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Using a Nurse Manager Prep Course to Spark Interest in Nurse Manager Succession Plan Participation

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**Using a Nurse Manager Prep Course to Spark Interest in Nurse Manager
Succession Plan Participation**

by

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A project submitted to the faculty of
Gardner-Webb University Hunt School of Nursing
in partial fulfillment of the requirements for the degree of
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Abstract

Hospitals strive to become Magnet-accredited facilities. Having Magnet status indicates an institution has high standards regarding nurse work environments and positive patient outcomes. The American Nurses Credentialing Center (ANCC) created the Magnet program criteria in 1994 (Dierkes et al., 2021). Obtaining Magnet accreditation is a coveted goal for hospitals. The target organization is currently not a Magnet-accredited hospital, nor does it have a nurse manager succession planning program. In preparation to achieve this accreditation, the target organization needed to implement a succession plan for nurse leaders. Institutions with successful succession planning programs pay careful attention when selecting participants for succession plans. Experience level, current role, willingness to work a flexible schedule, and overall good standing within the organization are criteria for acceptance into such programs (Shields et al., 2022). Once participants are selected, a curriculum supporting nurse leadership is needed. Nurse manager succession plans help decrease turnover and assist with filling vacancies. Developing a nurse manager succession plan is a proactive response for organizations. Developing and maintaining a nurse manager succession plan shows visionary executives are willing to invest in future leaders (Phillips et al., 2018). Will nurses have an increase in knowledge and awareness of the roles and responsibilities of the nurse manager after completing an education session?

Keywords: nurse manager succession plan, nurse leader succession planning, nurse manager residency program, nurse manager talent management, nurse manager training

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Introduction

The nursing leadership team, including nursing directors, depends on the nurse manager to address the day-to-day operations of a specific unit. The nurse manager oversees operations from a quality, staffing, safety, and patient and staff satisfaction perspective. For a unit to flow properly, a nurse manager needs to be present; this is difficult to achieve when the nurse manager position is vacant. The staff members on the unit are vested in the placement of a nurse manager as this group needs a leader to guide and mentor them through daily challenges.

Problem Recognition

Some would argue the nurse manager role is the most important and most challenging in the hospital. Nurse managers are responsible for interviewing new applicants, managing the budget, reviewing quality indicators, evaluating staff performance, and handling behavior issues just to name a few (Selig, 2020). It was predicted 67,000 nurse manager positions would be vacant by the year 2020 (Martin & O'Shea, 2021). This number is now thought to be compounded considering the effects of the COVID-19 pandemic in healthcare settings. These projected shortages and high turnover rates among nurse managers continue to create challenges for healthcare leadership in the United States (US). Nurse managers and charge nurses have higher turnover rates when compared to nurse executives. The cost of replacing a nurse manager or charge nurse is an expensive problem that must be promptly addressed (Phillips et al., 2018).

Obstacles in recruiting applicants for nurse manager positions include the responsibilities of the nurse manager and the 24-hour accountability requirements of the

job. The millennial generation is not attracted to careers such as nurse manager with high demands. This problem has created a reduction in the applicant pool for nurse manager positions. Interventions supporting a positive work-life balance should be emphasized to attract younger generations (Martin & Kallmeyer, 2018). Many nurse managers speak poorly about their job demands, which sheds a negative light on the career itself (Fray & Sherman, 2017). Additional deterrents in applying for the nurse manager role are potential applicants, which are current staff nurses, who may be concerned about being removed from their established work family. Working more than 40 hours per week is not desirable nor is having increased responsibilities with little praise (Selig, 2020).

When developing a succession plan, it is important to acknowledge the similarities and differences between talent management and succession planning. Talent management focuses on the identification and development of employees with the intention of grooming them for leadership positions within the organization. Succession planning includes a continuous cycle of recruiting, education, exposure to leadership opportunities, and mentoring. Succession planning is more complicated than selecting a successor (Nowak & Scanlan, 2021). When comparing talent management and succession planning, it is important to acknowledge talent management allows for a proactive plan to identify and develop talent to prepare for succession planning (Nowak & Scanlan, 2021).

Institutions with successful succession planning programs pay careful attention when selecting participants for succession plans. Experience level, current role, willingness to work a flexible schedule, and an overall good standing within the organization are criteria for acceptance into such programs (Shields et al., 2022). Once

participants are selected, a curriculum supporting nurse leadership is needed. The American Organization for Nursing Leadership's (AONL) material for a variety of leadership courses is frequently used as teaching material. Topics include relationship building, interviewing applicants, human resource management issues, financial management, quality and safety topics, and leadership skills (Shields et al., 2022).

