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Acknowledgements

- Leaders in nursing education
- Participants

Background

The future of nursing: Leading change, advancing health report recommendations, the Institute of Medicine (IOM)

- recommends that “nurses, nursing education programs, and nursing associations should prepare the nursing workforce to assume leadership positions across all levels”





Background

The National League for Nursing states that an important nurse educator competency is to “function as change agents and leaders to create a preferred future for nursing education and nursing practice”.



**National League
for Nursing**



Leadership Issues in Nursing Education

- **Insufficient leadership education or experience (Young, Pearsall, Stiles, Nelson, & Horton-Deutsch, 2011)**
- **Academic leadership affects faculty satisfaction and retention and affect the health of the overall work environment (Brady, 2010)**
- **“leadership training and succession planning may contribute to organizational success” (Minnick, Norman, Donaghey, Fisher, & McKirgan, 2010, p. 504).**
- **Little interest by nurse faculty to assume administrative role (Adams, 2007).**



Purpose

- **Describe the leadership competencies of nurse educators in academia from international schools of nursing**
- **Establish the reliability of a newly developed instrument (LNE[©]) for an international sample of nurse educators**



Development of LNE[©]

- **Phase I: qualitative study of leadership competencies ($N = 15$)**
 - Patterson, B., & Krouse, A. (2015). Competencies for leaders in nursing education. *Nursing Education Perspectives*, 36, 76-82.
- **Phase II: national Delphi study ($N = 50$)**
- **Phase III: instrument development and psychometric analysis ($N=337$)**



Core Competencies for Leaders in Nursing Education (Patterson & Krouse, 2015)

- **Articulate and promote a vision for nursing education**
- **Function as a steward for the institution and nursing education**
- **Embrace professional values in the context of higher education**
- **Develop and nurture relationships**



Leaders in Nursing Education Instrument (LNE®)

- **Self-report instrument to assess leadership competencies in nurse educators**
 - **24 items on a 7 point Likert scale**
 - **3 subscales**
 - **Strategic (11 items)**
 - **Relational (4 items)**
 - **Authentic (9 items)**
 - **Scoring**
 - **Total Score – Sum of subscale scores**
 - **Subscale Scores – Mean of all items**



Welcome to My Survey

1. Rate the frequency in which you perceive that you engage in the following activities.

[illegible]



Sample

- **Recruitment**
 - Publically available email addresses
- **Demographics**
 - $N = 268$ nurse educators (13.7% response rate)
 - Age: 52 years (Mean)
 - Years as nurse: 38 (Mean)
 - Years in academia: 22 (Mean)



Gender/Ethnicity

	N	%
Gender		
Male	37	14.8
Female	178	71.2
Ethnicity		
Asian	18	7.2
Black	4	1.6
Pacific Islander	1	.4
White	158	63.2
MENA	2	.8



Educational Preparation

	N	%
Highest Degree in Nursing		
BSN	10	4
MSN	59	23.6
Doctoral	144	57.6
Type of Doctoral Degree in Nursing		
DNP	3	1.2
PhD	128	51.2
DSN (DNSc)	2	.8
EdD	5	2.0



Institution Characteristics

	N	%
School		
Doctoral granting	177	70.8
Masters	12	4.8
Baccalaureate	15	6
Other	9	3.6
Type		
Public	34	13.6
Private	177	70.8



Leadership Experience/Education

	N	%
Leadership Training		
Yes	113	45.2
No	97	38.8
Leadership Positions in Nursing Education		
Yes	152	60.8
No	61	24.4



Findings



Psychometric Analysis - Reliability

- **Cronbach's alpha – total scale .935**
- **Cronbach's alpha – subscales**
 - Strategic (9 items) .919
 - Relational (4 items) .818
 - Authentic (9 items) .877



Scores ($N=216$)

	TOTAL SCORE	STRATEGIC	AUTHENTIC	RELATIONAL
Mean	13.6803	4.0598	5.1842	4.4363
Median	13.7399	4.0909	5.3333	4.5000
Mode	15.44 ^a	3.82 ^a	6.00	6.00
Std. Deviation	2.21619	0.88819	0.65048	1.08732
Skewness	-0.504	-0.618	-1.014	-0.221
Range	10.73	5.00	3.67	4.00
Minimum	7.08	1.00	2.33	2.00
Maximum	17.82	6.00	6.00	6.00



Conclusions

- **LNE[©] is valid and reliable for international sample of nurse educators**
- **Majority of nurse educators scored at the midpoint or higher on LNE[©]**
- **LNE[©] supports the Kouzes & Posner (K&P) Leadership Framework**

Conceptual Framework

Kouzes & Posner (2012) Five Practices of Exemplary Leadership

- Model the Way
- Inspire a Shared Vision
- Challenge the Process
- Enable Others to Act
- Encourage the Heart





Implications for Nursing Education

- **New instrument for the science of nursing education to assess nurse educator leadership competencies among international nurse educators**
- **Opportunities for leadership development focused on nurse educator leadership competencies**

Recommendations for Future Research



- **Evaluate relationships between leadership competencies and organizational outcomes in higher education**
- **Criterion validity with K&P Leadership Practices Inventory (LPI[©])**
- **Development of a leadership program for nurse educators based upon competencies**

TRUE LEADERS
DON'T CREATE
FOLLOWERS,
THEY CREATE
MORE LEADERS



References

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