

The Economic Impact of Effective Frontline Leaders

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Review of Learnings from HRSA I

- **100 % Turnover of Nurse Managers within the first 15 months**
- **75% Turnover of CNO's within the first 30 months of grant**
- **Making any change is all about Leadership**

Colorado Workforce Survey

- **11,000 registered nurses responded**
 - **628 Nurse Managers/Head Nurses**
 - **14% Diploma graduates**
 - **35% ADN**
 - **39% BSN**
 - **12% MS or higher**

Additional Data

- **30% were in these positions < 24 months**
- **45% were uncertain re: staying in leadership**
- **50% do not demonstrate commitment to stay in leadership**

THE FRONTLINE LEADER PROFILE

- “Thus emerges a profile of unprepared, inexperienced and uncertain frontline leaders who according to the literature are the very nurses who have a tremendous influence on whether their own staff will remain in their jobs.”

Nurse Manager Leadership Collaborative Learning Domain Framework



Art of Leadership – Leading People

- **Human Resource Leadership Skills**
- **Relationship Management and Influencing Behaviors**
- **Diversity**
- **Shared Decision Making**

The Leader Within

- **Personal and Professional Accountability**
- **Career Planning**
- **Personal Journey Disciplines**
- **Reflective Practice - Reference Behaviors**

Leadership Course

- Developed in a collaborative manner
- 32 hour, 4 day course
- 10 different teaching faculty
- Threads that drive the process
 - Highly interactive
 - Faculty are the most engaging / highly qualified
 - Utilization of “best practices” in educational theory / adult learning

Leadership Course

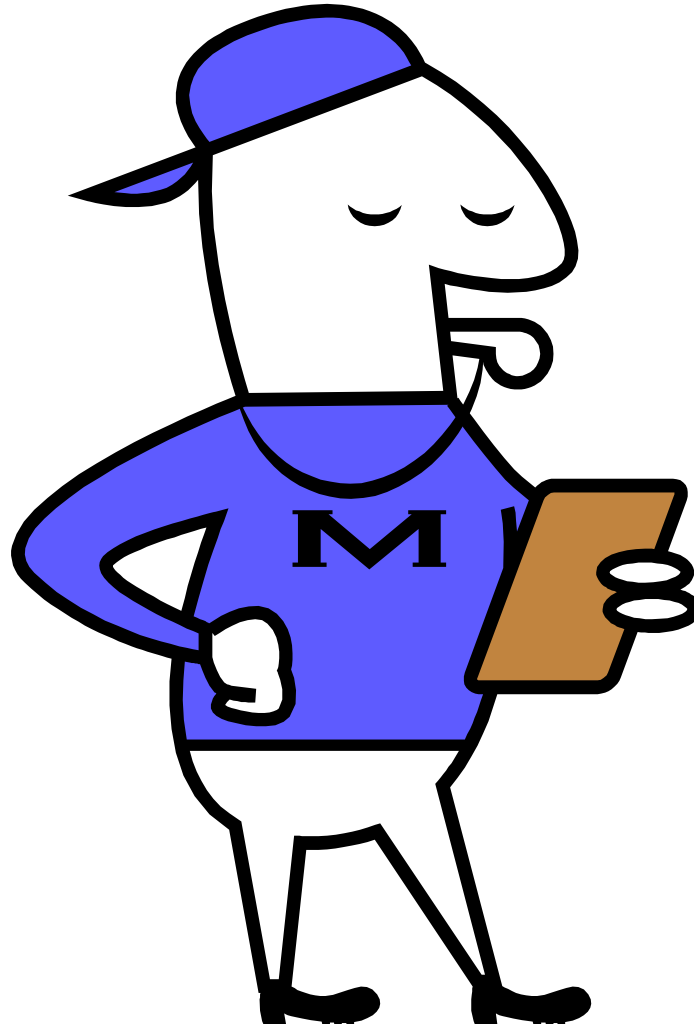
- Enrollment capped at 40 / session
- All students must attend all sessions
- Obligation to utilize the training
- Utilize highly interactive modalities
 - **Games – i.e. Survival game**
 - **Group exercises**
 - **Demonstrations**
 - **Heavy use of scenarios**
 - **Role playing**

Leadership Course (cont.)

