

Nursing Leadership



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“Nursing management is as much a nursing specialty as any specialty and requires specialty leadership skills. Mentorship/leadership from senior leaders smoothes the transition from clinical roles to formal leadership roles. At the same time, nurse leaders must learn the business side of healthcare while maintaining the care side”

—Kathleen Sanford, DBA, RN, FACHE;
Senior Vice President, Chief Nursing Officer,
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LEADERSHIP DEFINED.

- ❖ Process of influencing the activities of an organized group in its efforts towards goal setting and goal achievement. (Stogdill)
- ❖ Process of persuasion and example by which an individual induces a group to take action that is in accord with the leader's purposes or the shared purposes of all.

QUALITIES OF A LEADER

- ❖ Wisdom
- ❖ Vision
- ❖ Faithfulness
- ❖ Caring
- ❖ Diligence
- ❖ Trustworthy

Extraordinary Leaders

- ❖ Are highly productive
- ❖ Have low intended turnover in their organizations
- ❖ Generate high customer and staff satisfaction
- ❖ Are innovative
- ❖ Have positive relationships with process partners and suppliers

Roles of a leader

- ❖ Decision maker
- ❖ Communicator
- ❖ Evaluator
- ❖ Facilitator
- ❖ Mentor
- ❖ Coach
- ❖ Counselor
- ❖ Role model

What are the 3 primary tasks of a leader?

- ❖ Set direction: mission, goals, vision
- ❖ Build commitment: motivate & inspire
- ❖ Confront challenges: innovation, deal with change, turbulence, take risks

Leadership Myths and Realities

Leadership is the ability to **influence** others to achieve a common goal

Leadership Myths

- ✓ Leaders are born, not made
- ✓ Leaders are only found at the top of an organization
- ✓ Leaders direct and manipulate others

Leadership Realities

- ✓ Leadership is a skill that can be learned
- ✓ Leaders are found throughout an organization
- ✓ Leaders inspire and empower others

Leader Responsibilities

- ❖ Create the desire for continuous improvement.
- ❖ Create an environment that nurtures mutual respect among people.
- ❖ Provide encouragement.
- ❖ Promote cooperation.
- ❖ Model what you want from others.

Adapted from The Improvement Guide, Langley et. Al.

Differences b/w leadership & management

○ Leadership

- ❖ based on influence
- ❖ an informal designation
- ❖ an achieved position
- ❖ part of every nurse's role
- ❖ independent of management

○ Management

- ❖ based on authority
- ❖ a formally designated position
- ❖ an assigned position
- ❖ improved by use of effective leadership skills

Developing Your Leadership Pipeline

Stages of growth and often used titles:

1. Managing self – staff member
2. Managing others – supervisor
3. Managing managers – unit manager
4. Functional manager – director/chair/associate deans
5. Business manager – vice president/dean
6. Group manager – executive vice president/provost
7. Enterprise manager - president

Each stage requires a different and more complex skill set

Charan, Drotter and Noel

Most Prominent Leadership Theories

- ❖ TRAIT THEORIES
- ❖ BEHAVIORAL THEORIES (Leadership styles)
- ❖ SITUATIONAL THEORIES (understanding all the factors)
- ❖ TRANSFORMATIONAL THEORIES (inspiration & meaning)

Comparison of Authoritarian, Democratic, & Laissez-Faire

	Authoritative	Democratic	Laissez-faire
Degree of freedom	Little	Moderate	High
Degree of control	High	Moderate	None
Decision making	By leader	Leader and group	Group or no one
Leadership activity level	High	High	Minimal
Assumption of responsibility	Leader	Shared	Abdicated
Output of group	High and good quality	High and creative	Variable-poor

What are the key differences in the 3 leadership styles?

- ❖ Democratic leader moves the group toward its goals
- ❖ Autocratic leader moves the group toward the leader's goals
- ❖ Laissez-faire leader makes no attempt to move the group

Transformative Leadership Qualities

- ❖ Integrity (action matches words)
- ❖ Courage (take risks)
- ❖ Initiative (Act on ideas)
- ❖ Energy

- ❖ Optimism
- ❖ Balance(work, reflection, play)
- ❖ Ability to handle stress
- ❖ Self-Awareness

Human Relations-Oriented Management Theory: X&Y

- ❖ **Theory X** (McGregor's) says most people think work is something to be avoided, and the managers job is to make them work hard.
- ❖ According to **Theory X** employees need strict rules, constant supervision, & the threat of punishment to make them conscientious.

Theory Y

- ❖ Theory Y manager believes the work itself is motivating and people really want to do a good job.
- ❖ The Theory Y manager emphasizes guidance rather than control, development vs. close supervision, & reward vs. punishment.

What the Literature Says

❖ Top five ways to retain high-potential employees

1. Selecting them more carefully

2. Providing better training

3. Coaching

4. Better compensation and benefits

5. Improved orientation and assimilation programs

❖ * **Mentoring** and flexible work schedules also rank high

Coaching vs. Mentoring: What's the Difference?

	Mentor	Coach
Focus	Individual	Performance
Role	Facilitator with no agenda	Specific agenda
Relationship	Self selecting	Comes with the job
Source of influence	Perceived value	Position
Personal returns	Affirmation/learning	Teamwork/performance
Arena	Life	Task related

Influencing employees to productivity

- ❖ Attitude Is Everything
- ❖ Be the change you want to see in your staff
- ❖ It is good to criticize but better to encourage
- ❖ Communicate responsibly and effectively any information employees need to perform their jobs most effectively
- ❖ Implement an open door policy for staff members to talk, share ideas, and discuss concerns
- ❖ Rewards and recognition should directly be linked with performance and serve as a positive reinforcement



Managing difficult staff

❖ Slackers

- Clearly define specific objectives for the employee to meet
- Address performance issues as soon as they arise

❖ Space cadets

- Help the employee break down large projects into smaller implementation steps.
- Take time to understand the Space Cadet's ideas, as they often have benefits that are not immediately apparent.

❖ Loners

- Help Loners understand how their behavior may look to others. Just as they may view “friendly” behavior as “pushy”, others may see “independent” as “cold and unapproachable”.

❖ Drama queens (or Kings)

- Work with the Drama Queen to agree on useful work-related goals. Identify tasks and projects that will make productive use of the Drama Queen’s high level of interpersonal energy

❖ Clingers

- Ask for the employee's opinion and express appreciation when opinions are volunteered
- Delegate decisions, but do so in small steps

❖ Challengers

- listen and respond positively when the Challenger presents views in an appropriate, non-confrontational manner.
- Turn arguments into problem-solving discussions



❖ Power grabbers

- Allow autonomy and independence, but set clear parameters and follow up regularly
- Recognize the Power grabber's leadership strengths and use them appropriately

What can you do for yourself?

- ❖ Allow yourself to be both optimistic and realistic
- ❖ Ask for feedback
- ❖ Create a development plan
- ❖ Get involved with activities outside your department and organization
- ❖ Learn as much as you can
- ❖ Surround yourself with effective leaders
- ❖ Take some risks – show your emotional side/vulnerability
- ❖ Don't lose yourself in your role

What will you do when you go back to work?

- ❖ Discuss 1 – 3 new ideas you gained from this workshop.
- ❖ Choose at least one action you will take to enhance your effectiveness as a leader – for yourself or others
- ❖ Share that with someone(s) sitting near you.

