EFFECTIVE NURSE LEADERSHIP
Transforming Long-Term Care
Kelly Smith Papa, MSN, RN

There are many talented long-term care nurses who envision ways to transform their communities to enhance patient outcomes with person-centered care, but do not have the authority, proper skill set, or opportunity to lead and implement those changes effectively. These nurses need transformational learning opportunities and leadership frameworks to share their ideas and lead change with adaptability, empowerment, innovation, and critical thinking.

Effective Nurse Leadership: Transforming Long-Term Care provides guidance on how to build the skills necessary for leading transformation in the long-term care setting. This book also provides steps to help steer, facilitate, and implement change as well as effective methods to create a culture that is adaptable to change and encourages new ideas for innovation throughout the organization.

THIS BOOK WILL HELP READERS:
- Understand the leader’s role in creating an organizational culture that is nimble and adaptable.
- Build the skills, tools, and approach needed to lead transformation.
- Facilitate change and implement successful methods to create a culture that can adapt new ideas for person-centered care.
- Strategize ways to initiate and maintain effective culture change efforts while cultivating momentum for the development of person-centered care.
- Develop a framework for harnessing enthusiasm and empowering team members to encourage continuous thought leadership and innovation throughout the organization.
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Dedication

To James, Bella, and David,

Thank you for your unconditional love, encouragement, and support. I love you all so much.
Introduction

“If your actions inspired someone to do more, learn more and become more, you are a leader.”
—John Quincy Adams

Leadership is more than a title. Being a leader means intentionally aligning your actions and values to engage others and achieve a shared goal. As leaders, we must be aware of the purpose and meaning of our leadership. We must learn new ways of being present with others, new ways of communicating, and new ways of practicing our leadership skills.

This book will help you deepen your awareness of leadership tools, practices, models, and resources that are proven to develop your authentic leadership style. We will explore the Leading With Enthusiasm framework and introduce you to various leadership tools and practices. These frameworks will help guide your many goals as a leader in long-term care, including the following:

- Creating momentum toward a shared vision
- Engaging staff in culture change
- Increasing team learning
- Realizing person-centered care goals
- Reducing rehospitalization rates
- Decreasing use of antipsychotropic medication
- Enhancing approaches in dementia care
- Becoming more adaptable to change
Why Learn About Leadership?

This book will help you develop and communicate your vision while establishing effective systems to realize your goals. Reflective sections inside each chapter will help affirm your commitment to lead change while giving words to the emotions and drive you feel. As you read and practice the frameworks in this book, you will deepen your capacity to lead while inspiring the commitments of others across your organization. While making your way through the book, take notes on the worksheets or in a personal journal to help give names to and develop the aspects of your personal plan to align your vision of the future with your leadership actions.

Have you ever attended a great conference? While there, you got excited about new ideas that you knew would enhance the care practices of your community. But then after you returned to your community, time passed and you never initiated any new approaches. Perhaps you had the intention of sharing what you learned at the conference, but the folder your notes were in just sat on your desk until finally you filed it away when the excitement you felt at the conference wore off. Maybe you started to tell your team about all the things you learned, excitedly offering them the new ideas and showing them the resources, but eventually it became obvious that your teammates were not as excited as you were, so you gave up. If this is something you’ve experienced, this book is for you.

Perhaps you are looking for tools to initiate and sustain change. We don’t have a shortage of ideas for culture change in long-term care. Ideas and innovations, best practices, and creative approaches are endless. But the big questions remain: Where do you start? How do you initiate the change you think would enhance the quality of life of the people you serve?

“Just tell me the first step,” said a frustrated director of nursing at a seminar on building a culture of learning. Her plea, her curious eyes, and her tone of voice let me know that she saw huge value in the disciplines of a learning organization, but she was overwhelmed by the challenge of getting started. In this book, we will look at how to begin a transformation, small or large, and how to identify that first step.

