LEADERSHIP & MANAGEMENT IN NURSING

AN UNFOLDING CASE STUDY REVIEW

TEST SUCCESS

Key Features:

● Encourages “think like a nurse” approach
● Utilizes all types of NCLEX-style questions
● Web links to supporting multimedia content
Leadership and Management in Nursing Test Success
Ruth A. Wittmann-Price, PhD, RN, CNS, CNE, is chairperson and professor at Francis Marion University Department of Nursing in South Carolina. Ruth has been an obstetrical/women's health nurse for 35 years. She received her AAS and BSN degrees from Felician College in Lodi, NJ (1978, 1981), and her MS as a perinatal CNS from Columbia University, NY (1983). Ruth completed her PhD at Widener University, Chester, PA (2006), and was awarded the Dean's Award for Excellence. She developed a mid-range nursing theory, "Emancipated Decision-Making in Women's Health Care." Besides continuing her research about decisional science, she studies developmental outcomes of preterm infants. She has also been the director of nursing research for Hahnemann University Hospital (2007–2010) and oversees all evidence-based practice projects for nursing. Hahnemann University Hospital was awarded initial Magnet status (American Nurses Credentialing Center) in December 2009. Ruth has taught all levels of nursing students over the past 15 years (AAS, BSN, MSN, and DNP) and completed an international service learning trip (2007) to rural Mexico with undergraduate nursing and physician assistant students. She was the coordinator for the nurse educator track in the DrNP program at Drexel University in Philadelphia (2007–2010) and sits on four dissertation committees. Ruth is coeditor and chapter contributor of eight books, Nursing Education: Foundations for Practice Excellence (2007) (AJN Book of the Year Award winner 2007); Certified Nurse Examination (CNE) Review Manual (2012) (and the Second Edition [2013]); NCLEX-RN® EXCEL Test Success Through Unfolding Case Study Review (2010); Maternal-Child Nursing Test Success: An Unfolding Case Study Review (2012); Fundamentals of Nursing Test Success: An Unfolding Case Study Review (2013); Nursing Concept Care Maps for Safe Patient Care (2013); and Community Health Nursing Test Success (2013). She has published the chapter “The Newborn at Risk” in Maternal-Child Nursing Care: Optimizing Outcomes for Mothers, Children, and Families, a section in Giving Through Teaching: How Nurse Educators Are Changing the World, and over 20 journal articles.

Frances H. Cornelius, PhD, MSN, RN-BC, CNE, is associate clinical professor, chair of the MSN Advanced Practice Role Department and coordinator of informatics projects at Drexel University, College of Nursing and Health Professions. Fran has taught nursing since 1991, at several schools of nursing. She taught community health at Madonna University (Livonia, MI), Oakland (MI) University, University of Pittsburgh (PA), and Holy Family College (Philadelphia, PA). Fran taught adult health and gerontology at Widener University School of Nursing until 1997, when she began teaching at Drexel. In 2003, she was a Fellow at the Biomedical Library of Medicine. She is a certified nurse informaticist and has been the recipient of several grants. She has collaborated on the development of mobile applications as coordinator of informatics projects, including the Patient Assessment and Care Plan Development (PACPD) tool, which is a PDA tool with a Web-based companion, and Gerontology Reasoning Informatics Programs (the GRIP project). She is the coeditor (with Mary Gallagher Gordon) and chapter contributor of PDA Connections, an innovative textbook designed to teach health care professionals how to use mobile devices for point-of-care access of information. She is a coauthor of Maternal-Child Nursing Test Success: An Unfolding Case Study Review (2012); Fundamentals of Nursing Test Success: An Unfolding Case Study Review (2013); Medical-Surgical Nursing Test Success: An Unfolding Case Study Review (2013); and Community Health Nursing Test Success: An Unfolding Case Study Review (2013). She has written six book chapters and has published 19 journal articles on her work. She has been invited to deliver 26 presentations and has delivered more than 50 peer-reviewed presentations mostly in the United States, but also in Spain, Canada, and Korea. She is a member of the American Informatics Association, the American Nursing Informatics Association, the American Nurses Association, and the Pennsylvania State Nurses Association.
Leadership and Management in Nursing Test Success: An Unfolding Case Study Review

