



Courage to Change: Empowering Nursing Educators to Ignite Self-Efficacy During Tumultuous Times- Scenarios

Scenario/Advocacy

1. You are taking students to a medical-surgical unit for the first day of clinical. The nurses on the unit have been receptive and supportive to students in the past; you have a rapport with some of the nurses. Although you emailed the nurse manager in advance to let them know you are coming, you did not receive a response. When you arrive at 6am, the nurses ignore you. When you speak with the charge nurse, you are told the unit is understaffed and students will be more of a hindrance than a help.
 - Has this situation occurred in your practice?
 - What are some effective strategies to use in this scenario?
 - What is (are) the goals(s)?
 - How will you model professional behaviors in this scenario?
 - How will you maintain calm and manage your emotions?

2. You are in a leadership position in your institution. Enrollment is down, the administration is looking for ways to cut the budget for the upcoming year. You are told there will be a freeze on pay for faculty with more than 8 years of teaching; there will a 5% pay cut for faculty employed between 3-8 years, and a 10% pay cut for faculty teaching less than 3 years. You have 10 full-time faculty. Two have been teaching for over 8 years, four have been teaching for 3-8 years and four are under 3 years. You are in the middle of a search and can't find faculty as your pay rate is already very low.
 - Has this situation occurred in your institution?
 - What are some effective strategies to use in this scenario?
 - What is (are) the goal(s)?
 - What are you going to say and how are you going to say it?



Scenario/Boundaries

1. You are a new faculty teaching students in fundamentals. One of your students approaches you to discuss some issues they are having at home interfering with their ability to study and do well in class. You take a special interest in this student and share that you understand as you have experienced a similar scenario. The student asks you to go for a cup of coffee to discuss more. Your cell phone number is listed in your syllabus as the best way to reach you. This student begins calling you frequently at all hours.
 - Has anyone experienced or know someone who has experienced a similar situation?
 - What is (are) your goal(s)?
 - What steps should you take?
 - What would you have done differently?

2. You are a faculty member who often agrees to take on extra workload or projects when asked by your Nurse Administrator. The frequency of these requests has increased, and you are beginning to resent what you perceive to be intrusion on your life. You are especially annoyed with their frequent uttered phrase of “I know you have the time because you are single and have no children.” You’ve accepted these requests for such a long time now you are now at a loss for how to remedy the situation. Your first response is to seek out other employment, but the opportunities are very limited in your area, and you do not want to move.
 - Have you or anyone you know experienced a similar situation?
 - What is (are) your goal(s)?
 - How will you begin to establish boundaries?
 - What would you do differently when anticipating the next situation?



Scenario/Crucial Conversations

1. As allowed by program policy, a student previously dismissed from the nursing program due to inability to meet progression requirements petitioned for readmission. The student was granted readmission with the caveat that any grade that did not meet the program's policy for progression would result in dismissal with no further petition for readmission. You are the faculty member for one of two nursing courses the student is repeating and are increasingly frustrated with the numbers of students readmitted and unable to progress. Following the final exam, the student failed the course for the second time. The student sent you a lengthy email requesting to meet as soon as possible and explaining difficulties that led to this grade and begging for "one last chance in the nursing program." The student arrived for the meeting as scheduled accompanied by their parents who wish to be present.
 - Have you encountered a similar situation?
 - What are your goals for this meeting?
 - What are some effective strategies to use in this scenario?

2. You are an experienced nursing faculty member who has moved this year to a new institution. When you approach your mentor regarding a student who may not pass an early nursing course, you are advised to "just pass the student" as "they go to administration" and usually the grade changes. You later learn that students dismissed by the nursing program also go to "administration" and return the following term. You find this hard to comprehend, but soon see this in action. Faculty feel their decisions are meaningless as they will be overturned by administration. They are also disturbed as licensure pass rates are decreasing and several strong faculty have left for other opportunities.
 - Have you encountered a similar situation?
 - With whom will you meet and what are your goals for this meeting?
 - What are some effective strategies to use in this scenario?



Kotter's 8-Step Model for Change Worksheet

Steps for implementing change	Considerations	Plan
1. Create a shared sense of urgency	<ul style="list-style-type: none">• What problem do you need to solve?• Who needs to be involved in solving the problem?• What is the timeline?	
2. Create the team/coalition	<ul style="list-style-type: none">• Who are the key stakeholders?• What does their role include?	
3. Develop the vision/strategy for change	<ul style="list-style-type: none">• What is the vision?• What strategies are needed to achieve the vision?• What data do you have access to?• What additional data sources do you need access to?	
4. Communicate the change vision	<ul style="list-style-type: none">• How will you communicate the change?• When will you communicate?	
5. Remove obstacles	<ul style="list-style-type: none">• What are anticipated or actual barriers to this change?	