Steps to sustain change are also explored in this book. Specifically, we’ll look at the steps we can take to continually learn, connect, and create new approaches. Nothing damages a team’s morale more than a leader who is constantly starting new programs that do not last. In each chapter of this book, we will look at a variety of leadership skills and practices that support transformation. In order for your team to be held accountable for learning new skills and following through with their application, you need to be present. Culture change requires the active presence of the
team’s leader. During times of change, the leader acts as a catalyst for inspiration while also being a teacher, a mentor, and a coach. Just as a young child needs an adult’s active presence for encouragement and skill development when learning to walk, read, or share, staff need your presence as they are adjusting and learning how to be successful in a person-centered care environment.

Most importantly, this book was written to share my story of an active learning process that I have been living for the past seven years. On some days, I feel like I am a brand-new leader, completely overwhelmed by all the challenges that exist; on other days, as I reflect on my actions with my team, I realize that I have developed leadership skills I am proud of. I can say with confidence that my leadership style is as unique as I am. It is built around my values, it is fueled by my deep sense of purpose, and it is a work in progress. I am still learning and practicing every day. Join me, and together we can continue to learn, reflect, and deepen our leadership practice.
Chapter 1

Why Acquiring Leadership Skills Is Important in Long-Term Care

The leadership journey is a deeply personal one—filled with joys, worries, challenges, and great celebrations. As a young nurse, I never thought about becoming a leader in long-term care. My thoughts were consumed with taking good care of the people we were entrusted to care for, on that day, during that shift. That meant keeping my residents safe, happy, and healthy by giving them high-quality care and documenting accurately. Yet as the years went by, my perspective shifted and I began to notice the impact that one leader can have on an entire organization’s culture. These people might or might not have had leadership through their titles, but each of them had a unique skill set that influenced others. Their actions supported culture change.

As we seek to transform practice in aging services, leadership skills are vital. Michele Holleran, in her white paper titled “Six Key Leadership Behaviors That Support Culture Change” (AAHSA White Paper, 2007), states that the research will show that great leaders are made, not born. Her study looked exclusively at leaders in aging services to determine the leadership skills that effectively support culture change. She found six emerging themes:

1. **Transparency**—The state of being easily understood and open. When the leader is seen as being transparent, relationships flourish. This requires emotional intelligence, with an emphasis on self-awareness, empathy, and social awareness.

2. **Trustworthiness**—This has three components: ability, benevolence, and integrity. Ability is competence, benevolence is described as compassion for individuals, and integrity is doing the right thing.

3. **Connectivity**—This is seen within relationships, with the leader practicing deep listening and asking reflective questions.

4. **Accountability**—Offering clear expectations that one is supposed to uphold, then measuring or tracking progress and outcomes.
5. Empowerment—Sharing the power with others; can be seen as structural empowerment or psychological empowerment.

6. Optimism—A positive outlook for the future.

Holleran cautions us not only to adopt these six themes, but also to understand that leadership is an evolving process. It is dynamic and alive within every moment of a leader’s day. Leaders need to possess a broad spectrum of leadership competencies, which are all then grounded by the leader’s purpose and authentic self. In Holleran’s work, the leader’s development is more about developing a way of being, rather than acquiring a technical skill.

Realizing You Are a Leader

If you are like me, the realization that you are a leader may have happened abruptly. One day you realized you were seen as a leader—but did you feel like one? Did you want to be a leader, or did others assume you wanted to be one because you supervised other staff members?

Have you noticed the occasional assumption that people with titles of supervisor, manager, or director are leaders? In fact, the skill sets used in these roles are very different from that of a leader. Consider these descriptions:

- Supervisor: a person who is in charge of watching or directing someone or something
- Manager: a person who has control over someone or something
- Director: a person who manages an organized group of people

To manage is to bring about, accomplish, move around, and have responsibility for. In contrast, to lead is to inspire action, guide course, and create a shared vision. Being able to determine the difference between a supervisor, manager, director, and leader is key in understanding why some people in certain roles do not possess the qualities that we need them to in order to enact culture change.