Ruth A. Wittmann-Price, PhD, RN, CNS, CNE
Frances H. Cornelius, PhD, MSN, RN-BC, CNE
This book is dedicated to the loving memory of my brother Kenny.
Ruth A. Wittmann-Price
Contents

Preface ix
Acknowledgments xi

1. Understanding the Complexity of Leadership in Nursing 1
   Unfolding Case Study #1: Beyonce and Jacob
2. Organizational Structure 17
   Unfolding Case Study #2: Roxanne
3. Communication 31
   Unfolding Case Study #3: Jacob
4. Delegation 49
   Unfolding Case Study #4: Beyonce
5. Evidence-Based Practice 67
   Unfolding Case Study #5: Jacob
6. Triaging 77
   Unfolding Case Study #6: Roxanne
7. Ethics 89
   Unfolding Case Study #7: Beyonce
8. Health Care Informatics 105
   Linda Wilson and Frances H. Cornelius
   Unfolding Case Study #8: Roxanne
9. Nursing Unit Management 115
   Unfolding Case Study #9: Jacob
10. Prioritization 133
    Unfolding Case Study #10: Beyonce
11. Health Care Finances 141
    Unfolding Case Study #11: Jacob
12. Legal Issues 151
    Unfolding Case Study #12: Roxanne
13. Human Resources 165
    Unfolding Case Study #13: Beyonce, Jacob, and Roxanne
14. NCLEX: Getting Ready 189
    Unfolding Case Study #14: Beyonce, Jacob, and Roxanne

References 199
Index 201

© Springer Publishing Company, LLC.
Nurses as leaders at the bedside, within health care systems, and as a part of health care teams are becoming more and more important. Nurses are the health care professionals that are there 24/7; they are the first line of defense for patient, family, and community care and safety. They advocate for patients, families, and communities and understand their needs better than anyone else. Leadership in nursing is becoming a much overused term to encompass multiple skills. This book breaks down those skill sets and allows the learners of nursing leadership to practice those skills in a cognitive way by placing themselves into simulated unfolding case studies.

The case studies can be used in any number of creative and innovative ways, such as using the embedded questions to test your knowledge acquisition of the content or using the Internet links to further develop understanding of a subject. A list of these web links and resources is available from www.springerpub.com/wittmann-price-ancillaries. Other ways that these unfolding case study books have been used with great success are as interactive adjunct material to leadership courses and self-study modules for make-up clinical experiences. The obvious use of this book is for NCLEX-RN® practice to build confidence and self-efficacy in leadership skills, which are a necessary part of standardized testing and the licensure exam.

We hope you enjoy this book as you have the other unfolding case study books in this series and use it to enhance your leadership skills. We know that this book is more engaging than a traditional question-and-answer book and provides the up-to-date Internet links that learners today use during clinical practice to enhance their decision-making ability in a leadership role.

Ruth A. Wittmann-Price, PhD, RN, CNS, CNE
Frances H. Cornelius, PhD, MSN, RN-BC, CNE
Thank you, Margaret Zuccarini, for being an inspiring nursing editor, and to Linda Wilson, RN, PhD, CPAN, CAPA, BC, CNE, CHSE, for sharing her expansive knowledge about electronic health records and simulation.
Nursing Test Success
With Ruth A. Wittmann-Price as Series Editor

Maternal-Child Nursing Test Success:
An Unfolding Case Study Review
Ruth A. Wittmann-Price, PhD, RN, CNS, CNE,
and Frances H. Cornelius, PhD, MSN, RN-BC, CNE

