

NURSE FACULTY PERCEPTIONS OF LEADERSHIP BEHAVIORS THAT IMPACT JOB SATISFACTION: CREATING AN EQUITABLE AND INCLUSIVE NURSE FACULTY FUTURE

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ACKNOWLEDGEMENT

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LEARNING OBJECTIVES

describe

Describe the antecedents, attributes, and consequences of nurse faculty job satisfaction.

identify

Identify specific actionable behaviors that academic leaders do to impact nurse faculty job satisfaction.

apply

Apply behaviors that positively impact nurse faculty job satisfaction in your professional leadership practice.

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BACKGROUND & SIGNIFICANCE

NURSE FACULTY SHORTAGE

- **2,100 nurse faculty vacancies** (AACN, 2022)
- **Job dissatisfaction** contributing to nurse faculty shortage (AACN, 2020)
- **Effective leadership** has been associated with improved job satisfaction


IMPROVE NURSE FACULTY JOB SATISFACTION

- On average, nurse faculty report **moderate job satisfaction** (Arian et al., 2018; Boamah, 2022)

LEADERSHIP AND NURSE FACULTY JOB SATISFACTION

- Transformational leadership demonstrated positive impact on job satisfaction (Chen & Baron, 2006; Chen et al., 2005; Shieh et al., 2001; Worthy et al., 2020)
- No other relational leadership theories related to job satisfaction (Lambert, 2015; Patterson et al., 2020)

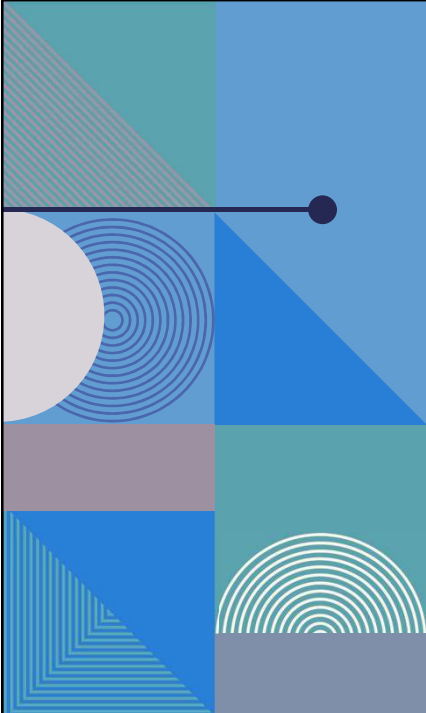
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PURPOSE

Identify specific actionable behaviors that academic leaders can implement to contribute to improving job satisfaction among nurse faculty

CONCEPT ANALYSIS → **QUALITATIVE STUDY** → **SECONDARY DATA ANALYSIS**



CONCEPT ANALYSIS OF NURSE FACULTY JOB SATISFACTION

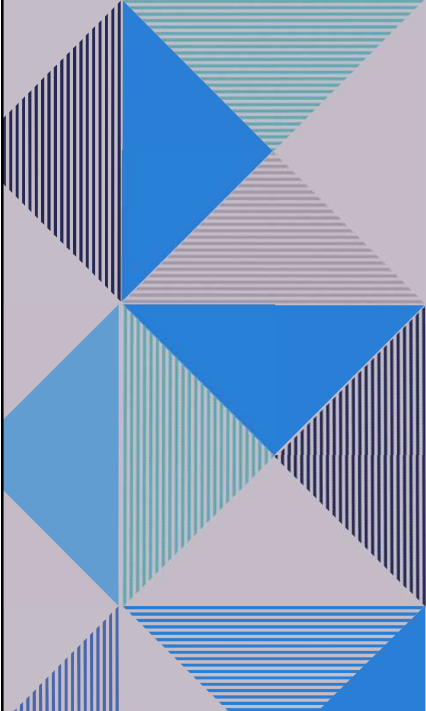
PURPOSE

To clarify the concept of nurse faculty job satisfaction as evidenced in the literature

