

**MODERN PERCEPTIONS OF LEADERSHIP AS AN INFLUENTIAL
FACTOR IN NURSING RETENTION:**

A PHENOMENOLOGICAL STUDY

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LEARNING OBJECTIVES

1. Discuss the leadership expectations of the modern novice nurse.
2. Discuss the differences between traditional theories of nursing leadership and the leadership needs of the modern novice nurse.
3. Discuss concepts of leadership that meet the needs of the modern novice nurse.

INTRODUCTION

The projected shortfall of nurses:

~ 10 million by 2030^{1,6}



Significant contributing factors for newly licensed registered nurses' turnover²:

| Factor | Reported Data: 2022 (RNs = 26,749) < 10 yrs. experience |
|-------------------------------------|--|
| Used Up | 59.8% |
| Fatigued | 53.8% |
| Emotionally Drained (1-7 days/week) | 62.2% |
| Burned Out | 47.3% |
| End of Rope | 30.3% |

PURPOSE

- Gain understanding of the perceptions and experiences of leadership of final-semester baccalaureate nursing students born after 1982 and before 2000
- Determine if any alignment existed between the participants' perceptions and experiences of leadership and the core traits of Authentic Leadership Theory

BACKGROUND

2022 National Council of State Boards of Nursing (NCSBN) and the National Forum of State Nursing Workforce Centers (Forum) survey results^{3,5} :

- 200,000 experienced nurses left the workforce
- Median age of RNs = 46 years
- 28% of RNs plan to leave nursing or retire over the next 5 years
- 38% of RNs have less than 10 years of experience

DATA AND METHODOLOGY

| Participants (N = 16) | | |
|-----------------------|---|---|
| Educational cohort | Accelerated (N = 7) | Traditional (N = 9) |
| Race | Caucasian (N = 6) African American (N = 1) | Caucasian (N = 5) African American (N = 2) Hispanic (N = 2) |
| Gender Identity | Female (N = 6) Male (N = 1) | Female (N = 9) |
| Work Experience | Nurse extern (N = 3) Work related to nursing (N = 4) | Nurse extern (N = 3) Work related to nursing (N = 5) |

Qualitative, phenomenological study
Recorded and transcribed, semi-structured interviews

FREQUENCY DISTRIBUTIONS OF SELECTED ITEMS

| Word or Word Stem | Number of Occurrences |
|-------------------|-----------------------|
| people | 468 |
| communication | 246 |
| communicate | 65 |
| communicating | 30 |
| help | 230 |
| experience | 226 |
| care | 194 |
| caring | 52 |

| 21 Codes Identified in Transcript Excerpts | # of Quotes | Interview Location and Frequency | | | | | | | | | | | | | | | |
|--|-------------|----------------------------------|---|---|---|----|---|---|---|---|----|----|----|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| Relational: Knowing the individual | 80 | 10 | 1 | 6 | 3 | 12 | 5 | 0 | 0 | 4 | 1 | 2 | 4 | 5 | 9 | 12 | 6 |
| Demonstrates caring | 49 | 1 | 1 | 2 | 4 | 11 | 1 | 2 | 0 | 3 | 1 | 1 | 4 | 5 | 2 | 1 | 10 |

QUALITATIVE FINDINGS

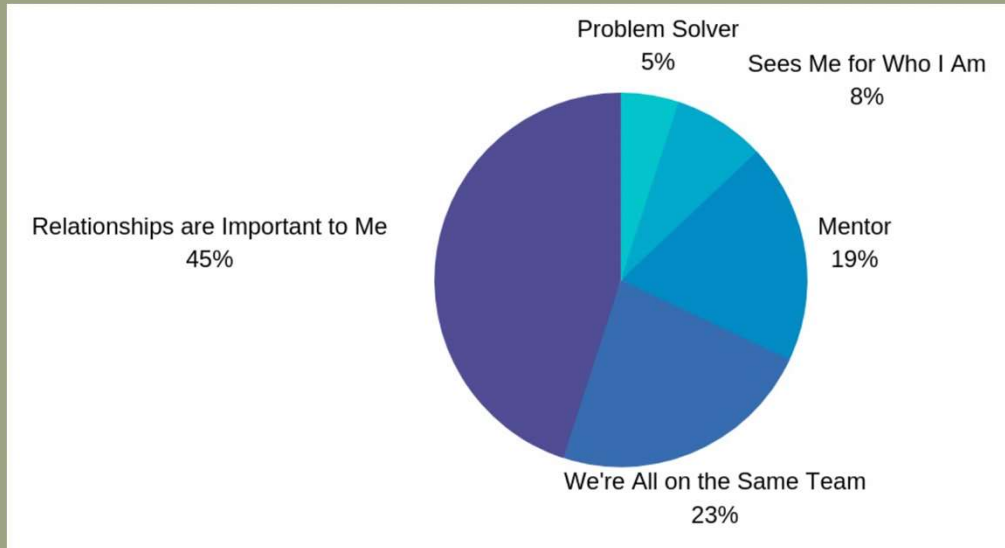
Forty initial codes:

- Desirable characteristics (n = 29)
- Actions of a nurse leader (n = 11)

Eleven codes with no association

Remaining codes grouped according to identified patterns

Perceptions of Leadership



THEME:
LEADERSHIP IS A POSITION

SUB-THEME 1:
I'M NOT ELIGIBLE YET

SUB-THEME 2:
LEADER SHOULD BE AN INSIDER

SUB-THEME 3:
BACK UP IN TIMES OF NEED

NURSE MANAGER
ASST. NURSE MANAGER
CHARGE NURSE
NURSE EDUCATOR

TO BE SUCCESSFUL, THEY NEED TO KNOW THE INS AND OUTS OF IT
(THE UNIT OR FACILITY)

IS THAT DOOR REALLY OPEN IF
I REALLY NEED YOU?