Many times a person’s job description provides a list of things that the person is responsible for following up with based on his or her role. Job descriptions often offer lists of tasks to be accomplished. Nurses, for example, are asked to refer to policies to help guide their actions so that resident care meets clinical and regulatory standards. Yet, as we move into a culture which values person-centeredness, there is more ambiguity as to how to act. The people we care for have their own wishes for living out the course of their lives. Our role thus becomes more about inviting conversation about the unique needs of each person.
During this transformation of long-term care, we need nurses who are managers, directors, supervisors, and charge nurses to also be leaders. Their roles shift to include the use of critical thinking to blend innovation, person-centered care, and relationship building with clinical standards and best practices.

Leading as Designer, Teacher, Steward

The leader’s role, according to Peter Senge, is that of a designer, a teacher, and a steward. In his article, “The Leader’s New Work: Building Learning Organizations” (MIT Sloan Management Review 1990), Senge notes that the definition of a leader is no longer the traditional image of a boss who makes all the decisions. He has found that leadership is more entwined with shaping the culture of an organization. Leadership that helps build the learning culture required to bring about culture change encompasses three different roles:

- Designer
- Teacher
- Steward

Leader as designer

To better understand this role, ask yourself: “If I were the leader of a cruise ship, what would my role be?” When I ask this question to a group, many people will respond, “captain.” Then after I shake my head no, they respond with, “navigator,” “engineer,” or “cruise director.” Senge reminds us that while these are all important roles, there is one role that has the biggest influence on the entire ship: the designer.

What if the captain needs the boat to turn starboard (right), but the ship was only built to turn to port (left)? Because of the ship’s design, getting it to go in the direction the captain wants is impossible. Similarly, it is also impossible to be the leader of an organization that is ineffectively designed. If a person becomes the leader of a faulty system, it becomes that person’s responsibility to redesign the systems that are holding back the team. Instead of focusing on leading, he or she is now redesigning systems, holding up the team’s potential for change.

The role of designer is the less-attractive, hard-work side of leadership. It is the work of crafting the vision that guides the purpose, meaning, and action of the team. Not having a clear sense of purpose and values can cause organizations to fail in times of challenge. For example, in 1982, Johnson & Johnson faced an enormous challenge when bottles of Tylenol were tampered with,
resulting in deaths. Despite the cost, Johnson & Johnson held true to its values throughout this challenge, and pulled all of the bottles of Tylenol off of store shelves.

The leader as designer is responsible for articulating the mission, vision, and values of the organization in the development of policies, structures, and strategies to ensure that each of these things is continually improved upon. When challenges emerge, the leader can rely on the guidance of the design to support the decision-making process.

Leader as teacher

“Leader as teacher” does not mean that the leader is the all-knowing expert who shares his or her wisdom. Rather, the role of the leader as teacher is to gain a clear understanding of the current reality, offer a picture of the future, and uncover the mental models through which people make assumptions.

We all carry mental models—pictures in our mind—of how we view the world; the teacher’s role is to uncover those pictures to be able to reconstruct them. By examining structures, patterns of behavior, and how we react to events, the teacher can help to coach team members into having a clear picture of reality. Then, by offering a vision of the future the leader hopes to create, the leader can ignite creative tension to bring about new solutions to the team’s biggest challenges.

If a leader continually talks about goals of person-centered care and never acknowledges the current reality, staff will think that the leader has his or her head in the clouds. However, if a leader only talks about the current reality, the team will never achieve anything new. The role of the leader as teacher is to bridge the vision of the future with the current reality. The leader as teacher also needs to uncover hidden assumptions while on the quest to generate creative thinking.