AIM

To provide an operational definition and conceptual model of nurse faculty job satisfaction to advance nursing leadership education, practice, and research

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METHODS

WALKER & AVANT (2019)

- Select the concept
- Determine the purpose
- Identify uses
- Identify attributes, antecedents, and consequences
- Construct model case and additional cases
- Define empirical referents

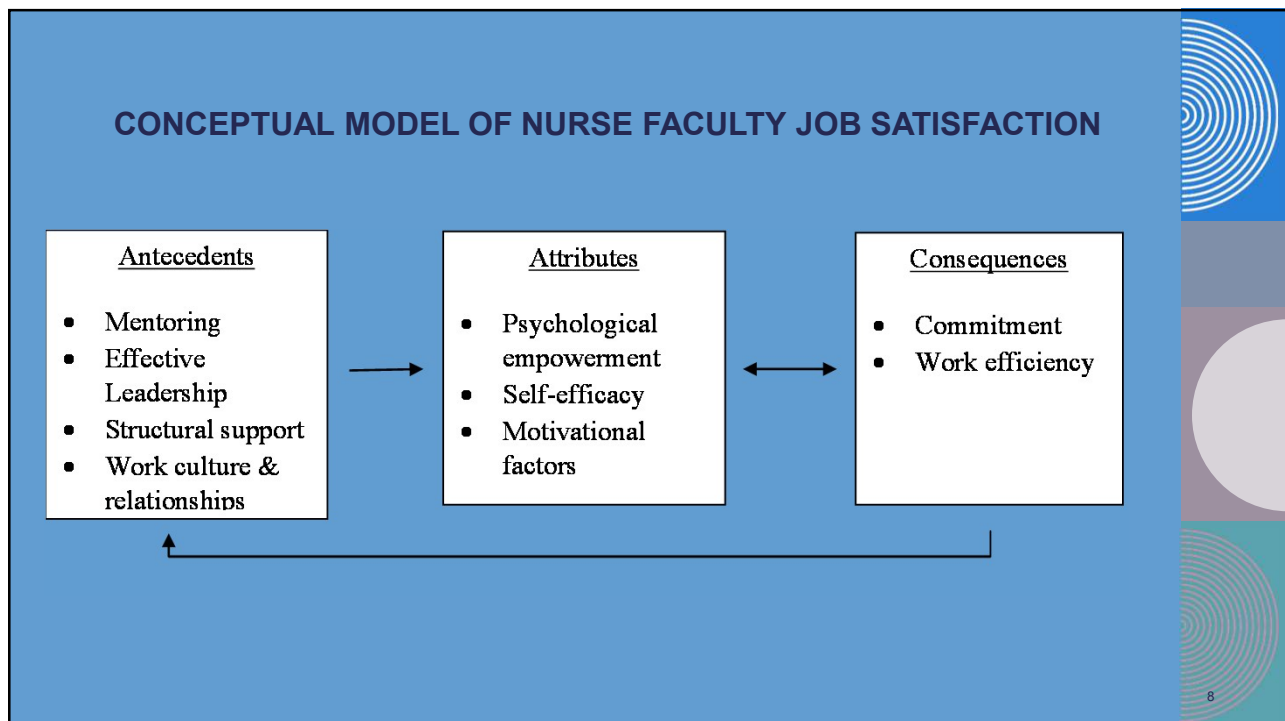
SOURCES

Peer-reviewed research studies, literature reviews, dissertations, discussion articles (N = 37)

DATABASES

CINAHL, PubMed, Medline, and Cochrane

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LEADERSHIP BEHAVIORS THAT IMPACT NURSE FACULTY JOB SATISFACTION

PURPOSE
Identify behaviors that academic nurse leaders implement to improve nurse faculty job satisfaction