Nurse manager succession plans help decrease turnover and assist with filling vacancies. Developing a nurse manager succession plan is a proactive response for organizations. Developing and maintaining a nurse manager succession plan shows visionary executives are willing to invest in future leaders (Phillips et al., 2018). Unfortunately, approximately 70% of healthcare organizations do not offer a succession plan for nurse managers or leadership positions (Martin & O'Shea, 2021). More facilities need to implement a nurse manager succession plan. The benefits extend beyond the development of the leader.

The target organization is currently not a Magnet-accredited hospital. Hospitals strive to become Magnet-accredited facilities. Having Magnet status indicates an institution has high standards regarding nurse work environments and positive patient outcomes. The American Nurses Credentialing Center (ANCC) created the Magnet program criteria in 1994 (Dierkes et al., 2021). Obtaining Magnet accreditation is a coveted goal for hospitals.

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participants are selected, a curriculum supporting nurse leadership is needed. Nurse manager succession plans help decrease turnover and assist with filling vacancies. Developing a nurse manager succession plan is a proactive response for organizations. Developing and maintaining a nurse manager succession plan shows visionary executives are willing to invest in future leaders (Phillips et al., 2018). In preparation to achieve this accreditation, the target organization must implement a succession plan for nurse leaders. Before designing a nurse manager succession plan, a nurse manager prep course was developed to spark interest in nurse manager succession plan participation. The Nursing Professional Practice Program Director, Chief Nursing Operator (CNO), and the Vice President and Regional Chief Nurse Executive support and advocate for a nurse manager prep course to increase interest in nurse manager succession plan participation. Increasing the awareness of, and participation in, a future nurse manager succession plan helped the target organization as it was lacking a nurse manager succession plan.

Problem Statement

A healthcare organization within the suburbs of northern North Carolina (NC) lacks a structured succession training program to prepare the next generation of nurse managers. The dwindling interest in the role of the nurse manager along with the increasing vacancies of nurse manager positions has created a perfect storm of needing to fill an extremely important leadership role with few applicants. A nurse manager mini-prep course was developed for potential nurse manager applicants. The course was created to increase the overall awareness of the nurse manager role, job responsibilities, and skill sets necessary to be successful. The mini-prep course was developed to spark interest amongst attendees who might consider participating in a future nurse manager

succession plan for the target organization. Will nurses have an increase in knowledge and awareness of the roles and responsibilities of the nurse manager after completing a mini-prep course?

Literature Review

This literature review includes articles, concept analyses, and past studies on the development and implementation of nurse manager succession plans. The review focuses on the need for nurse manager succession plans and how to develop and strategically implement succession plans. In addition, this review focused on the benefits and opportunities for further studies regarding nurse manager succession plan implementation.

Keywords used to search the literature included: “nurse manager succession plan”, “nurse leader succession planning”, “nurse manager residency program”, “nurse manager talent management”, and “nurse manager training”. This search was completed using the following databases: CINAHAL, Google, and PubMed. A total of 10 articles were selected for use in this project.

Need for Nurse Manager Succession Planning

The literature was conclusive in stating nurse managers are scarce. Unfortunately, it is challenging to make the position of Nurse Manager attractive. Stamps et al. (2019) developed a nurse manager succession plan for a large healthcare system in New York and found nurse manager vacancy rates reach as high as 8.3% across the nation according to The American Organization for Nursing Leadership (AONL). The nurse manager succession plan cost-benefit analysis conducted by Phillips et al. (2018) and the concept analysis by Nowak & Scanlan (2021) both reported roughly 75% of nurse managers are

thought to have left the workforce by 2020. Similarly, Stamps et al. (2019) reported 1 million registered nurses are thought to retire by 2030, creating a vacancy in nurse manager positions. LaCross et al. (2019) conducted a quasi-experimental and correlational design to measure changes in the readiness of nurses who participated in a nurse manager succession plan. The study found 53% of registered nurses in the United States are over the age of 50; these nurses are expected to enter retirement in 2020 (LaCross et al., 2019). Martin & O'Shea (2021) developed a nurse manager succession plan for an eight-hospital healthcare system in Pennsylvania. They found an astonishing 73% of baby boomers plan to retire in approximately 3 years resulting in 67,000 open nurse manager positions by 2020 (Martin & O'Shea, 2021). Martin and Kallmeyer's (2018) descriptive, nonexperimental study found similar data related to 67,000 open nurse manager positions by 2020 due to retiring baby boomers. Another interesting fact to consider in the scarcity of nurse managers is the average tenure is 5 years as the stress related to the job causes the nurse manager to leave the position altogether (Martin & Kallmeyer, 2018).

