerging Leadership: Show Me the Ropes	Page 129
TEACHABLE MOMENTS	
1. Context Setting	Page 132
2. Vulnerability-Based Trust	Page 133
3. Acknowledging Impact	Page 134
4. Empathetic Listening	Page 135
5. Developing Others	Page 136
6. Managing Perceptions	Page 137
7. Inspiring Others	Page 138
The Path to Continued Leadership Development	Page 139
1. Professional Associations	Page 139
2. Social Media	Page 142
3. Successful Mentoring: Find a Mentor and/or Be a Mentor	Page 147

LEADERSHIP DEVELOPMENT PLAN IMPACT ASSESSMENT

This assessment is for returning schools, and is intended to provide you with an opportunity to evaluate how the leadership development plan (or activities) you selected impacted your program and/or school's culture. The objective is to be able to determine what observable and measureable impacts your leadership development activities are having on the program and/or school's culture.

By evaluating the plan you used you can gain an understanding of the impact the plan has had on your school's culture and dynamics and determine how to adjust the plan to be more effective in impacting the next program and/or how to move to the next plan level.

Leadership Development Plan Impact Assessment

A. Cultural Characteristics: The use of a leadership development plan will impact your program and/or school's culture.	Yes	No
1. Were you able to fully implement your leadership development plan? - If yes , answer questions 2, 3 and 4, and continue with question 11. - If no , go to questions 5-8 and then continue with questions 9, 10 and 11.		
2. Did you evaluate its impact on your program and/or your school's culture?		
3. Did you obtain feedback from the students on the impact of the plan or activities you implemented?		
4. Was there an impact on your program and/or your school's culture?		
5. If no, did anything specifically prevent you from fully implementing your leadership development plan?		
6. Were you able to implement most of your leadership development plan?		
7. Were you able to implement some of your leadership development plan?		
8. Were you unable to implement your leadership development plan entirely?		
9. If you did not implement a full plan, did the leadership development plan or activities you implemented impact the program and/or school culture in any way?		
10. Will you be able to make changes, adapt or add components to your leadership development plan to address challenges you experienced with your plan?		
11. Do you have plans to improve your current leadership development plan to make it more effective in influencing your school/program culture?		

B. Curriculum: The leadership development plans reflect a focus on eliciting, recognizing and discussing the wide range of diversities present within not only the student group and the nursing profession, but also within the communities that are served.	Yes	No
1. Did your leadership development plan influence the curriculum?		
2. Did you make changes, given the leadership development plan you implemented, to have curriculum reflect ways to deal with differences among students, faculty and the communities they will serve?		
3. Did you make any changes, given the leadership development plan you implemented, to have the curriculum reflect different and/or diverse perspectives?		
4. Did you make any changes to the curriculum to allow students to have opportunities to develop multicultural competencies—the skills necessary to work and live in a multicultural world as socially responsible citizens?		
5. Will you be able to make changes, adapt or add components to your leadership development plan to address challenges you experienced?		
6. Will you be able to make your plan even more effective in eliciting, recognizing and discussing the diversities present in the student group, the nursing profession and the communities that are served?		
C. Student Dynamics: The different types of diversity present in any student group will influence the dynamics of the group and the activities selected for any leadership development plan designed for that group.	Yes	No
1. Did your leadership development plan influence or impact student dynamics?		
2. Did components of your leadership development plan encourage students to build relationships across racial, ethnic, class, gender and/or any other lines of diversity?		
3. Will you be able to make changes, adapt or add components to your leadership development plan to address challenges or to make your plan even more effective in influencing student dynamics?		
D. Faculty Dynamics: The lines of diversity present in the faculty, and how the faculty deals with these differences will shape how your leadership development plan is implemented. Each school's faculty should be aware of the dynamics they model when dealing with diversity in their own group because those actions will influence how the student group learns to deal with diversity in their own group, the profession and the communities they serve.	Yes	No
1. Did your leadership development plan influence faculty dynamics?		
2. Did your leadership development plan address faculty dynamics in order to increase cross-cultural or diverse interactions?		
3. Did your leadership development plan encourage faculty members to build relationships with each other across racial, ethnic, class, gender and/or any other lines of diversity?		

4. Did your leadership development plan promote increased representation of racial, ethnic, gender, class and/or other types of diversity among the faculty?		
5. Did your leadership development plan provide for or increase professional development opportunities for faculty and staff to improve their abilities to support diverse learners?		
6. Will you be able to make changes, adapt or add components to your leadership development plan to address challenges and make your plan even more effective in influencing faculty dynamics?		
E. Resources: The scope of your leadership development plan is influenced by the resources you have at hand: budget, time, knowledge, skill and intended audience. Balancing these factors is necessary to determining the appropriate scope of the leadership development plan you can successfully implement.	Yes	No
1. Do you have a budget to make additions or improvements to your leadership development program? - If yes , go to question 2 and then continue with questions 4, 5, 6 and 7. - If no , go to question 3 and then questions 4 – 7.		
2. If yes, will you use these funds to enhance your leadership development plan?		
3. If no, can you make your leadership development plan or activities more effective without compromising quality?		
4. Do you need additional resources?		
5. Do you have sources or partners that may be able to contribute additional resources to enhance your leadership development plan or activities?		
6. Does your leadership development plan or activities include all nursing students in your program? - If yes , proceed to the scoring your assessment. - If no , go to question 7.		
7. Can you expand the leadership development plan or activities to the all nursing students?		

INTERPRETING YOUR RESPONSES ON THE LEADERSHIP DEVELOPMENT PLAN IMPACT ASSESSMENT

The interpretation of your responses involves two steps:

- 1) Using the Section Interpretation Guide below, what aspects of your current leadership development plan should be revised or whether you should move to the next level of leadership development plan in order to further impact the program and/or school culture.
- 2) Write a short narrative summary for each section based on your results of the Section Interpretation. This summary will be submitted to NCIN National Program Office (NPO).

Use the following table to chart your accomplishments:

	Fully Implemented	Implemented in Part	Not implemented
Cultural Characteristics			
Curriculum			
Student Dynamics			
Faculty Dynamics			

The summary should provide the following information:

- ◆ An outline of which leadership development plan or activities you were able to implement and information on any impacts to the program and/or school culture that you observed (give specific examples of what changed or was different with faculty and/or student dynamics - what faculty and/or students were saying or doing differently; how the faculty and/or students were behaving differently; what noticeable changes occurred in the way diverse groups interacted, etc.)
- ◆ Detail any changes you made or will make to the plan or your curriculum pursuant to your own evaluation of the plan or activities as a result of student feedback.
- ◆ Note anything that prevented full implementation of your leadership development plan and any strategies to improve implementation going forward.
- ◆ Note if there are resource concerns around improving your leadership development plan and how you might address these.

Section Interpretation Guide

Cultural Characteristics

If you were able to implement a full leadership development plan, evaluate where your yes/no answers fell, and determine what kind of impact your plan had and how to either revise your current plan or move to the next level plan so that your plan or activities have an even greater observable or measurable impact on the program and/or school culture with respect to leadership and diversity.

If you were **not** able to implement a full leadership development plan, determine what you were able to implement and assess what prevented you from implementing the full plan. If you implemented only part of your plan, determine what kind of impact your plan had and how to revise your current plan so that it can be implemented fully.

If you were **not able to implement your leadership development plan at all**, determine what prevented you from doing so and identify how you will address these barriers in your new plan.

Curriculum

Reflect on where your yes/no answers fell and determine what curriculum revisions you made or need to make in order to appropriately prepare your students for dealing with diversity among themselves, the profession, and the communities they serve.

If you made changes in all areas, evaluate the impact of those changes and look to step to the next level plan with to goal of having even greater observable and measurable impact.

If you made some changes but not others, identify where you can make more changes and revise your current plan.

If you were not able to make any changes, identify the barriers to making the changes and revise your current plan.

Student Dynamics

Reflect on where your yes/no answers fell and determine what influence or impact your leadership development plan had on student dynamics.

If your plan or activities had significant impact, identify the impact of the plan or activities and look to step to the next level plan with to goal of having even greater observable and measurable impact .

If your plan or activities had some impact, identify the impact of the plan or activities identify where you can make changes and revise your current plan.

If you were not able to implement your plan or your plan or activities had no impact, identify what prevented implementation and revise your current plan.

Faculty Dynamics

Reflect on where your yes/no answers fell and determine what influence or impact your leadership development plan had on faculty dynamics.

If your plan or activities had significant impact, identify the impact of the plan or activities and look to step to the next level plan with to goal of having even greater observable and measurable impact.

If your plan or activities had some impact, identify the impact of the plan or activities identify where you can make changes and revise your current plan.

If you were not able to implement your plan or your plan or activities had no impact, identify what prevented implementation and revise your current plan.

Resources

Reflect on where your yes/no answers fell and determine what resources you have or need to obtain and where you can obtain them, if possible.

If you have resources and can enhance your leadership development plan, identify how you will do so. Identify whether you include all students or only RWJF students in your plan, and determine how to include all students if they are not included at this time.

If you do not have resources, identify the gap you have and identify possible sources for obtaining resources. Identify whether you include all students or only RWJF students in your plan, and determine how to include all students if they are not included at this time.

NEXT STEPS: Once you've interpreted your responses, you are now ready to move into the revision phase for your Leadership Development Plan! **Review your previous plan and determine what revisions are needed.**

THE LEADERSHIP LEARNING MODELS

The Leadership Development Tool Kit focuses on three main areas of learning: The Meaning of Leadership in Nursing, Nursing Leadership Competencies, and The Journey from Nursing Student to Nursing Leader. Specific exercises correspond to each of these areas of learning.

The Meaning of Leadership in nursing The exercises associated with The Meaning of Leadership in Nursing focus on developing a basic understanding of the student's leadership style and the difference between leadership and management.

Nursing Leadership Competencies The exercises associated with the Nursing Leadership Competencies focus on developing the core leadership competencies that nursing leaders must possess.

The Journey from Nursing Student to Nursing Leader The exercises associated with The Journey from Nursing Student to Nursing Leader build upon the core leadership competencies and help nursing students practice the core leadership competencies so they will be able to put them into practice as they move into their professional practices.

There are any number of definitions and models for leadership available from a variety of sources. For purposes of The Journey from Nursing Student to Nursing Leader, we will use the leadership framework developed by Kouzes and Posner. In writing their seminal work *The Leadership Challenge* (see Appendix), Kouzes and Posner identify five leadership practices that underpin how leaders help others make extraordinary things happen:

- **Model the Way** - Effective leaders say what they mean and do what they say. They walk the talk.
- **Inspire a Shared Vision** - Leaders must also have the ability to inspire others to imagine and work toward the same future.
- **Challenge the Process** - Leaders make things happen. They recognize the need to stir the pot, so to speak.
- **Enable Others to Act** - Leaders who most skillfully collaborate and foster collaboration in others.
- **Encourage the Heart** - Leaders effectively recognize others contributions and celebrate their victories.

These practices are the heart of the Leadership Development Tool Kit and are the underpinnings of the exercises offered for your use in helping the nursing students discover how they lead themselves and identify how they want to lead others.

The Path to Continued Leadership Development The opportunities described in The Path to Continued Leadership Development help support the nursing students as they transition into the nursing profession and give the students a chance to begin identifying areas where they might practice their leadership skills – within professional organizations and/or through a structured mentoring model.

PART I: THE MEANING OF LEADERSHIP IN NURSING

Section One: Leadership in Nursing

Leadership, both personal and professional, is critical for successful delivery of patient care and for sustaining a rewarding nursing career. Nursing is not a standalone profession, but one that fits within a complex system of interrelated professions and businesses that deliver healthcare services to the patients/clients. It is critical, therefore, that the nursing students understand a wide variety of systems and how leadership on their part can influence and guide the delivery of healthcare services.

Moreover, the call for leadership at all levels of nursing has never been more resonate. The drive toward more efficient service, fueled by the integration of technology with decreasing numbers of skilled staff, coupled with the mandate to provide higher standards of care are just some of the issues underlying the current leadership challenge faced by today's nurses.

Additional Resources

The following resources provide information for further study:

- *Nursing Leadership: A Concise Encyclopedia*, Harriet R. Feldman, Marilyn Jaffe-Ruiz, Springer Publishing Company, LLC (2008)
- *International Council of Nurses: Nursing Leadership*, Sally Shaw, Wiley-Blackwell (2007)
- *Leadership Roles and Management in Nursing, 6th ed.*, Bessie L. Marquis, Carol J. Huston, Wulters Kluwer Health/Lippincott, Williams & Wilkins (2009)
- *Leadership and Nursing Care Management, 3rd ed.*, Diane Huber, Elsevier Science (2005)

Section Two: Exercises

The exercises in this section are designed to build a base of self-knowledge for each student and to help the students distinguish between the practice of leadership and the practice of management – both practices which are vital to a good nursing leader.

The Meaning of Leadership in Nursing - Exercises

A. Leadership Style Exercise (Personality Assessments)

B. Leadership and Management Practices Exercise

A. Leadership Style Exercise (Personality Assessments)

This exercise helps students identify their own predominant leadership styles and become familiar with others that they will need to practice. This exercise is comprised of the Personality Assessments Overview, the Leadership Style Exercise Facilitation Guide, the Leadership Styles Worksheet and the Leadership Styles Handout. All of the documents follow this section.

PERSONALITY ASSESSMENTS OVERVIEW

If your school has the resources to administer and debrief a personality assessment, have the students take the assessment and debrief them as an introductory step to any other leadership activities in your leadership development plan. Personality assessments used by schools in the RWJF New Careers in Nursing Scholarship Grants Program include, but are not limited to:

Change Style Indicator - The Change Style Indicator is a change management assessment designed to measure preferred styles in approaching and dealing with change. The Change Style Indicator identifies strengths and pitfalls of change style characteristics. Knowing one's change style preferences can allow individuals to work together as a team, revising work processes and delivering more satisfactory results.

DISC - The D.I.S.C. (Dominance, Influence, Steadiness and Conscientiousness) personality report or inventory profiles four primary behavioral styles, each with a very distinct and predictable pattern of observable behavior. The results of the profile report are designed to provide targeted insights and strategies for interpersonal success through more effective communication, understanding and tolerance.

Emotional Intelligence (EQ-i) – the BarOn EQ-i® measures emotionally and socially intelligent behavior as reported by respondents. A growing body of research suggests that emotional intelligence is a key determinant of success in life.

Myers-Briggs Type Indicator (MBTI) - The MBTI assessment is a psychometric questionnaire designed to measure psychological preferences in how people perceive the world and make decisions. The MBTI sorts these psychological differences into four opposite pairs, or "dichotomies," with a resulting sixteen (16) possible psychological types.

StrengthsFinder - Gallup created a language of the 34 most common talents and developed the Clifton StrengthsFinder assessment to help people discover and describe these talents.

Thomas Kilmann Conflict Mode Inventory (TKI) - The TKI is designed to assess an individual's behavior in conflict situations. Research has shown that there are five basic styles or modes for handling conflict. The TKI provides a profile of individuals and teams that indicates the repertoire of conflict-handling skills used in different types of conflict situations you face.

True Colors - True Colors is a simple model of personality identification for people of all ages that improves communication through recognition of a person's true character. Utilizing the colors of orange, green, blue and gold to differentiate four basic personality types, True Colors becomes an uncomplicated language for every individual to convey complex ideas very simply.

LEADERSHIP STYLE EXERCISE FACILITATION GUIDE

PURPOSE

This exercise helps students identify their leadership style and begin to understand how to use differing styles depending on the impact they want to have as a leader.

PROCESS

Exercise Total Time Frame: 45 – 60 minutes

Setting: Classroom (**NOTE: Student Pre-Work Required – See Steps 1-3.**)

RESOURCES NEEDED

- ✓ Internet Access
- ✓ Leadership Style Worksheet
- ✓ Leadership Styles Handout

Preparation

- Make enough copies of handout for all participants:
 - Leadership Style Worksheet
 - Leadership Styles Handout
- Review the handout and familiarize yourself with the content to be presented.

Step 1. Understanding Leadership Styles (15 minutes) – NOTE: Steps 1 – 3 are the set up for the discussion you will hold in a subsequent class.

Lecture/Discussion Content:

Present this introduction adapted from Mind Tools (the online resource) to the students:

Whether you are managing a team of peers, a team at work, captaining your sports team or leading an organization, your leadership style is crucial to your success. Consciously, or subconsciously, you will use different leadership styles depending on the situations you face. By understanding your leadership style as well as others that exist and the impacts of each, you can become a more flexible, better leader by practicing something called situational leadership.

There is no one “right” way to lead or manage that suits all situations. Situational leadership means that you assess the following factors and use the leadership styles that will be most effective for the situation:

- The skill levels and experience of the members of your team.
- The work involved (routine or new and creative).

- The organizational environment (stable or radically changing, conservative or adventurous).
- You own preferred or natural style.

A good leader will find him or herself switching instinctively between styles according to the people and work they are dealing with. This is often referred to as “situational leadership”. For example, the manager of a small factory trains new machine operatives using a bureaucratic style to ensure operatives know the procedures that achieve the right standards of product quality and workplace safety. The same manager may adopt a more participative style of leadership when working on production line improvement with his or her team of supervisors.

Step 2. Have the students review, outside of class, any personality assessments they have taken, if any (for example, Myers-Briggs Type Indicator (MBTI), DISC assessment, or others).

AND

Have the students take, outside of class, the following free Leadership Matrix Survey and tell them to save a copy of the results for their future reference:

<http://www.nwlink.com/~donclark/leader/matrix.html> (NOTE: The link is on the Worksheet.)

Step 3. Give the students the Leadership Style Handout and the Leadership Style Worksheet. Tell the students to complete the Leadership Style Worksheet (they will use the Leadership Styles Handout in conjunction with the Worksheet) in preparation for a discussion you will hold in a subsequent class or other setting. Set the deadline with the students, if possible.

Upon reconvening for the discussion:

Step 4. Discussion. (30 minutes)

Have the students share what their predominant leadership style is based on their own reflections and how they arrived at their conclusion. Also have the students share what style they identified (any why they identified it) as the one they will practice in one of the following settings: classroom, clinical, or professional activity. **Flip chart their responses.**

Step 5. Wrap up and plan next steps. (5 minutes)

Remind the students that these leadership styles are all needed to effectively lead and that they can use each other for support to practice the styles they identified as the ones they will practice. **Thank the students** for their participation.

(Optional) Check in on students’ progress on their identified style in two to three months and at end of the program. How are they doing? Did they practice the style identified?

Source: Adapted from Mind Tools, http://www.mindtools.com/pages/article/newLDR_84.htm.

LEADERSHIP STYLE WORKSHEET

Introduction Effective leaders know something about themselves and their leadership styles so that they can consciously model the leadership behaviors they do well and improve and build their competence in the behaviors that do not come instinctively to them or have not been practiced enough.

Objective This worksheet will help you identify and understand your leadership style and begin to consciously build and hone your skills as a leader.

Review any previous personality assessments that you may have taken.

With this information in mind, reflect on the following questions: What do you know about yourself? How is your leadership style influenced by your personality style? What kind of leader do you think you are?

Paste the following URL into your Internet browser and take the free Leadership Matrix Survey and save a copy of the results:

<http://www.nwlink.com/~donclark/leader/matrix.html>

Take the Leadership Matrix Survey and save a copy of your results. Go to this link for further understanding of the leadership types and your results:

<http://www.nwlink.com/~donclark/leader/leadmodels.html#grid>

Using the results from the Leadership Matrix Survey AND the Leadership Styles Handout, reflect on your style and how it will show up in different settings: classroom, clinical, professional activity.

How can you lead, knowing your style, in each of these settings? Identify one leadership style to consciously focus on and practice in one of these settings.

LEADERSHIP STYLES HANDOUT

Autocratic Leadership

Autocratic leadership is an extreme form of transactional leadership, where a leader exerts high levels of power over his or her employees or team members. People within the team are given few opportunities for making suggestions, even if these would be in the team's or organization's interest.

Many people resent being treated like this. Because of this, autocratic leadership often leads to high levels of absenteeism and staff turnover. Also, the team's output does not benefit from the creativity and experience of all team members, so many of the benefits of teamwork are lost.

For some routine and unskilled jobs, however, this style can remain effective, where the advantages of control outweigh the disadvantages.

Bureaucratic Leadership

Bureaucratic leaders work "by the book", ensuring that their staff follow procedures exactly. This is a very appropriate style for work involving serious safety risks (such as working with machinery, with toxic substances or at heights) or where large sums of money are involved (such as cash-handling).

In other situations, the inflexibility and high levels of control exerted can demoralize staff, and can diminish the organization's ability to react to changing external circumstances.

Charismatic Leadership

A charismatic leadership style can appear similar to a transformational leadership style, in that the leader injects huge doses of enthusiasm into his or her team, and is very energetic in driving others forward.

However, charismatic leaders can tend to believe more in themselves than in their teams. This can create a risk that a project, or even an entire organization, might collapse if the leader were to leave: in the eyes of their followers, success is tied up with the presence of the charismatic leader. As such, charismatic leadership carries great responsibility, and needs long-term commitment from the leader.

Democratic Leadership or Participative Leadership

Although a democratic leader will make the final decision, he or she invites other members of the team to contribute to the decision-making process. This not only increases job satisfaction by involving employees or team members in what's going on, but it also helps to develop people's skills. Employees and team members feel in control of their own destiny, and so are motivated to work hard by more than just a financial reward.

As participation takes time, this style can lead to things happening more slowly than an autocratic approach, but often the end result is better. It can be most suitable where team working is essential, and where quality is more important than speed to market or productivity.

Laissez-Faire Leadership

This French phrase means "leave it be" and is used to describe a leader who leaves his or her colleagues to get on with their work. It can be effective if the leader monitors what is being achieved and communicates this back to his or her team regularly. Most often, laissez-faire leadership works for teams in which the individuals are very experienced and skilled self-starters. Unfortunately, it can also refer to situations where managers are not exerting sufficient control.

People-Oriented Leadership or Relations-Oriented Leadership

This style of leadership is the opposite of task-oriented leadership: the leader is totally focused on organizing, supporting and developing the people in the leader's team. A participative style, it tends to lead to good teamwork and creative collaboration. However, taken to extremes, it can lead to failure to achieve the team's goals. In practice, most leaders use both task-oriented and people-oriented styles of leadership.

Servant Leadership

This term, coined by Robert Greenleaf in the 1970s, describes a leader who is often not formally recognized as such. When someone, at any level within an organization, leads simply by virtue of meeting the needs of his or her team, he or she is described as a "servant leader".

In many ways, servant leadership is a form of democratic leadership, as the whole team tends to be involved in decision-making. Supporters of the servant leadership model suggest it is an important way ahead in a world where values are increasingly important, and in which servant leaders achieve power on the basis of their values and ideals. Others believe that in competitive leadership situations, people practicing servant leadership can find themselves "left behind" by leaders using other leadership styles.

Task-Oriented Leadership

A highly task-oriented leader focuses only on getting the job done, and can be quite autocratic. He or she will actively define the work and the roles required, put structures in place, plan, organize and monitor. However, as task-oriented leaders spare little thought for the well-being of their teams, this approach can suffer many of the flaws of autocratic leadership, with difficulties in motivating and retaining staff.

Transactional Leadership

This style of leadership starts with the premise that team members agree to obey their leader totally when they take a job on: the "transaction" is (usually) that the organization pays the team members, in return for their effort and compliance. As such, the leader has the right to "punish" team members if their work doesn't meet the pre-determined standard.

Team members can do little to improve their job satisfaction under transactional leadership. The leader could give team members some control of their income/reward by using incentives that encourage even higher standards or greater productivity. Alternatively a transactional leader could practice "management by exception", whereby, rather than rewarding better work, he or she would take corrective action if the required standards were not met.

Transactional leadership is really just a way of managing rather a true leadership style, as the focus is on short-term tasks. It has serious limitations for knowledge-based or creative work, but remains a common style in many organizations.