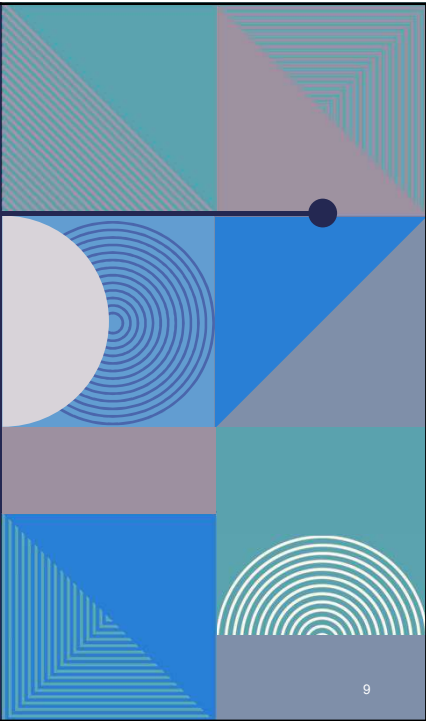
SAMPLE

- Six months or more in full/part time position
- 50% teaching workload

SETTING
Higher education institutions in the U.S.

DATA COLLECTION
In-depth, semi-structured individual interviews

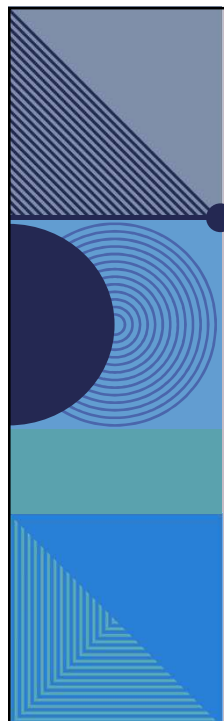
DATA ANALYSIS
Inductive, thematic analysis



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RESULTS

Characteristic	n	percent of sample
Age		
30-39	1	6.7
40-49	3	20
50-59	8	53.3
60-69	3	20
Highest level of education		
MSN	5	33.3
DNP	6	40
PhD	4	26.7
Years teaching		
1-2	1	6.7
3-5	1	6.7
6-10	1	6.7
11-20	9	60
21-30	3	20
Primary teaching role		
Undergraduate	8	53.3
Graduate	3	20
Both undergraduate and graduate	4	26.7
Years employed at current position		
1-2	2	13.3
3-5	3	20
6-10	5	33.3
11-20	4	26.7
21-30	1	6.7



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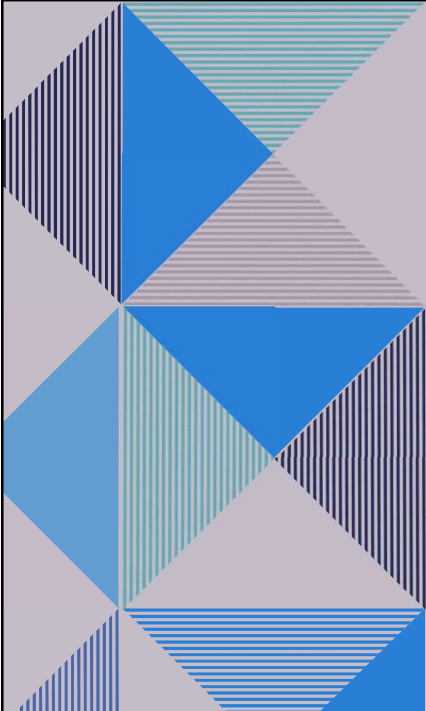
RESULTS

THEME I: BUILD RELATIONSHIPS WITH LEADERS & FACULTY

- Invest in faculty
- Implement the “Golden Rule”
- Preserve harmony among faculty
- Manage conflict effectively
- Provide meaningful recognition
- Advocate for faculty

“The connection with each other as a unit, the connection with leadership, the connection with everybody.”

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RESULTS

THEME II: CREATE AN ENVIRONMENT WHERE AUTONOMY IS VALUED

- Allow academic freedom
 - Managing student concerns
- Promote work-life harmony
 - Faculty input on workload
 - Schedule flexibility
- Honor faculty expertise

“She asks my opinion. She trusts my opinion.”

“She supports decisions I make even if they aren't the decisions that she would make.”