Fundamentals of Nursing Test Success:
An Unfolding Case Study Review
Ruth A. Wittmann-Price, PhD, RN, CNS, CNE,
and Frances H. Cornelius, PhD, MSN, RN-BC, CNE

Community Health Nursing Test Success:
An Unfolding Case Study Review
Frances H. Cornelius, PhD, MSN, RN-BC, CNE,
and Ruth A. Wittmann-Price, PhD, RN, CNS, CNE

Medical-Surgical Nursing Test Success:
An Unfolding Case Study Review
Karen K. Gittings, DNP, RN, CNE, Alumnus CCRN, Rhonda M. Brogdon,
DNP, MSN, MBA, RN, and Frances H. Cornelius, PhD, MSN, RN-BC, CNE

Leadership and Management in Nursing Test Success:
An Unfolding Case Study Review
Ruth A. Wittmann-Price, PhD, RN, CNS, CNE,
and Frances H. Cornelius, PhD, MSN, RN-BC, CNE

© Springer Publishing Company, LLC.
Leadership and Management in Nursing Test Success
Understanding the Complexity of Leadership in Nursing

Unfolding Case Study #1  Beyonce and Jacob

Beyonce and Jacob are in their final semester of nursing education and are taking a four-credit leadership course. There is a practicum to the course, so for 3 hours a week they will have a chance to do some leadership activities. On the first day of leadership class, after they review the syllabus, the nurse educator asks them to identify the type of leader they believe they will be in their upcoming careers. The learners in the class have all been students for over 2 years and never really envisioned themselves in leadership roles.

Exercise 1-1: Multiple-choice question
All nurses are leaders in patient health care primarily because they:

A. Have the most education
B. Administrate hospitals
C. Know the patient the best
D. Are with the patient the longest

The nurse educator explains that leadership and management are two different things. Leaders are inspirational while managers plan and organize. Beyonce and Jacob work on a fill-in exercise together.

Exercise 1-2: Fill-in
Place an “L” for leader and an “M” for manager beside the traits listed below:

_____ Change agent
_____ Future oriented
_____ Time oriented
_____ Visionary
_____ Organizes
_____ Budgets
_____ Motivates
_____ Consistency

Answers to this chapter begin on page 11.
© Springer Publishing Company, LLC.
During the first class, the nurse educator describes different leadership theories. Two of the more popular leadership theories today are transactional and transformational. Transactional leaders take care of their employees' needs while transformational leaders work alongside their employees.

**Exercise 1-3: Select all that apply**
Select the practices that are attributed to a transformational leader:
- Challenges the status quo
- Enforces changes
- Rewards employees who meet goals
- Motivates and inspires
- Empowers others
- Communicates down the organizational channels

Jacob asks the nurse educator if he would explain the other terms the leadership book uses to describe leaders. Dr. Bennett, the nurse educator, agrees that there are many theories and terms to describe leaders as well as leadership theories.

**Exercise 1-4: Matching**
Match the term in Column A to the description in Column B.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Autocratic</td>
<td>Group makes the decisions, not the leader</td>
</tr>
<tr>
<td>B. Democratic</td>
<td>Focuses on visions and values</td>
</tr>
<tr>
<td>C. Great-man theory</td>
<td>Equally considers group opinion</td>
</tr>
<tr>
<td>D. Laissez-faire</td>
<td>Characteristics that enable the leader</td>
</tr>
<tr>
<td>E. Situational leaders</td>
<td>Born with an ability to lead others</td>
</tr>
<tr>
<td>F. Trait leaders</td>
<td>Leader makes all the decisions</td>
</tr>
<tr>
<td>G. Transactional</td>
<td>Traditional leadership style</td>
</tr>
<tr>
<td>H. Transformational</td>
<td>An event determines the leader</td>
</tr>
</tbody>
</table>

Dr. Bennett provides further examples of autocratic, democratic, and laissez-faire leadership since these are traditional methods of describing leaders.