Transformational Leadership

A person with this leadership style is a true leader who inspires his or her team with a shared vision of the future. Transformational leaders are highly visible, and spend a lot of time communicating. They don't necessarily lead from the front, as they tend to delegate responsibility amongst their teams. While their enthusiasm is often infectious, they can need to be supported by "detail people".

B. Leadership and Management Practices Exercise

This exercise helps students identify the difference between leadership and management practices and begin to understand leadership in the nursing context. The exercise is comprised of the Leadership and Management Practices Exercise Facilitation Guide and Leadership and Management Practices Handout. Both documents follow this section.

LEADERSHIP AND MANAGEMENT PRACTICES EXERCISE FACILITATION GUIDE

PURPOSE

This exercise helps students identify the difference between leadership and management practices.

PROCESS

Exercise Total Time Frame: 45 – 60 minutes

Setting: Classroom

Preparation

- Make enough copies of handout for all participants:
Leadership and Management Practices
- Review the handout and familiarize yourself with the content to be presented.

Step 1. Understanding Leadership (10 minutes)

Lecture/Discussion Content

Ask the students what they think of when they hear the word “leadership.” **Write their responses** on the whiteboard or the flipchart.

Ask the students what they think of when they hear the word “management.” **Write their responses** on the whiteboard or the flipchart.

Ask the students to comment on the differences, similarities, or provide other observations about the two lists.

Note these things:

- ✓ Leadership has much different characteristics than management, but they are interdependent.
- ✓ An individual may need to practice both leadership and management.
- ✓ Leading is an activity or practice that anyone—at any level—can engage in.
- ✓ Leading is enabling others to face challenges and achieve results in complex situations.

RESOURCES NEEDED

- ✓ Copies of Handout:
Leadership and
Management Practices
- ✓ Whiteboard or Flipchart,
Markers

Step 2. Reflect on practices of leaders who manage or managers who lead (10 minutes)

Ask the students to think of a person they know personally who leads and manages well using the framework of enabling others to face challenges and achieve results in complex situations to guide their thinking.

Ask them to think about what this person actually does (identify the practices).

Have them work in pairs or triads and write down on a piece of paper as many practices they can think of, trying to be as specific as possible.

Step 3. Gain agreement on key practices for nursing (10 minutes)

In the pairs or triads, **ask the students** to review the practices recorded. **Have them develop** a list of key practices that everyone in the group agrees are characteristics of leaders who manage well or managers who lead well.

Ask each group to discuss, in their groups, how those characteristics would play out in nursing – what might they think it would look like. **Have each group share** on what they agreed upon. **Capture their thoughts** on the whiteboard or flipchart.

Step 4. Present the Leadership and Management Practices Handout and reflect on practices (10 minutes)

Distribute the handout to each student: Leadership and Management Practices Handout.

Discuss similarities to or differences from the practices the groups identified.

Ask students to identify and record one leadership characteristic they possess now and one they would like to develop.

Step 5. Wrap up and plan next steps. (5 minutes)

Discuss with the students how these practices are all needed to effectively lead. The practices they identified and those on the handout will help them assess what they need to improve upon to lead and manage better.

Thank the students for their participation.

(Optional) Check in on students' progress on their identified characteristics in two to three months and at end of the program. How are they doing? Are they using the characteristics and practices they have? Did they develop the ones they identified? Let students know this will be a part of their development.

Source: Exercise and handout adapted from Management Sciences for Health, *Managers Who Lead: A Handbook for Improving Health Services*, Cambridge, MA; Management Sciences for Health ©2005. Available at <http://www.msh.org/resource-center/managers-who-lead-toolkit-resources-to-support-managers-who-lead.cfm>.

LEADERSHIP AND MANAGEMENT PRACTICES HANDOUT

<p style="text-align: center;">Leadership</p> <p style="text-align: center;">Grounded in the present, aware of the past, focused on the future</p>	<p style="text-align: center;">Management</p> <p style="text-align: center;">Grounded in the past, focused on the present, aware of the future</p>
<p>Eye on the Horizon: Long Term View</p> <ul style="list-style-type: none"> ◆ identifies stakeholder needs and priorities ◆ recognizes trends, opportunities, and risks ◆ looks for best practices ◆ identifies staff capacities and constraints ◆ knows and appreciates values, strengths, and weaknesses of self, staff and stakeholders 	<p>Eye on the Bottom Line: Short Term View</p> <ul style="list-style-type: none"> ◆ sets goals and metrics for assessing achievement of those goals ◆ develops multi-year and annual plans ◆ allocates resources (money, people, and materials) to meet the goals ◆ anticipates and reduces risks
<p>Vision: Big Picture</p> <ul style="list-style-type: none"> ◆ guides the creation of vision, mission and goals ◆ identifies strategy to achieve vision, mission and goals and identifies critical challenges ◆ uses strategic thinking to keep goals aligned with strategy (does this goal still follow our strategy and vision?) ◆ determines key priorities ◆ creates a culture of accountability 	<p>Structure: Detail</p> <ul style="list-style-type: none"> ◆ sets the structure (e.g., financial, technical, marketing) that supports the achievement of the vision, mission and goals ◆ develops work processes to implement the plan ◆ aligns staff capacities with planned activities ◆ creates the structure of authority
<p>Advocating: Keeping it Visible</p> <ul style="list-style-type: none"> ◆ communicating freely and often on progress ◆ monitoring and keeping team on course with vision, mission and goals ◆ facilitates teamwork ◆ engages stakeholders around vision ◆ persuades stakeholders to commit resources (time and money) 	<p>Implementing: Getting it Done</p> <ul style="list-style-type: none"> ◆ controls structure and coordinate work flow ◆ balances competing demands ◆ coordinates activities ◆ engages in problem-solving ◆ ensures accountability
<p>Inspiring: Walking the Talk</p> <ul style="list-style-type: none"> ◆ actions match the words ◆ interacts authentically ◆ provides acknowledgement and recognition ◆ challenges and supports staff ◆ creates and innovates ◆ models vulnerability 	<p>Evaluating: Keeping it Moving</p> <ul style="list-style-type: none"> ◆ adjust structure, plans and resources as circumstances change ◆ measures progress toward vision, mission and goals ◆ provides feedback for improved performance ◆ evaluates and improves work processes, procedures, and tools

PART II: NURSING LEADERSHIP COMPETENCIES

Section One: Nursing Leadership Competencies

Leadership in nursing requires not only that the nurse be competent in the essential skills of nursing, but also that the nurse masters a wide range of competencies that allow the nurse to lead themselves and others. The critical leadership competencies the Leadership Development Toolkit will address are:

- **Ethical and Critical Decision Making** - Ethical and critical decision making requires the ability to make distinctions between competing choices. The thinking process involved in making such decisions can follow many formats, but in all cases, it is a deep thinking process – sometimes called critical thinking. In complicated cases the use of ethical decision making models can help clarify what the competing ethical principles are, and what information should be thinking about.

Additional resources for further study:

- *Code of Ethics for Nurses with Interpretive Statements*, American Nurses Association (2001)
- *Ethical Decision Making in Nursing and Health Care: The Symphonological Approach*, Husted, James H. , Springer Publishing Company, 4th ed. (2007)
- *Critical Thinking Strategies in the Classroom: Those That Did and Did Not Work*, Calderone, Antoinette Battista, Nurse Educator, Volume 22, Issue 3, pp 16,20,26, Lippincott-Raven Publishers (May/June 1997)
- *Critical Thinking: What it Is and Why it Counts*, Facione, Peter, page 22, Insight Assessment (2009 Update).

- **Interprofessional Collaboration** - Interprofessional collaboration is collaboration between professionals who may not share a common professional education, values, socialization, identity, and/or experience. Interprofessional collaboration is an essential skill in increasing the quality of care delivered to clients and the effectiveness of the healthcare delivery system.

Additional resources for further study:

- *The Case for Interprofessional Collaboration: In Health and Social Care*, Meads, Geoffrey, Ashcroft, John, Barr, Hugh, Scott, Rosalind, Wild, Andrea, Wiley-Blackwell (2005)
- *Defining, Analyzing, and Quantifying Work Complexity*, Weydt, Alice, Creative Nursing, Volume 15, Number 1 (2009)
- *Crossing the Quality Chasm. A New Health System for the 21st Century*, Committee on Quality of Health Care in America, Institute of Medicine, National Academy Press, Washington, D.C. (2001)
- *To Err is Human. Building a Safer Health System*, Kohn, LT, Corrigan, JM and Donaldson, MS Editors. Committee on Quality of Health Care in America. Institute of Medicine, National Academy Press, Washington, DC (2000)

- **Effective Communication** – Nurses must be able to communicate effectively on many levels with: clients, families, peers and other professional colleagues, direct reports, facility staff and vendors. Effective communication means not just being clear about what is said and heard, but also what is not said or heard; it includes behavior. Effective communication is dynamic, continuous, irreversible, interactive, and contextual.

Additional resources for further study:

- *Communication for Nurses, Second Edition: Talking With Patients*, Lisa Kennedy Sheldon, Jones & Bartlett Publishers, Inc. (2008)
- *Interpersonal Relationships: Professional Communication Skills for Nurses, 5th ed.*, Elizabeth C. Arnold, Kathleen Undeman Boggs, Elsevier Health Sciences (2006)

➤ **Effective Working Relationships**

Effective work relationships form the cornerstone for success not only for the clients receiving care, but also for the professionals delivering the care. Effective relationships involve effective communication, trust, respect and the ability to face differences directly so that work can move forward efficiently and productively.

Additional resources for further study:

- *Effective Work Relationships: A Vital Ingredient in Your Practice*, McBride, J. LeBron, Family Practice Management, pp. 45-48, American Academy of Family Physicians (2006)
- *Top 5 Characteristics of Effective Work Relationships*, Hadiaris, Regis, Dot Connector (2007) <http://dotconnectorblog.com/2007/11/09/top-5-characteristics-of-effective-work-relationships/>
- *Building Effective Work Relationships*, Bruce, Calvin, Med Careers (2000-2008) <http://www.medcareers.com/resources/resource.asp?id=1026>

Additional Resources for further study on Nursing Leadership Competencies in general:

- *The Essentials of Baccalaureate Education for Professional Nursing Practice*, American Association of Colleges of Nursing (2008)
- *Leadership Competencies: Knowledge, Skills, and Aptitudes Nurses Need to Lead Organizations Effectively*, Diana S. Contino, Crit Care Nurse. 2004;24: 52-64, American Association of Critical-Care Nurses (2004)
- *Leadership and Management Competencies Needed by Neophyte Nurses*, Sylvia T. Brown (1984)

Section Two: Exercises

The Nursing Leadership Competencies exercises are designed to provide the students with a solid foundation in the core competencies required for a nursing leader. The following exercises, one for each of the competency areas, are designed for you to assist the student in building the basic skills necessary for competency in nursing leadership. Additional resources for further study are included in each competency category.

Nursing Leadership Competencies Exercises
A. Ethical and Critical Decision Making
B. Interprofessional Collaboration
C. Effective Communication (Short or Regular Format)
D. Effective Working Relationships
E. Understanding Generational Differences

A. Ethical and Critical Decision Making

This exercise provides a framework for students to learn about and practice with the challenging aspects of ethical decision making. The exercise is comprised of the Ethical and Critical Decision Making Exercise Facilitation Guide and the following handouts: Ethical Decision Making Framework, Ethical Decision Making Worksheet, and Ethical Decision Case Study. All of these documents follow this section.

ETHICAL DECISION MAKING EXERCISE FACILITATION GUIDE

PURPOSE

This exercise provides a framework for students to learn about and practice with the challenging aspects of ethical decision making.

PROCESS

Exercise Total Time Frame: 60 minutes

Setting: Classroom

RESOURCES NEEDED

- ✓ Copies of Handouts:
Ethical Decision Making Framework
- ✓ Ethical Decision Making Worksheet
- ✓ Ethical Decision Making Case Study

Preparation

- Make enough copies of handout for all participants:

Ethical Decision Making Framework, Ethical Decision Making Worksheet, Ethical Decision Making Case Study
- Review the handout and familiarize yourself with the content to be presented.

Step 1. Understanding Ethical Decision Making (15 minutes)

Lecture/Discussion Content

Present this introduction from Management for the Rest of Us, by Lyndsay Swinton (2007) to the students:

What is ethical? Decision making can be hard enough but when we have to consider ethics and decision making we can tie ourselves up so tight we stop making decisions entirely. Consider this - is it ethical that CEO's get paid salaries hundreds of times greater than their most junior employees? You could argue a CEO contributes more to the overall wealth and health of the company and should be appropriately rewarded; however, others may say it is an unfair, indefensible abuse of power. I guess your answer depends how far up the management food chain you are!

Ethical decision making affects more than our working life. What are you wearing today? Do you know the working conditions of the person who made it? Are you happy with that? And that cup of coffee you had at breakfast - who made the biggest buck from your purchase?

Ask the students to consider the following five steps from Management for the Rest of Us, by Lyndsay Swinton (2007) when they face any ethical decision:

1. Is It an Ethical Issue? Being ethical does not always mean following the law. And just because something is possible doesn't mean it is ethical, hence the global debates about bio-technology advances such as cloning. And ethics and religion do not always concur. This is perhaps the trickiest stage in ethical decision making, as sometimes the subtleties of the issue are above and beyond our knowledge and experience. Listen to your instincts - if it feels uncomfortable making the decision on your own, get others involved and use their collective knowledge and experience to make a more considered decision.

2. Get the Facts. What do you know, and just as importantly, what don't you know? Who are the people affected by your decision? Have they been consulted? What are your options? Have you reviewed your options with someone you respect?

3. Evaluate Alternative Actions. There are different ethical approaches which may help you make the most ethical decision.

- a. Utilitarian Approach - which action results in the most good and least harm?
- b. Rights Based Approach - which action respects the rights of everyone involved?
- c. Fairness or Justice Approach- which action treats people fairly?
- d. Common Good Approach - which action contributes most to the quality of life of the people affected?
- e. Virtue Approach - which action embodies the character strengths you value?

4. Test Your Decision Could you comfortably explain your decision to your mother? To the man in the street? On television? If not, you may have to re-think your decision before you take action.

5. Just Do It – Make a Decision and Go. Once you've made the decision, then don't waste time in implementing it. Set a date to review your decision and make adjustments if necessary. Often decisions are made with the best information to hand at the time, but things change, and your decision making needs to be flexible enough to change too. Even a complete about face may be the most appropriate action further down the track.

Step 2. Preparing students to tackle an ethical decision. (2 minutes)

Read the case study to the students.

Distribute Handout: Ethical Decision Making Case Study

Distribute Handout: Ethical Decision Making Framework

Distribute Handout: Ethical Decision Making Worksheet

Step 3. Guiding students through the ethical decision making process. (20 – 25 minutes)

Ask the students to work through the case study using the information provided and come to a decision. **Have the students share** the decisions they made.

Reflect with the students on what it felt like to make the decision. What differences in their decisions did they note? What similarities? Why do they think they had the differences and similarities? What does it feel like knowing others may disagree?

Step 4. Wrap Up. (5 minutes)

Reflect on the point that ethical decisions are difficult no matter what field a person is in, but when lives may hang in the balance, they are that much more complex.

Note that when students are in practice, they will face many such decisions and can make use of the framework introduced in this exercise.

ETHICAL DECISION MAKING CASE STUDY

A Life Hangs in the Balance

Nurse Smith has been working in the Critical Care Unit for 18 months. One evening John, a 40 year old male patient, was admitted with a serious head injury. He has a history of mental illness and has been living with his 80 year old parents for the last 15 years.

After being on life support for 3 days his parents came to the Unit and stated they wanted everything stopped and to have him removed from life support. After taking the appropriate measures, the team began to remove the life supporting equipment. After removing his breathing tube, John opened his eyes and looked at his family. He said to them “Why are you trying to kill me?”

As the nurse assigned to John, what would you do?

ETHICAL DECISION MAKING FRAMEWORK HANDOUT

What goes into ethical decision making? Consider these five steps:

1. Is It an Ethical Issue? Being ethical does not always mean following the law. And just because something is possible doesn't mean it is ethical, hence the global debates about bio-technology advances such as cloning. And ethics and religion do not always concur. This is perhaps the trickiest stage in ethical decision making, as sometimes the subtleties of the issue are above and beyond our knowledge and experience. Listen to your instincts - if it feels uncomfortable making the decision on your own, get others involved and use their collective knowledge and experience to make a more considered decision.

2. Get the Facts. What do you know, and just as importantly, what don't you know? Who are the people affected by your decision? Have they been consulted? What are your options? Have you reviewed your options with someone you respect?

3. Evaluate Alternative Actions. There are different ethical approaches which may help you make the most ethical decision.

- a. Utilitarian Approach - which action results in the most good and least harm?
- b. Rights Based Approach - which action respects the rights of everyone involved?
- c. Fairness or Justice Approach- which action treats people fairly?
- d. Common Good Approach - which action contributes most to the quality of life of the people affected?
- e. Virtue Approach - which action embodies the character strengths you value?

4. Test Your Decision. Could you comfortably explain your decision to your mother? To the man in the street? On television? If not, you may have to re-think your decision before you take action.

5. Just Do It – Make a Decision and Go. Once you've made the decision, then don't waste time in implementing it. Set a date to review your decision and make adjustments if necessary. Often decisions are made with the best information to hand at the time, but things change, and your decision making needs to be flexible enough to change too. Even a complete about face may be the most appropriate action further down the track.

Source: Swinton, Lyndsay. "Ethical Decision Making: How to Make Ethical Decisions in 5 Steps." [Mftrou.com](http://www.mftrou.com/ethical-decision-making.html). 21 February 2007. <http://www.mftrou.com/ethical-decision-making.html>

ETHICAL DECISION MAKING WORKSHEET

Using the Ethical Decision Making Framework as a guide, think through the ethical issues in the scenario identified and determine what decision you would make.

Is It an Ethical Issue? Being ethical does not always mean following the law. And just because something is possible doesn't mean it is ethical. Sort out, to the best of your ability, your thoughts on the issue. ____

Get the Facts. What do you know, and just as importantly, what don't you know? Who are the people affected by your decision? Have they been consulted? What are your options? _____

Evaluate Alternative Actions. There are different ethical approaches which may help you make the most ethical decision.

a. Utilitarian Approach - which action results in the most good and least harm? _____

b. Rights Based Approach - which action respects the rights of everyone involved? _____

c. Fairness or Justice Approach- which action treats people fairly? _____

d. Common Good Approach - which action contributes most to the quality of life of the people affected?

e. Virtue Approach - which action embodies the character strengths you value? _____

Test Your Decision. Could you comfortably explain your decision to your mother? To the man in the street? On television? _____

Just Do It – Make a Decision. What did you decide and what did you learn? _____

Source: Swinton, Lyndsay. "Ethical Decision Making: How to Make Ethical Decisions in 5 Steps." [Mftrou.com](http://www.mftrou.com/ethical-decision-making.html). 21 February 2007. <http://www.mftrou.com/ethical-decision-making.html>

B. Interprofessional Collaboration

This exercise provides a framework for students to collaborate in teams to learn how to identify, describe and analyze issues, develop solutions, and engage skills in communication and teamwork across professions. The exercise is comprised of the Interprofessional Collaboration Exercise Facilitation Guide and the following handouts: Interprofessional Collaboration Exercise Facilitation Guide, Interprofessional Collaboration Competencies Handout, Interprofessional Collaboration Worksheet, and Interprofessional Collaboration Case Study. All of these documents follow this section.

INTERPROFESSIONAL COLLABORATION EXERCISE FACILITATION GUIDE

PURPOSE

This exercise provides a framework for students to collaborate in teams to learn how to identify, describe and analyze issues, develop solutions, and engage skills in communication and teamwork across professions.

PROCESS

Exercise Total Time Frame: 90 minutes

Setting: Classroom or Clinical

RESOURCES NEEDED

- ✓ Interprofessional Collaboration Competencies Handout
- ✓ Interprofessional Collaboration Worksheet
- ✓ Interprofessional Collaboration Case Study

Preparation

- Make enough copies of handout for all participants:

Interprofessional Collaboration Competencies Handout, Interprofessional Collaboration Worksheet, Interprofessional Collaboration Case Study

- Review the handouts and familiarize yourself with the content to be presented.

Step 1. Understanding Interprofessional Collaboration (20-30 minutes)

Lecture/Discussion Content (NOTE TO FACULTY: The content provided on the following pages for the Lecture can be shorted by using fewer examples under each bullet point.)

Present this introduction from The British Columbia Competency Framework for Interprofessional Collaboration (2008) to the students:

“Interprofessional collaboration is a process that requires relationships and interactions between health professionals regardless of whether or not they are members of a formalized team or a less formal or virtual group of health professionals working together to provide comprehensive and continuous care to a patient/client.”

The following skills, in addition to your own professional skills, form the basis for competence when operating in any situation that requires interprofessional collaboration. If you practice them, even when others do not, you can be an important leader in the process.

Interpersonal and Communication Skills

Consistently communicates sensitively in a responsive and responsible manner, demonstrating the interpersonal skills necessary for interprofessional collaboration.

- **Effectively expresses one’s own knowledge and opinions to others involved** clearly, respectfully and in language all involved can understand (don’t use profession-specific “jargon.”) Explain the rationale for your opinion – don’t assume that others know how you arrived at your opinion. Check for understanding by asking questions – e.g., Am I being clear? Am I lecturing? Have I used too many unfamiliar acronyms or terms?
- **Actively listens to the knowledge and opinions of other team members** by showing interest in others’ perspectives (asking questions for understanding or asking how someone arrived at their opinion) and contributions, by observing non-verbal communication and seek understanding if it is confusing (e.g., I saw you furrow your brow – have I confused you?), and by confirming understanding of the opinions and contributions offered (e.g., I think I heard you say _____, is that right?).
- **Uses information systems and technology to exchange relevant information among all professionals** to keep others involved, updated and aware of information from other professions, including developing plans and documenting care on shared health records.

Patient-Centered and Family-Focused Care

Through working with others, negotiates and provides optimal, integrated care by being respectful of and responsive to patient/client and family perspectives, needs, and values.

- **Involves the patient/client and family as partners in group decision-making processes** by promoting and supporting patient/client and family participation and autonomy, and sharing options and healthcare information based upon team discussions with patient/clients and families to foster informed choice.
- **Ensures continuous integration of patient/clients and families into the team in order to maintain optimal, evolving care** by remaining responsive to the changing needs of the patient/client and family as a member of the team, ensuring that appropriate education and support is provided by the team for family members and others involved with the patient/client’s care, and advocating self-care, disease prevention, and wellness as part of the team’s mandate to promote a healthy lifestyle.

Collaborative Practice

Establishes and maintains effective working partnerships with other professionals, patient/clients, families, other teams, organizations, and individuals to achieve common goals.

- **Shared decision making** with others, establishing and focusing on common goals, identifying patient/client-centered goals, and implementing joint decisions once all options and evidence are provided and discussed.
- **Maintains professional conduct during interprofessional encounters** by developing, promoting and exercising a non-judgmental and inclusive practice respecting other cultures, values and belief systems, displaying integrity, honesty and social responsibility, and adhering to standards of practice (e.g. avoiding conflicts of interest).
- **Resolves conflicts with others when disagreements arise related to opposing opinions, decisions or viewpoints** by ensuring conflicts are addressed before they become counterproductive, re-evaluating one's own position in light of new information from others, and ensuring that conflict does not affect the care of the patient/client and that the patient/client remains the central focus of the team.

Roles and Responsibilities

Consults, seeks advice and confers with other team members based on a clear understanding of everyone's capabilities, expertise and culture.

- **Has sufficient confidence in and knowledge of one's own discipline** to work effectively with others in order to optimize patient/client care.
- **Has sufficient confidence in and knowledge of others' professions** to work effectively with others in order to optimize patient/client care.

Team Functioning

Uses team building skills to negotiate, manage conflict, mediate between different interests and facilitate building of partnerships within a formalized team setting.

- **Fosters mutual trust and respect** within the team.
- **Has an understanding** of interprofessional team structures, effective team functioning and knowledge of group dynamics.
- **Reflects on team functioning** in order to identify dysfunctional processes.
- **Facilitates** interprofessional team meetings.
- **Can act as a representative** linking the interprofessional team and outsiders.