For example, what will happen if a leader talks about improving the dining experience for residents by asking staff to sit and have conversations about residents’ lives while they are dining, yet does not include the reality that there are no extra chairs in the dining room for staff to sit in, or the reality that staff lack an effective tool to share life stories? Obviously, the leader’s vision will not be achieved. Instead, the leader needs to speak about (and have knowledge of) the current reality and blend it with a picture of the future, while asking questions that seek to uncover the staff’s assumptions about what the dining experience should look like. For example, the leader could ask the staff group: “What is it that you enjoy the most when you have a nice dinner with your family?” Maybe it’s the food, or the conversation. Perhaps staff enjoy having the time to relax.
It is important for the leader to include the staff in a conversation about the dining their residents experience, offering visions of the possibilities that could exist. Make it personal; offer opportunities for team members to share their culture or their family’s dining rituals. Then, expand to have the team consider the dining rituals or expectations that their residents would have. This conversation will give staff a personalized picture of the experience the leader is trying to create for the residents.

Leader as steward

Robert Greenleaf described in his book, *Servant Leadership*, that the leader must first feel the need to serve others. This is in direct opposition to people who seek leadership roles in order to tell other people what to do and control everything that happens. As a steward, a leader is there in service to others. His or her role becomes more about empowering the talents, strengths, and needs of the staff by intentionally creating opportunities for the staff to, as Marcus Buckingham would say, “play to their strengths.”

The leader also needs to be a steward to the mission, vision, and values of the organization. Stewardship is an attitude, one that values service to others. You can see this in actions of leaders who say things such as, “Is there anything I can do to help you?” or, “What do you need to be able to do your job?” Leaders as stewards show in their actions a deep sense of personal commitment to the work that they do. They feel a joy from knowing they are part of a great purpose.

Developing Leadership Skills

Many nurses in long-term care have roles that require them to lead, yet they were never given the opportunity to acquire leadership skills. Consider the charge nurse who is responsible for supervising a team of nursing assistants in his or her community during the shift. Or consider the nurse who was promoted to a supervisor or manager role. In your organization, is there a system in place to offer leadership education to nurses? Are clear expectations in place for the nurse to know his or her responsibilities as they relate to leadership? For example, when working to reduce antipsychotic medications, organizations typically offer an in-service to educate staff on why such an initiative is important, then create committees to develop processes to reduce medication use and offer alternatives. But is there a system in place for describing the role of the charge nurse during this time of change? Could the education plan include giving the nurse the skills to guide his or her nursing assistants through it?
Chapter 1

Many nurses find themselves feeling overwhelmed or frustrated by their roles because of the many challenges that come along with the responsibilities of leading. This can happen for various reasons, including:

- They may have been put into their position without having the opportunity to learn how to lead
- They do not have a strong team around them
- They have a deep desire to bring about change, yet a lack of skill to know how to do it

To succeed as a nurse in a leadership position, it is vital to deepen your capacity to lead. This book will look at many ways to build your effectiveness as a leader. The following chapters will include tools to help you discover the purpose of your leadership, find a path to bring about change, and introduce you to various resources to help you empower others.

True North

Becoming an authentic leader requires us to test our values, ourselves, and our assumptions about the world. According to Bill George, in his work *True North: Discover Your Authentic Leadership*, there is no map to give you a path of where you will go on your leadership journey. However, you do have a compass to keep you focused on what is really important to you and to guide you when you go off-course. George notes, “The compass is a dynamic tool that you can update and calibrate after every experience to ensure that each step you take on your leadership journey is consistent with how you want to lead your life.” Each one of us has a different life story fueled by different circumstances, opportunities, challenges, people, joys, and sorrows. Discovering your personal story helps to uncover why you react the way you do in different situations. Exercises in later chapters will guide you to reflect on your personal values, what you stand for, and the purpose of your leadership.