**eResource 1-1:** Dr. Bennett shows the class brief videos regarding leadership:
- Leadership Styles: http://goo.gl/001ns
- Inspirational Leader Versus Good Leader—What’s the Difference? http://goo.gl/dQ1AD

Beyonce, Jacob, and the rest of the senior learners use their automatic response system or clickers to answer the following questions.
Exercise 1-5: *Multiple-choice question*
A nurse requests a schedule change due to a family issue. The nurse manager states, “Find someone to switch with you.” The nurse manager is demonstrating what type of leadership style?

A. Autocratic  
B. Democratic  
C. Laissez-faire  
D. Transformational

Exercise 1-6: *Multiple-choice question*
A nurse requests a schedule change due to a family issue. The nurse manager states, “You cannot change the schedule without going through the staffing office.” The nurse manager is demonstrating what type of leadership style?

A. Autocratic  
B. Democratic  
C. Laissez-faire  
D. Transformational

Exercise 1-7: *Multiple-choice question*
A nurse requests a schedule change due to a family issue. The nurse manager states, “Let’s develop a system to be proactive for all the staff when things like this happen.” The nurse manager is demonstrating what type of leadership style?

A. Autocratic  
B. Democratic  
C. Laissez-faire  
D. Transformational

**eResource 1-2:** To test her understanding of leadership concepts, Beyonce completes *Distinguishing Leadership and Management Activities*: http://goo.gl/lJ6FU

Exercise 1-8: *Multiple-choice question*
A nurse requests a schedule change due to a family issue. The nurse manager states, “If you can’t come in, we will figure it out.” The nurse manager is demonstrating what type of leadership style?

A. Autocratic  
B. Democratic  
C. Laissez-faire  
D. Transformational

Beyonce asks Dr. Bennett to further explain other types of leadership theories, not just transactional and transformational. Dr. Bennett explains that each leadership theory contains three factors that interact: the leaders, the followers, and the work environment.
Many theories concentrate on what motivates the followers to produce positive outcomes in the environment, which is sometimes referred to as the organization (Figure 1-1).

**Figure 1-1: Three Factors in Leadership Theory**

Dr. Bennett does tell the learners that leadership styles and theories are interwoven, so although it may seem confusing at first, they will notice that a leadership theory will identify the leadership style that works best within that theory.

**eResource 1-3:** The instructor has the class take a leadership style test to provide students an opportunity to reflect upon their own leadership style: http://goo.gl/Pnx6X

An example is that a transformational leader would not work well in a hierarchical theory setting.

**Exercise 1-9: Matching**

Match the theory in Column A with the key points of the theory in Column B.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Trait theory</td>
<td>Good outcomes motivate people</td>
</tr>
<tr>
<td>B. Style theory</td>
<td>Physiological needs must be taken care of first</td>
</tr>
<tr>
<td>C. Situational-contingency</td>
<td>ABC model—analysis of clear expectations, behavioral change, and analysis of consequences</td>
</tr>
<tr>
<td>theory</td>
<td>Leaders have certain characteristics that inspire</td>
</tr>
</tbody>
</table>

*Answers to this chapter begin on page 11.*

© Springer Publishing Company, LLC.
CHAPTER 1: UNDERSTANDING THE COMPLEXITY OF LEADERSHIP IN NURSING Questions

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>E. Two-factor theory</td>
<td>Leadership depends on the task, the leader’s interpersonal skills, and the work to be done</td>
</tr>
<tr>
<td>F. Expectancy theory</td>
<td>Leaders have to achieve relationships and understand the work environment</td>
</tr>
<tr>
<td>G. Organizational behavior modification</td>
<td>Working conditions are important for motivation of employees</td>
</tr>
</tbody>
</table>

**eResource 1-4:** To supplement their understanding of motivation, the class reviews the *Principles of Motivation*: [http://goo.gl/PWq8W](http://goo.gl/PWq8W)