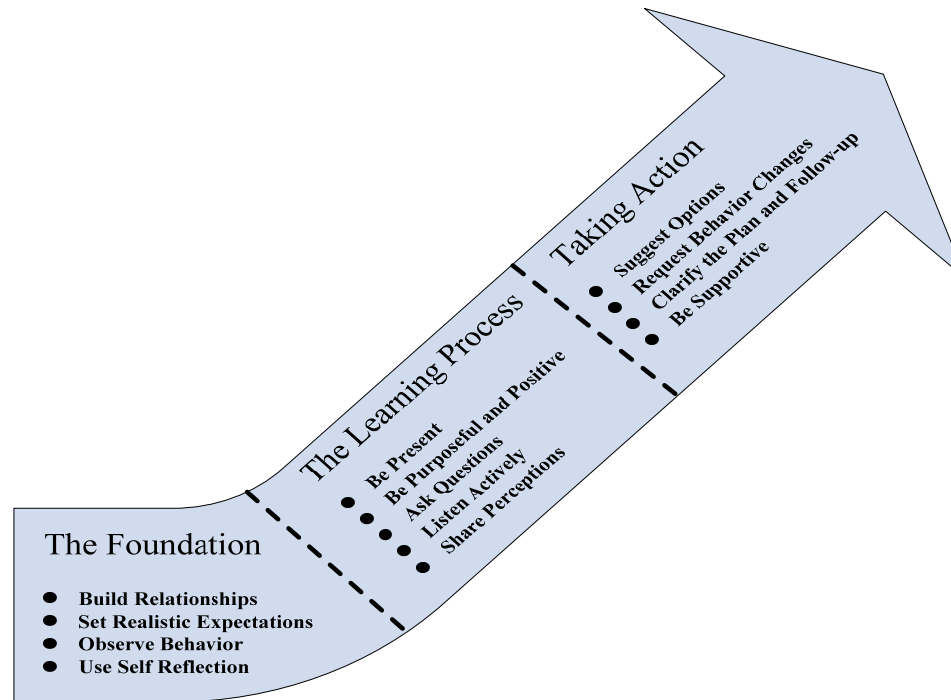
- ❖ **Capstone Project**
- ❖ **Must have a Coach**
- ❖ **Reflective practice / logbooks**
- ❖ **Encourage Frontline leaders to further their education**



Coaching



The Kowalski-Casper Coaching Model



The Foundation

- **Building a Relationship**
- **Setting realistic expectations**
- **Observing Behavior (either first hand or through reflection of coachee)**
- **Devoting time for self reflection on the part of the coach to determine most effective approaches for this coachee.**

The Learning Process

- The coach is 100% present with the coachee
- Being purposeful with positive intentions for the coachee
- Asking thought provoking questions
- Actively Listening to the coachee
- Sharing perceptions openly with no criticism

Taking Action

- **Soliciting and suggesting options**
- **Requesting specific behavioral changes by the coachee**
- **Clarify the plan for follow up**
- **Offer support and unconditional positive regard**

BEST-SELLING AUTHORS OF THE LEADERSHIP CHALLENGE

KOUZES
POSNER

**LEADERSHIP
PRACTICES
INVENTORY**



THIRD EDITION



**PARTICIPANT'S
WORKBOOK**

The Five Practices

- **MODEL the Way**
- **INSPIRE a Shared Vision**
- **CHALLENGE the Process**
- **ENABLE Others to Act**
- **ENCOURAGE the Heart**

