

Nursing Leadership Styles and their Influence in Practice environments

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Online Learning Module NGR6715

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Module One-1, Introduction

This module is designed to help prepare senior level ADN nursing students to transition into the practice environment. The scope of the assignment includes an exploration of various leadership styles and the impact that each style has in the practice environment. According to Gordon, Darbyshire, and Baker (2012), non-technical skills education is essential in order to improve patient safety and promote continuing education. The students are expected to complete the required readings, view the narrated PowerPoint, and a self-assessment using an Emotional Intelligence (EI) tool (Institute for Health and Human Potential, 2014). The students will then participate in a discussion post relating what they learned about themselves to the various leadership styles that they explored in the beginning of the module. In the discussion students will identify three personal goals based upon this new knowledge. The objectives for the module, listed below, are to be achieved and measured through the module activities (Bastable, 2014). Prior to attending the weekly face-to-face class, they are to complete a short survey about their personal results of the EI assessment, using a Survey Monkey link. The combined results of the survey will be shared with the class as a discussion aid.

Objectives

At the completion of this module, the student will be able to:

1. Compare and contrast the three styles of leadership: authoritarian, democratic, and laissez-faire. (Cognitive domain, Analysis)
2. Discriminate between leadership and management. (Cognitive domain, Analysis)

3. Assess one's own strengths in leading, managing, and following. (Affective domain, Valuing)
4. Incorporate personal strengths identified by the EI assessment that enhance leadership in nursing practice to write three personal goals. (Affective domain, Organization)

Required Readings

Weis, D., Tilin, F., & Morgan, M. (2014). Perspectives in Leadership. In *The interprofessional health care team: Leadership and development* (pp. 72-87). Burlington, MA: Jones & Bartlett.

Yoder-Wise, P. S. (2011). *Leading and managing in nursing* (5th ed.). St. Louis, Mo: Elsevier Mosby

References

Gordon, M., Darbyshire, D., & Baker, P. (2012). Non-technical skills training to enhance patient safety: A systematic review. *Medical Education*, 46(11), 1042-1054 13p.

Institute for Health and Human Potential (2014). *Test your emotional intelligence: Free EQ quiz*. Retrieved November 6, 2015, from <http://www.ihhp.com/free-eq-quiz/>

Bastable, S. B. (2014). *Nurse as educator: Principles of teaching for nursing practice* (4 ed.). Syracuse, New York: Jones & Bartlett Learning.

Module One-2, Management vs. Leadership Styles

Throughout history, the image of nursing has evolved from the handmaiden and mere assistant to the doctor to the independent professional and advanced practice nurses we see today (Bastable, 2014). Leadership amongst nurses has contributed significantly to this evolution and advancement of our profession. What characteristics constitute good leadership? How are leaders defined? According to Yoder-Wise (2011), leadership is engaged decision making in clinical situations where a standard solution does not exist. Leadership requires identification, assessment, analysis and resolution of problems. The way in which these things occur is what makes a leader effective or ineffective. There are three styles of leadership that will be covered in this module, authoritative, democratic, and laissez-faire. As you complete the readings and the narrated PowerPoint, reflect upon your personal leadership style and the style of the leaders you have come into contact with to date. Explore your feelings about the leadership styles and which style you think is most effective.

Management and leadership are two distinct roles that are not always apparent to the novice nurse (Giddens, 2013). Most often, they are considered one in the same. However, this is not the case. In contrast to the definition of leadership, management is the process of “guiding others through a set of derived practices and procedures” (Yoder-Wise, 2011, p.5). A manager of a nursing unit can be a manager, organizing staffing, enforcing policy, hiring and firing team members without being a leader. A good manager is capable of the routine responsibilities and create a healthy work environment through leadership as well (Weiss, Tilin, & Morgan, 2014).

According to Giddens (2013), many new nurses mistake their novice status as one that does not embody leadership characteristics. Consider the attributes of effective leaders and

identify ways that a new nurse can demonstrate these in practice to improve safety, and quality patient care.

References

Weiss, D., Tilin, F., & Morgan, M. (2014). *The interprofessional health care team: Leadership and development*. Burlington, MA: Jones & Bartlett.

Yoder-Wise, P. S. (2011). *Leading and managing in nursing* (5th ed.). St. Louis, Mo: Elsevier Mosby.

Giddens, J. F. (2013). *Concepts for nursing practice*. St. Louis, MO: Mosby Elsevier.

