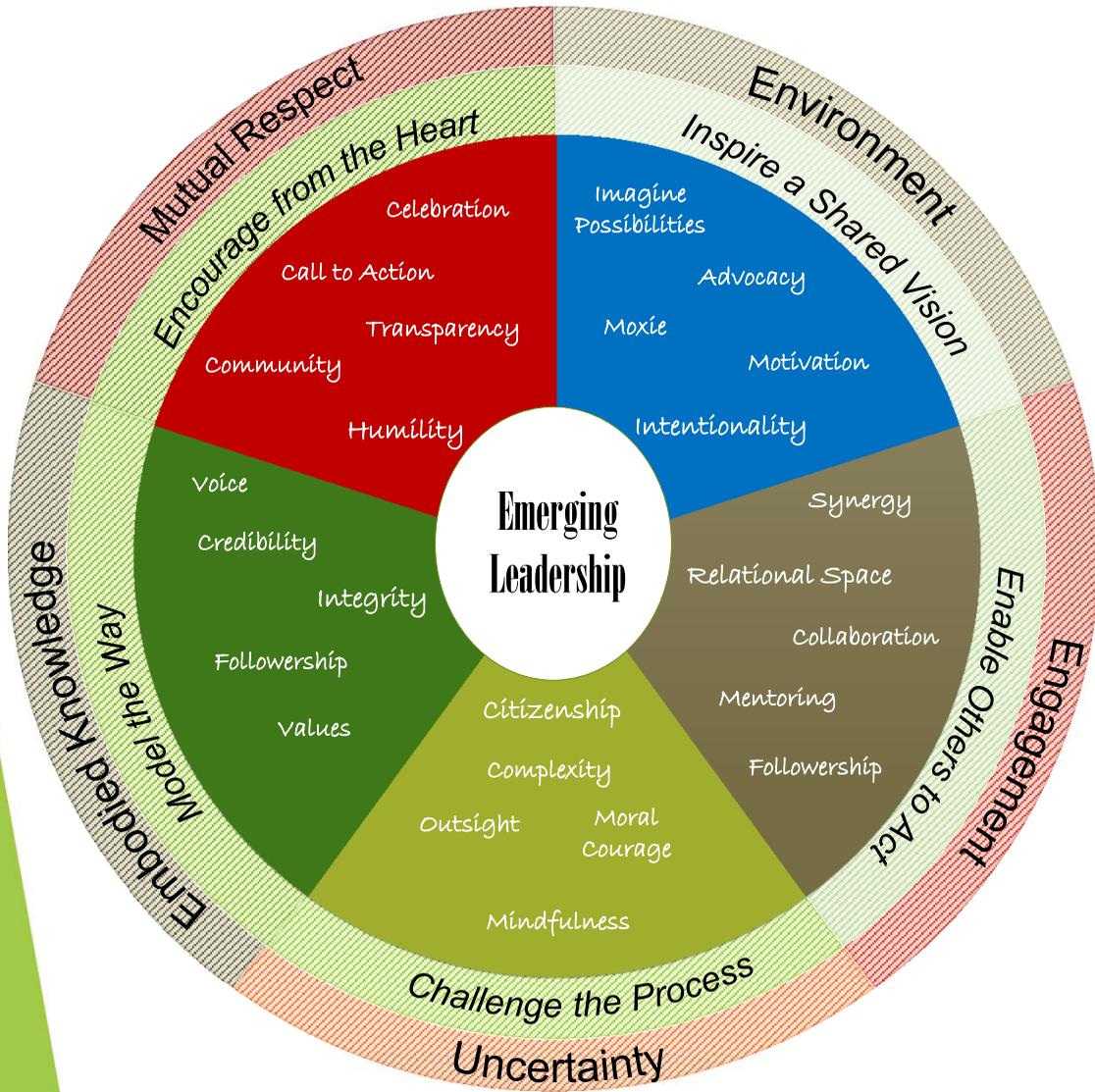


Developing Nursing Leadership Competencies in Baccalaureate Undergraduate Students

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Sample of Student Centered Experiential Learning: Low Fidelity Simulation

"Name Game" Lesson Plan: Complexity & Emergence at the Edge of Chaos

The "Name Game" is an exercise where two rounds of tasks require the exchange of letters (resources) among groups to spell a set of names. Task #1 spells months and task #2 spells U.S.A. state names. All students play in groups acting as organizational departments in health care. The organization is complicated and the two tasks increase in complexity between the two rounds though the simple rules of play remain identical and simple in nature to illustrate the importance of simplicity in understanding a complex adaptive system (CAS). "Whistle blowing" of non-compliance to rules is encouraged. Round #1 requires only informal organization. The task for round #2 requires that groups adapt their processes and structure to effectively get to the desired outcome. Students actually develop a chaotic CAS within the classroom and identify the importance of *emergence* as a complexity science concept and that working at the *edge of chaos* requires simple rules and a balance of *competition and collaboration* to complete the task.

