**The Effect of
Authentic Leadership and New
Graduate Support on New
Graduate Nurses' Job
Satisfaction**

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Acknowledgements

CIHR IRSC
Canadian Institutes of   Instituts de recherche
Health Research   en santé du Canada

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November 3, 2022

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Study:

**The Effect of
Authentic Leadership and
New Graduate Support on New
Graduate Nurses' Job Satisfaction**

*****Note:** NGN = new graduate nurse**

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Definitions

New Graduate Nurse – a nurse with less than two
years of practice experience (Laschinger et al., 2012).

New Graduate Support - the extent to which
NGNs believe that they are assisted, encouraged,
and provided with feedback by their preceptor, peers,
and managers (Casey et al., 2004; Laschinger et al., 2012).

Job Satisfaction - the affective orientation that
an employee has towards his/her job (Lu et al., 2012; Price, 2001).

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Definitions

Authentic Leadership - a "pattern of leader behavior that draws upon and promotes both positive psychological capacities and a positive ethical climate, to foster greater self-awareness, an internalized moral perspective, balanced processing of information, and relational transparency on the part of leaders working with followers, fostering positive self-development" (Walumbwa et al., 2008, p. 94).

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Purpose

- To test a theoretical model linking authentic leadership to NGNs' job satisfaction through its effect on new graduate support.

- No study to date has examined the influence of authentic leadership on new graduate support using the Casey-Fink Graduate Nurse Experience Survey (CFGNES) and their combined effect on NGNs' job satisfaction.

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Background

- Transition period is a time of stress, role adjustment, and reality shock for NGNs (Casey et al., 2004; Duchscher, 2008; Kramer, 1974; Regan et al., 2017; Rush et al., 2019).

- Work environments characterized by ineffective leadership and poor working conditions negatively influence the job satisfaction and turnover of NGNs (Buffington et al., 2012; Laschinger, 2012a; O'Brien-Pallas et al., 2010).

- Rate of NGN turnover is a significant and complex issue (Cho et al., 2012; Duffield et al., 2014; Lalonde & McGillis Hall, 2016; Spence Laschinger et al., 2019).

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Significance

- **Critical nursing shortage** in Canada (RNAO, 2017; WHO, 2011).
  - National demand estimated to double to **+142,000 nursing jobs in 2035** (The Conference Board of Canada, 2017)
  - Ontario - **725 nurses per 100,000 population** (Canadian Institute for Health Information, 2020)
- Increasing and complex demands of the nursing workforce (RNAO, 2017, WHO, 2011).
- NGNs are precious health human resources (Buerhaus et al., 2009; Ebrahimi et al., 2017).
- Need a deeper understanding of the factors influencing NGNs job satisfaction
- Findings can guide the recruitment, training, and evaluation of nurse managers

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Theoretical Framework

- Theory of authentic leadership (Avolio et al., 2004; Walumbwa et al., 2008).

- Four components crucial for successful leadership:

  (i) *self-awareness*

  (ii) relational transparency

  (iii) internalized moral perspective

  (iv) balanced processing

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Literature Review

Authentic Leadership
- Authentic leadership literature remains limited (Alilyyani et al., 2018).
- Authentic leadership and NGNs' job satisfaction has both a direct, as well as an indirect relationship through other work-related factors (Fallatah & Laschinger, 2016; Giallonardo et al., 2010; Laschinger et al., 2012).

New Graduate Support
- A variety of supports shown to influence transition (Casey et al., 2004).
- Reality shock can be offset by the constant support provided to NGNs and their favorable view of the residency experience (Williams et al., 2007).

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Literature Review

Job Satisfaction

- Job satisfaction is associated with several organizational, professional, and personal variables in nursing (Lu et al., 2012).

- Transitional programs provide support, educate NGNs and improve their job satisfaction, retention, and turnover (Beecroft et al., 2008; Casey et al., 2004; Halfer et al., 2008; Lalonde & McGillis Hall, 2016; Missen et al., 2014; Parker et al., 2014; Rush et al., 2015; Williams et al., 2007)

Research Gaps

1. No study has examined the influence of authentic leadership and new graduate support on NGN' job satisfaction with an instrument that details the attributes of support relevant to NGNs' transition

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Hypotheses

Four Hypotheses

- H1) Managers' authentic leadership is positively related to NGNs' job satisfaction.