Selecting and educating a strong nurse manager is one of the most important tasks executive nursing leaders decide. The nurse manager oversees all aspects of the unit. Selig (2020) noted important responsibilities of the nurse manager include overseeing the budget, quality improvement initiatives, and behavioral issues on the unit. As Martin and O'Shea (2021) worked on establishing a nurse manager residency program, it is acknowledged the nurse manager role is very important. They noted capable and well-educated healthcare leaders are necessary for organizations to improve patient experience and quality outcomes (Martin & O'Shea, 2021). Staying ahead of the vacancy curve is a

must when considering the need to keep nurse managers in positions. Implementing a nurse manager succession plan allows for the successful transition of staff into the role of the nurse manager, ensuring an organization's culture, strategy, and vision are maintained (Nowak & Scanlan, 2021).

Nurse Manager Competencies

Nurse manager training modules in the areas of finance, human resources, strategic planning, and communication were included in the nurse manager internship program developed by Selig (2020). The American Organization of Nurse Leaders (AONL) model was selected by Selig (2020) when determining appropriate nurse manager competencies for the nurse manager internship program. The AONL model offers an accurate list of what new nurse managers need to know: business skills, leadership skills, and personal development activities (Selig, 2020). A descriptive, nonexperimental study by Martin and Kallmeyer (2018) explored how generational differences presented challenges in recruiting for the nurse manager role. This study reviewed nurse manager competencies from the three domains of the American Organization of Nurse Executives (AONE) in area of the science, the leader within, and the art of leading (Martin & Kallmeyer, 2018). The American Organization of Nursing Executives (AONE) and the American Association of Critical Care Nurses (AACCN) created a skills inventory for nurse managers which spoke to managing the business, leading people, and developing the leader within (Nowak & Scanlan, 2021). There are a variety of nurse manager competencies to consider when developing education for a nurse manager succession plan; however, certain themes such as finance, leadership, and mentoring are prevalent.

Mentoring

The importance of including mentoring in nurse manager succession plans is noted throughout the literature. Phillips et al. (2018) reviewed the cost-benefit analysis of nurse manager succession plans. One of their findings was the importance of a mentoring program within the nurse manager succession plan; their nurse manager succession plan required 4 hours of mentoring per month. Ashley and Marsh (2019) conducted a qualitative survey to measure the effectiveness of their nurse manager succession plan. They found novice leaders who had strong mentors during their succession planning program, felt better prepared and more comfortable in their new leadership role as nurse managers (Ashley & Marsh, 2019). Similarly, Nowak and Scanlan (2021) noted the concept analysis of talent management, mentoring, and coaching is needed in order to be successful.

Needs Assessment

Target Population

The target population consisted of registered nurses (RN) who were interested in expanding their leadership skills to become nurse managers in the future. The target population was comprised of registered nurses who worked in the cardiology and oncology units at the target organization.

Available Resources

Available resources included support from executive nursing leadership and the Department of Education and Nursing Research. The Professional Practice Council at the target organization was an additional resource, as was the Department of Human Resources. Necessary computers, software, and other supplies for creating the nurse

manager mini-prep course were supplied by the target organization. Human Resource Talent Acquisition teammates were available to assist with the development of this project. Conference rooms were provided by the target organization for meeting locations.

Outcomes

Desired outcomes of this project were to increase the participants' knowledge and awareness of the nurse manager role. An additional outcome was to promote participation in a nurse manager succession plan in the future. A long-term goal of this project included decreasing nurse manager vacancy rates.

Team Selection

The DNP project team consisted of a project leader, project chair, and practice partner. The project leader was a doctoral student with a master's in nursing (MSN). The project chair was a doctoral prepared nurse practitioner. The practice partner for this project was a doctoral prepared nurse leader who serves as the Professional Practice Program Director at the target organization. Additional credentials for the project practice partner include Nurse Executive Advance Board Certified (NEA-BC) and Certified Professional in Health Care Risk Management (CPHRM).

Scope of Project

The target organization was working towards obtaining Magnet accreditation. In the interim, the organization's goal is to obtain The American Nurses Credentialing Center's [ANCC] Pathway to Excellence accreditation. The primary focus of the Pathway to Excellence designation is to demonstrate if an organization is supportive of practice environments. Element of Performance 6.9, within the Pathway of Excellence Pathway

Standards, speaks to how the organization uses succession planning to develop nurses for a nursing leadership role (American Nurses Credentialing Center (ANCC), 2021). This project worked towards meeting the requirements for this element of performance and helped the target organization be successful in obtaining Pathway to Excellence accreditation and Magnet accreditation. More importantly, this project increased participants' awareness and knowledge of the role and responsibilities of the nurse manager. It was anticipated the long-term goal of this project will result in a decreased nurse manager vacancy rate for the target organization.