Strengths of a leader

When we think about the leaders who have touched our lives, we think about various gifts they bring to their teams and to the world. Max DePree, in his book *Leadership Is an Art*, shares that the work of leadership lies in the uncovering, polishing, and releasing of our own
gifts and the gifts of others. DePree notes that the signs of a great leader can be seen in his or her followers:

- Are the followers engaged, learning, and growing?
- Do the followers manage challenges and conflict effectively?
- Do the followers reach their goals?
- Do the followers have a clear picture of reality and a vision of the future?

The more we seek to understand our own thinking style, personality type, and strengths as a leader, the easier it becomes to understand the thinking styles and personalities of those we work with. In this book, we will refer to the Myers Briggs Personality Type Indicator tool to determine which of the 16 thinking types fit you best. As we explore our own, we will see how others process information.

Each of the thinking styles have strengths as well as blind spots. Having awareness of our own blind spots is key when working on challenges—it will help us shape our communication to fit the diverse needs of each thinking style. This is also important when we are looking to find new ideas. When we need to find a creative solution, it is often helpful to gather many ideas. In order to do this, it is best to assemble a group of people with different thinking types.

Consider your leadership team. Are there times when different leadership strengths shine? For example, if there is an event calling for a decision that requires us to be sensitive, we would value the people on our team who are considered “feeling” (according to their Myers Briggs type) regarding how they relate to others. There are other occasions when we are called to be more objective and look at the facts; in these cases, we would call on our “thinking” staff members. If we had a team that comprised people with both thinking styles, we could be sure all perspectives were offered to enable the team to make the best decisions in any situation.

Learning Models and Tools

Long-term care places great emphasis on the idea of leadership driving culture change. Resources are aplenty. Amazon offers more than 129,000 books with the keyword “leadership” in the title, and over 80,000 with the keyword “leader.” There are conferences, webinars, seminars, blogs, and academies that offer various tools for your leadership toolbox. But with so many choices for education on the myriad theories, models, and frameworks that support leaders, where do you start? In this book, we have worked to find the resources and tools that meet the unique needs of nursing leaders in aging services. You will find resources that will help you design systems to support teams,
inspire change, communicate effectively, empower others, and realize culture change aspirations. The Leading With Enthusiasm framework will be described in detail as a multifaceted approach to lead change.

Deepening the Capacity to Lead

Long-term care is filled with many challenges, joys, and daily changes. It is vital for leaders to find time to practice, to deepen their capacity to lead, so that when a crisis or a challenge pops up they are prepared. Yet our days are busy; we are always doing. So when do we practice?

Appreciative inquiry

The challenges that exist in the work of transforming long-term care require a new way of thinking. We are in an industry that is constantly trying to redesign itself. Yet, when we pause, we can see joy, beauty, and happiness all around us each day. The people drawn to work in aging services are some of the most empathetic and nurturing people in the world. David Cooperrider’s concept of appreciative inquiry asks us to step back and focus on our strengths. Marcus Buckingham, in his work Now, Discover Your Strengths, offers us the notion that we will develop skills to strengthen the areas we are stronger in faster than we will develop our areas of weakness. Appreciative inquiry can be woven into the way leaders build relationships and tackle challenges. One way to do this is to alter the way we ask questions, to make them more curious in nature as opposed to leading in nature. We can ask questions that are appreciative, open-ended, and curious. We also need to spend time listening, while suspending judgment, to gain a clearer understanding of reality, as well as to appreciate and reflect prior to action. For example, the leader can ask staff questions that give them the charge to reach inside themselves and offer their unique perspective, including:

- What do you see as the most important part of the work that we do?
- What stands out to you as the positive ways we offer our residents person-centered care?
- When are your best days?
- What do you like the most about your job?

Reframing questions to solicit responses that are more positive in nature, rather than negative, can help to alter the tone of a meeting, especially a meeting that needs to be generative in nature (for example, one in which you need to find solutions or offer new learning). Asking appreciative questions, rather than questions that are leading or that you already know the answers to,
helps to bring about positive feelings that build relationships. By asking appreciative questions, leaders open up thinking that can be more creative. Plus, it offers time for the leaders to listen more than they talk.

