

Speaker's Notes for Lesson 6	
1	<p>Welcome to Unit 6. This unit examines the role of the nurse educator as a change agent and leader. The next three slides of the presentation include the test plan objectives for this content. There will not be any voiceover for these slides. The voiceover presentation begins on slide 5. For ease of listening, references are not cited in the voiceover but are available within the speaker's notes.</p>
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5	<p>Roles of the change agent and leader include</p> <ul style="list-style-type: none"> • Models cultural sensitivity when advocating for change • Integrates a long-term, innovative, and creative perspective into the nurse educator role • Participates in interdisciplinary efforts to address health care and educational needs locally, regionally, nationally, and internationally • Evaluates organizational effectiveness in nursing education • Implements strategies for organizational change • Adapts to changes created by external factors • Provides leadership in the parent institution as well as in the nursing program to enhance the visibility of nursing and its contributions to the academic community • Promotes innovative practices in educational environments • Develops leadership skills to shape and implement change • Advocates for nursing education and higher education in the political arena (Valiga, 2015, pp 103-104) <p>Qualities of nurse leaders include</p> <ul style="list-style-type: none"> • Personal integrity • Strategic vision/action oriented • Team builder/communication skills • Management and technical competency • People skills • Personal survival skills and attributes such as being self directed, courageous, and having candor (Cornelius, 2013)
6	<p>Leadership styles (Cornelius, 2013)</p> <ul style="list-style-type: none"> • Task oriented. This type of leader focuses on specific tasks and communication is generally from leader to followers • Relationship oriented. This type of leader values communication and encourages followers input into problem solving. The relationship oriented leader examines the emotional aspect of situations. • Transactional oriented. This type of leader is most effective in clarifying and providing instructions. This type of leader tends to function around rewards and punishment.

	<ul style="list-style-type: none"> • Transformational oriented. This type of leader is empathetic and creates an environment that is stimulating and inspiring to followers. • Affiliative oriented. This type of leader has a high functioning staff who is motivated. There is little conflict and the workplace is considered friendly. • Coaching oriented. This type of leader facilitates development of followers and strives for a team oriented environment. • Integrative oriented. This type of leader brings new ideas into being through expertise, people and relationships. The three critical aspects of the integrative leader is idea generation (this is a group effort); idea structuring (sets expectations and goals); and idea promotion (engaged broader support from the organization). <p>Management is a function of a position. Managers have a formal position of authority. Power is demonstrated through reward and punishment.</p> <p>Leadership is a function that can be carried out by without formal authority. Leaders have a long-term vision that they can articulate and are passionate. Leaders arise from a group and have an ability to influence and motivate others.</p> <p>Followers are necessary for an organization to exist and all faculty will serve as followers in some situations. Followers are characteristically motivated individuals who engage in change to better an organization. In many ways, followers and leaders have similar qualities and this is why an individual can be a leader in one situation and a follower in another.</p>
7	<p>Managers in higher education are often appointed by the administration (i.e vice president of academic affairs, president or provost).</p> <p>Serve as Deans and Program Directors</p> <p>In a perfect world, our managers are also leaders. This requires a balance in management roles and leadership skills. A dean or program director who leans too heavily in their management role may stifle creativity whereas leaning too heavily in the leadership role may result in constant flux and not meeting requirements of the position.</p>
8	<p>Change is essential but messy.</p> <p>Change can evoke feelings of being threatened. When individuals feel threatened, they may create roadblocks to stall change.</p> <p>A change agent recognizes the importance of knowing team's backgrounds, experience with change processes, comfort levels with ambiguity, feelings of</p>

	<p>vulnerability related to the impending change, and the degree of collegiality within the organization.</p> <p>Newer change theories are revolutionary and focus on disruptive innovation, quick adoption of ideas, being cutting edge in the field, transformative in nature.</p>
9	<p>Lewin's Change Theory is an evolutionary change theory that advances the idea that change is one of preparation, gradual phasing in, with a final integration into normal functioning of the organization. Lewin's Change Theory examines that balance between driving forces that facilitate change and restraining forces that hinder change</p> <ul style="list-style-type: none"> • Unfreezing • Moving • Refreezing <p>(http://currentnursing.com/nursing_theory/change_theory.html)</p> <ul style="list-style-type: none"> • For more information, please consult the reference page <p>Diffusion of Innovation: This theory focuses on three main processes of social change: These include perception of change (i.e. usefulness, compatibility with what currently exists), the characteristics of people and the importance of peer interaction and networking to promote and spread the innovation; and understanding the needs of different users. Users can be classified based on how quickly they adopt innovation. These are classification are:</p> <ul style="list-style-type: none"> • Innovators 2.5% • Early adopters 13.5% • Early majority 34% • Late majority 34% • Laggards 16% <p>(http://www.enablingchange.com.au/Summary_Diffusion_Theory.pdf)</p> <ul style="list-style-type: none"> • For more information, please consult the reference page for resources.
10	<p>External forces that impact change include colleagues from other fields, environmental scanning, forecasting, professional organizations</p> <p>Important to recognize those who engage in scholarship, seek grant, take well thought out risks associated with innovation, and challenge the status quo.</p> <p>Political engagement allows nurse leaders to advocate for funding for innovative programs, research in pedagogy, and implementation of best practices in education.</p> <p>Mentoring allows the growth of other faculty. Providing an opportunity for others to co-lead or develop/implement new proposals can mentor others in developing their leadership skills</p>