Continuous Quality Improvement (CQI)

Works with an interprofessional team to contribute to continuous improvement of the health care system, particularly in the area of patient/client safety by mitigating errors, increasing efficiency, and minimizing delays.

- **Critically evaluates policy and practice** in the context of patient/client safety and shares one's own perspective with the interprofessional CQI team.
- **Commitment to a just, non-blaming, non-punitive interprofessional CQI team culture.**
- **Negotiates and tests interventions** within the team to foster process and systems change.

Adapted from: The British Columbia Competency Framework for Interprofessional Collaboration (2008)

Step 2. Preparing the students to practice interprofessional collaboration. (2 minutes)

Read the case study to students.

Distribute Handout: Interprofessional Collaboration Case Study

Distribute Handout: Interprofessional Collaboration Competencies Handout

Distribute Handout: Interprofessional Collaboration Worksheet

Step 3. Guide the students through the interprofessional collaboration exercise. (20 – 25 minutes)

Ask the students to divide into groups with at least four team members .

Ask each group to read the case study and assign each team member a role: physician, nurse, hospital administrator, patient (*if teams are comprised of more members – add roles of patient family and specialist physician, or other likely additional professional*).

Ask teams to work through the case study using the information provided on the Interprofessional Collaboration Worksheet.

Ask the identified representative for each team to present for his/her team: What it felt like to try and collaborate with so many different viewpoints represented. How did the discussions go? What worked well? What did not work so well? What might they do differently.

Step 4. Wrap Up. (5 minutes)

Reflect on the point that interprofessional collaboration is complex and not always easy, but when it is successful, the quality of healthcare substantially increases.

INTERPROFESSIONAL COLLABORATION COMPETENCIES HANDOUT

“Interprofessional collaboration is a process that requires relationships and interactions between health professionals regardless of whether or not they are members of a formalized team or a less formal or virtual group of health professionals working together to provide comprehensive and continuous care to a patient/client.”

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Collaborative Practice

Establishes and maintains effective working partnerships with other professionals, patient/clients, families, other teams, organizations, and individuals to achieve common goals.

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- **Facilitates** interprofessional team meetings.
- **Can act as a representative** linking the interprofessional team and outsiders.

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- **Commitment to a just, non-blaming, non-punitive interprofessional CQI team culture.**
- **Negotiates and tests interventions** within the team to foster process and systems change.

Source: The British Columbia Competency Framework for Interprofessional Collaboration (2008)

INTERPROFESSIONAL COLLABORATION CASE STUDY

Not Too Sweet

The nurses on the Medical Surgical unit were asked to begin the use the “Insulin Pen” in order to administer insulin to their patients. The physician who advocated for using the pens wanted to make the change in practice immediately. As a nurse on the unit, you knew that you and your colleagues did not know the reasons for making the change and did not know how to use this new device so you continued to use the insulin syringe. As a consequence, the physician missed a notation in a patient record - that insulin was administered without the pen - and he wrote a stat order to administer insulin with the pen. Insulin was administered again, causing an adverse reaction in the patient.

You’ve spoke to the head nurse after the incident and the physician has spoken to the hospital administrator. The patient is none too happy and wants to know why no one told him about the change.

Possible roles: Patient, Patient’s Family, Physician, Nurse, Head Nurse, Hospital Administrator

INTERPROFESSIONAL COLLABORATION WORKSHEET

Each student in the group represents one role: physician, nurse, hospital administrator, and patient. If more than four students, add head nurse and patient’s family roles. To the best of their abilities, each student represents that view when participating in the exercise.

Identify, describe and analyze the issue(s) that lead to the breakdown that created the medical error – what happened and why? Who was or wasn’t involved? _____

Map the process (describe or draw it on the reverse) – what should it look like and why? Who should be involved? _____

Brainstorm the barriers to that process – what needs to happen and how? _____

Identify barriers that you could help remove? What can you do and how? _____

Identify a team representative to present the following:

Describe, briefly, what interprofesional collaboration competencies the team used so that the problem could be solved. _____

C. Effective Communication

This exercise provides a simple way to reflect on and reduce miscommunication in conversations with people at all levels of an organization. The exercise is comprised of the Effective Communication Exercise Facilitation Guide (**Short Format**) with the ORID Method Worksheet Directions and the ORID Method Worksheet OR the Effective Communication Exercise Facilitation Guide (**Regular Format**) and the ORID Method Worksheet. These documents follow this section.

EFFECTIVE COMMUNICATION EXERCISE (SHORT FORMAT) FACILITATION GUIDE

PURPOSE

This tool provides a simple way to reflect on and reduce miscommunication in conversations with people at all levels.

PROCESS

Exercise Total Time Frame: 45 minutes (Introduction 10 minutes;
Follow On Discussion 35 minutes)

Setting: Classroom or Clinical

RESOURCES NEEDED

- ✓ The ORID Method Worksheet Directions
- ✓ The ORID Method Worksheet

Preparation

- Make enough copies of handout for all participants:
 - The ORID Method Worksheet Directions
 - The ORID Method Worksheet
- Review the handouts and familiarize yourself with the content to be presented.

Step 1. Understanding Effective Communication and the ORID Method (5 minutes).

Lecture/Discussion Content

Present this introduction from *Culture and Communication in Health Care*, Inside Information, Rector and Visitors of the University of Virginia (2008) to the students:

“Effective health communication is a shared responsibility between patients, families, and the health care team. The practice of effective communication can positively transform a patient’s medical experience.”

Studies have shown that poor health communication can contribute to:

- Negative patient outcomes
- Longer visits, delays in care, poor communication and incomplete consents
- Decreased patient satisfaction and compliance

A good plan of care that incorporates effective health communication methods can lead to:

- Increased preventive health visits
- Patients who are involved in their care and more likely to follow instructions
- Increased trust, satisfaction, and comfort for patients, families and providers

Ask students to share their views about effective communication in the healthcare environment.

Step 2. The ORID Method of Communication. (5 minutes)

Present the ORID Method: This process represents one of many applications of the ORID method, which requires the people communicating to pay attention to the following phases of their own thinking:

- ◆ Objective
- ◆ Reflective
- ◆ Interpretative
- ◆ Decisional

ORID represents the natural process of the brain as it moves from observation to decision through a number of distinct phases. It helps people to distinguish facts from emotions and make decisions about next steps to take.

Distribute Handouts: The ORID Method Worksheet Directions and The ORID Method Worksheet

Step 3. Have the students, outside the classroom, complete the ORID Method Worksheet.

Upon reconvening for the discussion:

Step 4. Discussion. (Time: 30 minutes)

Ask students to reflect on the insights they gained about themselves as a result of this exercise and, for those who are comfortable, share what they will do differently next time and why. Ask other students to comment on how they might support each other in practicing the use of the ORID method.

Challenge the students to apply this method to other conversations.

Step 5. Wrap up. (5 minutes)

Thank the students for participating.

Source: Used with permission. From Management Sciences for Health, *Managers Who Lead: A Handbook for Improving Health Services* Cambridge, MA; Management Sciences for Health © 2005. Available at <http://www.msh.org/resource-center/managers-who-lead-toolkit-resources-to-support-managers-who-lead.cfm>. (Adapted by Management Science for Health from *Winning through Participation: Meeting the Challenge of Corporate Change with the Technology of Participation* by Laura Spencer (Dubuque: Kendall/Hunt Publishing, 1989). ORID was developed by the Institute of Cultural Affairs, a nonprofit organization with offices in Washington, DC, and other cities throughout the world.

The ORID Method Worksheet Directions

ORID Method – Directions for Using the ORID Method Worksheet.

- ◆ Think of a specific conversation or meeting that resulted in conflict or negative feelings—perhaps a time when you had to tell a person they needed to change their behavior or when you had to tell a work group that they needed to improve their performance.
- ◆ Identify the person or people you spoke to and the purpose of your conversation.
- ◆ For each step, write your answers in the framework provided in The ORID Method Worksheet.

Objective Phase: Consider the facts

Consider the objective aspects of the conversation—the facts.

- ◆ What did you observe?
- ◆ Who was there?
- ◆ What did you see?
- ◆ What did you hear?

Reflective Phase: Reflect on your feelings and the other person's feelings

Reflect on the emotional aspects of the conversation.

- ◆ What did you have positive feelings about?
- ◆ What did you have negative feelings about?
- ◆ Were you ever excited, frustrated, pleased, or angry?
- ◆ What did you assume about the other person's feelings?

Interpretive Phase: Interpret the significance of the conversation

What seemed most important to you?

- ◆ What was confirmed?
- ◆ What was not confirmed?
- ◆ What new insights did you get from this reflection?

Decisional Phase: Decide on steps to take

What conclusions did you come to?

- ◆ What change is needed?
- ◆ What are you going to do in the short term?
- ◆ What will you do in the long term?
- ◆ What do you need to explore further?

EFFECTIVE COMMUNICATION EXERCISE (REGULAR FORMAT) FACILITATION GUIDE

PURPOSE

This tool provides a simple way to reflect on and reduce miscommunication in conversations with people at all levels.

PROCESS

Exercise Total Time Frame: 60 minutes

Setting: Classroom or Clinical

RESOURCES NEEDED

- ✓ The ORID Method Worksheet

Preparation

- Make enough copies of handout for all participants:

The ORID Method Worksheet
- Review the handouts and familiarize yourself with the content to be presented.

Step 1. Understanding Effective Communication and the ORID Method (20 minutes).

Lecture/Discussion Content

Present this introduction from *Culture and Communication in Health Care*, Inside Information, Rector and Visitors of the University of Virginia (2008) to the students:

“Effective health communication is a shared responsibility between patients, families, and the health care team. The practice of effective communication can positively transform a patient’s medical experience.”

Studies have shown that poor health communication can contribute to:

- Negative patient outcomes
- Longer visits, delays in care, poor communication and incomplete consents
- Decreased patient satisfaction and compliance

A good plan of care that incorporates effective health communication methods can lead to:

- Increased preventive health visits
- Patients who are involved in their care and more likely to follow instructions
- Increased trust, satisfaction, and comfort for patients, families and providers

Ask students to share their views about effective communication in the healthcare environment.

Step 2. The ORID Method of Communication. (5 minutes)

Present the ORID Method: This process represents one of many applications of the ORID method, which requires the people communicating to pay attention to the following phases of their own thinking:

- ◆ Objective
- ◆ Reflective
- ◆ Interpretative
- ◆ Decisional

ORID represents the natural process of the brain as it moves from observation to decision through a number of distinct phases. It helps people to distinguish facts from emotions and make decisions about next steps to take.

Distribute Handout: The ORID Method Worksheet

Step 3. Guide the students through the ORID Method using the ORID Method Worksheet. (20 – 25 minutes)

- ◆ Think of a specific conversation or meeting that resulted in conflict or negative feelings—perhaps a time when you had to tell a person they needed to change their behavior or when you had to tell a work group that they needed to improve their performance.
- ◆ Identify the person or people you spoke to and the purpose of your conversation.
- ◆ For each step, write your answers in the framework provided in Handout: The ORID Method Worksheet.

Objective Phase: Consider the facts

Consider the objective aspects of the conversation—the facts.

- ◆ What did you observe?
- ◆ Who was there?
- ◆ What did you see?
- ◆ What did you hear?

Reflective Phase: Reflect on your feelings and the other person’s feelings

Reflect on the emotional aspects of the conversation.

- ◆ What did you have positive feelings about?
- ◆ What did you have negative feelings about?

- ◆ Were you ever excited, frustrated, pleased, or angry?
- ◆ What did you assume about the other person's feelings?

Interpretive Phase: Interpret the significance of the conversation

What seemed most important to you?

- ◆ What was confirmed?
- ◆ What was not confirmed?
- ◆ What new insights did you get from this reflection?

Decisional Phase: Decide on steps to take

What conclusions did you come to?

- ◆ What change is needed?
- ◆ What are you going to do in the short term?
- ◆ What will you do in the long term?
- ◆ What do you need to explore further?

Step 4. Wrap up. (5 minutes)

Ask students to reflect on the insights they gained about themselves as a result of this exercise and, for those who are comfortable, share what they will do differently next time.

Source: Used with permission. From Management Sciences for Health, *Managers Who Lead: A Handbook for Improving Health Services* Cambridge, MA; Management Sciences for Health © 2005. Available at <http://www.msh.org/resource-center/managers-who-lead-toolkit-resources-to-support-managers-who-lead.cfm>. (Adapted by Management Science for Health from *Winning through Participation: Meeting the Challenge of Corporate Change with the Technology of Participation* by Laura Spencer (Dubuque: Kendall/Hunt Publishing, 1989). ORID was developed by the Institute of Cultural Affairs, a nonprofit organization with offices in Washington, DC, and other cities throughout the world.

THE ORID METHOD WORKSHEET

SAMPLE COMPLETED ORID METHOD WORKSHEET

Objective Phase

What Did You Observe?

Two people were present—myself and a doctor I supervise. We sat in my office, where it was hot and stuffy. The sun coming in the window was very bright. I had shut the door to reduce the noise from the hallway and keep our conversation private. I had several comments from the suggestion box that were complaints from clients who had to wait because the doctor had arrived late. When the doctor sat down, she looked expectantly at me. When I had shared my concerns with her, she turned red and waved her hands and talked in an agitated way. After that, she gave short answers to my questions.

Reflective Phase

What Did You Feel? What Did You Assume about the Other's Feelings?

I had felt quite anxious at the start of this conversation and my stomach had been in a knot. I had determined that her behavior was unacceptable, no matter what the excuse might be! I had taken a few deep breaths to steady myself. I think the doctor was also nervous and perhaps resentful. After I read the comments from the suggestion box out loud, she appeared angry. I felt my own anger rise and tried unsuccessfully to repress it. I was angry about her lack of sympathy for our clients. After her outburst, the doctor seemed to withdraw and become emotionally distant.

Interpretative Phase

What New Insights Can You Get From This Review?

Perhaps because the conversation was very emotional, I failed to find out why the doctor was arriving late almost every day. I focused exclusively on the clients and their needs but did not explore the doctor's needs or the reasons for her arriving late. As her supervisor, I could have focused on enlisting her help in figuring out what had to be changed in order for her to arrive on time. Maybe it would have helped to discuss the negative impact that her behavior was having on the work climate of our group. For example, it is hard on her colleagues when they must deal with resentful clients.

Decisional Phase

What Immediate Action Can You Take? What Do You Need to Explore Further?

I will approach her with a friendlier demeanor and set up another supervisory appointment. For this next meeting, I will set an agenda, share it with her ahead of time, and stick to it in the meeting. I will put on my air conditioner and pull the blinds, so we will be more comfortable and feel more private. We will explore the root causes of her persistently late arrival and try to solve the problem together. We will set benchmarks for new behavior and arrange a follow-up meeting to discuss her progress.

ORID METHOD WORKSHEET

Objective Phase
What Did You Observe?

Reflective Phase
What Did You Feel? What Did You Assume about the Other's Feelings?

Interpretative Phase
What New Insights Can You Get From This Review?

Decisional Phase
What Immediate Action Can You Take? What Do You Need to Explore Further?

D. Effective Working Relationships

This exercise provides the opportunity for students to understand two basic building blocks of effective working relationships – trust and communication. The exercise is comprised of the Effective Working Relationships Exercise Facilitation Guide and The Top 5 Characteristics of Effective Working Relationships Handout. These documents follow this section.

EFFECTIVE WORKING RELATIONSHIPS EXERCISE FACILITATION GUIDE

PURPOSE

This exercise provides the opportunity for students to understand two basic building blocks of effective working relationships – trust and communication.

PROCESS

Exercise Total Time Frame: 60 minutes

Setting: Classroom

Preparation

- Have one blindfold for each pair of students.
- Make enough copies of handout for all participants:
Top 5 Characteristics of Effective Working Relationships
- Review and familiarize yourself with the content to be presented.

RESOURCES NEEDED

- ✓ Handouts:
Top 5 Characteristics of Effective Working Relationships
- ✓ Blindfolds
- ✓ Flipchart and markers.

Step 1. Understanding Effective Working Relationships. (15 minutes)

Lecture/Discussion Content

Present this introduction: Effective work relationships form the cornerstone for success not only for the clients receiving care, but also for the professionals delivering the care. Effective relationships involve effective communication, trust, respect and the ability to face differences directly so that work can move forward efficiently and productively.

Top 5 Characteristics of Effective Working Relationships

1. **Proactive and “connecting-the-dots” communication is commonplace.** Do you let those you work with know proactively about developments that may impact them? Do you look out for ideas for them both inside and outside of work? Do you “see” new ideas and things they might think are valuable? It’s amazing what you can find when you focus on helping others. It’s even more amazing at what will come back to you when you help them out. Just showing that you’re looking out for the interests of those around you is a powerful technique to more effective relationships! The focus is on giving, not getting.

2. **Trust (at a personal level) in each other.** Trust is way more than sitting in meetings/on calls and talking in cubes. Trust is about having faith in those around you, and cultivating relationships with them at every opportunity, especially through breakfasts, lunches, dinners, etc. with them. The single best thing you can do to improve a relationship with someone is to take them out for a meal and ask “what can I do to help you?” and then do it.
3. **Collective responsibility.** If you have trust in each other, you can share responsibility when times (inevitably) get tough. When a problem occurs, do you jump in together and solve it, and THEN figure out why it happened? That is the true test of the effectiveness of your work relationships.
4. **A focus on process.** Everyone likes to be successful. But jointly coming up with repeatable ways you and those you work with succeed is an even better goal. If you show others you care about them, especially through creating processes that support them, you will earn their trust. If you involved them in this process, you get new perspectives, new approaches, and even better ways to collaborate!
5. **Pride and caring in what you do.** The most effective work relationships are also built on a foundation of shared pride in the work being completed. If you’re not proud of it, why do it? Put your “collective stamp” on everything you do together, and your relationships will grow!

Source: Adapted from *Top 5 Characteristics of Effective Work Relationships*, Hadiaris, Regis, Dot Connector (2007).

Ask students to contribute to the list. Flip chart their responses.

Distribute Handout: Top 5 Characteristics of Effective Working Relationships

Step 2. Guide the students through the Trust Walk exercise. (15-20 minutes)

Introduce Trust Walk Exercise

This exercise provides the opportunity to explore how we build and share trust with each other and to explore how different channels of communication affect the communication experiences.

Have students divide into pairs and then provide the students with the following instructions:

- ◆ Tell the students you want them to experience what it might be like to be without one of their senses. Explain that everyone is going to have a chance to see what it feels like to be blind.
- ◆ Inform the students that they will be going on a blind walk.

- ◆ Tell the students that one partner will be the guide while the other partner wears the blindfold. It is very important that the guides keep their partners safe.
- ◆ You are responsible for the safety of your partner at all times.
- ◆ When you are the guide do not let your eyes leave your partner for any reason.
- ◆ Take special care near stairs, stairwells and doorways. You may want to guide your partner in finding the handrail.
- ◆ Explain to the guides that their job is to lead their blind partners on a walk.
- ◆ Tell the students that after about **5 minutes** the partners should switch jobs so that everyone has the chance to be blind.
- ◆ Explain that when the students are blindfolded, you want them to pay close attention to: what is going on around them, what kinds of sounds do they hear, and what feels different under their feet.

Ask the partners to decide who will want to be blind first. Make sure the guide keeps time and switches at 5 minutes.

Commence the trust walk.

Have partners reconvene back in the classroom when they are done.

Step 3. Debrief the Trust Walk. (25 minutes)

Ask the students to reflect and share on:

What happened during the walk?

What was it like at the beginning of the journey?

Could they pay attention to anything other than the guide?

Did they feel comfortable?

How did they feel when they arrived back safely?

What did they learn about trust and communication?

How can they implement these insights into their working relationships?

Step 4. Wrap Up (5 minutes)

Reiterate that trust and communication are the foundations of building effective working relationships.

Thank the students for participating.

TOP 5 CHARACTERISTICS OF EFFECTIVE WORKING RELATIONSHIPS

Top 5 Characteristics of Effective Working Relationships

1. **Proactive and “connecting-the-dots” communication is commonplace.** Do you let those you work with know proactively about developments that may impact them? Do you look out for ideas for them both inside and outside of work? Do you “see” new ideas and things they might think are valuable? It’s amazing what you can find when you focus on helping others. It’s even more amazing at what will come back to you when you help them out. Just showing that you’re looking out for the interests of those around you is a powerful technique to more effective relationships! The focus is on giving, not getting.
2. **Trust (at a personal level) in each other.** Trust is way more than sitting in meetings/on calls and talking in cubes. Trust is about having faith in those around you, and cultivating relationships with them at every opportunity, especially through breakfasts, lunches, dinners, etc. with them. The single best thing you can do to improve a relationship with someone is to take them out for a meal and ask “what can I do to help you?” and then do it.
3. **Collective responsibility.** If you have trust in each other, you can share responsibility when times (inevitably) get tough. When a problem occurs, do you jump in together and solve it, and THEN figure out why it happened? That is the true test of the effectiveness of your work relationships.
4. **A focus on process.** Everyone likes to be successful. But jointly coming up with repeatable ways you and those you work with succeed is an even better goal. If you show others you care about them, especially through creating processes that support them, you will earn their trust. If you involved them in this process, you get new perspectives, new approaches, and even better ways to collaborate!
5. **Pride and caring in what you do.** The most effective work relationships are also built on a foundation of shared pride in the work being completed. If you’re not proud of it, why do it? Put your “collective stamp” on everything you do together, and your relationships will grow!

Source: Adapted from *Top 5 Characteristics of Effective Work Relationships*, Hadiaris, Regis, Dot Connector (2007).

E. Understanding Generational Differences

This exercise provides the opportunity for students to understand their own generation and that of the many patients they will meet over their career. Nurses must be cognizant of the differences in generations so that they can build relationships and communicate effectively with their coworkers and with the patients for whom they will provide care.

The exercise is comprised of the Understanding Generational Differences Exercise Facilitation Guide, the Generational Self-Quiz Handout and the Generational Differences Resource Guide Handout. These documents follow this introduction.

UNDERSTANDING GENERATIONAL DIFFERENCES EXERCISE FACILITATION GUIDE

PURPOSE

This exercise provides the opportunity for students to identify and understand the characteristics of their own generation as well as those of other generations so that they can build positive working relationships and communicate effectively with coworkers and patients.

RESOURCES NEEDED

- ✓ Handouts:
Generational Self-Quiz
and the
Generational Differences
Resources Guide

PROCESS

Exercise Total Time Frame: 50 minutes

Setting: Classroom

Preparation

- Make enough copies of handout for all participants:
 - Generational Self-Quiz
 - Generational Differences Resource Guide
- Review and familiarize yourself with the content to be presented.

Step 1. Understanding Generational Differences. (15 minutes)

Lecture/Discussion Content

Present this introduction: Now more than ever, nurses need to understand the generational differences that they will encounter among coworkers and among the patients they will serve. There are four generations represented in the workforce today as workers are staying in jobs longer. Among patients you will serve, there can be as many as six generations represented!

The generations you will encounter in the workplace and as patients are (read name of generation, give age range and read brief description, noting that the Generational Resource Guide will give the links to several more extensive descriptions/charts):

	G.I. Generation	Traditionalists or Silent Generation	Baby Boomers	Gen X	Gen Y or Millennials	Gen 9/11 or Gen Z
Age Range	87+ years old	69-86 years old	51-68 years old	30-50 years old	11-29 years old	0-10 years old
Life View	Be grateful you have a job	Be grateful you have a job	You owe me	Relate to me	Life is a cafeteria	
Role of Career	Central focus	Central focus	Means for living	Irritant	Always changing	
Work Ethic	<ul style="list-style-type: none"> ▪ Dedicated ▪ Pay your dues ▪ Work hard ▪ Respect Authority ▪ Hard work ▪ Age = seniority ▪ Company first 	<ul style="list-style-type: none"> ▪ Dedicated ▪ Pay your dues ▪ Work hard ▪ Respect Authority ▪ Hard work ▪ Age = seniority ▪ Company first 	<ul style="list-style-type: none"> ▪ Driven ▪ Workaholic - 60 hr work weeks ▪ Work long hours to establish self-worth ▪ and identity and fulfillment ▪ Work ethic = worth ethic ▪ Quality 	<ul style="list-style-type: none"> ▪ Balance ▪ Work smarter and with greater output, not work longer hours ▪ Eliminate the task ▪ Self-reliant ▪ Want structure & direction ▪ Skeptical 	<ul style="list-style-type: none"> ▪ Ambitious ▪ What's next? ▪ Multi-tasking ▪ Tenacity ▪ Entrepreneurs 	<ul style="list-style-type: none"> ▪ Not in the work force yet

Note how the life view and work ethic will affect how the nurse views the patient and how the patient views the nurse.