Figure 1: Hypothesized Model

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Hypotheses

- H2) Managers' authentic leadership is positively related to new graduate support.

Figure 1: Hypothesized Model

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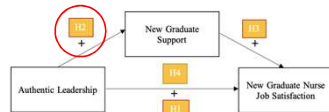
Hypotheses

- H3) New graduate support is positively related to NGNs' job satisfaction.

Figure 1: Hypothesized Model

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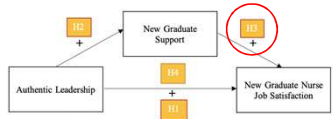
Hypotheses

- H4) The relationship between authentic leadership and NGNs' job satisfaction is mediated by new graduate support.

Figure 1: Hypothesized Model

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Methods
Design

- Secondary analysis of data of Ontario NGNs

- A non-experimental, predictive survey design

- Cross-sectional

- Time 1 baseline data from "*Starting Out: Successful Transition and Retention in New Graduate Nurses*" study (Laschinger et al., 2016).

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Methods
Sample

Inclusion Criteria: Male & female RNs; < 2 years of experience at Time 1; working in direct care; and registered with The College of Nurses of Ontario (Laschinger, 2013).

Exclusion Criteria: RPNs; clinical educators / managers; RNs on a leave of absence

- Convenience sampling
- 878 potential study participants
- N = 215, Response rate = 26.2%

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Methods
Instruments

1. Authentic Leadership Questionnaire (ALQ)
Study Variable - Authentic Leadership
Developed by Avolio et al. (2007)

2. Casey – Fink Graduate Nurse Experience Survey – Supportive Environment Subscale (CFGNES – SUPP)
Study Variable - New Graduate Support
Developed by Casey et al. (2004)

3. Michigan Organizational Assessment Questionnaire's Job Satisfaction Subscale (MOAQ- JSS)
Study Variable – Job Satisfaction
Developed by Cammann et al. (1983)

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Data Analysis

- Statistical Package for Social Sciences (SPSS) version 25.0 statistical analysis software (IBM, 2017).
- PROCESS macro for SPSS, version 3 (Hayes, 2018)
  - Hypothesized simple mediation model
  - PROCESS Model 4

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Results

Table 1. *Demographic Characteristics of the Sample (N=215)*

Demographics		Frequency (n)	Percentage (%)
Gender	Female	193	89.8
	Male	22	10.2
Education	BScN	214	99.5
	Master's Degree in Nursing	1	0.5
Compressed Time Frame	Yes	37	17.2
	No	176	81.9
Employment Status	Full-Time	134	62.3
	Part-Time	71	33
	Casual	8	3.7
Specialty Area	Medical – Surgical	96	44.7
	Critical Care	40	18.6
	Maternal – Child	13	6
	Mental Health	13	6
	Float Pool or Nursing Resource Unit	16	7.4
	Community Health	16	7.4
	Long Term Care	16	7.4
	Geriatric / Rehabilitation	3	1.4

Demographics	N	Mean	SD
Age	215	27.61	6.95
Years of Experience as RN	210	1.41	0.36
Years at Current Organization	189	1.27	0.45
Years on Current Unit	186	1.10	0.50

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Relationships Between Main Study Variables

Table 3. *Correlations Between 3 Main Study Variables*

Variable	1	2
1. Authentic Leadership (ALQ)	-	-
2. New Graduate Support (CFGNES-SUPP)	0.48*	-
3. Job Satisfaction (MOAQ- JSS)	0.47**	0.49*

* p < 0.01 (two-tailed); a = Cronbach's alpha values.

