



**New Solutions for supporting the development of nurse executive presence: Implementation of a graduate nursing executive presence course**

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## Objectives

1. Identify key components in a graduate nurse leadership executive presence course.
2. Discuss three concepts included in a graduate-level nursing executive presence course based on leadership literature and national nursing leadership organization core competencies.
3. Describe at least three ways you can improve the development of practice or education to support formal learning for nursing executive presence

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## Key components

- Noted in the literature as a key skill though not always consistently defined.
- Noted as a need in our region for our graduates.
- What, why, and how!

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**What is executive presence?**

- Communication
- Confidence (mojo) (Charisma)
- Appearance
- Actions
- Skill and Knowledge
- Relationships
- Passion
- Public speaking



THE BOSS



got executive presence?

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**Gravitas**

- Gravitas "dignity, seriousness, or solemnity of manner."
- "a post for which he has the expertise and the gravitas."
- "You respect them because they seem serious and intelligent."
- "Lack of (gravitas) means you do not command respect or exhibit leadership."



THE "IT" FACTOR  
*how to have*  
an executive presence

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**Participate!**

Who has it? You know that person...that leader

- Some people ooze it!
- Some people repel you!
- Some people have pieces of it.
- **Who comes to mind for you when you think of executive presence?**
- **What skills and characteristics do they have?**

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Who came to mind and what qualities did they have?

- Act
- Look
- Speak
- Connections
- Charisma
- Confidence
- Influence
- Personal power
- Relationships
- Networking
- Compassion.....
- And ultimately Influence

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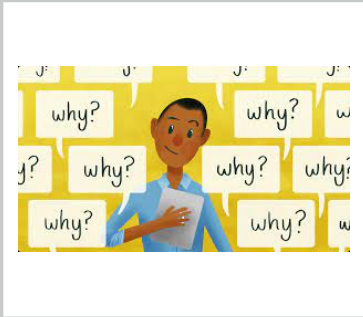
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Background:  
**Why** does Executive presence matter?

- Executive leaders expect it.
- Getting your voice heard.
- Moving up in the world.
- Getting goals accomplished.
- Helping others.
- Area CNO videos to discuss EP.




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### AONL Nurse Executive competencies

Communication and relationship building	Knowledge of the environment	Leadership	Professionalism	Business skills
<ul style="list-style-type: none"> <li>• Effective communication</li> <li>• Relationship management</li> <li>• Influencing behaviors</li> <li>• Medical staff relationships</li> <li>• Community relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Board meetings</li> <li>• Relationship management</li> <li>• Influencing behaviors</li> </ul>	<ul style="list-style-type: none"> <li>• Personal journey disciplines</li> <li>• Change management</li> <li>• Influencing behaviors</li> </ul>	<ul style="list-style-type: none"> <li>• Career planning</li> <li>• Advocacy</li> </ul>	<ul style="list-style-type: none"> <li>• Human resource management</li> <li>• Strategic management</li> </ul>

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Domain 2 Person centered care	<ul style="list-style-type: none"><li>Engage with the individual in establishing a caring relationship</li><li>Communicate effectively with individuals</li></ul>
Domain 3 Population Health	<ul style="list-style-type: none"><li>Engage in effective partnerships</li><li>Demonstrate advocacy strategies</li></ul>
Domain 6 Interprofessional Partnerships	<ul style="list-style-type: none"><li>Communicate in a manner that facilitates a partnership approach</li><li>Communicate effectively with individuals</li></ul>
Domain 9 Professionalism	<ul style="list-style-type: none"><li>Employ participatory approach to care</li><li>Demonstrate the professional identity of nursing</li><li>Integrate diversity, equity and inclusion</li></ul>
Domain 10 Personal, professional, and leadership development	<ul style="list-style-type: none"><li>Demonstrate a spirit of inquiry</li><li>Develop capacity for leadership</li></ul>

**AACN  
Essentials**

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## Benefits

- Helps students with a foundation and basis of how to assess their skills.
- Formulation of foundation for the future.
- Gives them practice at observing others for the skills.
- Helps them connect with other leaders.
- Allows them to learn how to obtain specific feedback.
- Initiative for future development.



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## How?

- What do I know already?
- How can I get feedback?
- What are my strengths?
- What are my priorities for improvement?
- What are my next steps?
- How can I get even better?



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### Assess

- How you think?
- How you act?
- How you look?
- How are you perceived?
- What do you do well?
- What do you need to work on?

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### Feedback

- Self
- Others
- Sources: Performance reviews, peer feedback, faculty feedback, colleague feedback

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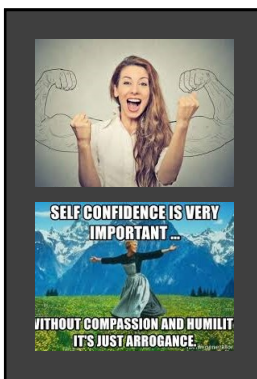
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### Confidence without arrogance!

- "Presence is confidence without arrogance."
- Self check in
  - Three words to describe you?
  - What is unique about you that leads to your happiness and best performance?
  - Reflect on a time that felt natural and right at work. How can you repeat and strengthen that skill?
  - What are your signature strengths and how do you use them?

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### Feedback

- **Ask at least 5 people**
- **What are their first thoughts** of you (performance as a leader)?
- **What do I do well?**
- **What are three things** if I improved on would have the most impact on my leadership success?
- **What can I do** to position myself for leadership growth and future opportunity?
- Make it safe and take the feedback well! **Thank you!**(Especially when it's not what you wanted to hear).

Practice exercises



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## Mentors

- Find a mentor
- Honest feedback
- "Caring critic"

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### A journey--- not a destination

- Key components and concepts
  - What it is
  - Why it is important
  - How to evaluate self and plan future
- Develop skill for nurse leaders
  - Continue the process
  - Evaluate progress
  - Feedback

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## Course work

- Course activities:
  - Cover material on EP
  - Observe/Evaluate EP in others
  - Assess EP in self
  - Video sharing with colleagues
  - Students provide feedback to each other
  - Discussion
  - Development plan

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## Implementation and ongoing work

- Work in progress
  - Consider integrating education on relational leadership
  - Interprofessional engagement
- Assess impact
- Follow up with graduates
- Continue to develop work and course

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## Questions?

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