

Enhancing Leadership Characteristics in Baccalaureate Nursing Students

Karen S. Yehle, PhD, MS, RN, FAHA

Nancy E. Edwards, PhD, MS, ANP-BC

Enjung Lim, BS, MS, PhD

Disclosures

Learner Objectives:

- Identify characteristics of a nursing leader
- Discuss the role of the Senior Clinical Leader in promoting leadership characteristics in baccalaureate nursing students

The authors have no conflicts of interest

This project was supported by the Helene Fuld Trust

Introduction

- Baccalaureate students have limited clinical hours and opportunities to practice leadership skills
- BSN graduates enter leadership roles soon after graduation (e.g. Charge Nurse, Care Coordinator)

Clinical Leadership Course

- 16 week senior-level course
- Students completed 10 self-directed leadership modules
- Students were paired with a faculty member who was teaching a clinical course to sophomore or junior students

Leadership Modules

- Communication
- Delegation
- Assessment
- Critical thinking
- Interpersonal skills
- Knowledge seeking
- Problem solving
- Self-confidence
- Guidance seeking
- Evaluation

Methods

- Pretest/Posttest Design
- Sample: senior baccalaureate students enrolled in a leadership practicum in a clinical setting
- Each participant was their own control

Instrument

- Leadership Performance Competence Profile (Licata, 1983)
 - 18 questions
 - 5 point Likert type scale (SA to SD)
 - Chronbach alpha:
 - 0.78 pretest
 - 0.84 posttest

Leadership Performance Competency Profile

6 Competencies

- Communication
- Association
- Sanction
- Delegation
- Initiation
- External Legitimacy

Sample Demographics

- N = 100 (4 male; 96 female) over a 5 year period
- Primarily White (89%)
 - Asian 3; Black 4; Native American 1
- Majority fulltime students (89%)
- Management experience (self-report):
 - 9% none; 26% minimal; 42% average; 13% maximal

Results

Competency	Pre test	Post test
Communication	9.6 ±1.0	10.1± 0.9
Association	10.1 ± 1.2	10.6 ± 1.2
Sanction	9.1 ± 1.2	9.5 ± 1.1
Delegation	9.0 ± 1.0	9.5 ± 1.1
Initiation	9.8 ± 1.1	10.1 ± 1.1
Legitimacy	9.0 ± 1.1	9.7 ± 1.1
Total Score	56.3 ± 5.1	59.5 ± 4.9

ANCOVA: Time

Competency	F Value	PR> F
Communication	24.81	<.0001*
Association	9.57	0.0026*
Sanction	11.99	0.0008*
Delegation	8.01	0.0057*
Initiation	4.56	0.0353*
Legitimacy	23.86	<.0001*
Total Score	27.71	<.0001*

ANCOVA: Gender

Competency	F Value	PR> F
Communication	4.68	0.0329*
Association	0.32	0.5752
Sanction	0.55	0.4595
Delegation	1.11	0.2951
Initiation	0.15	0.7029
Legitimacy	0.00	0.9589
Total Score	4.85	0.0299*

ANCOVA: Management Experience

Competency	F Value	PR> F
Communication	1.45	0.2389
Association	2.60	0.0621
Sanction	3.32	0.0266*
Delegation	1.93	0.1361
Initiation	1.53	0.2164
Legitimacy	1.57	0.2090
Total Score	2.36	0.0820

Benefits

- Faculty able to assign complex patients
- Students able to perform additional skills
- Senior students were role models for more novice students
- Faculty were role models as clinical educators
- Faculty requested to be preceptors for senior students

Implications

- Future faculty pool
- New graduates with stronger leadership skills
- Increased confidence in role as new nurse

Future Directions

- Follow up with participants after graduation

Questions?