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Final Mediation Model

Figure 2. Final Mediation Model

* p < .001

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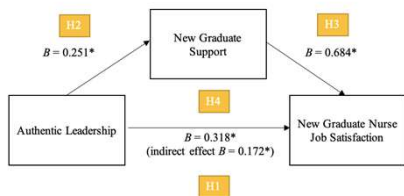
Key Findings

All four hypotheses were fully supported:

- ✓ H1) Direct effect between authentic leadership and NGN job satisfaction was **positive** and **significant** (B = 0.318, p < .001)

- ✓ H2) authentic leadership had a **positive**, **direct** and **significant** influence on new graduate support (B = 0.251, p < .001)

- ✓ H3) direct relationship between new graduate support and NGN job satisfaction was positive and significant (B = 0.684, p < .001)

- ✓ H4) Indirect effect of authentic leadership on NGNs' job satisfaction through new graduate support was **positive** (B = 0.172) and **significant** (CI = 0.097, 0.259).

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Overall Findings

- **Authentic leadership** and **new graduate support** accounted for approximately **31% of the variance** in Ontario NGNs' job satisfaction (R^2 = **0.31**, $F_{(2, 211)}$ = 46.5, p < .0001)

- **New graduate support** accounted for **23% of the variance** in Ontario NGN job satisfaction (R^2 = **0.23**, $F_{(1, 212)}$ = 63.3, p < .0001)

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Discussion

- Relationship between authentic leadership and job satisfaction in line with **NGNs** (β = 0.29, p < 0.01; Giallonardo et al., 2010), **experienced nurses** (β = 0.16, p < 0.01; Wong & Laschinger, 2013), and **employees** beyond the nursing profession (β = 0.19, p < 0.05; Walumbwa et al., 2008).

- **First** study to show a significant positive direct relationship between **authentic leadership** and **new graduate support** in the context of **NGNs** in **Ontario**.

- New graduate support was positively related to NGNs' job satisfaction, in line with Rush et al. (2015).

- **First** study to examine how **new graduate support mediates** the relationship between authentic leadership and NGNs job satisfaction.

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Implications for Theory

- First study to explore how authentic leadership influences NGNs' job satisfaction through the mediating role of new graduate support, using the CFGNES-SUPP.

- Findings demonstrate the **crucial role of work environment factors** in **mediating** the relationship between authentic leaders and follower work attitudes, and behaviours.

- Findings may encourage leaders to **evaluate** current **NGN transition strategies** in order to improve job satisfaction, retention, turnover, associated costs for healthcare organizations, and a sustainable workforce.

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Implications for Management Practice and Policy

- Promising outcomes when authentic leadership is **integrated** into the **planning, recruitment, development**, and **evaluation of leaders.**
- **Identify** exemplary role models in the workplace early on (Chiaburu et al., 2011)
- Authentic leadership can be **learned and/or enhanced** through training (Frasier, 2019).
- **Investment** in formal leadership programs for leaders improve their authentic leadership is essential (Penger and Černe, 2014).

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Implications for Education

- **Leadership skills** are **essential**, regardless of position (MacPhee et al., 2013; Porter-O'Grady, 2011).
- **Incorporate leadership education** at the undergraduate and graduate level (Ericksen, 2009; Waite et al., 2014).
- Requires a **staged** (Pepin et al., 2011) and/or **spiraled** approach (Scammell et al., 2020).
- Incorporate **clinical placements** to supplement learning (Ross et al., 2018).
- Attention to **authentic followership**, an essential component and consequence of the leadership process (Gardner et al., 2005; Leroy et al, 2015).

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Recommendations for Future Research

- Repeat study in other settings and samples

- Consistent use of measurement tools in replicated studies

- Qualitative and mixed-methods research

- Identify additional mediators

- Enhance understanding related to antecedents of authentic leadership (Alilyyani et al., 2018).

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Limitations

- Secondary data analysis
- Cross Sectional Design
- Limited Generalizability of Sample
- Response Bias
- Low Response Rate

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Conclusion

- Additional support for Avolio et al.'s (2004) theory.

- Authentic leadership is significantly related to NGNs' job satisfaction both **directly**, and **indirectly** through new graduate support.

- Must ensure NGNs are supported during their transition.

- Must ensure the presence of **high-quality leaders** in the workplace.

- Study findings can be applied to mitigate the present nursing shortage.

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Thank you.

Questions?

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