Ask students to comment on what generational differences they see and how those might present challenges for them in their careers. (Keep discussion short.)

Step 2. Guide the students through the Generational Self-Quiz exercise. (10 minutes)

Introduce the Generational Self-Quiz Exercise

Begin with: This exercise provides the opportunity for you to identify and understand your own generation and that of others.

Handout the Generational Self-Quiz and ask each student to complete it and calculate their score.

Step 3. Debrief the Generational Self-Quiz. (20 minutes)

Ask the students form groups based on their generation.

Ask them:

- What does this say about this group?
- What generations are missing?
- How will you find ways to understand other generations?

Handout the Generational Differences Resource Guide.

Step 4. Wrap Up (5 minutes)

Close with: Because there are multiple generations in the workforce and because patients cross all generations, the students need to be aware of, sensitive to, and able to recognize and respect each person no matter what generation they are. Knowing generational information gives the students a way to bridge differences and understand how the other person is approaching things. This knowledge will help the students be more effective in patient care if they understand other generations' views.

Thank the students for participating.

GENERATIONAL SELF-QUIZ

Circle the description that best describes your perception of work in each row. Then, add up your score for all columns (multiply the number of boxes you circled in each column by the point value at the top of the column and put the total under that column).

	Column A 4 POINTS	Column B 3 POINTS	Column C 2 POINTS	Column D 1 POINT
Attitude toward work assignments	If they say “jump”, I say “how high”.	If they say “jump”, I think about doing it a better way, then I jump.	If they say “jump”, I want to know what’s in it for me.	If they say “jump”, I say “Why?”
Role of working women	Women should stay home and raise the children.	Women have come a long way. Some women are even capable of holding high level positions within an organization.	Women should have the same opportunities as men in the workplace.	Is there a difference between men and women?
Perception of work life	I’ll work at the same company from cradle to grave.	I’ll work at a company well into my 60’s, and then maybe do something else.	I’ll work at a job until something better comes along – more money is always better but opportunity for quick advancement is best. I don’t want to jump through endless hoops to get promoted.	Work? I thought we were supposed to have fun and experience all we could. If it feels like work, I don’t want any part of it!
Attitudes toward working hours	Working long hours every day shows your commitment to the organization. Your family will always be there, but the company may fail if I don’t work hard.	It’s hard to balance work and family, but work should come before family if a choice needs to be made.	I’ll work from 8-5, unless something very important comes up. Flexibility on the job is really important to me.	Standard working hours? If there’s nothing interesting to do at work I should be able to go home. Getting in early is also a problem.
TOTAL EACH COLUMN				

Add the totals for each column together. If you scored near 20, you think like the Traditionalists/Silent Generation; 15-19 points like a Baby Boomer; 10-14 points as Generation X; and 5-9 points like the Millennial (Generation Y).

Adapted from: Odgers, *The World of Customer Service, 2e* (Thomson/South-Western) 2008

GENERATIONAL DIFFERENCES RESOURCE GUIDE

As students entering the nursing profession, it is imperative that you understand the different generations that are in the workforce and that make up the patient population you will serve.

The following resources are work looking into so that you are able to treat each person, no matter their generation, with dignity and respect:

Generational Differences Charts

- **Generational Difference Chart**
http://pwoc.org/ResourceLibrary/theme/2012Theme/05Understand/PWOCI_Theme2012_05Understand_RetreatSession2_HandoutGenerationalChart.pdf
- **Generational Differences, compiled by Dennis Gaylor** <http://www.reachtheu.com/> Director, Chi Alpha Campus Ministries, USA (April 2002)
http://www.agseminary.edu/faculty/faculty_publications/articles/creps_generations_chart.pdf

Generational Differences Articles

- **Generational Differences in the Workplace, Tolbize, Anick, Research and Training Center, University of Minnesota 2008**
http://rtc.umn.edu/docs/2_18_Gen_diff_workplace.pdf
- **Teaching Across Generations, Baker College 2004**
http://www.mcc.edu/pdf/pdo/teaching_across_gen.pdf
- **Bridging the Generation Gap, Laurel and Associates, Ltd. 2005**
<http://www.scls.info/ce/program/documents/BridgeGenGap-3hrprog.pdf>
- **Understanding Generational Differences: The Key to Attracting, Motivating and Retaining Your Workforce, Vining, Sarah, The National Conference Center, Meeting Discoveries 2011**
<http://www.conferencecenter.com/media/docs/pdf/GenerationalDifferencesWP.pdf>
- **Decoding Generational Differences: Fact, fiction ... or should we just get back to work? Smith, W. Stanton, Principal and National Director, Next Generation Initiatives, Talent, Deloitte LLP**
http://genderprinciples.org/resource_files/us_DecodingGenerationalDifferences.pdf

PART III: THE JOURNEY FROM NURSING STUDENT TO NURSING LEADER

Section One: Introduction

As with any journey, it is important to take one step at a time. It is important to know where to go and how to get there. In leadership, a person must lead themselves before they can lead others. As you guide the nursing students into nursing leaders, these exercises will support their development in the first step of recognizing how they lead themselves so they can model the way, or walk the talk, as they lead others.

Section Two: Exercises

The exercises in this part expand upon and enhance the core leadership competencies necessary to the students as they move from nursing students to nursing leaders. The exercises are designed to provide interactive, experiential practice for the students so that they may begin to build confidence in their leadership abilities and integrate the practices with their individual leadership styles.

The Journey from Nursing Student to Nursing Leader - Exercises
A. Knowing Your Path: Leadership Goal Setting Exercise (Short or Regular Format)
B. Knowing Yourself: Leadership Experience and Integration Exercise (Short or Regular Format)
C. Modeling the Way: Walking the Talk/Integrity Exercise (Short or Regular Format)
D. Inspiring a Shared Vision: Can You See It? Exercise
E. Challenging the Process: Opening the Mind Exercise
F. Enabling Others to Act
1. Fostering Collaboration Exercise
2. Exploring Differences Exercise
3. Communication and Conflict Resolution Exercise
G. Encouraging the Heart: Building Connections Exercise
H. Emerging Leadership: Show Me the Ropes Exercise
TEACHABLE MOMENTS
A. Context Setting
B. Vulnerability-Based Trust
C. Acknowledging Impact
D. Empathetic Listening
E. Developing Others
F. Managing Perceptions
G. Inspiring Others

A. Knowing Your Path: Leadership Goal Setting Exercise

This exercise helps students identify leadership goals that they will work toward achieving during the program. They will create goals using the SMART goal setting criteria and identify how they will celebrate achieving their goals. The exercise is comprised of the Leadership Goal Setting Exercise Facilitation Guide (**Short Format**) or the Leadership Goal Setting Exercise Facilitation Guide (**Regular Format**) and the following handouts: SMART Goal Setting Criteria, Leadership Goal Setting Framework. These documents follow this section.

LEADERSHIP GOAL SETTING EXERCISE (SHORT FORMAT) FACILITATION GUIDE

PURPOSE

This exercise helps students identify leadership goals that they will work toward achieving during the program. They will create goals using the SMART goal setting criteria and identify how they will celebrate achieving their goals.

PROCESS

Exercise Total Time Frame: 30 minutes (Introduction and Set Up 10 minutes; Follow on Discussion 20 minutes)

Setting: Classroom or Clinical

RESOURCES NEEDED

- ✓ Handouts:
SMART Goal Setting
Criteria
Leadership Goal Setting
Framework

Preparation:

- Make enough copies of handouts for all participants:

SMART Goal Setting Criteria
Leadership Goal Setting Framework
- Review the Handouts and familiarize yourself with the contents to be presented.

Step 1. Review with students why leadership goal setting is important. (Time: 5 minutes) Lecture/Discussion Content

Open with the following: Developing leadership for yourself and others requires planning. The most direct way to successfully develop as a leader is to set goals.

Share the following quotes:

You've got to be very careful if you don't know where you are going, because you might not get there. Yogi Berra, former Major League Baseball player and manager

*People with goals succeed because they know where they are going.
Earl Nightingale, pioneer in personal development*

Continue with: Why Set Leadership Goals?

- ✓ **Goals set a clear direction.** Goals are a reminder of where you want to go or a level of achievement you want to attain. You set your own goals based on what is meaningful to you. Writing down your goals (making them tangibly real as a commitment), supports successful accomplishment of your goals
- ✓ **Goals focus your time and effort.** Goals allow you to focus. Goals are individual choices you make among all the wonderful things there are to do, have or achieve in the world. Without some focus, we would not be able to accomplish much
- ✓ **Goals remind us what we want and why it matters to us.** The “why” behind a goal (the reason you want to accomplish the goal) comes from your personal desire and motivation – what is meaningful to you. Goals can help you remember what is important to you and support you as you keep focused and moving toward the goal.
- ✓ **Goals help clarify priorities.** If something comes up, you can ask yourself, “Will this new thing get me to my goal?” If not, you can move ahead to your goal without distraction, focusing on those things that get you to your goal...the priorities.
- ✓ **Goals provide a way to make daunting achievements realizable.** By writing down the action steps for your goals, you identify the framework that allows you to make incremental and steady progress to the ultimate goal.

Ask the students to share their own thoughts on goal setting to the discussion. Respond to any questions.

Step 2. Preparing students to set goals. (Time: 5 minutes)

Distribute Handout 1, the SMART criteria. Ask the students if they are familiar with the SMART Goal Setting Criteria. Ask those who respond to share what they remember. Review briefly, using Handout 1, what each letter of the acronym means.

Distribute Handout 2, the Leadership Goal Setting Framework and review with the students the examples on the first page of the handout.

Step 3. Have the students, outside the classroom, use the handouts and write down their goals, framing them with the SMART Goal Setting Criteria. Have the students identify one goal they will share with their fellow students in a subsequent class discussion.

Upon reconvening for the discussion:

Step 4. Have students share one of their goals with the group. (Time: 15 minutes)

Build support by having students share at least one goal with their fellow students so that they can support each other in their achievements.

Step 5. Wrap up and plan next steps. (5 minutes)

Check in on students’ progress on their goals in two to three months and at end of the program. How are they doing? How did they do? Let students know this will be a part of their development.

LEADERSHIP GOAL SETTING EXERCISE (REGULAR FORMAT) FACILITATION GUIDE

PURPOSE

This exercise helps students identify leadership goals that they will work toward achieving during the program. They will create goals using the SMART goal setting criteria and identify how they will celebrate achieving their goals.

PROCESS

Exercise Total Time Frame: 45 minutes

Setting: Classroom

Preparation:

- Make enough copies of handouts for all participants:
 - SMART Goal Setting Criteria
 - Leadership Goal Setting Framework
- Review the Handouts and familiarize yourself with the contents to be presented.

RESOURCES NEEDED

- ✓ Handouts:
 - SMART Goal Setting Criteria
 - Leadership Goal Setting Framework

Step 1. Review with students why leadership goal setting is important. (Time: 5 minutes)

Lecture/Discussion Content

Open with the following: Developing leadership for yourself and others requires planning. The most direct way to successfully develop as a leader is to set goals.

Share the following quotes:

*You've got to be very careful if you don't know where you are going, because you might not get there. **Yogi Berra, former Major League Baseball player and manager***

*People with goals succeed because they know where they are going.
Earl Nightingale, pioneer in personal development*

Continue with: Why Set Leadership Goals?

- ✓ **Goals set a clear direction.** Goals are a reminder of where you want to go or a level of achievement you want to attain. You set your own goals based on what is meaningful to you. Writing down your goals (making them tangibly real as a commitment), supports successful accomplishment of your goals
- ✓ **Goals focus your time and effort.** Goals allow you to focus. Goals are individual choices you make among all the wonderful things there are to do, have or achieve in the world. Without some focus, we would not be able to accomplish much
- ✓ **Goals remind us what we want and why it matters to us.** The “why” behind a goal (the reason you want to accomplish the goal) comes from your personal desire and motivation – what is meaningful to you. Goals can help you remember what is important to you and support you as you keep focused and moving toward the goal.
- ✓ **Goals help clarify priorities.** If something comes up, you can ask yourself, “Will this new thing get me to my goal?” If not, you can move ahead to your goal without distraction, focusing on those things that get you to your goal...the priorities.
- ✓ **Goals provide a way to make daunting achievements realizable.** By writing down the action steps for your goals, you identify the framework that allows you to make incremental and steady progress to the ultimate goal.

Ask the students to share their own thoughts on goal setting to the discussion. Respond to any questions.

Step 2. Preparing students to set goals. (Time: 5 minutes)

Distribute Handout 1, the SMART criteria. Ask the students if they are familiar with the SMART Goal Setting Criteria. Ask those who respond to share what they remember. Review briefly, using Handout 1, what each letter of the acronym means.

Distribute Handout 2, the Leadership Goal Setting Framework and review with the students the examples on the first page of the handout.

Step 3. Assist students, as needed, in writing down their goals. (Time: 15 minutes)

Help students frame their goals along the lines of the SMART Goal Setting Criteria.

Step 4. Have students share one of their goals with the group. (Time: 15 minutes)

Build support by having students share at least one goal with their fellow students so that they can support each other in their achievements.

Step 5. Wrap up and plan next steps. (5 minutes)

Check in on students’ progress on their goals in two to three months and at end of the program. How are they doing? How did they do? Let students know this will be a part of their development.

SMART GOAL SETTING CRITERIA

A SMART goal is:

- ✓ Specific – The goal is clearly identified so that it answers the questions:

Who: Who is involved?

What: What do I want to accomplish?

Where: Identify a location, if appropriate.

Which: Identify requirements and constraints, if any.

Why: Specific reasons, purpose or benefits of accomplishing the goal.

- ✓ Measurable – The success toward meeting the goal can be measured. Measurement is objective and answers the question: How will I know if I've done it?
- ✓ Attainable – The goal can be achieved in a specific amount of time – the scope matches the time frame. An attainable goal answers the question: Can what I want to do actually be done in the time frame I select?
- ✓ Realistic– To be realistic, a goal must represent an objective toward which you are both *willing* and *able* to work. A realistic goal answers the question: Am I willing and able to do this?
- ✓ Time Bound – The goal has a clearly defined time frame including a target date. Having a time frame answers the question: When will I achieve the goal?

EXAMPLE:

A general goal would be, "Get in shape." But a specific goal would say, "I will join the health club on 2nd street for \$30/month and workout 3 days a week in order to lower my cholesterol levels and build my aerobic capacity."

SAMPLE COMPLETED LEADERSHIP GOAL SETTING FRAMEWORK

LEADERSHIP GOAL SETTING FRAMEWORK			
Leadership Goal: What do you want to achieve?	Action Steps/Strategies: What steps will you take to achieve each goal?	Measurement/Objective Evidence: How will you know when each goal is achieved? What will you be doing or saying differently?	Celebration: What will you do to celebrate reaching each goal?
Form a study support group by the third month of the program for my fellow students to provide study assistance and support within the accelerated pace of the program.	<ol style="list-style-type: none"> 1. Speak to fellow students to assess their needs for study support and their availability 2. Design a structure for a study group and share with fellow students. Get feedback and finalize structure. 3. Create a schedule for the study group. 4. Lead the first study group and determine, with fellow students, how groups will be lead thereafter. 5. Evaluate the benefits of the group after the third meeting and adjust the structure as needed. 	<ol style="list-style-type: none"> 1. I will keep track of study support group meetings held. 2. I will study the evaluations and determine if fellow students received assistance and support. 3. I will speak about the benefits I have received from the study support group. 	<p>I will celebrate with the study support group after each test.</p> <p>I will share what I am most proud about my experience setting up the group and leading the first meeting with a trusted friend.</p>
Lead myself in a more visible way by the end of the program.	<ol style="list-style-type: none"> 1. Recognize my values by writing them down. 2. Identify my purpose in pursuing a nursing degree. 3. Share these values and purpose with others. 	I will speak more directly and confidently about my values and my purpose in undertaking this program.	I will treat myself to a dinner out in recognition of the courage it took me to speak more confidently about my beliefs and choices.
Volunteer to participate in or lead a meeting, task force, or committee in my professional association within six months after the program ends.	<ol style="list-style-type: none"> 1. Join the professional association. 2. Identify an area of interest. 3. Meet members of the group. 4. Volunteer to serve. 	I will be an active, contributing member or leader for the volunteer opportunity I have taken on. I will be talking about my experience to others.	I will attend the professional association's next convention in a tropical location and spend a few extra days there on vacation.

LEADERSHIP GOAL SETTING FRAMEWORK			
Leadership Goal: What do you want to achieve?	Action Steps/Strategies: What steps will you take to achieve each goal?	Measurement/Objective Evidence: How will you know when each goal is achieved? What will you be doing or saying differently?	Celebration: What will you do to celebrate reaching each goal?

B. Knowing Yourself: Leadership Experience and Integration Exercise

This exercise helps students identify the leadership experience and/or skills that they already possess. Students will begin the work of integrating and translating those experiences and skills into their nursing careers. The exercise is comprised of the Leadership Goal Setting Exercise Facilitation Guide (**Short Format**) or the Leadership Goal Setting Exercise Facilitation Guide (**Regular Format**) and the following handouts: Stages of Learning, Leadership Experience and Integration Worksheet. These documents follow this section.

LEADERSHIP EXPERIENCE AND INTEGRATION DISCUSSION (SHORT FORMAT) FACILITATION GUIDE

PURPOSE

This exercise helps students identify the leadership experience and/or skills that they already possess. Students will begin the work of integrating and translating those experiences and skills into their nursing careers.

RESOURCES NEEDED

- ✓ Handouts:
 - Stages of Learning
 - Leadership Experience and Integration Worksheet

PROCESS

Exercise Total Time Frame: 40 minutes (Introduction 20 minutes; Follow Up Discussion 20 minutes)

Setting: Classroom or Clinical

Preparation:

- Make enough copies of handouts for all participants:
 - Stages of Learning
 - Leadership Experience and Integration Worksheet
- Review the Handout and familiarize yourself with the content to be presented.

Step 1. Briefly discuss why it helps to own your own experience – that you can give yourself positive support as you move through the stages of learning. (Time: 10 minutes)

Lecture/Discussion Content

Open with the following: Learning new things, at any stage of life, is challenging. You are taking on new careers. As learners, you go through four stages of learning.

Distribute Handout: Stages of Learning. Walk them through the stages and give them the examples (see chart below).

Stages of Learning

Unconscious Incompetence →	Conscious Incompetence →	Conscious Competence →	Unconscious Competence
<p>At this stage you do not know what you do not know. You lack knowledge and skills in the subject. You are unaware of this lack of skill, and you may actually be over-confident about your abilities. You may not be aware of how much you need to learn.</p> <p>Example: A non-driver, a young child, is unaware that there is such a thing as learning to drive a car and he is not aware that he is incompetent when it comes to driving a car.</p>	<p>At this stage you know what you don't know. There are skills you need to learn, and you are aware that there are people more competent than you. As you realize this, your confidence drops and you feel uncomfortable and anxious about succeeding.</p> <p>Example: A student driver, a fifteen year old, wants to get her learner's permit/ driver's license. She will quickly realize, or become conscious, that she is incompetent in the area of driving and will need to practice in order to become competent.</p>	<p>At this stage you know that you know. You have gained knowledge and skills. Through practice you gain confidence in your knowledge and skills. You are competent but need to pay attention to what you know and how to use your skills.</p> <p>Example: Once a person has passed the driving test, he begins driving with some supervision. He will be competent in driving, but has to concentrate and think about what he is doing (e.g., signal a turn, check for on-coming traffic, make the turn).</p>	<p>At this stage you don't know that you know. You are competent and perform without having to think about it. It does not feel like work and you feel confident. The anxiety and discomfort are gone.</p> <p>Example: An experienced driver, one who has been driving for years, will reach a stage where her actions are automatic – no conscious thought is required (e.g., now uses the phone – though not advisable – while driving).</p>

Note these two things:

- **At the Conscious Incompetence stage**, you need to give yourself encouragement, be tolerant of mistakes (be kind to yourself), and do what you can to improve. You thrive when others provide these three things during this stage.
- One immensely useful step at this stage is to own your prior experiences and competencies and begin to understand how they contribute to the foundation of your current learning. You are not as inexperienced as you feel! You are not a blank slate, but a person who has many, many strong experiences to draw upon to begin to bolster your confidence.

Step 2. Identifying Leadership Experience. (Time: 10 minutes)

Distribute Handout: Leadership Experience and Integration Worksheet.

Have students, outside of the classroom:

- 1) reflect on and answer the questions in the Worksheet
- 2) write down a commitment about how they will integrate what they have identified from their own reflection.

Upon reconvening for the discussion:

Step 4. Discussion. (Time: 15 minutes)

Have students share what they've identified as their leadership experiences as well as what they are committing to do in order to integrate their experience into their nursing career.

Build accountability by asking them to share their commitment(s) with the group.

Step 5. Wrap up and plan next steps. (5 minutes)

Thank the students for sharing their experiences and commitments.

(Optional) Check in on students' progress on their commitment(s) in two to three months and at end of the program. How are they doing? How did they do? Let students know this will be a part of their development.

LEADERSHIP EXPERIENCE AND INTEGRATION DISCUSSION (REGULAR FORMAT) FACILITATION GUIDE

PURPOSE

This exercise helps students identify the leadership experience and/or skills that they already possess. Students will begin the work of integrating and translating those experiences and skills into their nursing careers.

RESOURCES NEEDED

- ✓ Handouts:
 - Stages of Learning
 - Leadership Experience and Integration Worksheet

PROCESS

Exercise Total Time Frame: 60 minutes

Setting: Classroom or Clinical

Preparation:

- Make enough copies of handouts for all participants:
 - Stages of Learning
 - Leadership Experience and Integration Worksheet
- Review the Handout and familiarize yourself with the content to be presented.

Step 1. Briefly discuss why it helps to own your own experience – that you can give yourself positive support as you move through the stages of learning. (Time: 10 minutes)

Lecture/Discussion Content

Open with the following: Learning new things, at any stage of life, is challenging. You are taking on new careers. As learners, you go through four stages of learning.

Distribute Handout: Stages of Learning. Walk them through the stages and give them the examples (see chart below).

Stages of Learning

Unconscious Incompetence →	Conscious Incompetence →	Conscious Competence →	Unconscious Competence
<p>At this stage you do not know what you do not know. You lack knowledge and skills in the subject. You are unaware of this lack of skill, and you may actually be over-confident about your abilities. You may not be aware of how much you need to learn.</p> <p>Example: A non-driver, a young child, is unaware that there is such a thing as learning to drive a car and he is not aware that he is incompetent when it comes to driving a car.</p>	<p>At this stage you know what you don't know. There are skills you need to learn, and you are aware that there are people more competent than you. As you realize this, your confidence drops and you feel uncomfortable and anxious about succeeding.</p> <p>Example: A student driver, a fifteen year old, wants to get her learner's permit/driver's license. She will quickly realize, or become conscious, that she is incompetent in the area of driving and will need to practice in order to become competent.</p>	<p>At this stage you know that you know. You have gained knowledge and skills. Through practice you gain confidence in your knowledge and skills. You are competent but need to pay attention to what you know and how to use your skills.</p> <p>Example: Once a person has passed the driving test, he begins driving with some supervision. He will be competent in driving, but has to concentrate and think about what he is doing (e.g., signal a turn, check for on-coming traffic, make the turn).</p>	<p>At this stage you don't know that you know. You are competent and perform without having to think about it. It does not feel like work and you feel confident. The anxiety and discomfort are gone.</p> <p>Example: An experienced driver, one who has been driving for years, will reach a stage where her actions are automatic – no conscious thought is required (e.g., now uses the phone – though not advisable – while driving).</p>

Note these two things:

- **At the Conscious Incompetence stage**, you need to give yourself encouragement, be tolerant of mistakes (be kind to yourself), and do what you can to improve. You thrive when others provide these three things during this stage.
- One immensely useful step at this stage is to own your prior experiences and competencies and begin to understand how they contribute to the foundation of your current learning. You are not as inexperienced as you feel! You are not a blank slate, but a person who has many, many strong experiences to draw upon to begin to bolster your confidence.