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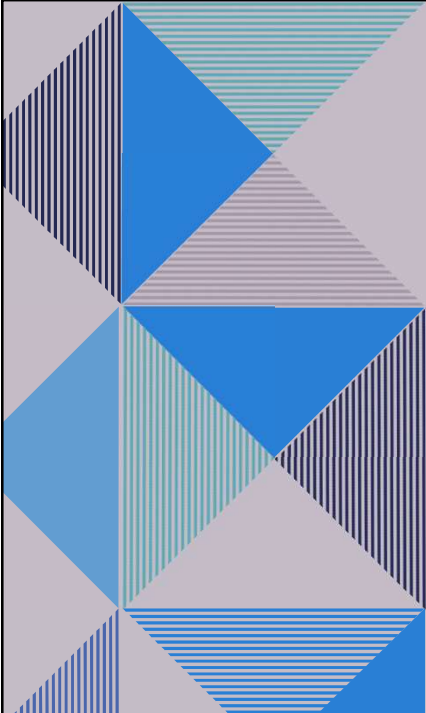
RESULTS

THEME III: FACILITATE FACULTY GROWTH & DEVELOPMENT

- Provide adequate physical resources
- Provide frequent feedback
- Create & sustain faculty mentoring programs
- Support faculty promotion

“And then I have somebody in the leadership chair that’s going to help me [get] even be better at what I’m doing.”

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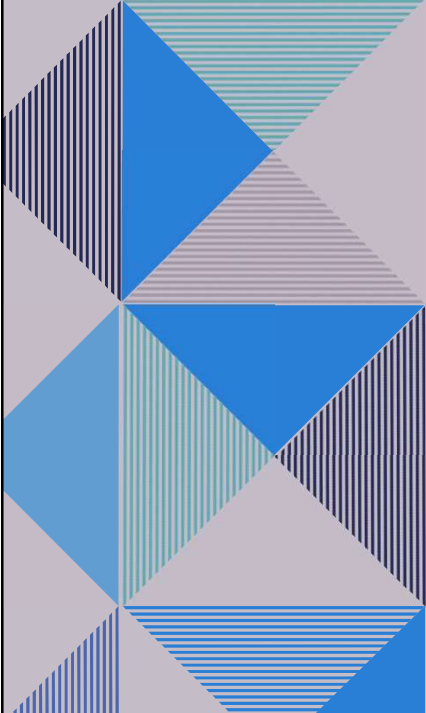
RESULTS

THEME IV: SERVE AS A ROLE MODEL

- Uphold policies and procedures
- Maintain professionalism
 - Accessibility
 - Responsiveness
 - Timeliness
- Develop own leadership skills
- Embrace change

“She doesn’t do anything she doesn’t ask us to do.”

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RESULTS


NURSE FACULTY JOB SATISFACTION & PAY

- Underpaid, could make more in practice
- Enough to live comfortably
- Request for equitable pay

NURSE FACULTY JOB SATISFACTION RESPONSIBILITY

- Joint effort
 - Nurse faculty member
 - Leader
 - Peers
- Nurse faculty is most responsible for their own job satisfaction

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CREATING AN ACTION GUIDE FOR ACADEMIC NURSE LEADERS

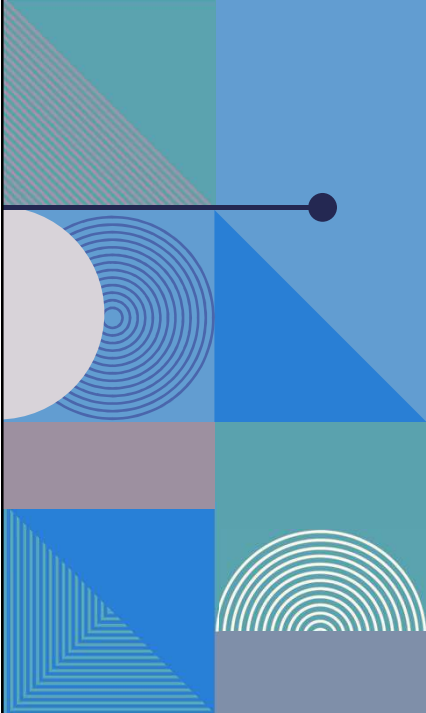
PURPOSE

Create an action guide for academic nurse leaders

METHOD

Secondary data analysis, inductive thematic approach

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LEADERSHIP THEORIES

- ADAPTIVE LEADERSHIP
- AUTHENTIC LEADERSHIP
- SERVANT LEADERSHIP
- TRANSFORMATIONAL LEADERSHIP
- HUMAN-CENTERED LEADERSHIP IN HEALTHCARE