Objectives

1. Participants will have an increased knowledge of the nurse manager role after completing the mini-prep course.
2. Participants will have an increased awareness of the nurse manager role after completing the mini-prep course.

Timeline

Table 1

Timeline

Activity	Date	Duration
Organizational assessment of the problem/issue.	Summer '22	1 week
Obtain permission to implement project at target organization.	Summer '22	2 days
Identify and meet with Project Stakeholders.	Summer '22	1 week
Define project scope.	Summer '22	1 day
Consider potential DNP Project Partners	Summer '22	1 week

Activity	Date	Duration
Estimate project budget	Summer '22	1 week
Create PICOT question and get approval before literature review.	Summer '22	1 week
Complete critical appraisal and analysis of literature.	Summer '22	2 weeks
Choose type of project and work with advisor to develop specific focus.	Summer '22	1 week
Create educational plan.	Fall '22	2 weeks
Begin and complete IRB process	May '23	5 weeks
Send out and receive back participant list	May '23	2 weeks
Implement DNP project	June '23	1 week
Send out and receive back pre and post intervention surveys.	June '23	1 week
Gather and organize data	June '23	1 week
Write up project results	June '23	2 weeks
Present final DNP project	July '23	1 day

Sponsors & Stakeholders

The Chief Nursing Officer (CNO) and Vice President were advocates for the project. The Nursing Professional Practice Program Director was a key stakeholder. Additional stakeholders included the nursing leadership team, nurse managers, unit staff, nursing supervisors, the human resources department, the service excellence department,

compliance, risk management, safety team, nursing operations, medical directors, and associated service lines within the healthcare organization.

The nursing operations supervisors are vested in having a strong nurse manager in place for each unit. It is the responsibility of the nursing operations supervisors to address any safety concerns in addition to any practice issues which have occurred on the unit, particularly during night shifts and on the weekends. Sharing these situations with the nurse manager of the unit helps obtain resolutions for these challenges. Having a succession plan in place would assist in this area and reduce nurse manager vacancy rates. The service excellence department partners with patients and caregivers to improve the overall patient experience. At times, unhappy patients and/or family members file grievances. The service excellence representatives work closely with the nurse manager to resolve issues mentioned in grievances. The nurse manager plays a key role in such problem resolutions in these instances. The compliance department relies on the nurse manager to ensure all unit employees have completed the required training and education. The nurse manager works closely with compliance during disease-specific accreditations and other state and regulatory visits. These visits are much more of a challenge when a unit is without a nurse manager, endangering survey success. Similarly, risk management relies on the nurse manager for the investigation of questionable practices, abuse cases, and other safety concerns. Risk management partners with the nurse manager to explore policy adherence and/or deviations. Lastly, the medical directors partner with the nurse manager to ensure a solid co-management team exists for the unit. Medical directors and respective service lines are always interested in program growth. Program growth occurs with an increase in patient days and positive patient outcomes. The nurse manager must

be present and have a feel for the unit through performance improvement initiatives to be able to effectively assist with growing a service line.

Theoretical Underpinnings

This project was based on Albert Bandura's social cognitive theory. Social cognitive theory recognizes self-efficacy as the basis of a person's motivation which will impact outcome behaviors and expectations. In this theory, self-efficacy is considered an important asset when considering motivating others to lead (Labrague et al., 2021). Self-efficacy is described as an individual's beliefs about their abilities in a specific role (Jacobs & Wahl-Alexander, 2021). Further discussion of Bandura's social cognitive theory includes the understanding of how students learn by observation and modeling. Bandura believes learning occurs in a social environment by observation. In addition to observational learning, individuals also experience cognitive processes whereby learners internalize and make sense of what they see in order to replicate the behavior themselves. Bandura states this style of learning involves stages of attention, retention, reproduction, and motivation (Horsburgh & Ippolito, 2018).