Step 2. Identifying Leadership Experience. (Time: 15 minutes)

Distribute Handout: Leadership Experience and Integration Worksheet. Have students reflect on and answer the questions.

Step 3. Have students share in what they've identified and how they might integrate and translate that experience into their nursing career. (Time: 15-20 minutes)

Provide support for the students by recognizing that they already have leadership experience and ask them if they can commit to owning that they have leadership experience that they can integrate into their nursing careers.

Step 4. Have students write down a commitment about how they will integrate what they have identified from their own reflection. (Time: 10 minutes)

Build accountability by asking them to write down the commitment and then share it with the group.

Step 5. Wrap up and plan next steps. (5 minutes)

Thank the students for sharing their experiences.

(Optional) Check in on students' progress on their commitment(s) in two to three months and at end of the program. How are they doing? How did they do? Let students know this will be a part of their development.

STAGES OF LEARNING

Stages of Learning

Unconscious Incompetence →	Conscious Incompetence →	Conscious Competence →	Unconscious Competence
<p>At this stage you do not know what you do not know. You lack knowledge and skills in the subject in question (e.g., nursing leadership). You are unaware of this lack of skill, and your confidence may therefore far exceed your abilities. You may not be aware of how much you need to learn.</p>	<p>At this stage you know what you don't know. There are skills you need to learn, and you are aware that there are people more competent than you. As you realize this, your confidence drops and you feel uncomfortable and anxious about succeeding.</p>	<p>At this stage you know that you know. You have gained knowledge and skills. Through practice you gain confidence in your knowledge and skills. You may still be aware of how well you implement the knowledge and skills.</p>	<p>At this stage you don't know that you know. You perform without having to think about it. It does not feel like work and your confidence is ingrained. The anxiety and discomfort are gone.</p>

LEADERSHIP EXPERIENCE AND INTEGRATION WORKSHEET

Introduction When you start a new course of study that will lead to a new career it is typical to go through a phase where you are keenly aware of what don't know about the new field of study. This phase is called "conscious incompetence." It is during this time that you forget that you have a strong base of both professional and personal leadership experience that can guide you as you build a strong foundation of knowledge and gain confidence in your new career.

Objective This worksheet will help you identify your leadership experiences and begin to integrate and translate them in to your new nursing career.

Leadership Defined One definition of **leadership** is that leadership is the art of motivating yourself to act toward achieving a goal or motivating a group of people to act towards achieving a common goal.

Owning Your Experience With this definition in mind, reflect on the following questions:

Think of situation(s) in your prior career where you displayed leadership (e.g., leading a meeting, leading a team, leading staff, solving a conflict, solving a problem). What characteristics did you display? What did it look like? What did you do or say?

Think of situations(s) in your life where you displayed leadership (e.g. leading your family, leading your children, leading in a volunteer setting). What characteristics did you display? What did it look like? What did you do or say?

How might the characteristic you identified in the professional and personal situations be integrated into your nursing career as you understand it so far? What can you use directly? What might you have to do differently?

C. Modeling the Way: Walking the Talk/Integrity Exercise

Good leaders model the way. What that really means is to walk the talk. A good leader's actions and behaviors do not differ from what he or she is saying; a good leader honors his or her own word. The ability to walk the talk is often associated with the quality of integrity.

This exercise helps students begin to understand the key practice of integrity, which is a critical quality of leadership. The exercise is comprised of the Walking the Talk/Integrity Exercise Facilitation Guide (**Short Format**) or Walking the Talk/Integrity Exercise Facilitation Guide (**Regular Format**) and the following handouts: The 7 Tips for Developing Integrity Handout, Developing Integrity Worksheet. These documents follow this section.

WALKING THE TALK EXERCISE (SHORT FORMAT) FACILITATION GUIDE

PURPOSE

This exercise helps students begin to understand the key practice of integrity, which is a critical quality of leadership.

PROCESS

Exercise Total Time Frame: 30 minutes (Introduction 15 minutes; Follow Up Discussion 15 minutes)

Setting: Classroom

Preparation:

- Make enough copies of handout for all participants:
 - The 7 Tips for Developing Integrity Handout
 - Developing Integrity Worksheet
- Review the handouts and familiarize yourself with the content to be presented.

Step 1. Briefly lecture on integrity – what is it and why is it relevant to leadership? (Time: 10 minutes)

Lecture/Discussion Content

Open with the following from Alan Chapman (1995-2008) www.businessballs.com:

Good leaders model the way. What that really means is to walk the talk. Good leaders are followed chiefly because people trust and respect them, rather than the skills they possess. Leadership relies on qualities such as integrity, honesty, humility, courage, commitment, sincerity, passion, confidence, positivity, wisdom, determination, compassion, sensitivity, and a degree of personal charisma.

Leadership qualities can be developed and they can be practiced and improved upon with experience by taking leadership positions or roles in various settings. Whatever qualities a person possesses or develops will this be delivered through that person's unique style – there is no right or wrong style for expressing these qualities.

Today our focus is on the leadership quality of integrity.

RESOURCES NEEDED

- ✓ Handouts:
 - The 7 Tips for Developing Integrity Handout
 - Developing Integrity Worksheet

Note that in Integrity: Where Leadership Begins - A New Model of Integrity:

- ◆ Integrity is thus not about good or bad, or right or wrong, or what should or should not be.
- ◆ We distinguish integrity as a phenomenon of the objective state or condition of an object, system, person, group, or organizational entity, and define integrity as: a state or condition of being whole, complete, unbroken, unimpaired, sound, perfect condition.
- ◆ For an individual, integrity is a matter of that person's word being whole and complete, and for a group or organizational entity integrity is what is said by or on behalf of the group or organization being whole and complete. Thus, integrity for an individual, group, or organization is: **Honoring one's word.**
- ◆ Oversimplifying somewhat, honoring your word means you either keep your word (do what you said you would do and by the time you said you would do it), or as soon as you know that you will not, you say that you will not to those who were counting on your word and clean up any mess caused by not keeping your word.
- ◆ Honoring your word is also the route to creating whole and complete social and working relationships. In addition, it provides an actionable pathway to earning the trust of others.

Source: Erhard, Werner, Jensen, Michael C. and Zaffron, Steve, Integrity: Where Leadership Begins - A New Model of Integrity (2007).

Continue with: In her chapter on Integrity in The 7 Heavenly Virtues of Leadership, Margaret Thorsborne addresses how a person becomes a leader of integrity and notes that the best way to learn and develop integrity is from other people – what they do and don't do. She has seven tips for developing integrity:

1. Value integrity.
2. Talk about integrity.
3. Find an integrity mentor.
4. Seek feedback.
5. Examine your heart.
6. Be courageous.
7. Walk your talk.

Source: The 7 Heavenly Virtues of Leadership, Barker, Carolyn and Coy, Robyn, ed. (2003); http://www.aim.com.au/publications/bkchapters/seven_ch3.html.

Each of these tips is more fully explained in this handout.

Distribute handout: The 7 Tips for Developing Integrity

Step 2. Developing Integrity. (Time: 5 minutes)

Distribute Handout: Developing Integrity Worksheet.

Step 3. Have students, outside the classroom, reflect on and answer the questions in the Worksheet. Have students write down a commitment about how they will further develop their integrity based on their own reflection.

Upon reconvening for the discussion:

Step 4. Discussion. (Time: 15 minutes)

Have the students share how they practice integrity and how they might integrate and develop that practice in their development as a nursing leader.

Build accountability by asking them to share the commitment with the group.

Step 5. Wrap up and plan next steps.

Thank the students for sharing their experiences.

(Optional) Check in on students' progress on their commitment(s) in two to three months and at end of the program. How are they doing? How did they do? Let students know this will be a part of their development.

WALKING THE TALK EXERCISE (REGULAR FORMAT) FACILITATION GUIDE

PURPOSE

This exercise helps students begin to understand the key practice of integrity, which is a critical quality of leadership.

PROCESS

Exercise Total Time Frame: 60 minutes

Setting: Classroom

Preparation:

- Make enough copies of handout for all participants:
 - The 7 Tips for Developing Integrity Handout
 - Developing Integrity Worksheet
- Review the handouts and familiarize yourself with the content to be presented.

Step 1. Briefly lecture on integrity – what is it and why is it relevant to leadership? (Time: 10 minutes)

Lecture/Discussion Content

Open with the following from Alan Chapman (1995-2008) www.businessballs.com:

Good leaders model the way. What that really means is to walk the talk. Good leaders are followed chiefly because people trust and respect them, rather than the skills they possess. Leadership relies on qualities such as integrity, honesty, humility, courage, commitment, sincerity, passion, confidence, positivity, wisdom, determination, compassion, sensitivity, and a degree of personal charisma.

Leadership qualities can be developed and they can be practiced and improved upon with experience by taking leadership positions or roles in various settings. Whatever qualities a person possesses or develops will this be delivered through that person's unique style – there is no right or wrong style for expressing these qualities.

Today our focus is on the leadership quality of integrity.

RESOURCES NEEDED

- ✓ Handouts:
 - The 7 Tips for Developing Integrity Handout
 - Developing Integrity Worksheet

Note that in Integrity: Where Leadership Begins - A New Model of Integrity:

- ◆ Integrity is thus not about good or bad, or right or wrong, or what should or should not be.
- ◆ We distinguish integrity as a phenomenon of the objective state or condition of an object, system, person, group, or organizational entity, and define integrity as: a state or condition of being whole, complete, unbroken, unimpaired, sound, perfect condition.
- ◆ For an individual, integrity is a matter of that person's word being whole and complete, and for a group or organizational entity integrity is what is said by or on behalf of the group or organization being whole and complete. Thus, integrity for an individual, group, or organization is: **Honoring one's word.**
- ◆ Oversimplifying somewhat, honoring your word means you either keep your word (do what you said you would do and by the time you said you would do it), or as soon as you know that you will not, you say that you will not to those who were counting on your word and clean up any mess caused by not keeping your word.
- ◆ Honoring your word is also the route to creating whole and complete social and working relationships. In addition, it provides an actionable pathway to earning the trust of others.

Source: Erhard, Werner, Jensen, Michael C. and Zaffron, Steve, Integrity: Where Leadership Begins - A New Model of Integrity (2007).

Continue with: In her chapter on Integrity in The 7 Heavenly Virtues of Leadership, Margaret Thorsborne addresses how a person becomes a leader of integrity and notes that the best way to learn and develop integrity is from other people – what they do and don't do. She has seven tips for developing integrity:

8. Value integrity.
9. Talk about integrity.
10. Find an integrity mentor.
11. Seek feedback.
12. Examine your heart.
13. Be courageous.
14. Walk your talk.

Source: The 7 Heavenly Virtues of Leadership, Barker, Carolyn and Coy, Robyn, ed. (2003); http://www.aim.com.au/publications/bkchapters/seven_ch3.html.

Each of these tips is more fully explained in this handout.

Distribute handout: The 7 Tips for Developing Integrity

Step 2. Developing Integrity. (Time: 15 minutes)

Distribute Handout: Developing Integrity Worksheet. Have students reflect on and answer the questions.

Step 3. Have students share how they practice integrity and how they might integrate and develop that practice in their development as a nursing leader. (Time: 15-20 minutes)

Step 4. Have students write down a commitment about how they will further develop their integrity based on their own reflection. (Time: 10 minutes)

Build accountability by asking them to write down the commitment and then share it with the group.

Step 5. Wrap up and plan next steps. (5 minutes)

Thank the students for sharing their experiences.

(Optional) Check in on students' progress on their commitment in two to three months and at end of the program. How are they doing? How did they do? Let students know this will be a part of their development.

THE 7 TIPS FOR DEVELOPING INTEGRITY

Integrity as a leader is characterized by a person's behavior. Integrity is best developed through other people – observing what they do and don't do and then assessing your own behavior. These tips are ways you can develop your integrity as a leader:

1. **Value integrity.** Understand that your integrity in dealings with others (and yourself) is an essential component of the glue in your relationships. It delivers respect, loyalty, commitment and trust. It's a virtue worthy of your interest.
2. **Talk about integrity.** Engage colleagues, coworkers or staff in dialogue about how they feel about the issues that affect them. Talk about integrity generally. Find out how important it is to them. Ask them how they feel when they are let down.
3. **Find an integrity mentor.** Find someone known for his or her integrity to coach and mentor you. Listen to their views and values. Ask them about what integrity means to them. Talk to their staff (with permission) about the quality of their relationships with their staff. Learn from them how to do it. Find out *how* they go about deciding what to say and do when the pressure is on. How do they wrestle with their sense of right and wrong?
4. **Seek feedback.** Seek feedback about colleague's, coworker's or your staff's perceptions of your integrity---whether or not they trust you to walk your talk. Do they know (and understand) your talk?
5. **Examine your heart.** Find role models who are known for their integrity and watch their values playing out. Watch their behavior. Learn from their example how they 'do' honesty and openness, how they walk their talk. Watch someone who is a spectacular failure at integrity and *don't* follow in his or her footsteps.

Seriously examine these questions. What do you believe in? What are your values about right and wrong? How did you learn them? What has influenced how you deal with people?

6. **Be courageous.** Have courage. Integrity is hard work. Be prepared to be disadvantaged sometimes when you make a stand over an issue, or to be inconvenienced when you made a promise. Be prepared to take the risk of changing the way you deal with others, and yourself.
7. **Walk your talk.** Do what you say you will do. Don't let people down.

Source: Adapted from "Integrity," Thorsborne, Margaret, in [The 7 Heavenly Virtues of Leadership](http://www.aim.com.au/publications/bkchapters/seven_ch3.html), Barker, Carolyn and Coy, Robyn, ed.,
http://www.aim.com.au/publications/bkchapters/seven_ch3.html.

DEVELOPING INTEGRITY WORKSHEET

Introduction When you start a new course of study that will lead to a new career it is typical to go through a phase where you are keenly aware of what don't know about the new field of study. This phase is called "conscious incompetence." It is during this time that you forget that you have a strong base of both professional and personal leadership experience that can guide you as you build a strong foundation of knowledge and gain confidence in your new career.

Objective This worksheet will help you begin to understand how you define integrity and determine what practices you'd like to use to build integrity as a nursing leader.

Defining Integrity With this objective in mind, reflect on the following questions:

Think about someone you know who has integrity. Identify their values regarding work, productivity, matters of right and wrong, fairness and relationships. _____

What do they say about their values? _____

How do they enact these values and beliefs? In what ways do they walk their talk? _____

Think about yourself. What's your talk? How do you walk it? _____

What are the circumstances that see you keep silent in the face of violations of your values about work? What are the pressures on you in that moment? _____

How do you think others see you because of what you say or don't say, do or don't do? _____

How would you like to further develop your integrity? _____

Source: Adapted from "Integrity," Thorsborne, Margaret, in The 7 Heavenly Virtues of Leadership, Barker, Carolyn and Coy, Robyn, ed. (2003); www.managementpress.com.au.

D. Inspiring a Shared Vision: Can You See It? Exercise

Good leaders can inspire people to work together toward a shared vision. The ability to create a vision of the future is an essential leadership competency. In addition to being able to create a vision, leaders must also be able to inspire others to “see” the same future and be motivated to work toward making it happen.

This exercise helps students begin to understand what it takes to develop a shared vision and inspire others. The exercise is comprised of the Can You See It? Exercise Facilitation Guide and the handout: Can You See It? These documents follow this section.

INSPIRING A SHARED VISION EXERCISE FACILITATION GUIDE

PURPOSE

This exercise helps students begin to understand what it takes to develop a shared vision and inspire others.

PROCESS

Exercise Total Time Frame: 60 - 90 minutes

Setting: Classroom

Preparation:

- Make enough copies of handout for all participants:
 - Can You See It? Handout
- Familiarize yourself with the content to be presented.

Step 1. Briefly lecture on inspiring a shared vision. (Time: 5 minutes)

Lecture/Discussion Content

Open with the following introduction: Good leaders can inspire people to work together toward a shared vision. The ability to create a vision of the future is an essential leadership competency. In addition to being able to create a vision, leaders must also be able to inspire others to “see” the same future and be motivated to work toward making it happen.

Follow with: Daniel Robin, in *Making Workplaces Work Better*, says:

“According to Peter Senge's *Fifth Discipline*, shared vision is a vehicle for building shared meaning. Share vision presumes that every organization has a destiny, a “deep purpose that expresses the organization's reason for existence.” That purpose may never be fully known, just as an individual may continuously gain clarity about their “calling” -- like taking steps through a dark forest at night, a candle lights only the next few steps.

Clues to an organization's deeper purpose can be found in the founders' aspirations and the reasons why the industry came into being.

RESOURCES NEEDED

- ✓ Handout: Can You See It?
- ✓ Flipchart/Flipchart paper
- ✓ Markers
- ✓ Tape

Ideally, to be truly shared visions, they must emerge from many people that hold similar understandings of the organization's purpose. Much of this core purpose and potential for shared vision are obscured by the day to day, by the prevailing organizational culture, and the barriers to communication or other structural challenges.

By asking questions and learning to listen carefully to the answers, the sense of shared vision grows. The key is to design in a process in which people at every level of the organization, in every role, can speak openly about what really matters to them and really be heard. . . .”

Source: Used with permission, “Making Workplaces Work Better” © 1997-2009 Daniel Robin & Associates

Step 2. Have the students create a shared vision. (Time: 35 minutes)

Break the students into teams of 3-5 people.

Tell the students they have the chance to create an organization with funding from a generous \$1,000,000 grant awarded by the American Nurses Association. Because the ANA can choose only one organization to fund, there is a great deal of competition. The ANA has asked all finalists to prepare a 5-minute presentation to outline their proposed organizations to the ANA Executive Director and its Board, who will decide how well the vision, values, and services align with the ANA’s statement of purpose (abbreviated here):

“Dedicated to ensuring that an adequate supply of highly-skilled and well-educated nurses is available, the ANA is committed to meeting the needs of nurses as well as health care consumers. The ANA advances the nursing profession by fostering high standards of nursing practice, promoting the economic and general welfare of nurses in the workplace, projecting a positive and realistic view of nursing, and by lobbying the Congress and regulatory agencies on health care issues affecting nurses and the general public.”

Tell the students that they have 30 minutes to prepare a 5-minute oral presentation that includes the following information:

- ✓ The name of the organization
- ✓ the vision of the organization
- ✓ the organization’s core values
- ✓ the organization’s logo

- ✓ the segment of the population that the organization will benefit (e.g., nurses, health care consumers such as homeless people, victims of a particular disease, or any other segment)
- ✓ the specific services the organization will deliver
- ✓ the names of 5 well-known leaders or celebrities who will serve as the board of directors, and why their involvement brings credibility

Tell the students the following:

- ◆ The teams may use the flipcharts or flipchart paper, markers, and tape to enhance their presentations.
- ◆ When not presenting, participants serve as ANA's Executive Director and Board members.

Distribute Handout: Can You See It?

Step 3. Have the teams present their proposed organizations. (Time: 15-20 minutes)

Ask the students to vote (a student may not vote for his/her own group), at the conclusion of all the presentations, on which organization should be awarded the funds.

Step 4. Debrief the exercise. (Time: 20 minutes)

Ask the students to comment on how it was to work as a group to develop their proposed organizations: what worked well in the group, what did not work so well and how might they see this process working in the nursing environment.

Step 5. Wrap up and plan next steps. (5 minutes)

Thank the students for sharing their experiences.

Adapted from "Phictional Philanthropy" in *The Big Book of Leadership Games* by Vasudha K. Deming.

CAN YOU SEE IT?

Time: 30 minutes

Deliverable: 5 minute oral presentation containing items listed below (you may use the flipcharts or flipchart paper, markers, and tape to enhance your presentations)

Develop an Organization:

You have the chance to create an organization with funding from a generous \$1,000,000 grant awarded by the American Nurses Association. Because the ANA can choose only one organization to fund, there is a great deal of competition. The ANA has asked all finalists to prepare a 5-minute presentation to outline their proposed organizations to the ANA Executive Director and its Board, who will decide how well the vision, values, and services align with the ANA's statement of purpose (abbreviated here):

“Dedicated to ensuring that an adequate supply of highly-skilled and well-educated nurses is available, the ANA is committed to meeting the needs of nurses as well as health care consumers. The ANA advances the nursing profession by fostering high standards of nursing practice, promoting the economic and general welfare of nurses in the workplace, projecting a positive and realistic view of nursing, and by lobbying the Congress and regulatory agencies on health care issues affecting nurses and the general public.”

Include the following in your presentation:

- ✓ The name of the organization
- ✓ the vision of the organization
- ✓ the organization's core values
- ✓ the organization's logo
- ✓ the segment of the population that the organization will benefit (e.g., nurses, health care consumers such as homeless people, victims of a particular disease, or any other segment)
- ✓ the specific services the organization will deliver
- ✓ the names of 5 well-known leaders or celebrities who will serve as the board of directors, and why their involvement brings credibility

NOTE: When not presenting, your team serves as ANA's Executive Director and Board members.

E. Challenging the Process: Opening the Mind Exercise

Effective leadership means challenging the process – not adhering to the status quo – to move yourself or an organization forward. Challenging the process means opening up your mind, encouraging experimentation and learning from success and mistakes.

This exercise helps students tackle real work issues (or other issues) and identify specific ways they can challenge the process. The exercise is comprised of the Opening the Mind Exercise Facilitation Guide and the handout: Open the Mind. These documents follow this section.

ADAPTATION: This exercise can be adapted as a **peer mentor exercise** with faculty guidance. Have the students work through the exercise with their peer mentor, with the students selecting any issue upon which they would like to focus. The exercise can be assigned and completed outside of the classroom or clinic setting. Students would then debrief the exercise as described in Step 5 of the Process in the Facilitation Guide below.

OPENING THE MIND EXERCISE FACILITATION GUIDE

PURPOSE

This exercise helps students tackle real work issues (or other issues) and identify specific ways they can challenge the process.

PROCESS

Exercise Total Time Frame: 60 - 90 minutes

Setting: Classroom

Preparation:

- Make enough copies of handout for all participants:
 - Opening the Mind Handout
- Familiarize yourself with the content to be presented.

Step 1. Briefly lecture how leaders challenge the process. (Time: 5 minutes)

Lecture/Discussion Content

Open with the following introduction:

Leaders get things moving. You cannot predict outcomes. Something must shift for outcomes to be different. Leaders can challenge the process by taking an action and then evaluating what they learned, whether the outcome matched the expectations (why did they match or why didn't they match).

Challenging the process is about indentifying and putting into practice new and better ways of doing things in order to continuously improve to move forward. Challenging the process does not mean challenging the values or standards of a person or organization simply because you don't agree with them, they are inconvenient, or because the standards are high.

Challenging the process means:

- ✓ Staying open to new ideas, not discounting them without consideration
- ✓ Having open and robust dialog so that all ideas get heard
- ✓ Allowing the facts to govern rather than assumptions
- ✓ Hearing people's reasons for their beliefs about whether a new idea will fly or not
- ✓ Creating the openings for experimentation, innovation, creativity and brainstorming

RESOURCES NEEDED

- ✓ Handout: Opening the Mind

Step 2. Have the students identify a challenge. (Time: 25-30 minutes)

Divide the students into pairs.

