Key Term Review

- **Educator/learner contracts** can be educator or learner assigned or made.
- **Failure disclosure** means admitting failure to employees, clients, and families.
- **Generation X learners** are highly independent, challenge authority, problem-solve, and multitask.
- **Generation Y learners** are culturally diverse, are self-reliant, question things, are technologically advanced, expect others to earn respect, and are addicted to visual media.
- A **leadership development coordinator** is hired by an organization to help clinically competent nurses acquire the leadership skills they need to reduce errors, maximize client outcomes, and increase job satisfaction.
- The **LEAD Project** for minority nurses was based on a pilot project on leadership and race.
- **A learner-centered syllabus** defines learner responsibilities, provides detailed course outlines and essential written materials, includes sample review questions and detailed descriptions of major ideas and sample expected responses.
- A **learning system** consists of a learner, a learning goal, and a procedure for achieving the goal.
- **Self-efficacy** is the belief in one's ability to perform adequately and has proved to be a more consistent predictor of behavioral outcomes than other motivational constructs.
- In a **shared governance model,** decisions are made at the point of service, and the nurses involved in care are part of the decision-making process and communication flow within an organization.

Leadership Development Exercises

Leadership Development Exercise 19-1

Analyze a learning system for its effectiveness for nurse leaders.

Leadership Development Exercise 19-2

a. Gather with a group of colleagues, and conduct a survey of new RN leadership needs.
b. Share your findings with the class.
c. **Optional:** Write up your findings, and present them to the staff development department or use the information in some other creative way.

Leadership Development Exercise 19-3

Plan a novice leader program based on the information in this chapter.

■ **Leadership Development Exercise 19-4**

Take a poll of staff on one unit to determine their computer and Internet skills.

■ **Leadership Development Exercise 19-5**

Interview at least two nurse practitioners, and find out which leadership skills they possess and which skills they believe they need to develop.

■ **Leadership Development Exercise 19-6**

Interview several minority nurses to see what they think of the LEAD Project and whether they agree with the essential five elements discussed in this chapter.

■ **Leadership Development Exercise 19-7**

Talk to at least one person in staff development at a hospital or medical center. Discuss the idea of a leader development coordinator covered in this chapter and whether the role might be beneficial in that hospital or medical center.

Advanced Leadership Development Exercises

■ **Leadership Development Exercise 19-8**

a. Teach a group of less skilled nurse leaders about staff development.
b. Obtain feedback from your learners.
c. Report your results to at least two colleagues.

■ **Leadership Development Exercise 19-9**

a. Develop a problem statement for a question related to staff development.
b. Obtain feedback on your problem statement from at least two colleagues with research know-how.
c. Revise your statement, if necessary.

■ **Leadership Development Exercise 19-10**

a. Prepare a research project to answer your problem statement/research question.
b. Obtain feedback from more skilled nurse researchers.
c. Revise your design, if necessary.

References

Alfaro-Lefevre, R. (2006, July 3). Sandy Swearingen, RN, MSN, on helping clinically competent nurses develop as leaders. *Nursing Spectrum*, 24.

Anderson, B., & Paden, K. K. (1998, March 9). Management perspectives. *Nursing Spectrum*, 4–5.