Dr. Bennett tells the learners that another common theory in leadership is *complexity theory*. Complexity theory recognizes that many different systems function at once within an organization, and that relationships within those systems are important. For instance, a nurse has relationships with patients and families, managers, pharmacists, lab technicians, dietary staff, and others, and when there is a problem a solution is sought through interaction and innovation. The five principles of complexity theory are:

- Develop networks within and beyond the organization
- Shared governance among workers is preferred over hierarchical decision making
- Find a distinguishing attribute “tag” for the organization and use it to motivate
- Leaders need to find the most positive working networks in the organization to make changes
- Look at the system as a whole with short- and long-term goals and recognize both the measurable and nonmeasurable data

Jacob asks Dr. Bennett to give him an example of complexity theory. Here is the example:

A nurse on a medical-surgical unit has to draw a blood specimen into a heparinized tube on a patient who is a difficult stick. The nurse obtains the blood and labels the tube in the room. On her way to the pneumonic tube, the nurse is called to help with a patient who has fallen. After the fallen patient is placed back in bed, the nurse sends the blood to the laboratory. An hour later the lab calls the unit and asks for a new specimen because the blood is clotted. The nurse states that the lab let the blood sit too long and the lab states that the blood was sent clotted. The nurse manager listens to both sides. Using the five principles of complexity theory, the issue would be dealt with in the following manner.

*Answers to this chapter begin on page 11.*

© Springer Publishing Company, LLC.
Exercise 1-10: Matching
Match the complexity theory concept in Column A to the description or solution in Column B.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Developing networks</td>
<td>The nurse looks for “efficiency” in the blood specimen process</td>
</tr>
<tr>
<td>B. Shared governance</td>
<td>The entire organization looks at the developed process to see if it will fit other departments</td>
</tr>
<tr>
<td>C. Naming an attribute or “tag”</td>
<td>The nursing manager asks the staff to problem solve since lab issues are recurring</td>
</tr>
<tr>
<td>D. Emerge or engage in organization</td>
<td>The nurse meets with the lab technician</td>
</tr>
<tr>
<td>E. Address the big picture</td>
<td>The nurse and lab technician try a new system</td>
</tr>
</tbody>
</table>

Dr. Bennett introduces two other theories that are currently used to describe leadership in health care organizations: chaos and quantum theories. Table 1-1 shows the key elements of both theories.

**Table 1-1: Key Points of Chaos and Quantum Theories**

<table>
<thead>
<tr>
<th></th>
<th>Chaos Theory</th>
<th>Quantum Theory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational level</td>
<td>Organizations are dynamic and unpredictable</td>
<td>Uses science to understand that systems want order but that order is not linear or predictable</td>
</tr>
<tr>
<td>Nursing unit level</td>
<td>Growth comes from disequilibrium, not from status quo</td>
<td>Relationships between members are important</td>
</tr>
<tr>
<td>Individual nurse level</td>
<td>Challenges are opportunities for success</td>
<td>Individuals need the opportunity to grow</td>
</tr>
</tbody>
</table>

Jacob raises his hand and asks Dr. Bennett what exactly leaders do in the hospital to keep such a complex system moving in the right direction. Dr. Bennett frames his answer in Gardner’s (1990) leadership tasks or things that successful leaders do. As a patient care leader, each nurse will participate in these 10 tasks:

- Envisioning goals—Patient outcomes talked about between nurse and patient/family
- Affirming values—Understanding what the patient would prefer and helping the patient make a decision
- Motivating—Helping the patient in a positive manner move toward a goal
- Managing—Planning holistic patient care
- Achieving workable unity—Helping the patient to achieve the highest level of functioning

Answers to this chapter begin on page 11.
© Springer Publishing Company, LLC.
• Developing trust—Being honest and on time in patient care interventions
• Explaining—Teaching patients
• Serving as a symbol—Maintaining a professional relationship and upholding nursing’s values
• Representing the group—Participating in nursing issues and shared governance on the unit
• Renewing—Taking care of yourself