Distribute Handout: Opening the Mind

Tell the students the process they will use:

- Individually, take 5-8 minutes to identify a work challenge (or personal challenge if no work challenges) AND your idea for addressing the challenge. Write down the challenge and the idea.
- In your pairs, one person will work through the process and then you will switch and the other person will work through their process. The process is:

Person One

- Take up to 2 minutes: Share your **challenge AND idea?** (Don't bog down in the problem.)
- Take up to 2 minutes: What **assumptions** are you making?
- Take up to 5 minutes: How will you build the **business case** to strengthen your idea and get buy-in from stakeholders? If you are using a personal challenge, how will you build the case to strengthen your idea and get buy-in from those involved in the challenge?
- Take up to 3 minutes: Specifically, what **next steps** will you take over the next 60 days to get this idea in motion?

SWITCH ROLES!

Person Two

Repeat the process.

Step 3. Have the students help each other challenge the process. (Time: 10-15 minutes)

Tell the students:

Your partner will play the role of a critic with respect to your idea. When challenging the process, it is important to understand that critics provide valuable feedback and new ideas. The goal is to provide useful feedback on the idea, not to denigrate someone OR their idea. Be helpful.

- In your pairs, one person will work through the process described next and then you will switch and the other person will work through the process. The process is:

Person One

Take up to 5 minutes: Your partner will take on the role of the critic when it comes to the

specific idea you have described. You will practice taking in the feedback and integrating it into your idea. The goal is to challenge the idea, not find other solutions to the challenge.

SWITCH ROLES!

Person Two

Repeat the process.

Step 4. Have the students revisit the steps they were going to take to get the idea set in motion. (Time: 5-7 minutes)

Tell the students:

- In order to stay motivated to keep themselves and others moving, good leaders build in small wins that serve as encouragement to stay on track to the bigger win.
- Take up to 5 minutes AS PARTNERS together to revisit the steps, in light of the challenge by the critic, each of you were going to take to get your idea in motion. What interim steps can they include in their ideas so that they can achieve small wins as they work toward the larger objective?

Step 5. Debrief the exercise. (Time: 20 minutes)

Ask the students to comment on how it was to work with their partner: was it challenging, was it helpful, did their idea change? How might they use this process as a nursing leader?

Step 6. Wrap up. (5 minutes)

Thank the students for participating.

OPENING THE MIND

Identify Your Challenge

Identify a work challenge (or personal challenge if no work challenges) AND your idea for addressing the challenge. _____

Identify the Challenge with Your Partner

Person One

- Take up to 2 minutes: Share your **challenge AND idea**. (Don't bog down in the problem.)
- Take up to 2 minutes: What **assumptions** are you making?
- Take up to 5 minutes: How will you build the **business case** to strengthen your idea and get buy-in from stakeholders? If you are using a personal challenge, how will you build the case to strengthen your idea and get buy-in from those involved in the challenge?
- Take up to 3 minutes: Specifically, what **next steps** will you take over the next 60 days to get this idea in motion?

SWITCH ROLES!

Person Two - Repeat the process.

Challenge the Process with Your Partner

Person One

- Take up to 5 minutes: Your partner will take on the role of the critic when it comes to the specific idea you have described. You will practice taking in the feedback and integrating it into your idea. The goal is to challenge the idea, not find other solutions to the challenge.

SWITCH ROLES!

Person Two - Repeat the process.

Refine the Idea

- Take up to 5 minutes AS PARTNERS together to revisit the steps, in light of the challenge by the critic, each of you were going to take to get your idea in motion. What interim steps can they include in their ideas so that they can achieve small wins as they work toward the larger objective?

F. Enabling Others to Act

Leadership is often more about serving than leading. Successful leaders enable those around them to thrive. It is less about making people do things, and more about opening doors and creating opportunities, while providing support and guidance, for those that work with the leader.

1. Fostering Collaboration Exercise

This exercise helps students understand how to create a climate or culture that enables others to act. The exercise is comprised of the Fostering Collaboration Exercise Facilitation Guide, the Word Card Template and the Handout: Fostering Collaboration. These documents follow this section.

FOSTERING COLLABORATION EXERCISE FACILITATION GUIDE

PURPOSE

This exercise helps students understand how to create a climate or culture that enables others to act.

PROCESS

Exercise Total Time Frame: 60 minutes

Setting: Classroom

Preparation:

- Make enough copies of the Word Cards to create a set of four cards for each student (print on 3x5 cards or print template on heavy card stock – so words are not visible when turned over - and cut apart):
 - Word Card Template
- Make enough copies of the handout for each participant:
 - Fostering Collaboration
- Familiarize yourself with the content to be presented. See The Leadership Challenge in the Appendix.

RESOURCES NEEDED

- ✓ Handout:
 - Word Card Template
 - Fostering Collaboration
- ✓ Flipchart
- ✓ Markers
- ✓ Tape

Step 1. Briefly lecture what it means when a leader enables others to act. (Time: 5 minutes) Lecture/Discussion Content

Open with the following introduction:

As leaders, the key to success is not in tooting one's own horn and reaping all the benefits. Leaders must promote and celebrate the accomplishments of others. It means creating confidence within the people who the leader is relying on to achieve the vision. Kouzes and Posner, in *The Leadership Challenge*, tell us that "[w]orld-class results are only possible when there's a sense of shared responsibility." *The Leadership Challenge* teaches us that in order to enable others to act and to act together, the leader must model collaborate to foster collaboration in others. To set the climate, a leader must:

- Create a climate of trust by modeling trust and vulnerability;
- Facilitate positive interdependence by developing shared roles and goals;
- Support face-to-face interactions and encourage people to share information and resources;
- Ensure self-leadership by sharing their power with others;
- Provide more opportunities for people to make their own choices and identify alternative approaches;
- Develop competence and confidence in their staff so that they take on more challenges and use their skills more effectively; and
- Strengthen accountability by fostering accountability.

Step 2. Understanding what Enabling Others to Act means. (Time: 25 minutes)
Mix up the Word Cards and Place them Face Down on a Table or Desk.

Have each student pull a card from the mix:

Sort students into groups based on the words they selected. Have them select a spokesperson.

Tell each group to:

- develop a definition of the word they all have chosen,
- identify specific examples how each of them have lived out these words with respect to enabling others and how their organization is living out the words, AND
- develop recommendations on how to improve upon these attributes.

Distribute Handout: Fostering Collaboration

Step 3. Bring all the groups together and debrief. (Time: 20-25 minutes)

Ask each group's spokesperson to present the group's definition, examples and recommendations. Flip chart the reports.

Ask the students to comment on what is the same, what is different about the information the group's presented. What might they focus with respect to the attributes discussed – how can they enable others around that attribute as they move forward as nursing leaders?

Ask the students to keep the card they selected to remind them to focus on that particular attribute of enabling others to act.

Step 4. Wrap up and plan next steps. (5 minutes)

Thank the students for sharing their experiences.

FOSTERING COLLABORATION

For your group:

Develop a definition of the word you all have chosen: _____

Identify specific examples how each of you have lived out these words with respect to enabling others/fostering collaboration and how your organizations are living out the words: _____

Develop recommendations on how to improve upon the attribute: _____

WORD CARDS

Trust

Collaboration

Competence

Confidence

Trust

Collaboration

Competence

Confidence

2. Exploring Differences Exercise

Part of a leader's responsibility is to shape the dynamics of the group that is being led. A good leader pays attention to what is happening among group members and helps the group work more efficiently by making sure differences are appreciated and addressed.

This exercise helps students bridge differences within their own group so that they understand how to do it for groups they lead. As a result, the students are more capable and can demonstrate how to improve the dynamics of a group so that they enable others to act. The exercise is comprised of the Exploring Differences Exercise Facilitation Guide, the Handout: Interview Protocol. These documents follow this section.

EXPLORING DIFFERENCES EXERCISE FACILITATION GUIDE

PURPOSE

This exercise provides a means for diverse cohort members to get to know each other on a deeper level while promoting listening skills.

RESOURCES NEEDED

- ✓ Interview Protocol Handout

PROCESS

Exercise Total Time Frame: 40 minutes (approximate, depends on size of cohort)

Setting: Classroom

Preparation

- Make enough copies of handout for all participants:

Interview Protocol Handout
- Review the handout and familiarize yourself with the content to be presented.

Step 1. Exploring Differences with a Cohort. (5 minutes).

Open with the following comments:

You all are in a cohort that will be going through this accelerated nursing program for the next ____ **(fill in the number)** months. Being in a cohort is different from the usual learning environment because a cohort is a group that is intended to be a cohesive, collaborative group that is a community unto itself.

This exercise focuses on bridging potential barriers between you as cohort members. It can improve the comfort level of those of you unfamiliar or limited in your interactions with diverse people and communities, enrich your interactions, and increase the opportunity for enduring relationships.

Step 2. Interview Protocol (10 minutes)

Have the students divide themselves in to pair or groups of three (pairs preferred), depending on the cohort size. Students should be in pairs or groups with people they do not know or do not normally sit, talk or work with, if possible.

Distribute the Handout (Interview Protocol Handout) and tell the students:

Pairs have 3 minutes to interview each person or a total of 6 minutes to interview both people
Groups of three people have 2 minutes per person for a total of 6 minutes to interview everyone in the group.

Tell the students: The format is an interview format – one person asks the questions, the other answers – **not** a discussion format.

Give the students time announcements at 2 minutes, 3 minutes and 4 minutes so they can switch roles.

Step 3. Introductions (20 minutes, approximate –depends on size of cohort)

Have students introduce the person they interviewed – summarizing the information or going through it briefly without adding additional comments.

Step 4. Debrief (5 minutes, approximate –depends on size of cohort)

Ask the students to comment on what they learned about their fellow cohort members – were there any surprises, did they learn something new, did they find they had something in common with someone else, how might they view their fellow cohort members differently now, how might they interact differently now that they know more about each other.

Step 5. Close

Thank the students for participating.

3. Communication and Conflict Resolution Exercise

In any group, conflict occurs when differences are present. Some conflicts are easily resolved by assigning clear roles and responsibilities to group members. Differences of opinion can be discussed and decisions reached based on that discussion. When conflicts run deeper, leaders must help the group work through the conflict in order to preserve trust and have the group continue to work productively.

This exercise helps students understand how to work through conversations when communications get derailed. Practicing the use of a structured communication technique will allow students the choice of having conversations in a different way and in a way that enables others to act. The exercise is comprised of the Communication and Conflict Resolution Exercise Facilitation Guide, the Handouts: The Ladder of Inference Model, The Ladder of Inference at Work, and The Ladder of Inference Worksheet. These documents follow this section.

COMMUNICATION AND CONFLICT RESOLUTION EXERCISE FACILITATION GUIDE

PURPOSE

This exercise provides a means for structuring communications through understanding and reflecting on the process that typically occurs during a conversation. This exercise will allow students to choose how to have conversations in a different way.

PROCESS

Exercise Total Time Frame: 50 minutes (approximate, depends on the size of the cohort)

Setting: Classroom or between individuals to resolve conflicts

RESOURCES NEEDED

- ✓ The Ladder of Inference Model
- ✓ The Ladder of Inference at Work
- ✓ The Ladder of Inference Worksheet

Preparation

- Make enough copies of handout for all participants:
 - The Ladder of Inference Model
 - The Ladder of Inference at Work
 - The Ladder of Inference Worksheet
- Review the handout and familiarize yourself with the content to be presented.

Step 1. The Ladder of Inference. (15 minutes)

Distribute The Ladder of Inference Model Handout and provide the following introduction:

The Ladder of Inference is an exercise that helps us:

- 1) become aware of our own thinking and reasoning and
- 2) make our thinking and reasoning more visible to others (advocacy), and
- 3) understand how someone else arrived at their perception/inference about a situation.

NOTE: The goal is to understand the impact you had on each other, not to agree to one person's view or the other. Once you both understand what happened and how, you must them move into deciding what to do next.

We are so skilled at thinking that making inferences is a split second process. And some inferences are necessary and helpful. For instance, if you do not assume there is sturdy flooring underneath the carpeting in your house, you would not be able to walk across the floor because each time, before you took another step, you'd have to stop, test and verify that there is, indeed, solid floor under the carpet. Imagine sticking your foot out each time to test if the

area in front of you would hold weight. How long might that take? Too long! So some inferences are good and they fill gaps in information (e.g., Is there really floor under there?)

In becoming more aware of our own thinking, we need to slow down how fast we ascend the ladder and be aware of what informs our thinking – what data we took in, what meaning we made of it, what conclusions we drew from it, what beliefs we formed and what actions we took based on the conclusions and beliefs. All these steps are illustrated in the Ladder of Inference Model.

Step 2. Have the students review The Ladder of Inference at Work Handout and using the Ladder of Inference Worksheet, reflect on a conversation each of them had and have them attempt to become aware of their own thinking and reasoning. (15 minutes)

Step 3. Discussion (15 minutes)

Have the students pick partners and each pair shares what they learned as they reflected on the questions on the Worksheet. Each partner should help the other partner look at options for holding a conversation differently based on what they learned about the Ladder of Inference.

OR, in the alternative, if you have an active conflict:

Step 3 ALTERNATIVE. Conflict Resolution (15 minutes)

Have the parties involved in the conflict each fill out a Worksheet on the conflict and then have them share, one at a time, their responses. Each party should listen to UNDERSTAND, NOT AGREE with the other person's view. Once both parties UNDERSTAND how the other person arrived at their conclusion, they should then seek to determine how to communicate in the future – what questions to ask of each other, and what requests to make of each other.

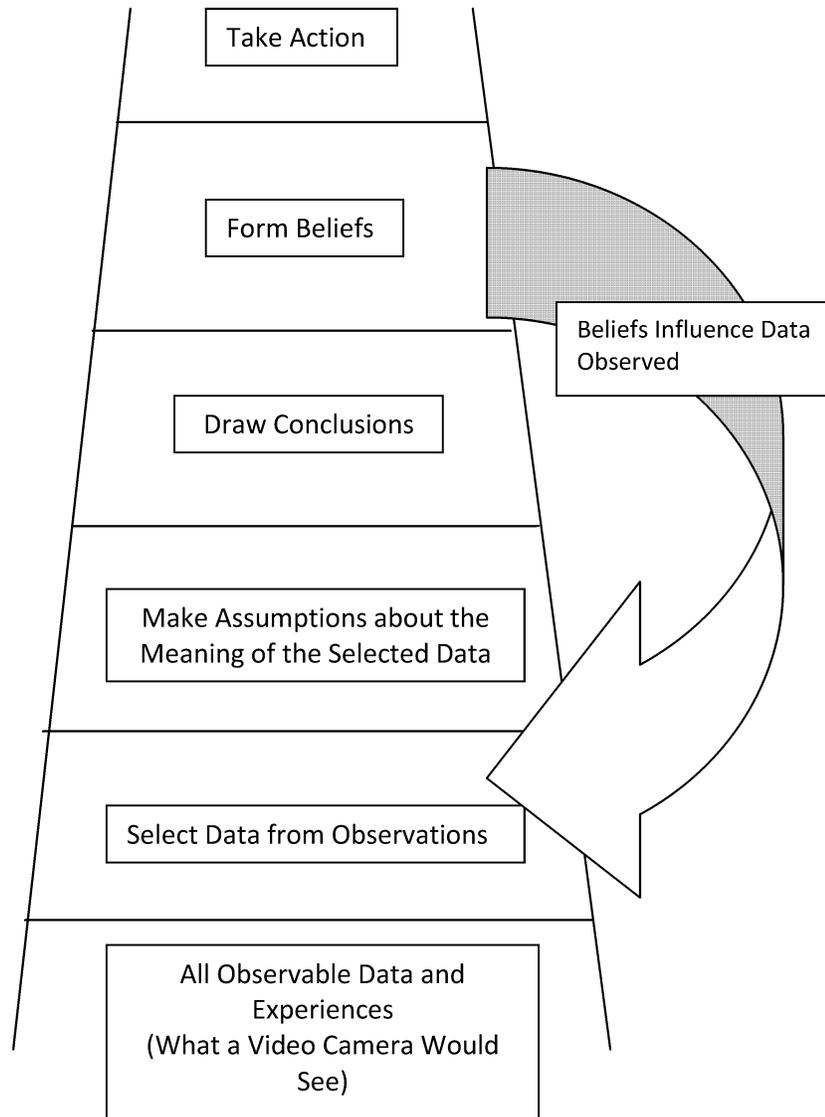
Step 3. Wrap Up (5 minutes)

Thank the students for participating.

Sources:

- Action Science/Inquiry History at http://www.analytictech.com/mb021/action_science_history.htm based on Senge, et al. *The Fifth Discipline Handbook*, Senge, et al. *The Fifth Discipline* and Fisher, Rooke, & Torbert, *Personal and Professional Transformation*
- The Ladder of Inference: An Introduction, Action Design ©1999

THE LADDER OF INFERENCE MODEL



Source: Adapted from Argyris (1982) in *The Fifth Discipline Fieldbook*, Senge, Peter, Roberts, Charlotte, et al ©1994.

THE LADDER OF INFERENCE AT WORK

The Ladder of Inference at Work

Let's take an example of just one person's experience on the ladder: Mark and Steve are discussing an issue. During the discussion Mark furrows his brow and two vertical lines appear between his eyebrows. Steve observes this facial expression. We will follow only Steve:

Starting at the bottom of the ladder, note that there is a pool of data available – everything objectively observable (a video camera sees, but draws no inferences from the data).

We rapidly select data from any conversation we have or action we observe – the words used, facial expressions, gestures, tone of voice, pace of speech, etc. We don't always have all the data pool visible to us that others do. From our example, Steve sees a furrowed brow. Mark is not aware he is furrowing his brow. So consider that from the outset, **there are two DIFFERING sets of data.**

We move up one rung of the ladder and make meaning of what we see. Our meanings differ based on what we each selected from our available data pools, our backgrounds, our cultures, and our life experiences. Steve sees the furrowed brow and from his background and life experience, he thinks that a furrowed brow means that a person is angry. Mark knows his brow is furrowed, but he knows he does that when he thinks or is in pain. Since no two people share the exact same background, culture AND life experience, **there are two DIFFERENT meanings.**

From the different meanings, we now move up another rung and draw conclusions based on our own meanings. Steve now concludes that Mark is mad at him because he is furrowing his brow in Steve's presence and seemingly in response to what Steve is saying. Mark makes no conclusions since he is thinking and unaware of his impact. **These are two DIFFERENT conclusions – or one conclusion and a lack of awareness.**

We take another step up the ladder and form beliefs. Steve has seen Mark make this same facial expression other times in conversation with him and with others. Steve forms the belief that Mark is an angry kind of guy and that he gets mad when others offer new ideas or opinions. Since humans, by nature, want to be right, Steve tells a few people that Mark is an angry guy and doesn't like differing opinions. Mark is still unaware of his impact. **Now there are two DIFFERENT beliefs – or one belief and a lack of awareness.** And because it's a belief, we no longer see data to the contrary! We might even dismiss it because it does not support the belief.

We reach the top of the ladder and take action based on the meaning we made, the conclusions we drew and the beliefs we formed. Steve thinks Mark is angry and becomes defensive, raising his voice and challenging Mark in the conversation. Mark has no idea what has happened and immediately begins HIS journey on his own ladder based on the data he sees coming from Steve. Steve talks to Mark from the top of his ladder and now that Mark is at the

top of his ladder of inference triggered by Steve's behavior, **they are having two DIFFERENT conversations!** Steve thinks Mark is an angry guy and Mark thinks Steve is nuts, having attacked him out of left field. What chances do you think they have of really resolving the issue at this time? None.

So how do you resolve things? You reflect on what happened and then talk it out.

1. Share what you saw or heard without the interpretation (furrowed brow, not angry). Explain each step of your own ladder and help the other person understand what your part in interaction was – own what your inference was.

Steve needs to come back and be able to identify to Mark what set him off – the furrowed brow. If this is new information to Mark (he did not know he was doing it) or is a habit Mark is aware of because he always furrows his brow when he is thinking or in pain, Steve needs to hear that.

2. Share your information from each step of the ladder. Steve can share with Mark where he went from that first data point. Mark needs to understand how Steve got to acting defensive, raising his voice and challenging in the conversation.

3. Let the other person respond and/or ask questions for understanding. Mark now has an opportunity to say he did not know that he was furrowing his brow, or that he was aware of it but that he does that when he's thinking or in pain and was unaware of the impact he had. He can **acknowledge, not agree, that he could understand** how Steve made the inferences he did (even though he thinks Steve's inference is crazy – remember, Mark does not have Steve's background, culture, or life experiences) and the impact Steve says Mark had.

4. Agree on how you'd like to communicate in the future. Now Mark has a choice about what impact he has. He can tell people what his furrowed brow means (I'm thinking and I wrinkle my brow when I think.) Or not. But now Steve knows what it means and he can choose a different course in the future. Steve can also ask Mark to let him know when he is thinking.

In the future, during a conversation: Check things out! Ask "I noticed your brow is furrowed, have I confused you?" Let the other person tell you what it means or be surprised that they are doing it. Then you can admit, "Whew, for a moment I thought you were angry and was not sure what to say next." If they are angry, this type of conversation more often offers relief and they can say, "Well, I was, but then I realized.....or I am angry, but since you've asked, I realize I went up my own ladder of inference...."

THE LADDER OF INFERENCE WORK SHEET

Identify a conversation you've had that you do not feel worked well or that resulted in miscommunication of some kind and ask yourself the following questions:

What observable, objective data (e.g., what body language, facial expression, gestures, tone of voice, rate of speech) did I observe or hear? _____

What did that mean to me – what meaning did I make of it (e.g., when someone furrows their brow between their eyes, it means they are mad)? _____

What conclusion did I make based on that meaning (e.g., this person I am talking to furrowed their brow and must be mad and they must be made at me)? _____

What belief, if any, did I form (e.g., this person is mad at me and generally I see the furrowed brow a lot, so this is an angry person)? _____

What action, if any, did I take based on the conversation (e.g. this person is an angry person and I should protect myself in conversations by responding defensively AND I should tell others so they know)? _____

What questions could I have asked or what could I have done differently? How might I have stayed open to hearing what the other person's inferences were? _____

NOTE: Once you form a belief about someone, we no longer see data that supports any other conclusion or belief because we are human, and we like to be right/certain of the meanings and belief we hold. We discount data that tells us something different, often further reinforcing the perception we hold of someone.

G. Encouraging the Heart: Building Connections Exercise

The best leaders create a culture with an environment that allows and encourages people to do their best work. A leader's ability to engage the hearts and minds of others is directly linked to their ability to authentically recognize and honor others contributions and celebrate their victories. Leaders need to feel connected to others and that feeling needs to be reciprocal because great success is never achieved by one person.

This exercise helps students begin to understand what it means to connect with others in a way that engages heart and minds. The exercise is comprised of the Building Connections Exercise Facilitation Guide. The Guide follows this section.

ADAPTATION: This exercise can be adapted as a peer mentor exercise with faculty guidance. Have the students work through the exercise with their peer mentor, with the mentor serving the role of critic and giving feedback. The exercise can be assigned and completed outside of the classroom or clinic setting. Students would then debrief the exercise as follows: Ask the students to present what they learned from the conversations with their peer mentors. Ask the students to share how they might use that feedback in their nursing career and/or as a nursing leader.

BUILDING CONNECTIONS EXERCISE FACILITATION GUIDE

PURPOSE

This exercise helps students begin to understand what it means to connect with others in a way that engages hearts and minds.

PROCESS

Exercise Total Time Frame: 60 - 90 minutes

Setting: Classroom

RESOURCES NEEDED

- ✓ 3x5 cards
- ✓ Pens

Preparation:

- Think about a time when you were successful. Write down the story to share with the students (2-3 minutes in length).
- Familiarize yourself with the content to be presented.

Step 1. Briefly lecture what it means to build connections. (Time: 10 minutes)

Lecture/Discussion Content

Open with the following introduction:

The best leaders create a culture with an environment that allows and encourages people to do their best work. A leader's ability to engage the hearts and minds of others is directly linked to their ability to authentically recognize and honor others contributions and celebrate their victories. Leaders need to feel connected to others and that feeling needs to be reciprocal because great success is never achieved by one person.