The faculty, as the CEO of the organization, plays a role in this simulation and models transactional (simple & task focused), transformational (value based & relational) and transcendent (global, value and relationally oriented for complexity) leadership principles and competencies that can be discussed and described in debriefing.

Debriefing is both group and individual. In-class *debriefing* uses guided reflective tools for class discussion and individual and group reflections. Post activity *extended* debriefing asks groups/individuals to post a reflective comments before the next class. Theories used to guide debriefing include: reflective pedagogy, complexity, CAS, Kouzes & Posner's 5 practices of Exemplary leadership, Followership: R.N.A.O. Leadership Best Practice Guidelines, Canadian Patient Safety Institute Team Development, Goleman's Emotional Intelligence, and leadership theories.

In-class simulations facilitate the development of reflective practice and provides an experiential component for leadership development as a lifelong learning goal.

"Name Game" was adapted for Nursing 472 MacEwan University BScN Program from: Hunsaker, P.L. (2004). Learning to manage intergroup dynamics in changing task environments: An experiential exercise. *Journal of Management Education*, 28(6), 790-805. doi: 10.1177/1052562904264230

Additional Resources:

- Bergum, V. & Dosseter, J. (2005). *Relational ethics: The full meaning of respect*. Hagerstown, MD: University Publishing Group.
- INACSL. (2013). *Standards of Best Practice: Simulator*[PDF]. Retrieved from the International Nursing Association for Clinical Simulation and Learning (INACSL) website: <http://www.inacsl.org/44/pages/index.cfm?pageID=3407>
- Kouzes, J. M. & Posner, B. Z. (2014). *The student leadership challenge: Five practices for becoming an exemplary leader* (2nd. ed.). San Francisco, CA: Wiley.
- Registered Nurses' Association of Ontario (RNAO) (2013). *Developing and sustaining nursing leadership best practice guideline* (2nd. ed.) [PDF]. Retrieved from http://mao.ca/sites/mao-ca/files/LeadershipBPG_Booklet_Web_1.pdf
- Sherwood, G.D., & Horton-Deutsch, S. (2012). *Reflective practice: Transforming education and improving outcomes*. Indianapolis, IN: Sigma Theta Tau International.
- Simpson, B., Skelton-Green, B., & Scott, J. (2011). Promising practices in leadership development. *Canadian Journal of Nursing Leadership*, 24(3), 26-38. doi: 10.12927/cjnl.2011.22598
- Teamwork and Communication Working Group. (2011). *Improving patient safety with effective teamwork and communication: Literature review, needs assessment, evaluation of training tools and expert consultations*[PDF]. Edmonton, AB: Canadian Patient Safety Institute. Retrieved from: <http://www.patientsafetyinstitute.ca/English/toolsResources/teamwork/Communication/Documents/Canadian%20Framework%20for%20Teamwork%20and%20Communications.pdf>

Learning and Evaluative Strategies

Self-Assessments: Leadership Practices Inventory, Emotional Intelligence, Leadership Style, Followership Style
 Group Work: Case Studies, Discussions, Presentations, Wiki Development and Posts, Process Recordings
 Team Development: In-class Group Work on Change, Reconciliation, Safety and Risk Management, Culture/Climate
 Reflections: Individual and Group, Verbal and Written, Vocal and Non-vocal, Formal Reflective Essays

Nursing Student Feedback

"I have learned that in order to be successful in my career, regardless of my title or position, I need to focus on developing my leadership and followership skills. ... These tools assisted me to identify where I have the potential to lead effectively, and allowed me to explore the skills that require further development."
 Paris Ebrahimi SN4

"... as the course progressed, I began to see leadership in a new light – one which incorporated my personal values regarding relationships. The course content allowed me to recognize that my desire for relational work and leadership are more interconnected than I previously believed."
 Megan Foley SN4

"Throughout this term we have discussed many principles, models, and theories relating to leadership. At first, I felt the material was interesting but had little applicability for me, especially in nursing. But over the past 3 months my understanding has been broadened and my eyes have been opened. There is so much that can be learned about leadership, and it absolutely has relevance to nursing."
 Cameron Litchfield SN4