Results from FY 1 Leadership Descriptive Study

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Regis University

Figure 1 : Educational Preparation of Participants

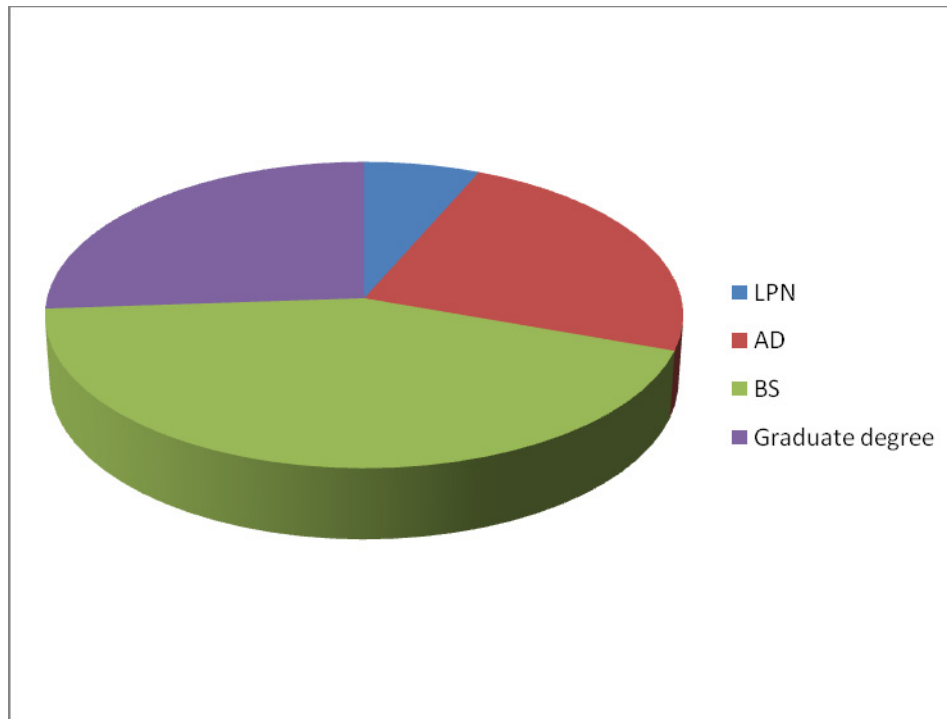


Figure 2: Intent to pursue continued education / leadership role

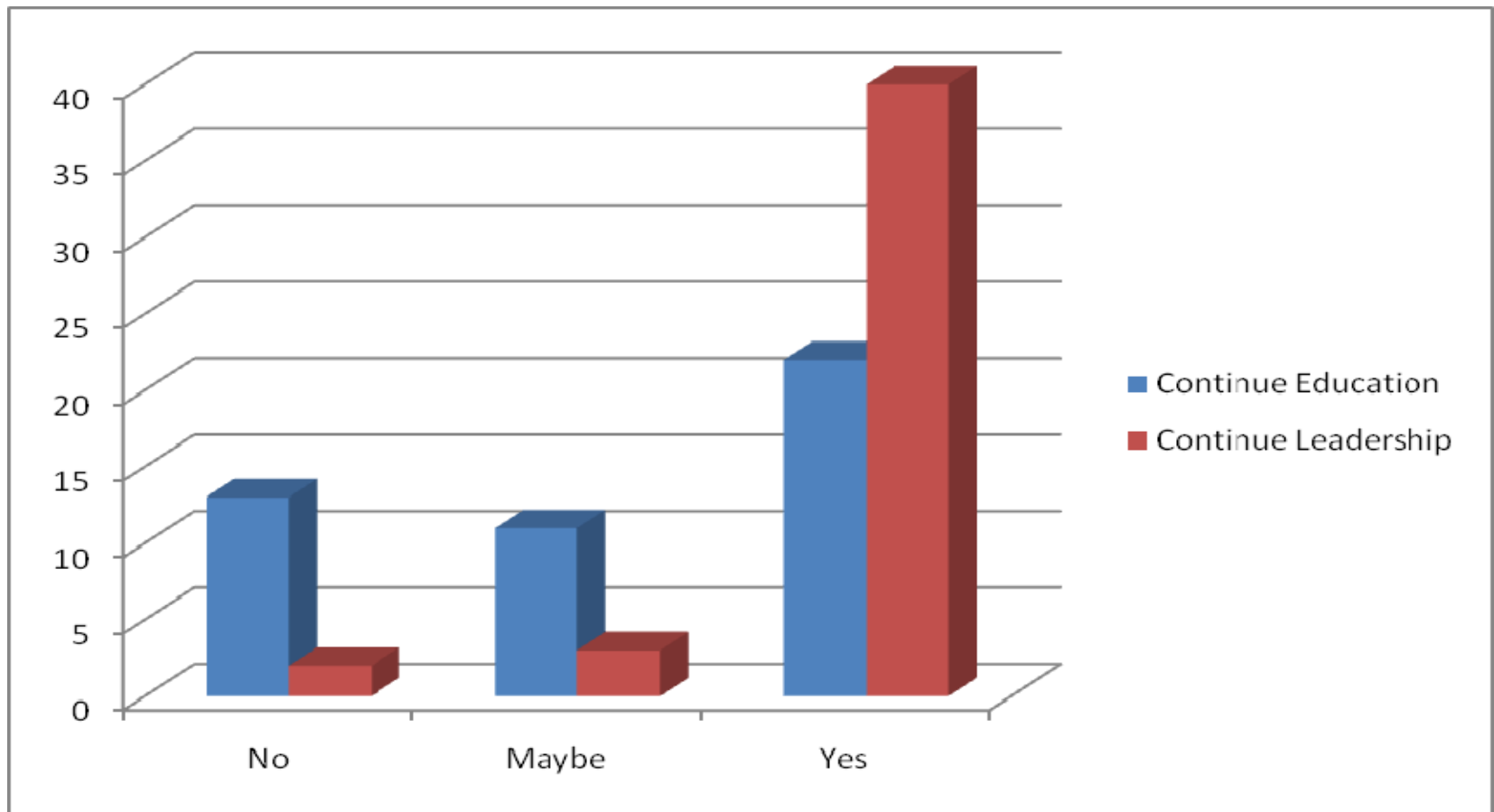


Figure 3: Age Distribution of Participants

