Key Term Review

- **Action learning** is one process to help nurses transition to a manager role.
- **Role conflict** can occur when a leader's expectations differ from the group's expectations.
- **Role transition** is the process of moving from one role to another.

Leadership Development Exercises

Leadership Development Exercise 3-1

List four assumptions of role theory.

Leadership Development Exercise 3-2

Discuss the four paths to nursing leadership/management with at least two other nursing colleagues. Come to a consensus on which path would be the best to pursue. Give a rationale for your answer.

Leadership Development Exercise 3-3

Discuss with at least two other colleagues ways to embrace those attitudes and beliefs that are necessary to become a nurse leader. Using Hudson's and Johansson's findings, come up with a specific plan for helping nurses transition to nurse leader roles.

Leadership Development Exercise 3-4

Using the action learning information in this chapter, devise a specific action learning program to help a nurse transition to a leadership role. Give a rationale for your answer.

Leadership Development Exercise 3-5

Search the Web, and find at least one curriculum-based study, study guide, or Web-based program to help nurses transition from a clinical to a supervisory role. Share your findings with the class.

Leadership Development Exercise 3-6

Using the leadership transition checklist, see how much of the information you can gather for a unit on which you practice or have practiced. Tell the class what you learned from conducting this search.

Leadership Development Exercise 3-7

Pretend you're a staff nurse preparing to take a leadership role.

a. What are your concerns, and what information do you need?
b. Search the Web for that information.
c. Report your findings to the class.

■ Leadership Development Exercise 3-8

Organize an in-class simulation in which four to six students volunteer to simulate the situation presented in the opening Leadership in Action vignette.

a. Bring your chairs to the center or front of the room, and form a circle.
b. Use the leadership transition checklist if a nursing supervisor will be a part of the simulation. (In this case, the nurse leader can ask the staff to leave and discuss some of the items on the leadership transition checklist with the supervisor.)
c. *Optional:* Add a student to play the outgoing nurse leader who comes in after the nurse leader has presented her ideas to the staff and is either supportive or competitive (the simulation group decides which).
d. Choose a timekeeper to warn the simulation group when 5, 10, and 15 minutes are up. (A 15-minute simulation is suggested.)
e. The student playing the new nurse leader should present his or her ideas.
f. The students playing staff members should pay little attention to the new nurse leader until they are asked for their ideas about halfway into the simulation.
g. The nurse in transition should raise some of the issues in the Leadership Transition Checklist with the supervisor.
h. When time is called, the simulation players should describe their feelings and reactions and what they learned from the simulation with the class.
i. The class members then ask questions and identify any leadership concepts they observed. They give suggestions for adding additional elements that could be played out in future simulations.

Advanced Leadership Development Exercises

■ Leadership Development Exercise 3-9

Teach at least three advanced nursing students about role transition.

■ Leadership Development Exercise 3-10

Design a problem statement for a research study focused on role transition. Make sure it is specific, focused, and doable. Obtain feedback from at least three classmates or nurse leaders skilled in research methods.

■ Leadership Development Exercise 3-11

Develop a research design to answer your problem statement. Consult with at least three classmates or nurse leaders skilled in research methods. Revise your design, if necessary.