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Behavior Themes		Academic Leadership Behaviors																
		Build Relationships with Leaders and Faculty					Create an Environment where Autonomy is Valued			Facilitate Faculty Growth and Development				Serve as a Role Model				
Behavior Themes	Subthemes	invest in faculty	implement the "golden rule"	preserve harmony among faculty	manage conflict effectively	provide meaningful recognition	advocate for faculty	allow academic freedom	promote work-life harmony	honor faculty expertise	provide adequate physical resources	provide frequent feedback	create and sustain faculty mentoring programs	support faculty promotion	uphold policies and procedures	maintain professionalism	develop own leadership skills	embrace change
Relational Leadership Theories	Adaptive	emotional intelligence																
		organizational justice																
		development																
		character																
	Authentic	self-awareness																
		internalized moral practice																
		balanced processing																
		relational transparency																
	Servant	listening skills																
		empathy																
		healing awareness																
		persuasion																
		conceptualization																
		foresight																
		stewardship																
		commitment to growth of people																
	building community																	
Transformational	intellectual stimulation																	
	individualized consideration																	
	inspirational motivation																	
	idealized influence																	
Human-centered	self-awakener																	
	connector																	
	upholder																	


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HUMAN-CENTERED LEADERSHIP IN HEALTHCARE (HCL-HC) SELF

AWAKENER
CONNECTOR
UPHOLDER

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ACTION GUIDE

Action	Specific Behavior	HCL-HC Core Concept
1) Get to know your faculty	<ul style="list-style-type: none"> • Spend time with faculty by scheduling frequent meetings • Ask about personal goals • Ask about professional goals • Ask about family considerations • Remember the information shared for future discussions • Ask how individual faculty like to be recognized for accomplishments • Seek opportunities to provide recognition 	<ul style="list-style-type: none"> • Awakener

