

Leadership and Mentoring Survey Final Report

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Prepared by:

Jill Peltzer, PhD, RN, APRN-CNS
Assistant Professor, University of Kansas School of Nursing
Project Staff, Promoting Nursing Education in Kansas

Qihua Shen, PhD, RN, APRN
Assistant Professor, University of Kansas School of Nursing
Project Staff, Promoting Nursing Education in Kansas

Cynthia Teel, PhD, RN, FAAN
Professor & Associate Dean, University of Kansas School of Nursing
Co-Lead, Kansas Action Coalition

PROMOTING NURSING EDUCATION IN KANSAS



Partnering to Optimize Health



The Kansas Leadership and Mentorship Survey was developed and administered by the Kansas Action Coalition (KSAC) Leadership Team and the Promoting Nursing Education in Kansas (PNEK) Project Staff. Data were collected between November, 2013 and January, 2014. **971 Kansas RNs** completed the survey.

Workforce within the Kansas Organization of Nursing Leaders Regions

Respondents provided the county for the organization they identified as their primary nursing position. Counties were organized into the eight Kansas Organization of Nursing Leaders (KONL) regions: Region 1, Region 2, Region 3, Region 4, Region 5A, Region 5B, Region 6A, & Region 6B. Initially, county was not a variable in the survey; subsequently, there were 157 missing data. The remaining data (n = 814) were used to identify RN workforce within the eight KONL regions.

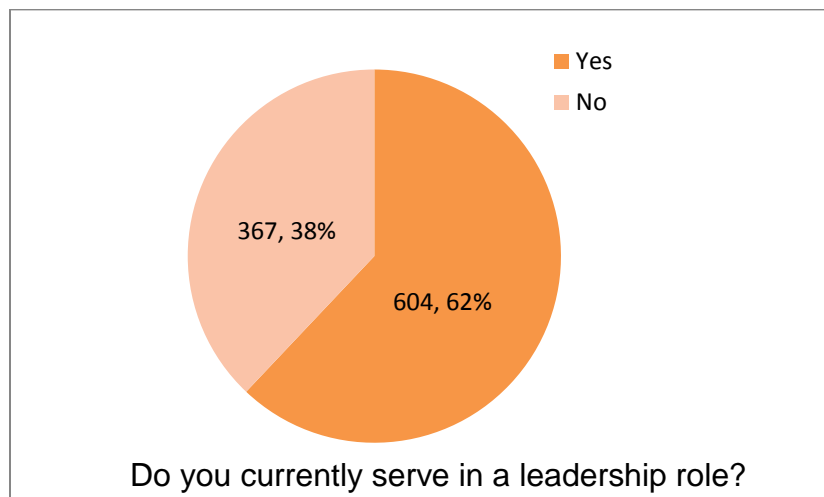
The following table provides the number and percentage of healthcare organizations at which nurses identified as their principal nursing position within the eight KONL regions (n = 814).

| KONL Region | Number | % |
|---|------------|------------|
| 1 (Anderson, Atchison, Coffey, Douglas, Franklin, Jefferson, Johnson, Leavenworth, Linn, Lyon, Miami, Osage, Shawnee, Wyandotte) | 306 | 37.6 |
| 2 (Allen, Bourbon, Cherokee, Crawford, Greenwood, Labette, Montgomery, Neosho, Wilson) | 51 | 6.3 |
| 3 (Brown, Clay, Dickinson, Geary, Jackson, Marshall, Morris, Nemaha, Pottawatomie, Riley, Washington) | 65 | 8.0 |
| 4 (Butler, Cowley, Harper, Harvey, Kingman, McPherson, Marion, Reno, Rice, Sedgwick, Sumner) | 251 | 30.8 |
| 5A (Cloud, Ellis, Jewell, Lincoln, Mitchell, Osborne, Ottawa, Republic, Rooks, Saline, Smith) | 61 | 7.5 |
| 5B (Cheyenne, Decatur, Gove, Graham, Logan, Norton, Rawlins, Sherman, Thomas, Trego) | 22 | 2.7 |
| 6A (Barber, Barton, Edwards, Ford, Ness, Pawnee, Pratt, Rush, Stafford) | 24 | 2.9 |
| 6B (Finney, Grant, Greeley, Haskell, Lane, Meade, Morton, Scott, Seward, Stevens, Wichita) | 34 | 4.2 |
| Total | 814 | 100 |

The following counties(KONL regions) were not represented in the survey responses: Chase (4), Chautauqua (2), Clark (6A), Comanche (6A), Doniphan (3), Elk (2), Ellsworth (5A), Gray (6B), Hamilton (6B), Hodgeman (6A), Kearney (6B), Kiowa (6A), Marshall (3), Phillips (5A), Pottawatomie (3), Russell (5A), Sheridan (5B), Stanton (6B), Wabaunsee (1), Wallace (5B), and Woodson (2).