Practice

When I was a teenager, I used to play ice hockey. The ice rink where we practiced was the same one that the Hartford Whalers, Connecticut’s NHL team at the time, practiced at daily. As a young adult, I was impressed with the dedication of the players. They seemed to be on the ice all day, every day, practicing. Then the players had a game two or three times a week, for a few hours. It was during their games that the hours of practice they had put in paid off.

In long-term care we tend to be in the game a majority of the time, with only the occasional day or in-service time to pull back and practice. Imagine what a long-term care organization’s culture could feel like if we had more time to practice building skills that strengthen and deepen our capacity to lead. According to Peter Senge, author of *The Fifth Discipline: The Art and Practice of the Learning Organization*, a team that is constantly learning and growing together is called a “learning organization.”

Building a Learning Organization

Have you ever wondered why some organizations are more adaptable to change than others? What possibilities exist when a culture of shared learning is naturally embedded into the fabric of an organization? Have you ever been on a team in which you experienced a culture of shared responsibility for leadership and learning, with the potential for learning and growing developed in every team member? Peter Senge’s work studied organizations and teams that thrived during challenging times, teams that achieved extraordinary results. He shares that in these teams, each member is practicing five disciplines:

- Personal mastery
- Shared vision
- Mental models
- Team learning
- Systems thinking
Applying the disciplines of a learning organization creates a culture of learning in which team members are constantly adapting, learning, and recreating themselves. Consider how the disciplines of a learning organization, when applied consistently, would create the synergy needed for a culture change. For example, in the team-learning discipline, offering interdisciplinary teams the time to learn together gives these teams the opportunity to hear each other’s perspectives. This is a valuable time to ask questions to help staff challenge their assumptions and see around corners. It’s similar to a sports team—there is a time when the goalies have to practice together, but they will learn more when they are practicing with players from other positions.

“A learning organization is an organization where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together.”

—Peter Senge

From *The Fifth Discipline: The Art and Practice of the Learning Organization*, we can take a deeper look at the five disciplines that each team member needs to practice as part of an effective learning organization (Figure 1.1). Some quotes on each discipline are included below.

**Figure 1.1 | The five disciplines of a learning organization**
Personal mastery
“Personal mastery is the discipline of continually clarifying and deepening our personal vision, of focusing our energies, of developing patience, and of seeing reality objectively.”

Shared vision
“The practice of shared vision involves the skills of unearthing shared ‘pictures of the future’ that foster genuine commitment and enrollment rather than compliance. When there is a genuine vision (as opposed to the all-too-familiar ‘vision statement’), people excel and learn, not because they are told to, but because they want to.”

Mental models
“Mental models are deeply ingrained assumptions, generalizations, or even pictures or images that influence how we understand the world and how we take action. Very often, we are not consciously aware of our mental models or the effects they have on our behavior.”

Team learning
“When teams are truly learning, not only are they producing extraordinary results, but the individual members are growing more rapidly than could have occurred otherwise. A group can discover insights not attainable individually.”

Systems thinking
“Systems thinking is a conceptual framework, a body of knowledge and tools, to make the full patterns clearer, and to help us see how to change them effectively. We tend to focus on snapshots of isolated parts of the system, and wonder why our deepest problems never seem to get solved.”

Case Study
Anne is the nurse manager of a long-term care community that is home to 60 elders. Her entire organization is working through a culture change to create systems for the staff to build closer relationships with their residents. While Anne is excited about the changes the organization is making, she feels like there are several challenges inhibiting progress. The people she is entrusted to lead are busy and lack effective teamwork. Anne is always working hard to try to make her team happier by doing things like cleaning up the nurses’ station, organizing, creating dynamic bulletin boards, and putting up residents’ life stories. Yet no matter what she does, within a month everything is a mess again; her efforts are not visible. Anne is overwhelmed; each day she only feels able to attend to current problems, tasks, and crises. She wonders how she will ever be the leader of culture change when she cannot seem to find the time to step away from her daily challenges.
Before becoming the nurse manager, Anne was a highly respected charge nurse. She was cheerful and very organized; her clinical care and documentation were often used as models for others to learn from. She was a great preceptor for new nurses. Anne enjoyed teaching the new hires, and they learned quickly from her skill and attention to detail. When the nurse manager in her community retired, everyone who knew Anne thought she would be excellent in the role. Anne accepted the job and within a few short months became discouraged, overwhelmed, and disconnected.