Share your story (model the way for the students):

- Ask the group to listen for strengths underlying the story.
- Ask the students to share a sampling of a few strengths they heard.

Step 2. Encouraging the Heart. (Time: 30-50 minutes)

Divide the students into groups of 3-5.

Ask each student to reflect for 3 minutes on one success in their life (e.g., a success with people, in relationships; in sports, music, or hobby; with a project, task, or event that is work or volunteer related).

After the reflection, ask one person in each group to be the timer, allotting up to five minutes for each storyteller and 5 minutes for the listeners to provide feedback.

Ask one person in each group to tell his or her success story.

Tell the others in the group to listen for strengths underlying the story and write those strengths on the 3x5 cards (provide one strength per card; a minimum of three identified strengths/three cards per person).

When the first person has finished, each listener in the group, in turn, tells the person the strengths that they identified and gives them their cards. The storyteller retains all completed 'strengths' cards.

Repeat the process with the remaining members of the group each telling their success story.

NOTE: Everyone needs to complete the exercise-both receiving and giving strength-based feedback.

Step 3. Debrief. (Time: 10 minutes)

Tell the students to remain in their groups and designate a scribe.

Have the groups discuss, for five minutes, what each student learned from this exercise about Encouraging the Heart.

Reconvene in the large group and ask the student/scribes to present their group's learnings.

For the next five minutes, ask the students to review and consider some of the themes that surfaced as a result of the small group discussions.

Step 4. Wrap up. (5 minutes)

Thank the students for sharing their experiences.

H. Emerging Leadership: Show Me the Ropes Exercise

Sometimes it is not enough to have students learn the concepts of leadership and practice different aspects of leadership. Sometimes students need an experience that pulls all the teachings together to show them that they are indeed, leaders or on their way to becoming leaders.

This exercise helps students see, in the moment, what leadership looks like – some students will step up, others will hold back. Each student can reflect on where he/she is in becoming a leader. This exercise is comprised of the On the Ropes Exercise Facilitation Guide. The Guide follows this section.

SHOW ME THE ROPES EXERCISE FACILITATION GUIDE

PURPOSE

This exercise helps students begin to understand what “taking leadership” looks and feels like as it emerges in a group. Each student can begin assessing, for themselves, where they are in the process of becoming a leader.

PROCESS

Exercise Total Time Frame: 45-55 minutes

Setting: Classroom (or room with large amount of floor space)

RESOURCES NEEDED

- ✓ A room with a large amount of floor space.
- ✓ Twenty-five feet of 1/4-inch rope, twine, or macramé cord for each subgroup.

Preparation:

- Place the ropes in a room large enough for the groups to work without disturbing one another.
- Depending on the size of the group, determine how many subgroups into which you will need to divide the students. Each subgroup should have an odd number of members, if possible. For example if you have 6 students, divide them into subgroups of 3; 20 students, divide them into subgroups of 5; etc. If you cannot have an odd number in each subgroup, use as many subgroups with an odd number of members as possible (e.g., 5 students means a subgroup of 3 and a subgroup of 2; 7 students means a subgroup of 3 and one of 4).
- Familiarize yourself with the content to be presented.

Step 1. Briefly introduce the exercise. (Time: 5 minutes)

Ask the students to assemble into subgroups (using the number of subgroups you determined were necessary based on the size of the group). **Let them self-select their group members.**

Open with the following introduction:

This exercise will be done in subgroups. It is designed to give you some insight into yourself. I will ask you to do a series of things in subgroups and then we will discuss what transpired as you completed the tasks you were given.

NOTE: Do not tell the students that it is a leadership exercise.

Step 2. Begin the exercise. (Time: 20-30 minutes)

Give the following directions:

The task of each subgroup is to use the rope to form "an absolutely perfect" circle on the floor. When finished, the rope should lie on the floor with no one touching it to hold it in place. You may not talk to one another or to me during the activity. I will be the final judge as to when you have accomplished the task.

Tell them to begin, giving them no more than two or three minutes to make the circle.

While subgroups are completing the task, walk around from subgroup to subgroup "judging" their work and being critical about the final shapes they have created.

After the circles have been completed, tell the subgroups to form a perfect square, then a triangle, a trapezoid, and an octagon.

Remind the participants not to talk. Give them no more than two or three minutes per shape.

Step 3. Debrief. (Time: 10-15 minutes)

After all the shapes have been completed say, "On the count of 3, point to the leader of your subgroup. Ready? 1, 2, 3." Ask members of each subgroup, in turn, how they selected that particular leader.

Reconvene the large group and lead a discussion based on the following questions:

- How did the leadership evolve in your group?
- How did other members of the group acquiesce to the leadership?
- Did conflict occur in any groups? Why or why not?
- How does what happened here compare to what happens in a typical work setting?
- How might this play out when you are in a nursing setting?

Step 4. Wrap up. (5 minutes)

Thank the students for participating and ask them to reflect on where they thought they were in terms of leadership. Advise them that if they have a personal journal, it might be helpful to write out some of their thoughts and what they might want to do to continue to develop as a leader.

TEACHABLE MOMENTS

IMPLEMENTATION TIME: 5-15 MINUTES

Teachable Moments are opportunities when a faculty and/or staff members can model a behavior and speak to the process of what they are doing and how it builds leadership skills or is a leadership skill. Faculty and/or staff also have the option on some teachable moments to expand the moment and have the students practice the leadership skill or behavior.

A. Leadership Competency: Context Setting

Purpose: Setting the context for others by sharing what you will be doing, how you will be doing it and why you are doing lets the students know what you are doing and how to follow your lead. Setting context builds trust and lessens anxiety by providing transparency about process and purpose.

What to Do: Pick one instance during class or in a meeting with the students where you are having them do an activity. Prior to starting the activity, model the competency by setting the context for the activity - briefly sharing what they will be doing, how they will be doing it and explaining why you are having them do the activity. Close the activity with a short debrief in which you draw attention to the process of setting context.

Example

Open with: “Today we are going to discuss what experiences you’ve had with nursing care as a patient or as someone who has given care to another person. I would like to hear from everyone on a volunteer basis. If no one volunteers, I may pick a volunteer to keep the ball rolling. I may have follow up questions for you so that I, and the group, can get clarity about your experience. The reason we’re doing this is to be able to get a sense of the level of experience you’ve had and to start to examine the way we think about nursing care.”

Close with: “Just to close out our activity, I want to draw your attention to a leadership competency that I modeled for you – that of context setting. If you recall, I opened this activity with a statement about what you’d be doing, how you’d do it and why you were doing it. Do you recall that? (Pause for replies.) When you are a leader, setting context is important to the group you are leading because it allows them to know the path you are taking and how they will be impacted. It also lessens anxiety because the process and purpose of the activity are clear.”

Optional Expansion: Have the students practice with each other or practice with a group they lead.

B. Leadership Competency: Vulnerability-Based Trust

Purpose: “Showing vulnerability is unnatural for many leaders, [especially those] who were raised to project strength and confidence in the face of difficulty. (Lencioni, *The Trouble with Teamwork*, Leader to Leader 2003). Showing vulnerability may seem counterintuitive because of this internal conflict. Yet it is the most valuable tool in leadership because it allows the leader to build trust and rapport with those that are being led.

What to Do: There are several ways to show vulnerability. They all involve the leader letting his or her guard down and risking the loss of positional power (authority and influence bestowed by a position or office on whoever is filling it or occupying it). A leader who models this competency sets the stage for others in the group to do the same. The leader must go first because of the positional power he or she holds.

Acknowledge, without provocation, a mistake, weakness, failure or a need for help, OR recognize the strengths of others, even when those strengths exceed your own. You may opt to share a story about a past incident, or if the opportunity arises, you may opt to share a present incident that involves the students (e.g., if you misstated something or realized that a student has a strength you do not).

NOTE: If you are admitting a mistake, a need for help, or that someone has a strength you do not, be authentic and say what you need to say (e.g., I’m sorry, I was wrong, I need help, You’re better at this than I am). Make only one of these statements (don’t overdo it) when you mean it, even if it is uncomfortable. It may feel uncomfortable because it feels risky to be vulnerable.

Examples

Past Incident: “I remember when I was nursing school and I made a mistake. I remember how incompetent I felt and how angry the physician was with me. I did apologize and own my mistake, but I really was not sure that I was cut out to be in this profession. It took some time and support from my mentor and my fellow students to remember that I am a fallible human. We do all have doubts from time to time. Remember, this is a practice, so we are continually learning.”

Present Incident: “Yesterday in class I told you _____ and disagreed when you all pointed out a different view. Well, I was wrong. I apologize for the confusion. I am proud that you all were on top of things.”

Optional Expansion: Have the students practice with each other or practice with a group they lead and then actually be vulnerable when the opportunity arises.

C. Leadership Competency: Acknowledging Impact

Purpose: Leadership requires the leader to get things done. Along the way, the leader must make many decisions that impact the people being led. As a result, the leader must not only convey what needs to happen and why, but also convey that he or she understands that the decisions may impact those in the group in some way. By acknowledging that there will be an impact, the leader demonstrates that he or she is aware of the group members as people and opens lines of communication for the group members to voice what the impacts to them are as they go forward with the action to be accomplished.

What to Do: Pick an opportunity when something that impacts the students is changing or a decision has been made that will impact the students. Share the change or decision and acknowledge that the students will be impacted. If you know something about how they will be impacted, share that. If you don't, then ask them to share what the impacts are to the group members so that they can be dealt with if possible.

Example

“Ladies and Gentlemen, due to some facilities issues, I’m going to have to ask you to turn in assignments one week earlier than expected. I know this will impact you given that you have busy lives outside of here. I do apologize. The change was not something we expected, so we are all surprised. It is necessary because we will be closing the school one week early to deal with asbestos removal from an underground storage area and it cannot be scheduled at any other time. As a result, we will accelerate our program by one week. I know there are other impacts to you I am not aware of, so please share them now or as we move forward.”

D. Leadership Competency: Empathetic Listening

Purpose: Listening is a key skill in any relationship. Empathetic listening requires self-management and is a critical skill for any leader because it allows the speaker to feel heard. The leaders who most influence us are those who are the most powerful empathetic listeners. Dr. Marisue Pickering, a University of Maine researcher, identifies four characteristics of empathetic listeners:

1. Desire to be other-directed, rather than to project one's own feelings and ideas onto the other.
2. Desire to be non-defensive, rather than to protect the self. When the self is being protected, it is difficult to focus on another person.
3. Desire to imagine the roles, perspectives, or experiences of the other, rather than assuming they are the same as one's own.
4. Desire to listen as a receiver, not as a critic, and desire to understand the other person rather than to achieve either agreement from or change in that person.

What to Do: When a student is talking to you, whether in class or one on one, acknowledge what you heard them say in the words they used. Then respond with words or a comment that acknowledges that you heard them and/or how the issues they've raised impacts them.

This is a critical verification process, where you check to make sure you heard them. You can also ask questions for clarity. Don't assume you know what they mean – stay curious – and tell them you are checking to be sure you understand.

Remember, it is not about you as the listener – don't offer your stories or solutions. Just stay connected, involved and on topic with the information the person is sharing. Once you establish that you have heard what they've said, then ask questions to deepen your understanding and to avoid making assumptions. A key question is "How can I help."

Example

After the person has spoken: "I heard you say that your experience with nursing has been as a caretaker for your aging grandmother, and that it was extremely hard doing so because she had dementia and often was confused. Is that right?" (Pause for response and any additional comments from the speaker.) Acknowledge what they are feeling or give support, "That is a wonderful thing you did for her. I imagine it must have been very stressful also. Can you tell us more about your experience – what it was like for you?"

OR

If a person comes to you with an issue, but has not exactly asked for help or seems to be venting: "I heard you say that the accelerated program is very intense and you're not sure you can keep up. Is that right?" (Pause for response and any additional comments from the speaker.) It does sound like you are balancing a lot of things on your plate right now. How can I help?"

Optional Expansion: If you're modeled empathetic listening in front of the cohort, you can have the students practice it with each other outside of class, sharing the four characteristics noted above.

E. Leadership Competency: Developing Others

Purpose: Leaders know that they need to help others along in order to have strong followers. Leaders also focus on the fact that they should develop other leaders in order to strengthen their team, group, organization or profession as a whole.

What to Do: Model this skill by personally investing time and energy in coaching and mentoring others with compassion. Provide timely feedback that is helpful for the other person's professional development.

Example

Coaching and mentoring can be an informal arrangement. A leader can simply take note of a student and ask if they'd be interested in some input to help them develop professionally. If the student is agreeable, share what you think might be helpful to the student and/or shepherd them at professional events, introducing them to others in the field. Given them helpful feedback to guide them into being stronger professionals and leaders.

Optional Expansion: As you provide coaching and mentoring to a student or students, ask them to give back to others by paying attention to people that they might be leading or working with and offering the same help.

F. Leadership Competency: Managing Perceptions

Purpose: Leadership means being aware that a leader’s behaviors have an impact on those they lead. A leader must be aware of not only the impact he or she has, but also manage, to the best that he or she can, the perceptions that are created based on the leader’s impact. A leader can manage the perceptions that are formed about him or her by being transparent about his or her actions and by speaking about his or her intentions.

What to Do: Speak to your students about the type of leader you are and want to be. Tell them the impact you want to have on them and the profession. Back up what you say through language (verbal and non-verbal) and actions that support what you say.

Example

“I am the type of leader who will tends to focus more on the objective side of things I have to do – like getting the information I have to deliver into your heads – and will sometimes forget to slow down so you can catch it all, which is the subjective side of things. As I get going, I tend to furrow my brow and speak in a rapid tone and may also cut you off. My intent is to engage you so we can all learn. What I am sharing with you now is that sometimes my actions are not consistent with my intent. So, I will ask you to share when you are impacted by my actions or ask me to slow down so you can catch everything. I am working on balancing things, but can use your support as I work with you.”

Optional Expansion: Have students practice speaking about themselves to each other and to groups that they may be leading or involved with outside of the program.

G. Leadership Competency: Inspiring Others

Purpose: People follow inspiring leaders. Inspiration comes from within, but a leader can be inspiring to others simply by speaking about what inspires the leader to do what he or she does – sharing why the leader is passionate about his or her chosen direction or decision to enter a field. When the leader shares this information, the listeners may identify in themselves a similar desire and/or be inspired to support the leader in their efforts.

What to Do: Share with the students why you decided to enter the nursing profession and/or why you chose to become a faculty or staff member of your school. Speak from the heart – what went into the decision to do what you do. Let your passion show. A dispassionate rendition will not inspire.

Example

“I was moved to become a nurse when I realized that I could really touch people’s lives. I find that it is important for me to connect with other people and be a part of a community. I love helping others feel better, even though I may have to take them through some pain to get there. I want them to know they are not alone and that I will walk with them through their experience with compassion and respect. I love helping them get better and on with their lives. Nothing is important to me than giving support to others.”

Optional Expansion: Have the students practice talking about what inspired them to undertake their previous professions and/or enter the nursing field.

PART IV: THE PATH TO CONTINUED LEADERSHIP DEVELOPMENT

Section One: Introduction

There is no better way for a student to continue developing leadership skills than to participate in the organizations associated with the nursing profession. These organizations foster leadership development as part of their missions.

An equally powerful way for a nursing student to move toward becoming a nursing leader is to obtain a mentor AND be a mentor. Being guided by a seasoned, knowledgeable mentor can have a tremendous impact on a student's growth. As the nursing student is mentored, so too, the student can mentor others. Giving back is a way to reinforce learning and to develop additional leadership skills.

As faculty and potential mentors, you can recommend that the students continue their development by taking active roles as members, attendees and volunteers in their professional association's activities.

Section Two: Activities

These activities are recommended as the most effective opportunities for students to begin identifying areas where they might practice their leadership skills and determining how they can contribute to the profession as a whole.

The Path to Continued Leadership Development - Activities
A. Professional Associations
B. Social Media and Networking
C. Successful Mentoring

A. Professional Associations

Nursing Associations The professional associations that nursing students might want to investigate initially as places to continue their leadership development are the National Student Nurses Association (NSNA), and the American Nurses Association (ANA).

Specialty Nursing Associations As the nursing students progress in their careers, they may decide to specialize in a particular kind of nursing. There are a great number of professional associations that represent those specialty nursing careers. The American Association of Colleges of Nursing's website provides a comprehensive list of nursing and nurse specialty associations as well as groups, including those devoted to faculty development and nursing research. The listing can be accessed by using the following link: <http://www.aacn.nche.edu/education-resources/colleague-organizations>. Nurse.org's website also provides a comprehensive list of nursing and nurse specialty associations. The listing can be accessed by using the following link: <http://www.nurse.org/orgs.shtml>.

1. National Student Nurses Association (NSNA) www.nsna.org

NSNA's mission is to mentor students preparing for initial licensure as registered nurses, and to convey the standards, ethics, and skills that students will need as responsible and accountable leaders and members of the profession.

- Founded in 1952, NSNA is a nonprofit organization for students enrolled in associate, baccalaureate, diploma, and generic graduate nursing programs. It is dedicated to fostering the professional development of nursing students. The organization has over 45,000 members in 50 states, the District of Columbia, Guam, Puerto Rico and the U.S. Virgin Islands.
- NSNA's Board of Directors is made up of 10 nursing students who are elected at the organization's Annual Convention. Two non-voting consultants are appointed by the American Nurses Association and the National League for Nurses to provide guidance. NSNA also employs a full-time staff headquartered in Brooklyn, NY.
- Over 3,000 nursing students participate in NSNA's Annual Convention, which features leadership and career development activities, opportunities to listen to renowned nursing leaders, hear about job opportunities and the chance to network with hundreds of other students. The program includes a state board exam mini review.
- NSNA holds a second meeting which attracts over 1,500 students yearly: the MidYear Conference offers workshops and panels on career and association development as well as a state board exam mini-review.
- The Foundation of the NSNA, created in memory of NSNA's first executive director, Frances Tompkins, is a non-profit corporation (501 C-3) organized exclusively for charitable and educational purposes. The FNSNA has distributed over 2 million dollars in scholarships for undergraduate nursing education. The Promise of Nursing Regional Scholarship Program, administered by the FNSNA, provides undergraduate and graduate nursing scholarships and school grants
- NSNA's official magazine, Imprint, publishes five times a year and is mailed to the entire membership, with bonus issues distributed during the MidYear Conference and Convention.

2. American Nurses Association (ANA) www.nursingworld.org

- The American Nurses Association (ANA) is the only full-service professional organization representing the nation's entire registered nurse population. From the halls of Congress and federal agencies to the board rooms, hospitals and other health care facilities, the ANA is the strongest voice for the nursing profession. It is headquartered in Silver Spring, Maryland.
- The ANA represents the interests of the nation's 2.9 million registered nurses through its 54 constituent member associations and over 150,000 members.
- Dedicated to ensuring that an adequate supply of highly-skilled and well-educated nurses is available, the ANA is committed to meeting the needs of nurses as well as

- health care consumers. The ANA advances the nursing profession by fostering high standards of nursing practice, promoting the economic and general welfare of nurses in the workplace, projecting a positive and realistic view of nursing, and by lobbying the Congress and regulatory agencies on health care issues affecting nurses and the general public.
- The ANA is at the forefront of policy initiatives pertaining to health care reform. Among the priority issues are: a restructured health care system that delivers primary health care in community based settings; an expanded role for registered nurses and advanced practice nurses in the delivery of basic and primary health care; obtaining federal funding for nurse education and training; and helping to change and improve the health care workplace.
 - Through the ANA's political and legislative program, the association has taken firm positions on a range of issues including Medicare reform, patients' rights, appropriate staffing, the importance of safer needle devices, whistleblower protections for health care workers, adequate reimbursement for health care services and access to health care. The ANA and its state nurses associations' lobbying efforts are contributing to health care reform on both state and national levels.
 - The ANA continues its efforts to expand the scientific and research base for nursing practice, for the collective bargaining rights and workplace advocacy for all nurses, to gain better compensation and better working conditions for nurses, and to implement new ways in which nursing services can be delivered to respond to current and future demands for cost-effective, quality health care.

3. State Nurses Associations

Joining the American Nurses Association as a full member confers membership in the state nurses association. Note that a nurse can join the ANA directly, but will not be able to access the benefits of state association membership. A nurse can also join their state nurses association directly and will be automatically be an ANA member. State association membership allows a nurse to participate at the state level in the following activities:

- Protect and safeguard the Nursing Practice Act – one of the most important roles of ANA's State Nurses Associations
- Advocate at the state level
- Network with colleagues in the nurse's area at educational events and lobby days
- Stay informed on issues that matter in the nurse's state

B. Social Media

A great many organizations now use social media such as LinkedIn, Facebook, Twitter and other sites to connect to the public, providing information and other services. In addition, most nursing students will likely have personal accounts on these social media platforms as well.

Given the legal requirements surrounding the privacy of patient information, nursing students need to be very aware of what they post with respect to any patient on their social media accounts, on patient social media accounts, as response to blogs on social media sites and in general on any public forum.

Nursing students are representatives of the profession and must be cognizant of that as they post pictures and/or commentary on social media sites. Many times, posts to social media sites are not removable.

SOCIAL MEDIA GUIDELINES FOR NURSING STUDENTS FACILITATION GUIDE

PURPOSE

This introduction is designed to familiarize the students with the issues they need to be aware of when they are using social media. The students begin to understand the sensitive nature of patient information and the requirements to safe guard patient's private information.

PROCESS

Presentation Total Time Frame: 30-45 minutes

Setting: Any

Preparation

- Access the video, **Social Media Guidelines for Nurses** (created by the National Council of State Boards of Nursing), found at this link on YouTube (video runs 5:45 minutes):
<http://www.youtube.com/watch?v=i9FBEiZRnmo>
- Prepare your audio/visual set up to be able to show the video.
- Select one or more of the following and prepare as a handout for the session:
 - ◆ **A Nurse's Guide to Social Media (brochure)**
https://www.ncsbn.org/NCSBN_SocialMedia.pdf
 - ◆ **ANA Fact Sheet: Navigating the World of Social Media**
<http://www.nursingworld.org/FunctionalMenuCategories/AboutANA/Social-Media/Social-Networking-Principles-Toolkit/Fact-Sheet-Navigating-the-World-of-Social-Media.pdf>
 - ◆ **6 Tips for Nurses Using Social Media**
<http://www.nursingworld.org/FunctionalMenuCategories/AboutANA/Social-Media/Social-Networking-Principles-Toolkit/6-Tips-for-Nurses-Using-Social-Media-Poster.pdf>
 - ◆ **A Nurse's Guide to the Use of Social Media (white paper with scenarios)**
https://www.ncsbn.org/11_NCSBN_Nurses_Guide_Social_Media.pdf
 - ◆ **National Student Nurses Association (NSNA) Social Media Guidelines (article with scenarios)**
http://www.nсна.org/Portals/0/Skins/NSNA/pdf/NSNA_Social_Media_Recommendations.pdf

RESOURCES NEEDED

- ✓ A/V set up to be able to view the video from YouTube.
- ✓ Social Media Handout
- ✓ Flipchart and markers

Members of the American Nurses Association can further select from:

◆ **ANA's Principles for Social Networking and the Nurse**

<http://www.nursingworld.org/MainMenuCategories/ThePracticeofProfessionalNursing/NursingStandards/ANAPrinciples.aspx>

Step 1. Welcome the Students and Show the Video (10 minutes)

Welcome the students to session. Explain that in addition to the usual cautions that they've heard about posting information about themselves on social media sites, they also need to be extremely careful about what they might inadvertently say about or to a patient and how whatever they post might reflect on the nursing profession as a whole.

Present the following from the National Student Nurses' Association's (NSNA) article, [Recommendations For: Social Media Usage and Maintaining Privacy, Confidentiality and Professionalism:](#)

Introduction

Student nurses have a responsibility to understand the benefits and consequences of participating in social media; NSNA recommendations encompass personal and professional social media use. Healthcare organizations and Universities that utilize electronic and social media typically have policies in place to govern employee or student use of such media in the workplace. The policies often do not address the nurses' use of social media outside of the workplace, or outside of the clinical setting. It is in this context that the nurse or student nurse may face potentially serious consequences for inappropriate use of social media.