THEME:
**OUR RELATIONSHIP IS
IMPORTANT
TO ME**

SUB-THEME 1:
CAMARADERIE

SUB-THEME 2:
APPROACHABILITY

SUB-THEME 3:
OPENNESS

SUB-THEME 4:
HIERARCHY

SHE WAS SO WELCOMING!
SHE JUST WANTED TO GET TO KNOW ME!
WE WERE FAMILY!

IF MY MANAGER IS JUST NOT NICE AND SHE'S MEAN, I'M PROBABLY NOT
GOING TO REPORT THAT STUFF AND THAT AFFECTS THE BIGGER
PICTURE.

SOMEONE WHO IS VERY UNDERSTANDING
OF WHAT IT IS LIKE TO BE NEW.

IT WAS JUST A LOT OF QUESTIONS THAT ALMOST MADE
ME FEEL LIKE IT WAS A LITTLE PASSIVE AGGRESSIVE

THEME:
**WE'RE ALL ON THE SAME
TEAM**

SUB-THEME 1:
COLLABORATION

SUB-THEME 2:
GOAL ATTAINMENT

I USED TO WORK FOR A FOUR-STAR
GENERAL AND IF HE CAN CHANGE THE
TRASH AT EVENTS, SO CAN YOU!

LESS OF, 'I'M JUST HERE TO DO MY JOB.' INSTEAD, 'I'M HERE TO MAKE
SURE THAT YOU CAN, WHILE I'M ALSO COMPLETING EVERYTHING
ELSE AROUND THAT.'

**THEME:
SEES ME FOR WHO I AM**

SUB-THEME 1:
RECOGNITION & VALUE

SUB-THEME 2:
BEING HEARD

A GOOD LEADER WOULD BE MORE CONSIDERATE OF OTHER PEOPLE'S TIME...
THEY WOULD RECOGNIZE EACH OTHER.

[IDEAL LEADERS] GIVE YOU THE TIME TO EXPLAIN THE SITUATION AND THEY LET YOU TALK. THEY DON'T TALK OVER YOU.

THEME:
AN EFFECTIVE LEADER IS A MENTOR

SUB-THEME 1:
EXPERTISE

SUB-THEME 2:
SUPPORTIVE GUIDANCE

SUB-THEME 3:
COMPASSIONATE CARING

A LEADER NEEDS TO BE
KNOWLEDGEABLE
ABOUT THEIR FIELD OF
PRACTICE, WHATEVER
THEIR EXPERTISE IS.

YOUR GOAL AS A LEADER IS NOT JUST TO GET PEOPLE THROUGH
WHAT'S HAPPENING TODAY. IT'S TO HELP THEM GROW AND LEARN
AND BECOME THE BEST NURSE THEY COULD BE.

...KNOWING WHEN TO BE COMPASSIONATE,
WHEN TO BE UNDERSTANDING...

THEME:
**AN EFFECTIVE LEADER IS A
PROBLEM SOLVER**

SUB-THEME 1:
ANTICIPATES NEEDS

SUB-THEME 2:
CONFLICT RESOLUTION

SUB-THEME 3:
INNOVATIVE

EVEN IF YOU CAN'T SOLVE THE PROBLEM, CAN YOU PUT ME IN THE RIGHT DIRECTION?

IF YOU [THE LEADER] DON'T HAVE GOOD CONFLICT RESOLUTION SKILLS, IT'S GOING TO LEAD TO DISCORD OF THE UNIT.

[NURSE LEADERS] HAVE TO BE OPEN TO NEW IDEAS, OPEN TO LOOKING AT DIFFERENT POSSIBILITIES.

PERCEPTIONS OF NURSING LEADERSHIP

Leadership is a Position

- I'm not eligible yet
- Leader should be an Insider
- Backup in times of need

Our Relationship is Important to Me

- Camaraderie
- Approachability
- Openness
- Hierarchy

We're All on the Same Team

- Collaboration
- Goal Attainment

Sees Me For Who I Am

- Recognition and Value
- Being Heard

An Effective Leader is a Mentor

- Expertise
- Supportive Guidance
- Compassionate Caring

An Effective Leader is a Problem-Solver

- Anticipates Needs
- Conflict Resolution
- Innovative

FINDINGS RELATED TO AUTHENTIC LEADERSHIP THEORY

Core behaviors of an authentic leader:

- Self-Awareness
- Internalized moral perspective
- Balanced processing
- Relational transparency

Walumbwa et al., 2008

CONCLUSIONS

LIMITATIONS

- The Participant
- Data collection and analysis
- The Investigator

Polkinghorne, 1989
Wall, Glenn, Michelson, & Poole, 2004
Walumbwa et al., 2008,
Creswell, 2014,
Maxwell, 2013

IMPLICATIONS

- Future scholarship/research
 - For practitioners
 - Others

RECOMMENDATIONS

- Improve our understanding of novice nurse perspectives of leadership theories, concepts of leadership, and terminology often used in leadership literature
- Investigate the use of allegory and metaphor in the linguistic choices of millennials and Gen. Z.
- Development of the question of the relationship between authentic leadership theory and novice nurse retention

THANK YOU!

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