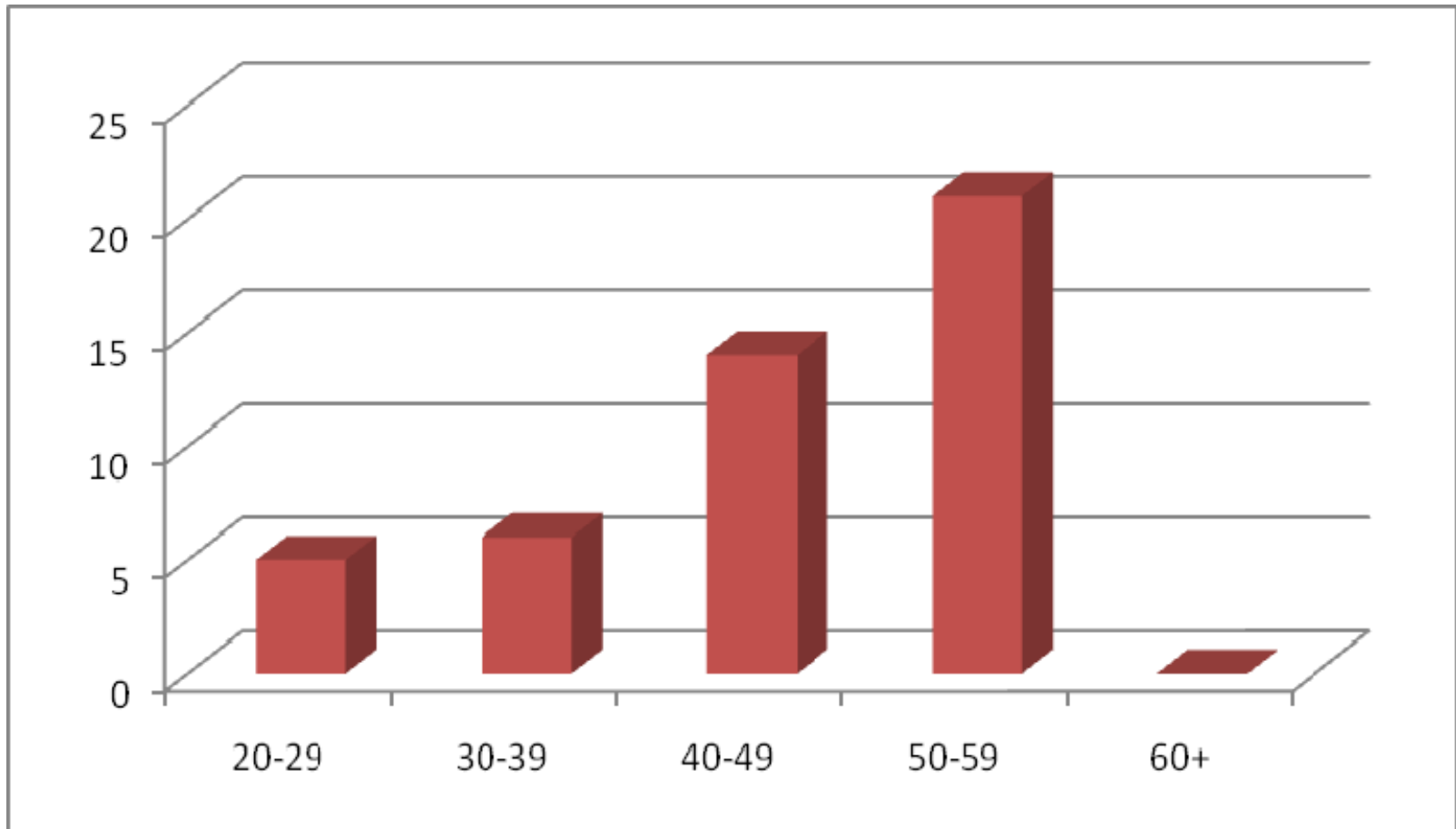


Figure 4: Overall scores, pre/post development

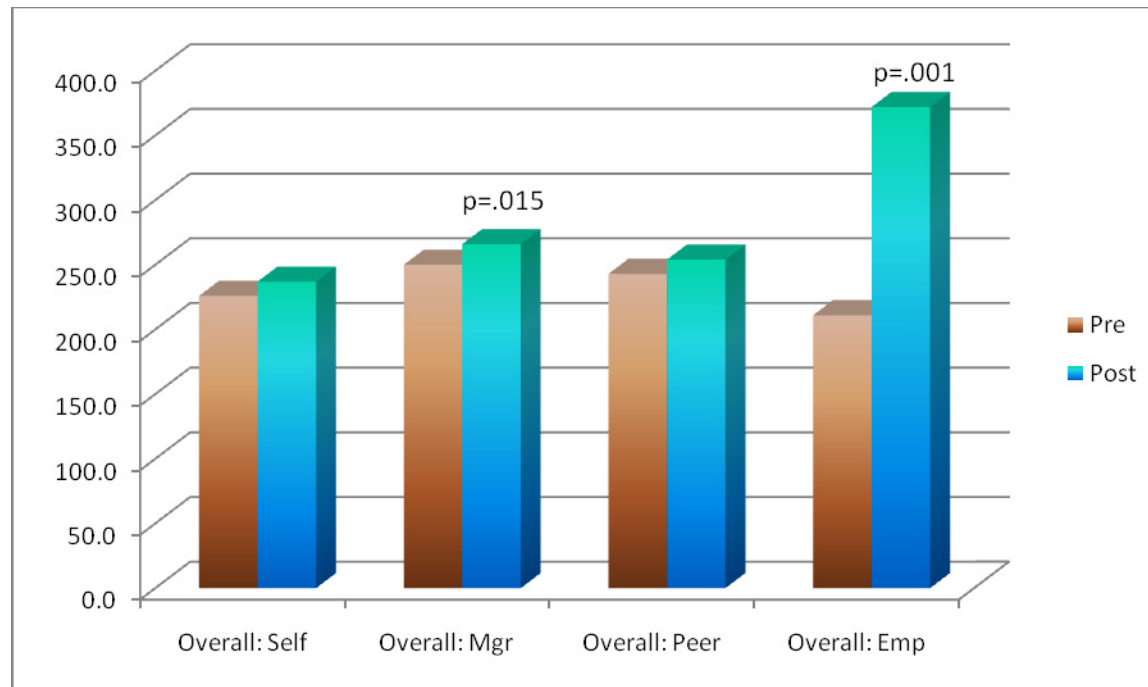


Figure 5: Modeling the Way, pre/post