Definitions

Social media in this context is defined as web-based and mobile platforms for user generated content that create interactive and highly accessible, and often public, dialogues.

Types of Social Media

Social media platforms may include (but are not limited to) the following:

- ◆ Blogging – Blogger, LiveJournal, Xanga
- ◆ Microblogging – Dailybooth, Foursquare, Google Buzz, Posterous, Tumblr, Twitter
- ◆ Postcasting - Blubrry
- ◆ Social networking – Bebo, Facebook, Google+, LinkedIn, MySpace, Orkut
- ◆ Social news sharing – Digg, Reddit
- ◆ Social bookmarking/social tagging – Delicious, Diigo, Google Reader, StumbleUpon
- ◆ Video hosting – Vimeo, YouTube

Image of Nursing and Social Media

As student nurses and student leaders, we maintain the awareness that we are contributing to the global image of nursing, as we are always representing NSNA and the nursing profession through intended or unintended outcomes of our social media usage. Photographs, videos and any other digital media, whether created by NSNA constituent school chapters, state associations, individual NSNA members, or any third party, should demonstrate individual professionalism and be consistent with NSNA's mission and values.

Play the video (5:45 minute run time).

Step 2. Discussion (25-30 minutes)

Present the following scenario to the group:

Nursing students at a local college had organized a group on Facebook that allowed the student nurses' association to post announcements and where students could frequently blog, sharing day to day tips and arranging study groups. A student-related clinical error occurred in a local facility and the student was dismissed from clinical that day, pending an evaluation of the error. That evening, the students in the program blogged and posted about the error, perceived fairness and unfairness of the discipline, and began to speculate on the student's future. The clinical error was described, and since the college only used two facilities for clinical experiences, it was easy to discern where the error took place. The page and blog could be accessed by friends of the student, as well as by the general public.

Have the group break up into pairs, or triads, and discuss the scenario for 5-10 minutes.

Ask them to make notes on a sheet of flip chart paper with respect to the following questions:

- ◆ what issues they see,
- ◆ what might be corrected in the future, and
- ◆ what should happen to the students.

Reconvene the group to discuss their responses for 15-20 minutes.

Have students share what they've identified as the issues, what might be corrected and what should happen to the students. Listen to the reports from all pairs of students.

Scenario source: NSNA Recommendations For: Social Media Usage and Maintaining Privacy, Confidentiality and Professionalism

Note where students identify real issues, solutions and possible consequences. Finish discussion with:

The students in this scenario could face possible expulsion and discipline. These pages can be accessed by the public, and patients identified because this is a small community. It is a myth that the information can only be accessed by a small group; once data is posted online, it is forever embedded into that server and can be retrieved. Someone could also have taken a screenshot of the situation and posted it on a public site. This is a violation of employee/university policies.

Step 4. Close (5 minutes)

Close with the reminder:

You are now entering a highly visible profession, where your actions will be noticed. Keep in mind that you will be representing not only yourself, but also your fellow nurses and the professional organizations to which you belong. Maintaining your privacy and that of others is paramount to upholding the reputation of the nursing profession.

Thank the students for their thoughtful discussion and encourage them to reflect upon the discussion in their personal journals.

C. Successful Mentoring: Find A Mentor and/or Be A Mentor

Encourage the students to find a mentor and be a mentor. Share the following information on mentoring relationships and encourage students to participate in the mentoring programs available at your College of Nursing. Two activities in the Toolkit, *Opening Your Mind* (p.60) and *Building Connections* (p.71) can be adapted for the student's use with a peer mentor.

Whether the student is the mentor or the person being mentored ("mentee"), a successful mentoring relationship is one that involves clear communication around the expectations and needs of each party, the level of commitment of each party, and the objective of the mentoring relationship. Each party in a mentoring relationship has clear duties:

- Mentees must identify and clearly articulating their career development needs or goals.
- Both parties need to be open, willing and prepared to work together – whether they were paired by choice or randomly, such as in a formal mentoring program.
- Both parties need to assess the degree of professional or personal overlap, as the overlap can enhance the mentoring relationship. Mentors and mentees that have a high degree of overlap must establish clear boundaries; mentors and mentees that don't have much or have nothing in common must work harder to build their relationship and establish common ground and rapport.
- The parties need to be very clear on the expected time commitment and how the mentoring relationship might end if either the mentor or the mentee desires to stop the relationship.
- Mentors and mentees need to establish clear objectives and meet regularly (at least once a month) in order to maintain their relationship and achieve a successful outcome.
- Clearly identified needs or specific goals, such as improving networking skills or developing stronger management skills, allow the mentee to solicit advice and the mentor to offer support.

Additional Resources for further study:

- *Mentoring: Leading the Way toward Positive Change*, Granger, Theresa A., Reflections on Nursing Leadership, 3rd Quarter; Volume 32, Issue 3, 2006
- *Coaching Nurses: A Real Example of a Real Difference*, Tyra, Sharol, Creative Nursing, Volume 14, Number 3 (2008)

Topical Reference Index

TOPICAL REFERENCE INDEX

Topic	Page
Building Connections/Building Rapport Between students; Between students and faculty	126
Challenge the Process	105
Change Style Indicator	24
Collaboration	43; 110
Communication Acknowledging Impact Communication and Conflict Resolution Effective Communication Empathetic Listening	134; 119; 53; 135
Conflict Resolution	119
Continued Leadership Development	139
Dealing with Differences Generational Differences Ladder of Inference	115; 68 123
Decision Making	36
Developing Integrity	91
Diversity or Lack of Diversity Exploring Differences	115
Effective Communication	53
Effective Working Relationships	62
Emerging Leadership	129
Emotional Intelligence	24
Ethical Decision Making	30
Feedback	105

Topic	Page
Generational Differences	68
Goal Setting	74
Impact on Others	134
Integrity	91
Interprofessional Collaboration	43
Leadership and Management Practices	30
Leadership Challenge	21; 149
Leadership Development Plans	6; 11- 14
Leadership, Emerging	129
Leadership Experience	82
Leadership Styles	28
Managing Perceptions	137
Mentoring	136; 142
Multiple Campuses Exercises adaptable for use across multiple campuses Short Format exercises adaptable to locations with one student	24; 30; 74; 82; 91; 115; 119; 126; 132- 138
Nursing Leadership Competencies	34
Personality Assessments and Profiles Myers-Briggs Type Indicator (MBTI) Strength Finder True Colors Change Style Indicator Thomas Kilmann Conflict Mode Inventory (TKI) Emotional Intelligence (EQ-i)	24

Topic	Page
Professional Associations	139
Robert Wood Johnson Foundation Scholarship Grant Eligibility and Selection Criteria	153
Self-Assessments (see Personality Assessments)	24
Shared Vision	100
Social Media	142
Stages of Learning	75; 77
StrengthsFinder	24
Teachable Moments Acknowledging Impact Context Setting Developing Others Empathetic Listening Inspiring Others Managing Perceptions Vulnerability-Based Trust	132-138
Thomas Kilmann	24
True Colors	24
Trust , see Vulnerability-Based Trust (Teachable Moment)	133
Visioning	100
Vulnerability-Based Trust (Teachable Moment)	133
Working Relationships	62

Leadership Development Toolkit

Appendix

ELIGIBILITY & SELECTION CRITERIA

The *Robert Wood Johnson Foundation New Careers in Nursing* is a scholarship program to help alleviate the nursing shortage and increase the diversity of nursing professionals.

To be eligible, applicant institutions must:

- offer an entry-level accelerated baccalaureate nursing program or master's nursing program for non-nursing college graduates; and
- be accredited by a nursing accrediting agency recognized by the U.S. Department of Education.

Preference may be given to those applicants that may be either public entities or nonprofit organizations that are tax-exempt under Section 501(c)(3) of the Internal Revenue Code.

RWJF is committed to programs that embrace racial, ethnic and economic diversity. Applications should address the applicant's past achievements and future plans to recruit and retain a diverse student body.

Successful applicants must demonstrate that scholarship funds will be used to:

- assist in the recruitment and expansion of student enrollment in entry-level accelerated baccalaureate nursing programs and/or master's nursing programs for non-nursing college graduates;
- leverage the expansion of faculty resources for these professional nursing programs; and
- **offer mentorship and leadership development activities for scholarship recipients at the award site.**

Excerpted from: <http://www.rwjf.org/applications/solicited/cfp.jsp?ID=20621>

THE LEADERSHIP CHALLENGE

Kouzes and Posner, in *The Leadership Challenge*, identify five leadership practices that serve as the underpinnings for how leaders help others make extraordinary things happen. The five practices are:

Model the Way

The old adage, “great leaders walk their talk,” is timeless. People recognize, respect, and follow leaders who act with integrity. Those leaders say what they mean and do what they say. Leaders who do this effectively are those who consciously and intentionally –

- Clarify their own core values – those values that most matter to them;
- Work with others to identify shared values – those values that most matter to the group as a whole; and
- Take action that is aligned with their core values and the group’s shared values. That is, they lead by example.

Inspire a Shared Vision

The ability to envision a future, one where opportunities and possibilities flourish even in the midst of today’s reality, is an essential leadership competency. Rather than imposed by others, this vision of purpose and direction must come from within. Internal motivation isn’t enough, however. Leaders must also have the ability to inspire others to imagine and work toward the same future.

The process of creating and breathing life into an inspired vision, requires new leaders to –

- Go inward to explore what matters to them and discover the theme that will become the foundation of their vision. The fodder for this theme is their heart song (e.g., their passions, what they care most about that is bigger than themselves), the commonalities that weave through stories from their past, and what they are experiencing now that is meaningful and the ‘best of what is’; and
- Imagine the possibilities by exploring and naming the ideal, making images of the future, and taking time out from day-to-day business to focus on this imagined future.

Once created, a leader’s vision begins to unfold when she sparks excitement and commitment to action in others. For many this is one of the most rewarding experiences in their career. It requires that they –

- Teach others their vision by engaging them in conversation about what matters, and helping them see how their dreams and aspirations align with the vision. In essence, the leader
- helps develop a shared sense of destiny and motivate others to action by helping them recognize common ground;
- Listen deeply to others and demonstrate that they've heard what matters by accurately reflecting back both what others feel as well as what they most want;
- Discover the common values that people hold that are reflected in the vision and then speak to these values from their heart; and
- Help the vision come alive for people by using the power of metaphors and stories and conveying these enthusiastically, expressively.

Challenge the Process

Leadership is not passive. Leaders make things happen. They recognize the need to stir the pot, so to speak. In their search for opportunities to improve, change, innovate and invigorate, leaders actively –

- Seize the initiative by proactively taking action to fix a problem, address an unmet need, or leverage an opportunity. To foster opportunities for learning and growth, leaders also encourage others to do the same;
- Make challenges meaningful. They understand why the work is important and they help create the context for others to also find meaning in what they do;
- Innovate and create and foster these qualities in others. Of course, routine is not only useful, it's a necessity, so leaders must also sensitively balance the value and need for innovation with the value and need for routine; and
- Look beyond their division, their organization, and even beyond their sector for fresh ideas.

Fundamentally, leaders who successfully search for opportunities must also have the ability to experiment and take risks by pushing themselves and others beyond their self imposed limits. To expand their tolerance for risk and to experience positive results when faced with challenge and turmoil, leaders need to –

- Initiate incremental steps and small wins. A strategy of small wins works because it's hard to argue in the face of success. It also reduces the risks associated with failing;
- Learn from mistakes. Of course, to learn from a mistake a leader must take action, or encourage others to take action, that risks failure. These risks are critical as it is only risk and failure that ultimately result in learning and long term success. The point is not to encourage people to take unnecessary risks or fail for the sake of failure; it's to create an environment that supports learning and innovation; and
- Promote emotional hardiness by approaching stress as a challenge rather than a hardship.

Enable Others to Act

World-class results are only possible when there's a sense of shared responsibility. To get others to act and to act in concert, the leader has two significant tasks – to foster collaboration and to strengthen the people around her. Leaders who most skillfully collaborate and foster collaboration in others –

- Create a climate of trust, which is the most significant predictor of satisfaction in the organization. Leaders achieve this by trusting others, being open to other people's ideas and viewpoints, allowing themselves to be vulnerable by sharing their own weaknesses as well as strengths, and listening deeply to other's concerns;
- Facilitate positive interdependence by developing shared roles and goals in order for individuals to contribute to the success of the group, expecting people to teach each other with mutual respect, and rewarding team efforts; and
- Support face-to-face interactions and encourage people to share information and resources. Not surprisingly, face-to-face interactions have the greatest influence on the achievement of group goals and become increasingly important with the complexity of the issue. Because successful conversations require some level of self awareness and social skills, leaders need to be relatively emotionally intelligent. Research indicates that serious weakness in Emotional Intelligence is a predictor for failure at senior leadership levels.

Enabling others to act also requires the capacity to recognize and leverage strengths. To have the most profound impact, leaders need to –

- Ensure self-leadership by sharing their power with others. This fosters people's interest in investing in the team's or division's success, as well as empowers them to work more independently and take more self-initiative;
- Provide more opportunities for people to make their own choices and identify alternative approaches. This helps eliminate unnecessary routine, encourages the development of judgment, and introduces more creativity and flexibility;
- Develop competence and confidence by ensuring that people have the information they need and giving them opportunities to put their talents to work solving problems and directly contributing to the achievement of goals. To support success, leaders also need to be able to successfully coach their staff to take on more challenges and use their skills more effectively; and
- Strengthen accountability by fostering accountability.

Encourage the Heart

A critical component of leadership is the ability to create the emotional environment that allows and encourages people to do their best work. A leader's ability to engage the hearts and minds of others is directly linked to their ability to authentically recognize and honor others contributions and celebrate their victories.

Leaders who effectively recognize others contributions, consistently demonstrate the ability to:

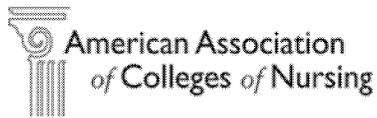
- Focus and help their team focus on clear standards that are known and achievable. They also provide clear feedback on how well people are progressing. This clear feedback includes specific, personal encouragement, which tends to result in better performance rather than a deficit focus;
- Expect the best from people as high expectations contribute to higher performance. Most people have experienced the effects of a “self-fulfilling prophesy”. By planting the seeds of a positive image or positive outcome, leaders can contribute significantly to the possibility of success;
- Pay attention to what people are feeling and what they are doing. Most importantly, walk around and pay attention to who is doing things right and what they're doing that are the right things; and
- Personalize recognition so that it's meaningful to the person who receives it, varying the reward to fit the achievement. Although monetary rewards are good, verbal recognition in front of peers may be more meaningful to the individual and may be more motivating for the group.

Lastly, leaders who celebrate victories amplify the best of what is and contribute to a work environment that encourages a sense of unity and mission. Such leaders adeptly demonstrate the ability to –

- Create a spirit of community. This fosters the creation of meaning and reinforces the shared values and outcomes that knit the team or work group together;
- Tell the stories that make the goals and standards come alive. Such stories teach, mobilize, and motivate by providing the context people need to make the vision and goals real and obtainable. They also give people examples of what it means to do the right thing or to do the thing right; and
- Set the example for and reinforce what values, behaviors, or goals are important. By authentically speaking from the heart and celebrating victories along the way, leaders galvanize others and model the way.

Source: Adapted from Kouzes and Posner, *The Leadership Challenge*, John Wiley & Sons, Inc. © 2007

LEADERSHIP DEVELOPMENT PLAN SUBMISSION FORM



**Leadership Development Plan
New Careers in Nursing Scholarship Program
2011/2012 Grant Period**

Submission Date:	
Name of School of Nursing:	
Number of scholarships awarded by RWJF:	
Program Liaison name or contact for this request:	
Email and phone:	
Dean's name:	
If check must be made out to someone other than Dean, please list this name here:	

By submitting this plan to the NCIN National Program Office (NPO), you are applying for a \$2,500 grant to be used on a Leadership Development Activity at the applicant SON.

Please email this plan to jjeanty@aacn.nche.edu in order to be eligible for this leadership development grant. If the NPO has questions regarding your submitted plan the specified contact/program liaison listed on this plan will be contacted directly by the NPO. Once your plan has been approved the check will be mailed to the Dean of the SON unless otherwise requested. The Program Liaison will also receive a copy of the check.

If you have any further questions please contact the NPO at 202-463-6930 extension 257. Also, if you have any questions regarding the incorporation of the Leadership Development Toolkit please contact Dr. Vernell DeWitty, vdewitty@aacn.nche.edu or 202-463-6930 extension 224.

Step One: Assessments

What are your organization's assets and challenges that may impact your leadership strategy (budget, staffing skills, resources, reputation, etc.)?

Assets:

Challenges:

Culture of School: What is already happening outside your organization that may impact your strategy; what works well in your organization and what may be challenges (e.g., timing of events, activities of other organizations in this space, barriers you may face, other potential obstacles or opportunities).

Identify supports available in school and community

Assets:

Challenges:

Step Two: Planning

Broad Goal: What leadership goals do you want to achieve over the long term?

Objective: What are the measurable steps you need to accomplish to move toward your goal?

After using the Organizational Assessment Guide in the Toolkit, enter your organizational Assessment Score: _____

Briefly Describe Planned Leadership Activity:

Step Three: Program Implementation			
Decisions to Make	Activity A	Activity B	Activity C
<p>Which Leadership Development Plan will be most successful?</p> <p>Level I Plan <input type="checkbox"/></p> <p>Level II Plan <input type="checkbox"/></p> <p>Level III Plan <input type="checkbox"/></p> <p>Level IV Plan <input type="checkbox"/></p> <p>Which activities do you plan?</p> <p>(There is room to describe three activities here. You may not have that many or you may have more.)</p>			

SAMPLE LEADERSHIP DEVELOPMENT PLAN (LEVEL III)

**Leadership Development Plan
 New Careers in Nursing Scholarship Program
 2011/2012 Grant Period**

Submission Date:	
Name of School of Nursing:	University of Hawaii at Manoa
Number of scholarships awarded by RWJF:	5
Program Liaison name or contact for this request:	Allen D. Hanberg, Ph.D, RN
Email and phone:	ahanberg@hawaii.edu 808.956.3883
Dean's name:	Mary Boland, Ph.D, RN
If check must be made out to someone other than Dean, please list this name here:	UH Foundation

By submitting this plan to the NCIN National Program Office (NPO), you are applying for a \$2,500 grant to be used on a Leadership Development Activity at the applicant SON.

Please email this plan to jjeanty@aacn.nche.edu in order to be eligible for this leadership development grant. If the NPO has questions regarding your submitted plan the specified contact/program liaison listed on this plan will be contacted directly by the NPO. Once your plan has been approved the check will be mailed to the Dean of the SON unless otherwise requested. The Program Liaison will also receive a copy of the check.

If you have any further questions please contact the NPO at 202-463-6930 extension 257. Also, if you have any questions regarding the incorporation of the Leadership Development Toolkit please contact Dr. Vernell DeWitty, vdewitty@aacn.nche.edu or 202-463-6930 extension 224.

Step One: Assessments	
<p>What are your organization’s assets and challenges that may impact your leadership strategy (budget, staffing skills, resources, reputation, etc.)?</p>	
<p>Assets:</p> <ol style="list-style-type: none"> 1. Community and statewide reputation of excellence in nursing education and leadership. 2. Community support of the MEPN program. 3. Administrative support: <ol style="list-style-type: none"> a. MEPN & NCIN Program Director b. Full time MEPN & NCIN coordinator. c. Support from the Office of Student Services d. Full time community Liason 	<p>Challenges:</p> <ol style="list-style-type: none"> 1. Community understanding of some MEPN coursework & expectations. 2. Time: schedules are often a challenge in getting everyone at the table that need to be involved.
<p>Culture of School: What is already happening outside your organization that may impact your strategy; what works well in your organization and what may be challenges (e.g., timing of events, activities of other organizations in this space, barriers you may face, other potential obstacles or opportunities).</p> <p>Identify supports available in school and community</p>	
<p>Assets:</p> <ol style="list-style-type: none"> 1. Strong community support. 2. Monthly informational sessions provided to the general public about the MEPN program. <p>Supports</p> <ol style="list-style-type: none"> 1. ‘IK AO PONO – provides direct support to NCIN scholars. 2. Office of Student Services 	<p>Challenges:</p> <ol style="list-style-type: none"> 1. Saturation of clinical experiences with community partners has made the implementation of some of the leadership plan difficult. 2. Time: The scholars are in a very rigorous program, timing of other events often interferes with leadership events.

Step Two: Planning

Broad Goal: What leadership goals do you want to achieve over the long term?

1. Assist the scholars in gaining self-knowledge
2. Assist the scholars in gaining a strategic vision
3. Assist the scholars in understanding risk-taking and creativity as it applies to nursing leadership.
4. Assist the scholars in gaining interpersonal and communication effectiveness
5. Inspire the scholars to act as change agents.

Objective: What are the measurable steps you need to accomplish to move toward your goal?

1. Complete the final four Linger Longer meetings with the scholars and complete the remaining Leadership Development Toolkit modules. We have completed through Part III sections one and two of the toolkit. We have the remainder of section three and Part IV to complete
2. Nationally Recognized Nurse Leader to speak at the MEPN summer celebration.

Linger Longer Dates

- 05/24/12 - Section III, A, B
- 06/14/12 - Section III, CD
- 07/26/12 - Section III, EFG
- 08/23/12 - Part IV, A & B

Summer Celebration – 08/10/12

After using the Organizational Assessment Guide in the Toolkit, enter your organizational Assessment Score: 15

Briefly Describe Planned Leadership Activity:

Our leadership development activities include the following:

- Self Awareness Assessment - Complete
- Leadership and management exercises - Complete
- Development of leadership development plan - Complete
- Effective communication dialogue and case studies - Complete
- Inspiring others speaker exercises - Complete
- Coaching - Complete
- Risk taking and creativity – Exercises and rope course - Complete
- Strategic visioning exercise and debriefing - Complete
- Fostering collaboration exercises – May 2012
- Exploring differences exercises – May 2012
- Building connections exercises – July 2012
- Participate in development of MEPN summer celebration and listen to Nationally renowned Nurse Leader. – August 2012

Step Three: Program Implementation			
Decisions to Make	Activity A	Activity B	Activity C
<p>Which Leadership Development Option will be most successful?</p> <p>Level I Plan <input type="checkbox"/></p> <p>Level II Plan <input type="checkbox"/></p> <p>Level III Plan <input type="checkbox"/></p> <p>Level IV Plan <input checked="" type="checkbox"/></p> <p>Which activities do you plan?</p> <p>(There is room to describe three activities here. You may not have that many or you may have more.)</p>	<p>Fostering Collaboration & Exploring Differences exercises – May 2012</p> <p>Understand how to create a climate that enables others to act .</p> <p>Get to know each other at a deeper level and promote listening skills.</p> <p>Apart from exercises in the Toolkit, scholars will complete a 4 hour facilitator training workshop provided by the Simulation Learning Center at the University of Hawaii Department of Nursing.</p>	<p>Building connections exercises – July 2012</p> <p>Encouraging the Heart exercise</p> <p>Understand what it means to connect with others in a way that engages the heart and minds.</p> <p>Apart from exercises in the Toolkit, scholars will read the book “Fish!: A Remarkable Way to Boost Morale and Improve Results.” They will engage in a debriefing to discuss the tools provided in the book and how they may help build relationships.</p>	<p>Nursing Leader – August 2012</p> <p>NCIN Scholars will reflect on leadership development plan progress</p> <p>Participants will have the opportunity to meet and hear a national nurse leader at our annual MEPN summer celebration.</p>

ROBERT WOOD JOHNSON FOUNDATION
NEW CAREERS IN NURSING SCHOLARSHIP PROGRAM

One Dupont Circle, NW
Suite 530
Washington, DC 20036-1120
PHONE 202.463.6930
FAX 202.785.8320
www.newcareersinnursing.org



Robert Wood Johnson Foundation



American Association
of Colleges of Nursing

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