Case study explained
What happened to Anne happens to many nurses in long-term care. Typically, when a role in leadership opens, we find a nurse who has consistently performed well and ask him or her to move into that role. We automatically expect him or her to be successful. Yet we forget that each person needs learning time, coaching, and mentoring to acquire the skills needed to lead a team. Anne had tried to bring her organizational skills into her new role, and while those skills remain extremely important, her new role also required her to:

- Build relationships
- Learn about personality types
- Facilitate teamwork
- Facilitate other components of culture change

Anne hadn’t had the opportunity to learn these skills—but it’s not too late. Before becoming an effective leader, Anne first needs to learn about the different thinking and learning styles of her team. While her personality type values organization, structure, and adherence to policy, the others on her team may have different personality types. Similarly, while Anne feels most comfortable in an orderly environment, other team members may prefer an environment that is more spontaneous and values adaptability. Anne hadn’t been prepared to deal with her team members.

When Anne can learn how to communicate to her team in a way that is as meaningful as possible, she will become a more effective leader, and over time, her team will thrive. Much of her struggle in this case appears to be dysfunctional team chemistry. Anne needs the tools to create an atmosphere where a diverse group of people can become motivated and can succeed.

While diversity of personalities and thinking styles on a team is essential, leaders must enhance their awareness and appreciation of these differences in order to facilitate team chemistry. Team chemistry will be better orchestrated when leaders:
• Enhance awareness of:
  – Strengths and blind spots
  – Areas for growth
  – Motivations
  – Communication patterns
  – Distress signals
• Appreciate and seek (rather than just tolerate) diversity
• Reduce tension and increase empathy
• Increase effective communication among team members
• Embrace different preferences to achieve goals and tackle obstacles

This book will look at the tools, resources, and frameworks needed to help Anne and nurses like her move successfully into leadership roles.

Maximizing the Capacity to Lead

Leadership is a journey. Developing the ability to lead is a process with different paths. Anne’s story highlights the importance of giving nurse leaders the time to learn how to lead. While clinical expertise is very important, it is only one of the variables to consider when leading teams. At times, even with many years of experience in leading successful teams toward achievement of goals, we still may hit the brick walls of uncertainty. No matter where in your leadership journey you are, there is always something new to be learned, practiced, and applied.
There are many talented long-term care nurses who envision ways to transform their communities to enhance patient outcomes with person-centered care, but do not have the authority, proper skill set, or opportunity to lead and implement those changes effectively. These nurses need transformational learning opportunities and leadership frameworks to share their ideas and lead change with adaptability, empowerment, innovation, and critical thinking.

Effective Nurse Leadership: Transforming Long-Term Care provides guidance on how to build the skills necessary for leading transformation in the long-term care setting. This book also provides steps to help steer, facilitate, and implement change as well as effective methods to create a culture that is adaptable to change and encourages new ideas for innovation throughout the organization.

THIS BOOK WILL HELP READERS:
- Understand the leader’s role in creating an organizational culture that is nimble and adaptable
- Build the skills, tools, and approach needed to lead transformation
- Facilitate change and implement successful methods to create a culture that can adapt new ideas for person-centered care
- Strategize ways to initiate and maintain effective culture change efforts while cultivating momentum for the development of person-centered care
- Develop a framework for harnessing enthusiasm and empowering team members to encourage continuous thought leadership and innovation throughout the organization.