Leadership Roles at Work, Professional Organization, and/or Community



The majority of nurses (62%) reported that they were in a leadership position. The most common leadership roles reported were organizational administrative positions, such as quality improvement roles; nursing administration and management (chief nursing officers, nurse managers), and practice committee chairs and/or members. Other positions included government or professional organization elected positions, Board member, mentor/consultant, and community organization leader.

Desire to Serve in Leadership Positions

An interest in leadership positions was distributed fairly equally among formal leadership positions, and service oriented leadership opportunities.

| Leadership Positions* | Yes | % | No | % |
|--|-----|------|-----|------|
| Healthcare Volunteer Organization | 206 | 21.2 | 765 | 78.8 |
| Administrative Leadership | 190 | 19.6 | 781 | 80.4 |
| Community Organization | 171 | 17.6 | 800 | 82.4 |
| Hospital or Other Governance Board | 146 | 15.0 | 825 | 85.0 |
| Elected Position in Professional Nursing or Specialty Organization | 144 | 14.8 | 827 | 85.2 |
| Shared Governance | 98 | 10.1 | 873 | 89.9 |
| Other | 55 | 5.7 | 916 | 94.3 |
| Elected Position at any Level | 51 | 5.3 | 920 | 94.7 |
| School Board System | 47 | 4.8 | 924 | 95.2 |

*Respondents could select more than one choice.

Additional leadership roles identified included government elected positions (0.32%) and other professional organizations leadership positions (< 0.40%). Eighteen nurses reported that they wanted to continue in their current leadership positions or had achieved their leadership goals. 15% (n = 141) of the respondents indicated they were not interested in serving in a leadership position.



Barriers Preventing RNs from Becoming a Leader or Developing Current Leadership Positions

Study participants identified seven potential barriers to becoming leaders or developing their leadership positions.

| Barriers* | Yes | % | No | % |
|--|-----|------|-----|------|
| Time available during work hours for participation as a leader | 339 | 34.9 | 632 | 65.1 |
| Time available outside of work hours for participation as a leader | 327 | 33.7 | 644 | 66.3 |
| Would like more leadership development before serving | 157 | 16.1 | 818 | 83.9 |
| Lack of support from supervisor to participate in leadership roles | 137 | 14.1 | 834 | 85.9 |
| Lack of support from interdisciplinary colleagues to participate in leadership roles | 128 | 13.2 | 843 | 86.8 |
| Service in a leadership role will not be recognized by my organization | 109 | 11.2 | 866 | 88.8 |
| Conflict of interest between organizations | 57 | 5.9 | 914 | 94.1 |

*Respondents could select more than one choice.

Time available during work hours was the most frequently reported barrier (35%), followed by time available outside of work hours (34%). Other self-described barriers included limited opportunities (1.2%), organizational politics (0.37%), and personal issues (0.59%). Some respondents also reported that leadership goals were already achieved; they were not interested in pursuing leadership opportunities; or they did not experience barriers to becoming or developing as leaders.

Respondents were then asked to rank the three barriers they believed were most significant. The following table provides the percentage per ranking or not applicable (if nurses did not believe this barrier was in the top three):

| Barriers | 1 | 2 | 3 | N/A |
|--|------|------|-----|------|
| Time available during work hours for participation as a leader | 16.2 | 11.7 | 4.3 | 67.8 |
| Time available outside of work hours for participation as a leader | 11.7 | 11.6 | 6.1 | 70.5 |
| Lack of support from supervisor to participate in leadership roles | 7.8 | 3.2 | 2.7 | 86.3 |
| Would like more leadership development before serving | 4.3 | 4.4 | 4.7 | 86.5 |
| Lack of support from interdisciplinary colleagues to participate in leadership roles | 3.4 | 5.0 | 3.6 | 88.0 |
| Service in a leadership role will not be recognized by my organization | 2.7 | 3.5 | 4.0 | 89.8 |
| Conflict of interest between organizations | 1.6 | 1.4 | 2.1 | 94.9 |



Time available during work hours for participation as a leader was ranked most often as the top first or second barrier to optimizing leadership positions. Time available outside of work ranked secondly as the first and second barrier. Lack of support and need for development also ranked highly.