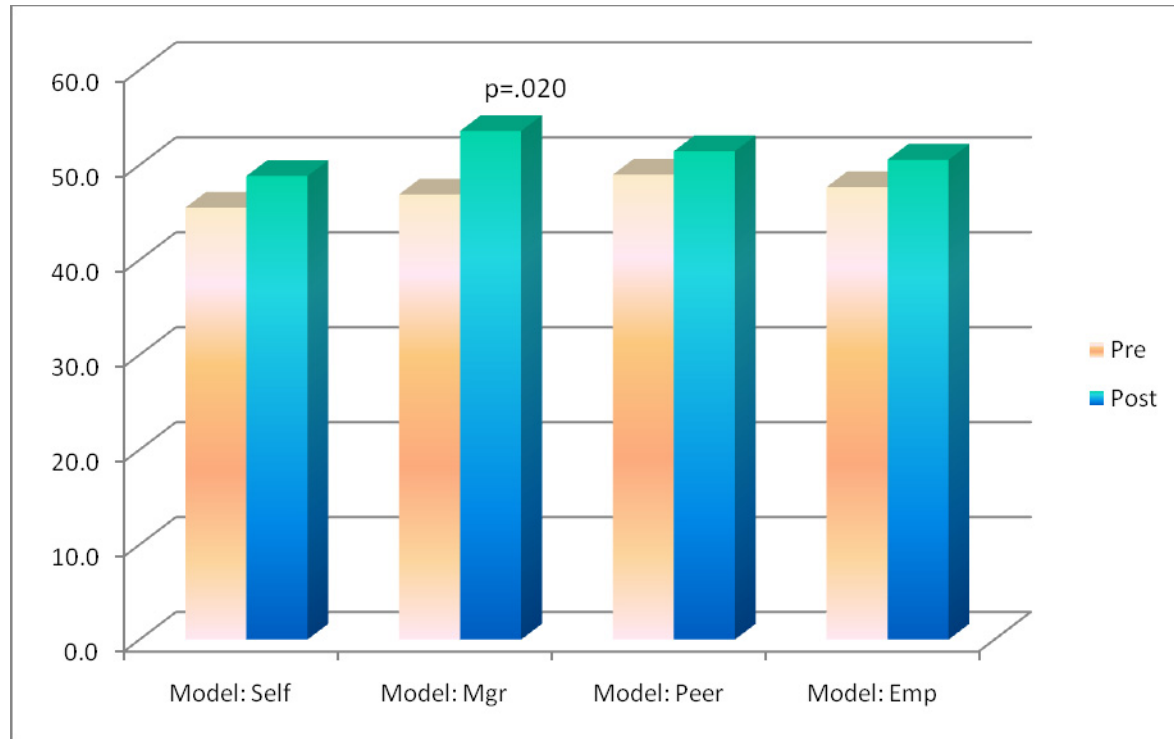


Figure 6: Inspiring the Vision, pre - post

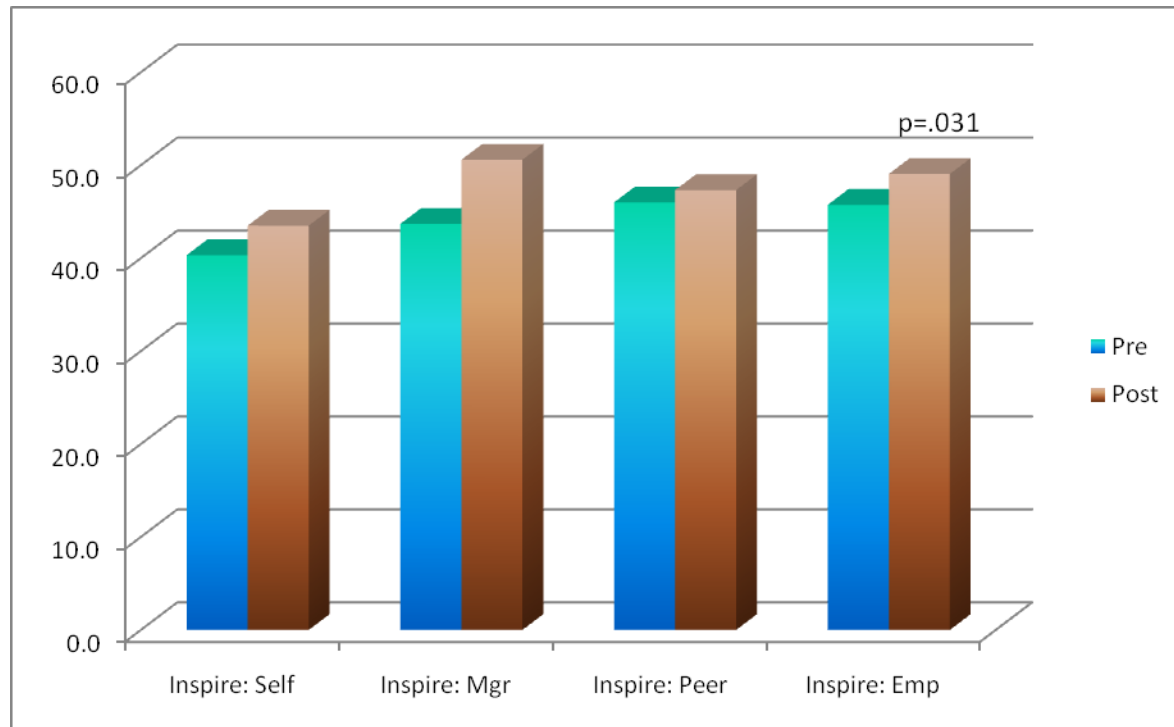


Figure 7: Challenging the status quo, pre - post