Exercise 1-11: Select all that apply
Leaders continuously develop and in order to do so they need to have which of the following characteristics?
- Transparency
- Self-reflection
- Being consistent
- Avoid confrontation
- Like people
- Team player

Exercise 1-12: Multiple-choice question
Senior nursing leaders in an organization should align their vision with:
A. That of their team
B. The current health care trend
C. Personal philosophy
D. Organization’s mission statement

eResource 1-5: To learn more about alignment, the class reviews Mission, Vision, Values, Objectives, and Philosophy of an Organization:
http://goo.gl/zvxSF

Beyonce says that she does not know if she ever wants to be a systems leader. She would prefer to stay at the bedside and be a patient leader for a few years. Dr. Bennett says that this is understandable but all nurses are not only leaders of patient care, they also need to be good followers for systems to work effectively. Followership is important and Kelley (1998) has described four types of followers.

Exercise 1-13: Multiple-choice question
The follower who is passive and goes along with the leader without questions falls into the category of:
A. Alienated follower
B. Sheep
C. Effective follower
D. “Yes” follower

Answers to this chapter begin on page 11.
CHAPTER 1: UNDERSTANDING THE COMPLEXITY OF LEADERSHIP IN NURSING

Exercise 1-14: Multiple-choice question
The follower who conforms and always supports the leader enthusiastically falls into the category of:

A. Alienated follower
B. Sheep
C. Effective follower
D. “Yes” follower

Exercise 1-15: Multiple-choice question
The follower who is passive and hostile but thinks critically about what the leader describes falls into the category of:

A. Alienated follower
B. Sheep
C. Effective follower
D. “Yes” follower

Exercise 1-16: Multiple-choice question
The follower who is actively involved and thinks critically about ideas falls into the category of:

A. Alienated follower
B. Sheep
C. Effective follower
D. “Yes” follower

Rosenbach and Potter (1998) also describe follower styles but do it slightly differently. Beyonce laughs when she looks at the titles of followers given by Rosenbach and Potter because she can recognize these types of nurses just from her clinical experiences.

Exercise 1-17: Matching
Match the descriptor in Column A with the identifying data in Column B.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Partner</td>
<td>Good interpersonal skills but neglects his job</td>
</tr>
<tr>
<td>B. Contributor</td>
<td>Good relationship with leader and would be able to assume role if needed</td>
</tr>
<tr>
<td>C. Politician</td>
<td>Does not usually support leader but does what he is told</td>
</tr>
<tr>
<td>D. Subordinate</td>
<td>Does a good job but does not agree with leader</td>
</tr>
</tbody>
</table>

Answers to this chapter begin on page 11.

© Springer Publishing Company, LLC.
The class discusses in length about being an effective leader and an effective follower. They ask if a necessary competency is *emotional intelligence*. Emotional intelligence is more than IQ; it takes:

- Knowing one's emotions
- Managing emotions
- Motivating oneself
- Recognizing emotions in others
- Handling relationships

**eResource 1-6:** Dr. Bennett shows the class a video that provides a brief overview of *Skills for Developing Emotional Intelligence*: http://goo.gl/qAAvS

**Exercise 1-18: Multiple-choice question**
A new nurse is given an assignment that she perceives is difficult. Using emotional intelligence to solve the dilemma would best be demonstrated by:

A. Telling the charge nurse that she is not doing the assignment and why
B. Calling the supervisor to report the unsafe patient condition
C. Asking the other nurses what their assignments are
D. Asking the charge nurse to discuss the assignment with her

**eResource 1-7:** To further enhance the students' understanding of emotional intelligence, Dr. Bennett shows the class a video vignette demonstrating emotional intelligence in practice: http://goo.gl/bsIgY

**eResource 1-8:** The instructor asks the class to take an emotional intelligence test to see what their own emotional intelligence score is: http://goo.gl/8NJ1R

Beyonce and Jacob agree that learning the differences among leaders, managers, and followers was an eye-opening day in class. Next week they are going to learn about organizational systems and get more information about how an actual nursing unit is staffed and how it runs. The method of care delivery never really occurred to them before as students because they were so intent on getting their patient assignments done. Now they understand that for their future careers, this information is important!

