



Leadership Succession and Mentoring Plan for Students in the ABSN Option at Winston-Salem State University

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PURPOSE

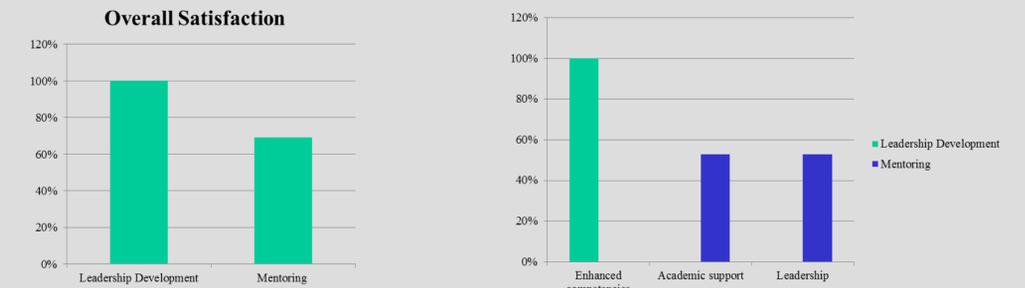
A significant segment of the nursing workforce is nearing retirement. Statistics suggest that 55% of the RN workforce is age 50 or older. This, along with the changing demographics and projected nursing shortage forces education and practice institutions to look critically at building a workforce that is well-prepared and equipped to lead in the 21st century.

The purpose of this project is to describe the succession plan for students in the ABSN option at Winston-Salem State university related to leadership development and mentoring.

BACKGROUND

- Leadership is an essential skill in the nursing profession.
- Leadership in nursing takes many forms – from leadership at the bedside to leadership in the boardroom and beyond.
- In order to influence the next generation of nurse leaders, it is incumbent that schools of nursing develop effective leadership and mentoring plans.
- Leadership succession and mentoring plans may serve as the foundation for building a leadership pipeline and talent pool that ensures effective leadership continuity.

Figure 3. - Quantitative Analysis of Succession Plan n=13



Summative data collected via the Mentor/Leadership Development Activities Evaluation form at end of program. Note: Other variables evaluated but not listed.

Leadership Succession and Mentoring Plan

- Leadership/Mentoring Introductory session
- Networking session
- Leadership Institute
- Leadership 101
- NCBON leadership approved workshop/articles/activities
- Mentoring workshop/activities
- WSSU NAO meeting
- Leadership/Mentoring Roundtables
- Evaluation

METHODS

- Review of the literature
- RWJF Leadership Toolkit and Mentoring Toolkit provided framework for succession plan.
- Focus groups provided data regarding what is needed in a succession plan.
- Open discussions during scheduled leadership and mentoring activities.
- Meaningful and purposeful connections to peer and professional mentors.
- Formative and summative evaluation

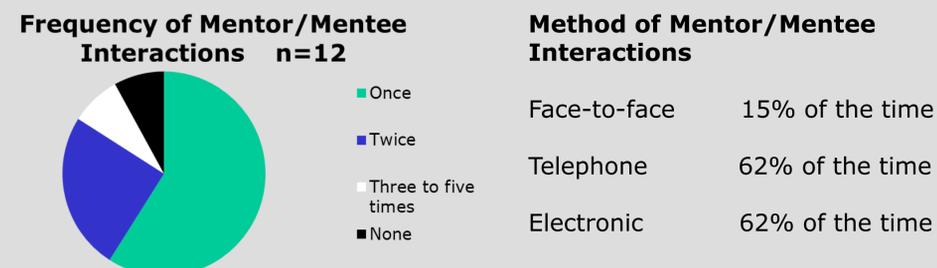
Figure 1. Qualitative Analysis of Aspects of Succession Plan

Most Beneficial Aspects	Less Beneficial Aspects
<ul style="list-style-type: none"> • Leadership Institute • "Mini" leadership development sessions • Networking sessions • Mentoring relationship with previous RWJ scholars • Mentoring relationship with faculty • Connection with "seasoned" nurse leaders in academia and practice • Succession development • Building a pipeline of diverse leaders 	<ul style="list-style-type: none"> • Time of meetings • Limited interaction with some mentors • Mentor/Mentee match



N13 cohort of RWJ Scholars at 2014 National Leadership Institute with Dr. Cecil Holland (left), Program Liaison and Dr. Wanda Lawrence (right), Mentoring Facilitator.

Figure 2. - Mentor/Mentee Interaction Data



RESULTS

- High satisfaction level with leadership development plan
- Opportunity to improve mentoring plan/relationships
- Strengths and weaknesses identified
- Student mentor feedback
- Opportunity to engage in continuous program improvement

REFERENCES

American Association of Colleges of Nursing and the Robert Wood Johnson Foundation. *New Careers in Nursing Leadership Development Toolkit*. 4th ed. 2012.

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