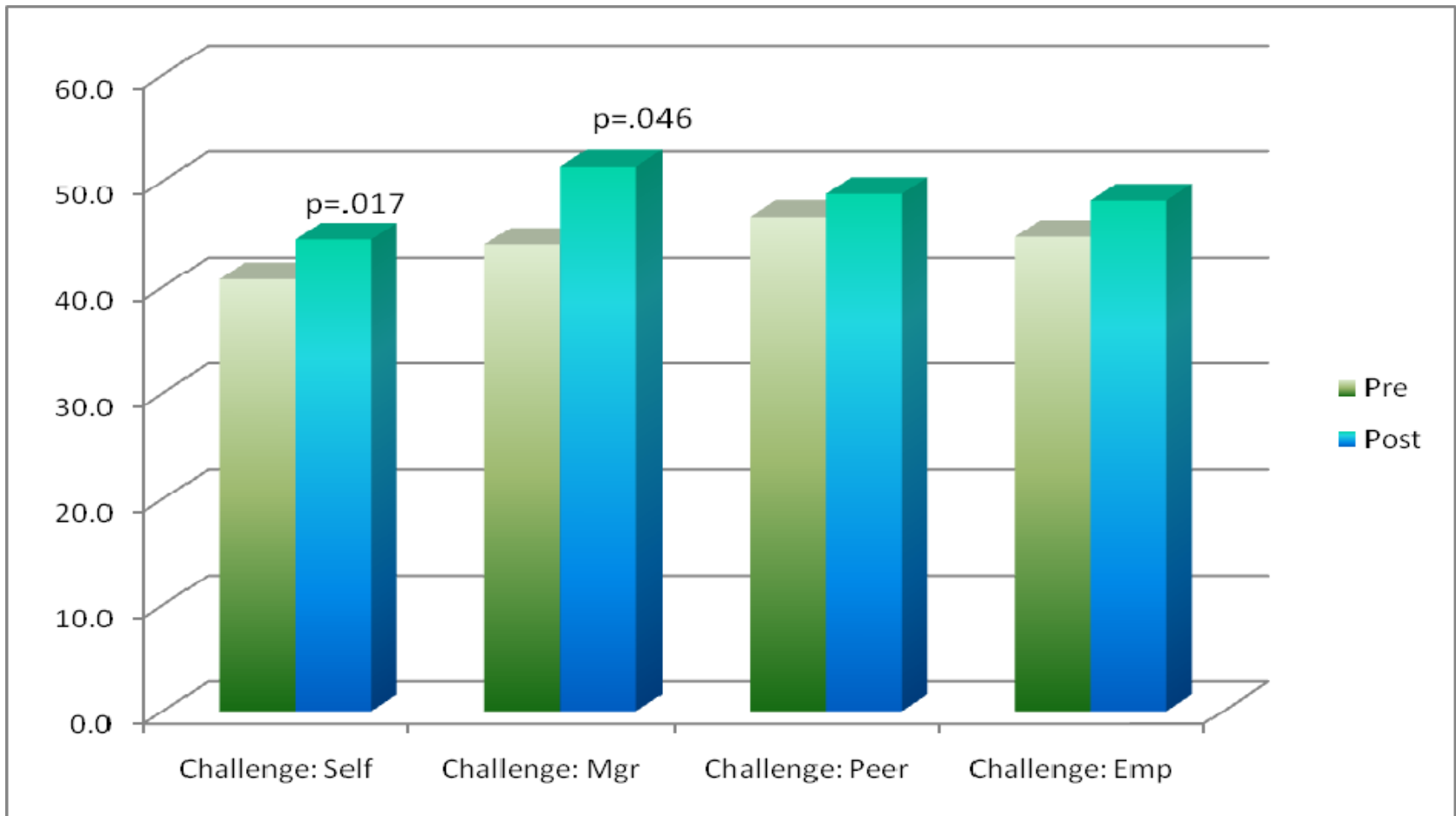


Figure 8: Enabling Work pre - post

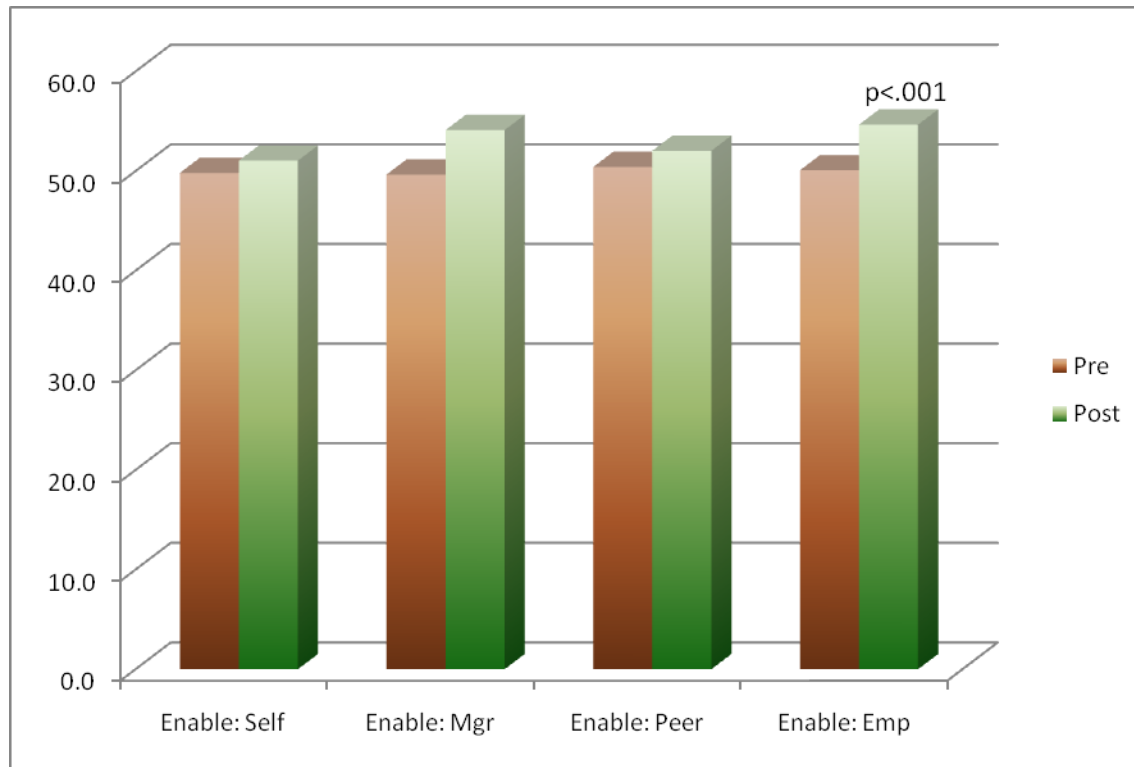


Figure 9: Encouraging pre post