Attention, in terms of the social cognitive theory, refers to the learner being present and engaged as a student. Opportunities to connect with others and exposure to role models are key in this part of the learner's experience (Horsburgh & Ippolito, 2018). Attention was addressed in this project as each learner attended an educational session that addressed the roles and responsibilities of nurse managers. The theory's stage of retention required the learner to remember material from the educational modules (Horsburgh & Ippolito, 2018). The cognitive processes involved in this stage allowed the learner to recall the skill sets needed to be a successful nurse manager; recalling learned

material is part of retention. Reproduction, another part of the social cognitive theory, requires the learner to reproduce the learned behavior from the attention and retention processes and put them into play (Horsburgh & Ippolito, 2018). It is here the learner demonstrates his/her abilities to function as a nurse manager, addressing day-to-day operations once in a leadership role. Motivation, the last of Bandura's aforementioned stages, refers to the learner's motivation to display, or emulate, the behaviors required of the nurse manager role (Horsburgh & Ippolito, 2018). Learners can be motivated by the nurse manager who is their leader. Labrague et al. (2021), state a nurse manager's authentic leadership practices, along with forming a healthy work environment, has the potential to positively impact a nurse's desire to engage in a formal leadership role.

Bandura's theory places much emphasis on the learner; however, the social cognitive theory also helps the teacher understand how one learns from observation. This theory assists educators in their ability to improve learning opportunities and create conditions in the learning environment that allow for optimal observations (Horsburgh & Ippolito, 2018).

Work Planning

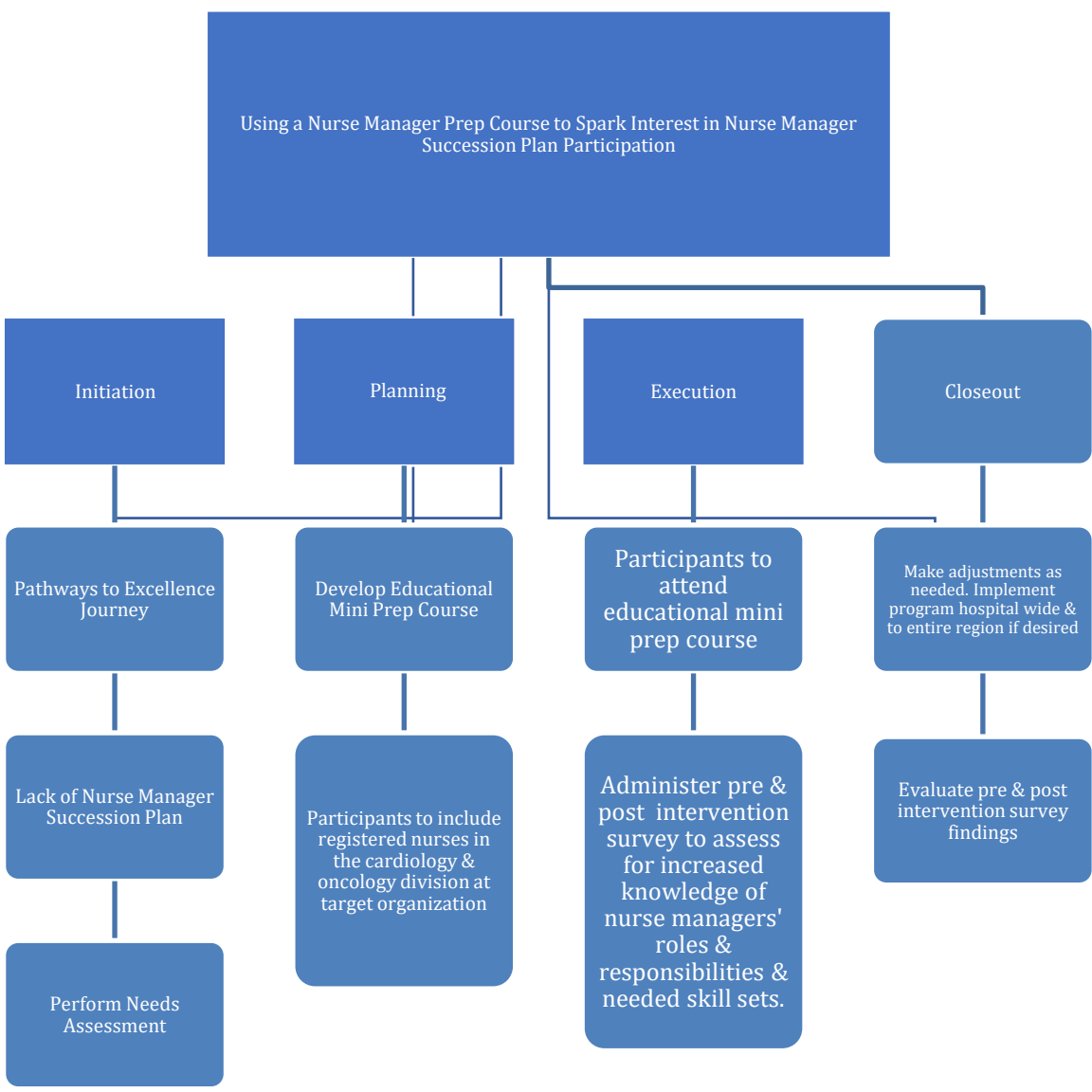
Project Management

The careful preparation of work for any project is most successful when the project is divided into small segments which can be easily observed (Zaccagnini & Pechacek, 2021). Work breakdowns and milestones for project planning can be better understood using graphs, charts, and tables which explain specific tasks involved with project planning. The work breakdown structure in Figure 1 depicts the specific planning

steps used for developing a nurse manager prep course to spark interest in nurse manager succession plan participation.