	<ul style="list-style-type: none"> • What can/will be done to remove those barriers? 	
6. Identify the short term “wins”	<ul style="list-style-type: none"> • What short term goals do you hope to accomplish? • How will those short-term wins lead to the attainment of the overall goal? 	
7. Build change/create ongoing sustainability	<ul style="list-style-type: none"> • What strategies will be used to maintain the momentum? • How will you garner and maintain support for the change? 	
8. Anchoring new approaches in the culture	<ul style="list-style-type: none"> • How will you anchor the change into the culture? 	

References:

Kotter, J.P. (2007) Leading change: Why transformation efforts fail. *Harvard Business Review*

Press (January). <https://hbr.org/2007/01/leading-change-why-transformation-efforts-fail>

Kotter, J.P. (n.d.). The 8-step process for leading change. [https://kotterinc.com/8-step-process-](https://kotterinc.com/8-step-process-for-leading-change/)

[for-leading-change/](https://kotterinc.com/8-step-process-for-leading-change/)



Kotter's 8-Step Model for Change Example

Steps for implementing change	Considerations	Plan
1. Create a shared sense of urgency	<ul style="list-style-type: none"> • What problem do you need to solve? • Who needs to be involved in solving the problem? What is the timeline? 	<p>Faculty burnout due to budget cuts creating increase workload. Faculty do not feel supported by administration and are exhibiting increased job dissatisfaction and burnout. Ultimately, patient care will be affected.</p> <p>Hold open, honest discussions with faculty to assess the extent of the issues and develop plausible solutions.</p> <p>Complete in 1 month for executive summary to administration during budget planning.</p>
2. Create the team/coalition	<ul style="list-style-type: none"> • Who are the key stakeholders? • What does their role include? 	<p>Administration, Advisory Committee, Faculty</p> <p>Advisory Committee to hear concerns and provide input regarding the impact on available nurses to hire.</p> <p>Administration to work with Dean and faculty to ensure workload is equitable and budget is available to hire faculty.</p> <p>Faculty to outline concerns with plausible solutions to offer.</p>
3. Develop the vision/strategy for change	<ul style="list-style-type: none"> • What is the vision? • What strategies are needed to achieve the vision? • What data do you have access to? 	<p>Sufficient qualified faculty to ensure successful student outcomes.</p> <p>Review Mission/Vision and strategic plan. Use tools such as 5 Whys or fishbone diagram to structure the executive summary.</p> <p>FTE allowed and filled, current budget, Program Outcomes (Mountain Measurement Reports, NCLEX pass rate reports, completion rates, retention rates), faculty satisfaction reports, student evaluations.</p>

	<ul style="list-style-type: none"> • What additional data sources do you need access to? 	Any additional information that is requested by stakeholders.
4. Communicate the change vision	<ul style="list-style-type: none"> • How will you communicate the change? • When will you communicate? 	<p>Advisory committee meeting, faculty meetings, leadership meetings.</p> <p>When meetings are scheduled to discuss budget, needs, concerns, etc.</p>
5. Remove obstacles	<ul style="list-style-type: none"> • What are anticipated or actual barriers to this change? • What can/will be done to remove those barriers? 	<p>Continued perceived budget constraints. Administration not supporting faculty.</p> <p>Clear, evidence-based information that outlines the expected results of any inaction and the long-term impact on the program and the college.</p>
6. Identify the short term “wins”	<ul style="list-style-type: none"> • What short term goals do you hope to accomplish? • How will those short-term wins lead to the attainment of the overall goal? 	<p>Obtain budget consideration to hire 3 adjunct faculty to cover clinical experiences.</p> <p>The program benefits from additional part-time faculty so that full-time faculty can return to a normal workload.</p>
7. Build change/create ongoing sustainability	<ul style="list-style-type: none"> • What strategies will be used to maintain the momentum? • How will you garner and maintain support for the change? 	<p>Updates will be provided to all stakeholders as to the progress in hiring and using new faculty.</p> <p>Keeping all stakeholders “in the loop” and continuing to receive input, suggestions, and recommendations.</p>
8. Anchoring new approaches in the culture	<ul style="list-style-type: none"> • How will you anchor the change into the culture? 	Make it an ongoing agenda item to be reviewed and revised as needed.

References:

Kotter, J.P. (2007) Leading change: Why transformation efforts fail. *Harvard Business Review Press* (January).

<https://hbr.org/2007/01/leading-change-why-transformation-efforts-fail>

Kotter, J.P. (n.d.). The 8-step process for leading change. <https://kotterinc.com/8-step-process-for-leading-change/>