Professional Leadership Development

Personal leadership and influencing policy were identified most commonly as opportunities for further professional leadership development.

| Professional Development Programs | Yes | % | No | % |
|---------------------------------------|-----|------|-----|------|
| Personal Leadership Skill Development | 318 | 32.7 | 653 | 67.3 |
| Understanding How to Influence Policy | 309 | 31.8 | 662 | 68.2 |
| Networking Skill Development | 249 | 25.6 | 722 | 74.4 |
| Understanding Budget and Finance | 250 | 25.6 | 725 | 74.4 |
| Communication Skill Development | 231 | 24.0 | 744 | 76.0 |
| Skill Development for HCO Board | 199 | 20.5 | 772 | 79.5 |
| Other | 40 | 4.1 | 935 | 95.9 |

**Respondents could select more than one choice.*

Additional leadership development needs identified were: reinforcement of prior leadership development (0.23%), advancing their education (0.19%), and development as a manager (0.19%).

Focused Leadership Development Program

61% (n = 434) of the 971 respondents are interested in attending a leadership program to be prepared to serve in a Board position.

Mentor/Mentee Program

The last component of the survey was identifying RNs interested in mentoring students and students interested in having a mentor. Nearly half (48%, n = 463) of the respondents expressed an interest in mentoring a nursing student. Of the respondents who wanted to mentor a student, the majority were interested in mentoring students in entry-level educational programs (35% ADN and 34% BSN).

Interest in Being a Mentor

| Academic Program | Yes | % |
|-----------------------|-----|----|
| Associate Degree | 340 | 35 |
| Baccalaureate Degree | 330 | 34 |
| Master's Degree | 96 | 10 |
| Doctoral Degree (PhD) | 17 | 2 |
| Doctoral Degree (DNP) | 22 | 2 |

Some respondents (16%, n = 160) either were currently in a nursing academic program or were considering advancing their education and would like to have a mentor. Eight respondents who indicated they were a student or considering academic progression did not identify which academic program for which they would like a mentor.

Interest in Being Mentored

| Academic Program | Number | % |
|-----------------------|------------|------------|
| Associate Degree | 2 | 1 |
| Baccalaureate Degree | 40 | 27 |
| Master's Degree | 69 | 45 |
| Doctoral Degree (PhD) | 9 | 6 |
| Doctoral Degree (DNP) | 32 | 21 |
| Total | 152 | 100 |

“Additional thoughts or ideas about the nursing profession in Kansas or comments about the survey”

Several participants (n=40) provided comments. Most were coded and collapsed into 3 themes with one overarching theme: Advocating for RNs, Students, and Kansans. Comments not contributing to the understanding of leadership roles, goals, and student mentoring were not included in the analysis.

| Advocating for RNs, Students, and Kansans | |
|---|---|
| Themes | Comments |
| Appreciation for leadership | “I choose not to do any leadership roles right now due to family demands... But I certainly support and recognize the contribution of others who do choose to be in those roles.” |
| Importance of education and experience | <p>“ADN's should have more financial help in going back to school.; We've done our time in the work force we could use help going for a BSN.”</p> <p>“I feel all levels of education are important to RNs' work. Experience is by far, the key along with realistic goals.”</p> <p>“Too much focus on degrees/formal education vs years of experience/ non-degree focused professional/personal development. Many leaders with BSN//MSN lack nursing experience/common nursing sense.”</p> |
| Value mentor/mentee relationships | <p>“I enjoyed mentoring nursing students, CNA's/techs and would someday love to be able to again, just not now.”</p> <p>“I believe heartily in mentorship, am currently very involved in mentoring my successor and looking forward to exploring interest outside of my nursing career.”</p> <p>“When I graduated from nursing school, I was disappointed that my organization did not pair me with a mentor, and because I was new, I did not have the contact base to locate a mentor on my own.”</p> |



Leadership Roles, Interest, Barriers, and Needs by KONL Regions

Data were further stratified by the eight KONL regions for leadership roles, interest in a focused leadership development program, barriers, and professional development needs.