Figure 1

Work Breakdown Structure



Cost/Benefit Analysis

Table 2

Cost/Benefit Analysis

Variable	Implementation of Nurse Manager Succession Plan	No implementation of Nurse Manager Succession Plan
Median Nurse Manager Salary	\$123,000	\$123,000
NM replacement costs (ex. advertising, recruiting, travel & relocation expense)	\$92,250 per NM (75% annual NM salary)	\$123,000 (100% annual NM salary)
1-year NM turnover rate	15%	17%
Current Nurse Managers = 30	Predicted NM turnover = $30 \times 0.15 = 4.5$ Replacement costs = \$123,000 $\times 0.75 \times 4.5 = \$415,125$ Savings of \$199,875	Current NM turnover = $30 \times 0.17 = 5.1$ Replacement costs = $\$123,000 \times 1.00 \times 5.1$ = \$615,000
*Total program costs (Labor, educational materials, food & drinks.)	\$424	Not Applicable
Current replacement costs	\$415,125	\$615,000
Cost-benefit ratio (1 year); savings/cost	$\$199,875(\text{savings})/\$424(\text{cost}) =$ 471.4 positive cost/benefit ratio	
Effect on service	Non-tangible benefits secondary to implementation:	Disruption in work environment:

Variable	Implementation of Nurse Manager Succession Plan	No implementation of Nurse Manager Succession Plan
	<ul style="list-style-type: none"> • Pathways to Excellence Accreditation • Improved Leapfrog safety rating • Improved US News & World Report rankings • Positive work environment • Increase in RN job satisfaction & retention. • Increased patient safety • Decreased patient mortality. • Improved patient satisfaction 	<ul style="list-style-type: none"> • Pathways to Excellence Accreditation not obtained. • No increase in Leapfrog safety rating • No improvement in US News & World Report rankings • Chaotic work environment • Decreased RN satisfaction • Questionable patient safety initiatives • Increase in patient mortality. • Decreased patient satisfaction scores

The median nurse manager salary in the target population was \$123,000. The cost of replacing nurse managers is thought to be 75%-125% of their annual salary (Phillips et al., 2018). A 75% replacement cost was used in this project for calculating internal replacements or project participants (Phillips et al., 2018). Hiring internal candidates for nurse manager positions results in reduced turnover rates and a reduction in onboarding costs (Phillips et al., 2018). A 100% replacement cost was used in this project to calculate external nurse manager recruitment or no implementation of the succession plan. The target community has 30 inpatient nurse managers; the current nurse manager turnover rate is 17% (D. Sheek, personal communication, September 19, 2022). It is estimated that succession planning results in a 2% decrease in nurse manager turnover over the course

of 1 year (Phillips et al., 2018). The comparison of the implementation of a nurse manager succession plan versus not implementing a nurse manager succession plan revealed the implementation of this program would have a positive cost/benefit ratio of 471.4. A cost/benefit ratio greater than 1 indicates positive results (Phillips et al., 2018). This is evident when considering the total savings of the project to be \$199,875 compared to project expenses of \$424. In addition, the non-tangible benefits of this project can be considered priceless in terms of quality, safety, and improvements in the overall work environment.