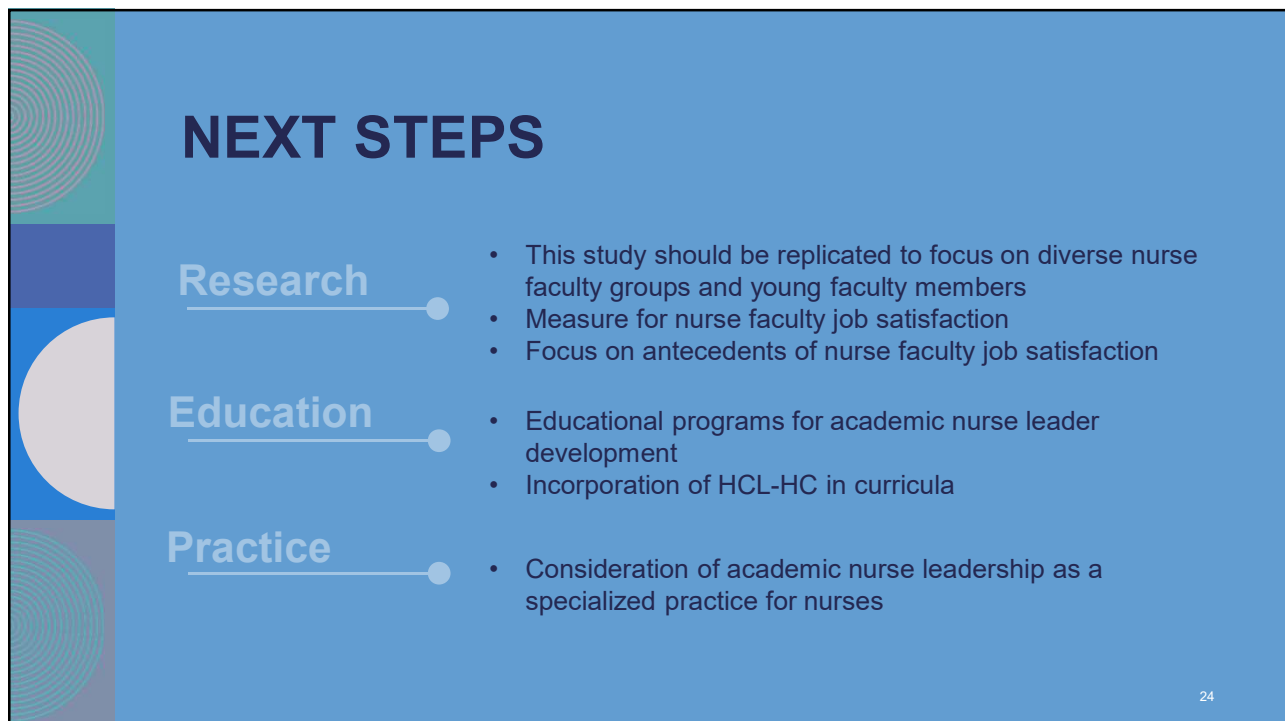
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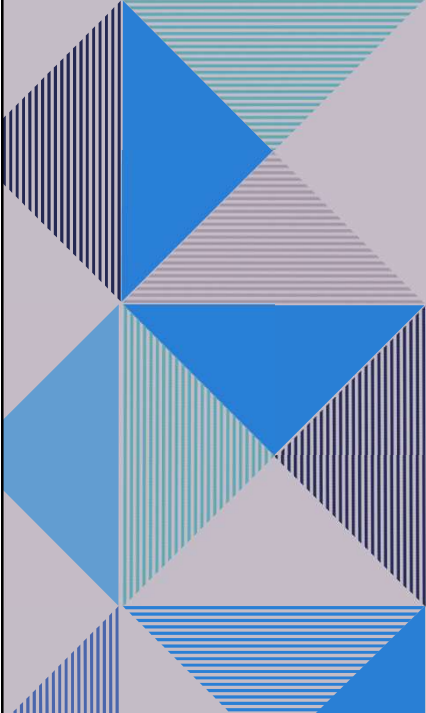
ACTION GUIDE

Action	Specific Behavior	HCL-HC Core Concept
2) Contribute to a positive work environment	<ul style="list-style-type: none"> • Foster camaraderie and teamwork • Encourage and participant in workplace events • Create and sustain mentorship • Intentionally match nurse faculty for mentor/mentee relationships • Serve as a mentor • Be a mentee • Role model behaviors expected of nurse faculty • Clearly communicate expectations • Know and understand policies and procedures • Consistently uphold policies and procedures 	<ul style="list-style-type: none"> • Awakener • Connector • Upholder

ACTION GUIDE

Action	Specific Behavior	HCL-HC Core Concept
3) Invest in yourself	<ul style="list-style-type: none"> • Maintain well-being • Participate in self-reflection • Journal • Mediate • Role model self-care for others 	<ul style="list-style-type: none"> • Self • Upholder





CONCLUSIONS

CALL TO IMPROVE NURSE FACULTY JOB SATISFACTION

- Effective leadership is a modifiable antecedent of nurse faculty job satisfaction
- Specific academic leadership behaviors that impact nurse faculty job satisfaction:
 - Build relationships with leaders & faculty
 - Create an environment where autonomy is valued
 - Facilitate faculty growth and development
 - Serve as a role model

TRANSLATING THEORY INTO PRACTICE

- Human-centered leadership in healthcare
- Action guide for academic nurse leaders to use to improve nurse faculty job satisfaction:
 - Get to know your faculty
 - Contribute to a positive work environment
 - Invest in yourself

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QUESTIONS?