Leadership Roles at Work, Professional Organization, and/or Community

| Region | Yes | % | No | % | Total |
|--------------|-----|----|-----|----|------------|
| 1 | 174 | 57 | 132 | 43 | 306 |
| 2 | 35 | 69 | 16 | 31 | 51 |
| 3 | 37 | 57 | 28 | 43 | 65 |
| 4 | 165 | 66 | 86 | 34 | 251 |
| 5A | 44 | 72 | 17 | 28 | 61 |
| 5B | 15 | 68 | 7 | 32 | 22 |
| 6A | 15 | 63 | 9 | 37 | 24 |
| 6B | 29 | 83 | 6 | 17 | 34 |
| Total | | | | | 814 |

Over 50% of the respondents (range 57% - 72%) within each region reported being in a leadership role at work, within a professional organization and/or in a community organization.

Interest in a Focused Leadership Development Program

| Region | Yes | % | No | % | Total |
|--------------|-----|----|-----|----|------------|
| 1 | 140 | 58 | 100 | 42 | 240 |
| 2 | 25 | 64 | 14 | 36 | 39 |
| 3 | 29 | 59 | 20 | 41 | 49 |
| 4 | 119 | 61 | 75 | 39 | 194 |
| 5A | 26 | 58 | 19 | 42 | 45 |
| 5B | 11 | 65 | 6 | 35 | 17 |
| 6A | 11 | 61 | 7 | 39 | 18 |
| 6B | 19 | 68 | 6 | 32 | 28 |
| Total | | | | | 630 |

Most nurse respondents in each region (range 58% – 68%) were interested in participating in a focused leadership development program.

Region 1

Barriers that prevented RNs from becoming a leader or developing current leadership positions: time available during work (40%) and time available outside of work (39%) were the two most frequently reported barriers.

Professional development programs: personal leadership skill development (35%) and understanding how to influence policy (32%) were the two most frequently reported leadership development needs.

Region 2



Barriers that prevented RNs from becoming a leader or developing current leadership positions: time available during work (41%) and time available outside of work (37%) were the two most frequently reported barriers.

Professional development programs: understanding how to influence policy was the most frequently reported leadership development need (45%), followed by networking skill development (30%) and personal leadership skill development (30%).

Region 3

Barriers that prevented RNs from becoming a leader or developing current leadership positions: time available during work (37%) and time available outside of work (37%) were the two most frequently reported barriers.

Professional development programs: personal leadership skill development (35%), followed by communication skill development (31%), and understanding how to influence policy (31%) were the three most frequently identified leadership development needs.

Region 4

Barriers that prevented RNs from becoming a leader or developing current leadership positions: time available during work (38%) and time available outside of work (38%) were the two most frequently reported barriers.

Professional development programs: personal leadership skill development (36%) and understanding how to influence policy (32%) were the two most frequently reported leadership development needs.

Region 5A

Barriers that prevented RNs from becoming a leader or developing current leadership positions: time available during work (30%) followed by time available outside of work (26%) were the two most frequently reported barriers.

Professional development programs: communication skill development (36%) and understanding how to influence policy (34%) were the most frequently reported leadership development needs.

Region 5B

Barriers that prevented RNs from becoming a Leader or developing current leadership positions: time available during work (41%) followed by time available outside of work (36%) were the two most frequently reported barriers.

Professional development programs: communication skill development (41%), understanding budget and finance (41%), and understanding how to influence policy (41%) were the three most frequently reported leadership development needs.

Region 6A

Barriers that prevented RNs from becoming a leader or developing current leadership positions: time available outside of work (29%) time available during work (25%) and lack of



support from interdisciplinary colleagues to participate in leadership roles were the three most frequently reported barriers.

Professional development programs: skill development for a healthcare organization board was the most frequently identified leadership development need (33%). Personal leadership skill development (25%), understanding budget and finance (25%), and understanding how to influence policy (25%) also identified as important leadership development areas.

Region 6B

Barriers that prevented RNs from becoming a leader or developing current leadership positions: time available during work (32%) and time available outside of work (32%) were the two most frequently reported barriers.

Professional development programs: Personal leadership skill development (35%) and understanding how to influence policy (35%) were the two most frequently reported leadership development needs.

Consistently across the eight KONL regions, time available during work and time available outside of work were identified as barriers preventing leadership development.

Similarly consistent across the eight KONL regions was the identified need for programs related to the topics of personal leadership skill development and understanding how to influence policy.