SWOT Analysis

Figure 2

SWOT Analysis

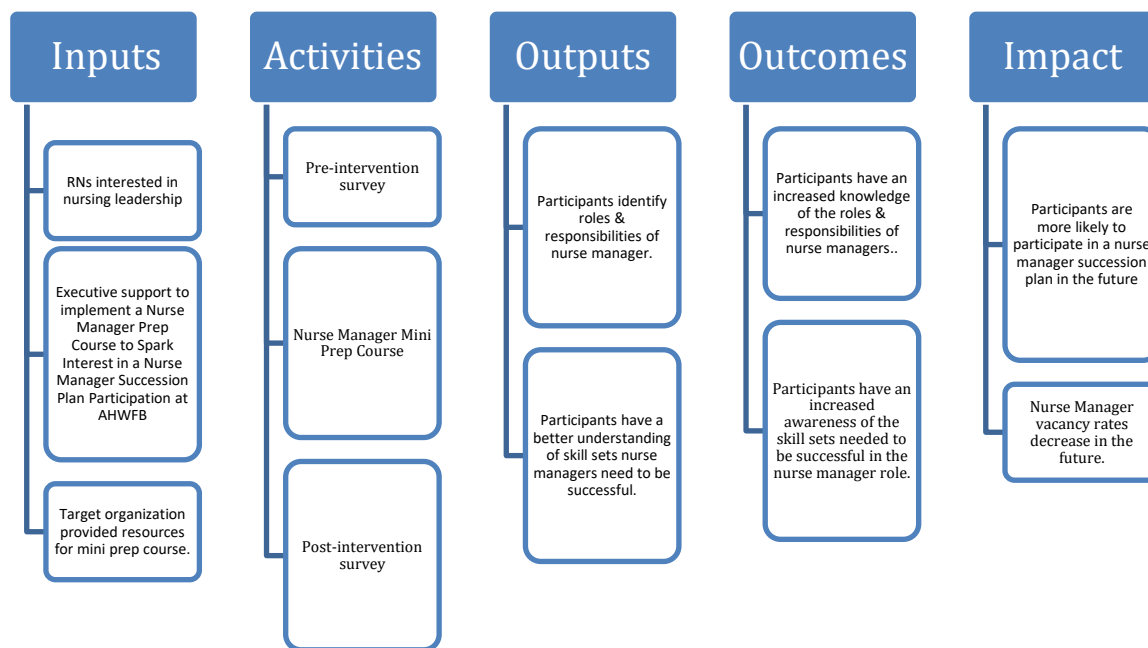
<p>Strengths</p> <ul style="list-style-type: none"> ● Administrative support ● Strong Nursing Education & Research Department ● Strong nurse leaders ● Teaching culture in academic medical center 	<p>Weaknesses</p> <ul style="list-style-type: none"> ● Lack of interest in nurse manager role ● Lack of overall nursing experience ● Leaders & staff taking on more responsibilities. ● Large span of control for nurse managers ● No current succession plan program
<p>Opportunities</p> <ul style="list-style-type: none"> ● Build program suited to needs. ● Introduce program to local colleges and universities to spark future interest in nursing leadership. ● If a candidate goes through a program and decides not to be a nurse manager, the position to fill time is increased. 	<p>Threats</p> <ul style="list-style-type: none"> ● Success of a program requires ongoing mentoring. ● Taking staff off floor for training will create holes in staffing. ● If candidate goes through program & decides not to be a nurse manager, time and money and investments are lost

Evaluation Planning

This project was evaluated by administering a pre-intervention survey and a post-intervention survey to participants. The surveys measured participants' knowledge and awareness of the nurse manager's role and responsibilities prior to taking the mini-prep course compared to his/her knowledge and awareness of the nurse manager role after completion of the course. The pre-intervention survey consisted of six multiple-choice questions. The post-intervention survey consisted of seven questions. The same six questions from the pre-intervention survey were asked in addition to a seventh question. The seventh question asked participants what information obtained from the mini-prep course influenced their answer to question number six on the survey.

Logic Model

The logic model in Figure 3 demonstrates how the project was expected to work. The inputs included the registered nurses, or participants, who were interested in nursing leadership. Other inputs included executive support from the target organization and the resources provided by the target organization used to create the educational prep course. The outputs included the participants' ability to identify the roles and responsibilities of the nurse manager after participating in the mini-prep course. Other outputs included participants' increased awareness of the skill sets needed to be successful in the nurse manager's role. Lastly, the impact of the project was participants are expected to be more likely to participate in a nurse manager succession plan in the future. An additional impact of the project will be future nurse manager vacancy rates have decreased.

Figure 3*Logic Model***Implementation****Threats and Barriers**

The overall staff engagement level needed to participate in a project about the nurse manager role presented as a threat. Ironically, the purpose of this study coincided with this threat as there was little interest from nurses in becoming nurse managers.

Barriers encountered were the inability of staff nurses to leave their unit(s) to attend the educational workshops during the scheduled times. Having staff leave the unit placed a higher patient load on their co-workers during the time of mini prep session. Other barriers noted included the patient acuity level being too high, which in turn made nurses feel they could not leave the unit to attend the educational workshop. Additional barriers

included personal reasons nurses could not attend, even when previously enrolled, as they had a sick child at home. A huge barrier noted was the staff was not willing to come in on their day off to attend the mini-prep course about becoming a nurse manager.