Module One-3, Emotional Intelligence

The concept of Emotional Intelligence surfaced after significant research aimed at attempting to identify attributes that contributed to a person's success. According to Bradberry & Greaves (2009), when attempting to predict success, three qualities must be assessed: Intelligence Quotient (IQ), Emotion Quotient (EQ), and personality. Bradberry & Greaves (2009) assert that the EQ is the only attribute that is flexible and can be adjusted over time. Bradberry & Greaves (2009) identify that the first step to improving emotional intelligence is a thorough assessment of your competency level in the four emotional intelligence skills: self-awareness, self-management, social awareness, and social management.

Emotional intelligence is an important characteristic for competent nurses and nurse leaders (Weiss, Tillin, & Morgan, 2014). An emotionally intelligent nurse is not only able to perceive and manage their own emotions in a given situation, but is also capable of doing these things with their clients. Delivering patient-centered care is highly dependent on the ability to perceive the feelings and perspectives of others. Nursing process starts with assessment, which is enhanced when nurses have high emotional intelligence. Managing your own emotions as to refrain from judgement while delivering quality care is just as important as assisting someone through a difficult emotional situation.

References

- Bradberry, T., & Greaves, J. (2009). *Emotional Intelligence 2.0*. San Diego, CA: TalentSmart.
- Weis, D., Tillin, F., & Morgan, M. (2014). Perspectives in Leadership. In *The interprofessional health care team: Leadership and development* (pp. 72-87). Burlington, MA: Jones & Bartlett.

Module One-4 Module Activities

1. Complete the required readings listed in the module.
2. Review the narrated PowerPoint on Leadership Styles and Emotional Intelligence.
<https://youtu.be/UU4dB5mLNi8>
3. Complete a self-assessment of Emotional Intelligence. You may choose any free online assessment that you find using an internet search engine of your choice. An example is listed below: (<http://www.ihhp.com/free-eq-quiz/>)
4. Online discussion using Google+ at the following link:

<https://plus.google.com/events/c840pf0035uo99944g3ldmor38g>

Original post due by December 6th, 2015 by 11:59pm. Response posts due December 9th, 2015 by 11:5pm. Relate what you learned about yourself through the EI assessment to knowledge of the various leadership styles that you explored in the beginning of the module.

- a. Post one substantive discussion post identifying three personal goals to enhance your leadership style. Provide rationale for these goals. Respond to at least two of your peers.
- b. Be prepared to discuss the following key points:
 - i. Think back on a time you were angry or upset about something. How did you react? Describe a time when understanding someone else's perspective helped you resolve a conflict. How would this be beneficial for a new nurse?
 - ii. What motivates you to do your best, even when the task at hand is not particularly enjoyable?

5. Complete the SurveyMonkey survey by December 9th, 2015 at 11:59pm, using the following link: <https://www.surveymonkey.com/r/XFCHQL6>
6. Attend the face-to-face class on Thursday, December 10th, 2015 at main campus in Room 103 & 104.

Module One Grading Rubric: Leadership Styles		
Online Discussion through Google+ Community	Active participation in online discussion that demonstrates knowledge of the module content.	10
Completion of Emotional Intelligence Assessment tool	Substantive original post and 2 response posts that add to the discussion and covers the subject thoroughly.	10
Complete the assessment on SurveyMonkey prior to the face to face class.	Completion of survey- Surveys completed after the face to face class will not receive credit.	10
Total Points		30

References

- Bastable, S. B. (2014). *Nurse as educator: Principles of teaching for nursing practice* (4 ed.). Syracuse, New York: Jones & Bartlett Learning.
- Bradberry, T., & Greaves, J. (2009). *Emotional Intelligence 2.0*. San Diego, CA: TalentSmart.
- Giddens, J. F. (2013). *Concepts for nursing practice*. St. Louis, MO: Mosby Elsevier.
- Gordon, M., Darbyshire, D., & Baker, P. (2012). Non-technical skills training to enhance patient safety: A systematic review. *Medical Education*, 46(11), 1042-1054 13p.
- Institute for Health and Human Potential (2014). *Test your emotional intelligence: Free EQ quiz*. Retrieved November 6, 2015, from <http://www.ihhp.com/free-eq-quiz/>
- SurveyMonkey (2015). Emotional intelligence module one-4 survey. Retrieved from: <https://www.surveymonkey.com/r/XFCHQL6>
- Weis, D., Tilin, F., & Morgan, M. (2014). Perspectives in Leadership. In *The interprofessional health care team: Leadership and development* (pp. 72-87). Burlington, MA: Jones & Bartlett.
- Yoder-Wise, P. S. (2011). *Leading and managing in nursing* (5th ed.). St. Louis, Mo: Elsevier Mosby.