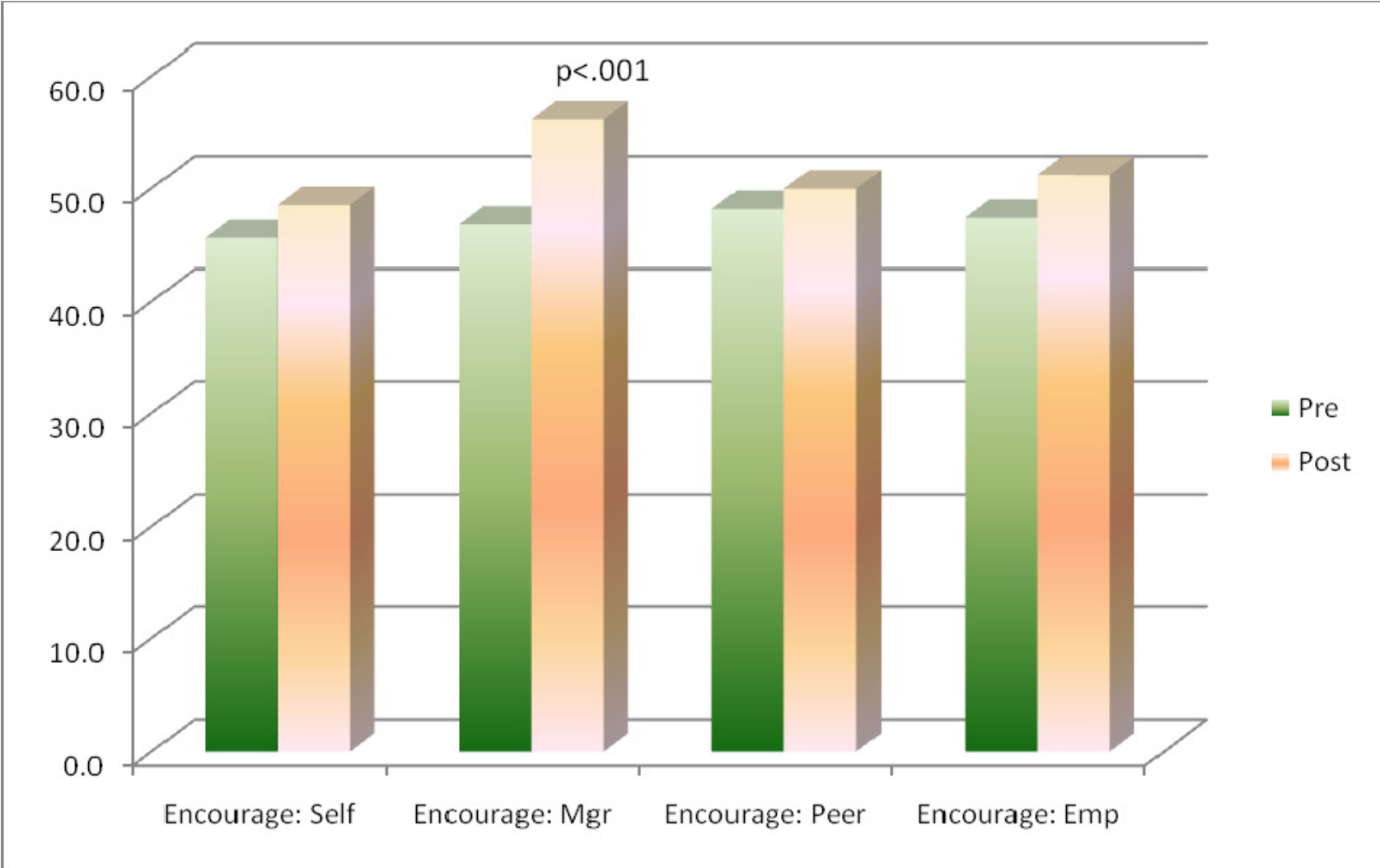


Figure 10: Coaching Self Assessment Pre/Post

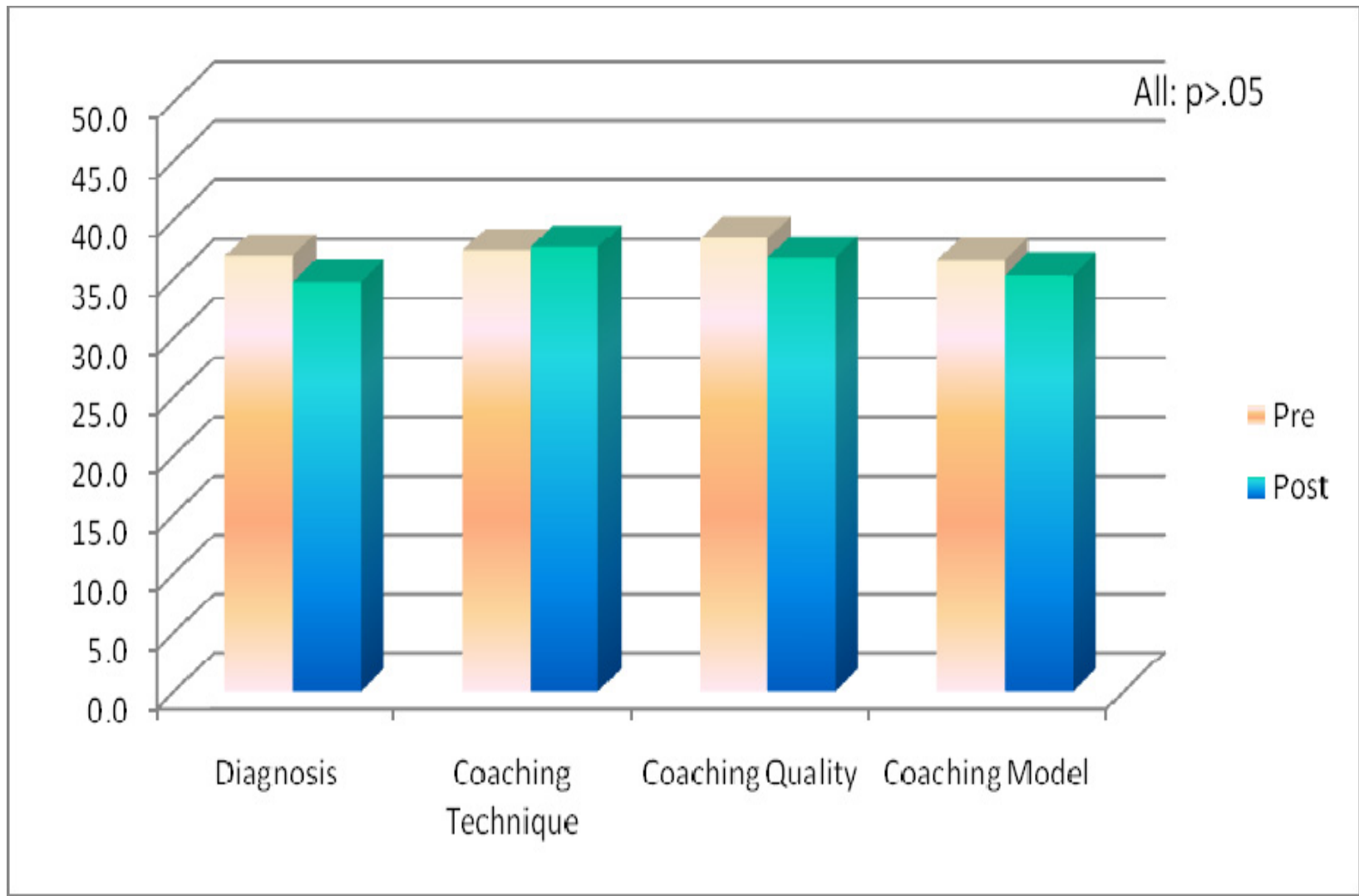


Figure 11: Employee Satisfaction, Baseline