Monitoring of Implementation

The project leader provided a nurse manager mini-prep course to staff within the cardiology and cancer center division for any interested registered nurse. A pre-intervention survey was administered before the educational course. The post-intervention survey was administered to participants after the course was completed. The course content delivered focused on the nurse manager role, the responsibilities of the nurse manager, and the necessary skill sets to be successful in the role. Time was allowed after completion of the course, for questions and open discussion.

Project Closure

After the two 1.5-hour courses were held, the data was reviewed and analyzed. There was a total of six participants between the two courses. Of the six participants, six participants completed the pre-intervention survey and the post-intervention survey. The data was analyzed and presented in a formal paper and presentation.

Interpretation of Data

Quantitative Data

Six registered nurses participated in this project. All participants completed the pre-intervention survey and post-intervention survey.

- The responses for question number one, “Which of the following are responsibilities of the nurse manager?” were answered correctly by four participants and incorrectly by two participants on the pre-intervention survey. On

the post-intervention survey, the same question was answered correctly by three participants and incorrectly by three participants.

- Question number two, “What are the educational and experience requirements for the nurse manager role?”, was answered correctly by five participants and incorrectly by one participant on the pre-intervention survey. All six participants answered this question correctly on the post-intervention survey.
- Question number three, “How long does the newly appointed nurse manager have to obtain certification in their specialty area once hired?”, was answered correctly by four participants and incorrectly by two participants on the pre-intervention survey. The participants’ responses were the same on the post-intervention survey as they were for the pre-intervention survey for this question.
- Question number four “What resources are available to further explore the nurse manager role? Select all that apply” was answered correctly by two participants and four participants responded incorrectly on the pre-intervention survey. On the post-intervention survey, three participants answered correctly and three answered incorrectly.
- Question number five, “Identify skill sets found in successful nurse managers.”, was answered correctly by all six participants on the pre-intervention survey and on the post-intervention survey.
- Question number six, “How likely are you to participate in a nurse manager succession plan in the future?”, was answered by one participant as, “somewhat unlikely”; one participant answered as, “somewhat likely”, and 4 participants responded as, “very likely” on the pre-intervention survey. The same question, on

the post-intervention survey, was answered in the same fashion by participants; the results were the same for this question on the pre-and post-intervention survey.

Qualitative Data

Question number seven, on the post-intervention survey, read, “What information from the presentation influenced your response to question number six?” Question six asked participants “How likely are you to participate in a nurse manager succession plan in the future?” Participants’ written responses were positive, informing the project leader the course provided helpful information to the participants. Participants noted that “they did not know what was needed to become a nurse manager, they were interested in going into this role, and they know what is needed to move into this role.” One participant noted they worked previously in a management role and preferred not to work in a management role. Feedback for the project leader was positive as participants noted the information was “helpful” and “providing real-life examples of balancing work with having a family” was a good insight along with information shared regarding support in management. One participant felt, “the more information you obtain will make you a better manager. It is a way to grow and be successful.” Overall, the feedback was positive, and reaffirming the material was well accepted by the participants.

Process Improvement Data

The outcomes of this project indicated using a nurse manager mini-prep course would spark interest in nurse manager succession plan participation. The largest impact in outcome data was noted in the post-implementation survey questions six and seven. Question number six asked participants how likely they would be to participate in a nurse

manager succession plan in the future. Four of the six participants responded that they would be very likely to participate in a future nurse manager succession plan.

Participants' written responses in question seven were overwhelmingly positive and in favor of the information sharing during the nurse manager mini-prep course. The most impactful data collected to support this positive outcome was found in the written feedback provided by participants.

Project Sustainment

This project was sustained by sharing the results with nurse executives and the Professional Development Project Director at the target organization. Additional work will be needed to develop a nurse manager succession plan; the project leader has plans to create a nurse manager succession plan based on the findings of this project. Having engaged leaders, organizational support, and an interested group of participants will allow for the sustainment of a nurse manager succession plan. Measures to consider collecting in the future would be registered nurses' level of interest in becoming a nurse manager and the nurse manager vacancy rates. Achieving Pathway to Excellence accreditation and Magnet accreditation in the future will indicate this program has become sustainable.

Conclusion

As noted with this project, registered nurses benefited from attending the mini-prep course on the nurse manager role. Participants reported an increase in knowledge and awareness of the nurse manager role and noted interest in the role. Nurse manager succession programs support new nurse managers as well as provide support for those within the nurse manager position. Developing and maintaining a nurse manager

succession plan is noted to be a proactive response of organizations to help decrease turnover and assist with filling nurse manager vacancies.

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