*Answers to this chapter begin on page 11.*

© Springer Publishing Company, LLC.
Answers

Exercise 1-1: Multiple-choice question
All nurses are leaders in patient health care primarily because they:
A. Have the most education—NO, this is not always true.
B. Administrate hospitals—NO, they do this sometimes but the administrator is not always a nurse.
C. Know the patient the best—YES, nurses are the ones who tend to understand the patient’s needs the best.
D. Are with the patients the longest—NO, this is true but not the reason; the reason is that they assess the patient holistically.

Exercise 1-2: Fill-in
Place an “L” for leader and an “M” for manager beside the traits listed below.

- L Change agent
- L Future oriented
- M Time oriented
- L Visionary
- M Organizes
- M Budgets
- L Motivates
- M Consistency

Exercise 1-3: Select all that apply
Select the practices that are attributed to a transformational leader:

☑ Challenges the status quo—YES, leaders are risk takers.
☐ Enforces changes—NO, managers do the day-to-day reinforcement.
☐ Rewards employees who meet goals—NO, managers use behavioral modification to promote change, leaders use inspiration.
☑ Motivates and inspires—YES, leaders motivate by inspiration!
☑ Empowers others—YES, leaders help others see their talents.
☐ Communicates down the organizational channels—NO, this is hierarchical and leaders use direct communication.
Exercise 1-4: Matching
Match the term in Column A to the description in Column B.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Autocratic</td>
<td>D. Group makes the decisions, not the leader</td>
</tr>
<tr>
<td>B. Democratic</td>
<td>H. Focuses on visions and values</td>
</tr>
<tr>
<td>C. Great-man theory</td>
<td>B. Equally considers group opinion</td>
</tr>
<tr>
<td>D. Laissez-faire</td>
<td>F. Characteristics that enable the leader</td>
</tr>
<tr>
<td>E. Situational leaders</td>
<td>C. Born with an ability to lead others</td>
</tr>
<tr>
<td>F. Trait leaders</td>
<td>A. Leader makes all the decisions</td>
</tr>
<tr>
<td>G. Transactional</td>
<td>G. Traditional leadership style</td>
</tr>
<tr>
<td>H. Transformational</td>
<td>E. An event determines the leader</td>
</tr>
</tbody>
</table>

Exercise 1-5: Multiple-choice question
A nurse requests a schedule change due to a family issue. The nurse manager states, “Find someone to switch with you.” The nurse manager is demonstrating what type of leadership style?
A. Autocratic—NO, the manager is not directing.
B. Democratic—NO, the manager is not sharing responsibility.
C. Laissez-faire—YES, the manager is not involved.
D. Transformational—NO, the manager is not being inspirational.

Exercise 1-6: Multiple-choice question
A nurse requests a schedule change due to a family issue. The nurse manager states, “You cannot change the schedule without going through the staffing office.” The nurse manager is demonstrating what type of leadership style?
A. Autocratic—YES, the manager is directing.
B. Democratic—NO, the manager is not sharing responsibility.
C. Laissez-faire—NO, the manager is telling the nurse what to do.
D. Transformational—NO, the manager is not being inspirational.

Exercise 1-7: Multiple-choice question
A nurse requests a schedule change due to a family issue. The nurse manager states, “Let’s develop a system to be proactive for all the staff when things like this happen.” The nurse manager is demonstrating what type of leadership style?
A. Autocratic—NO, the manager is not directing.
B. Democratic—NO, the manager is not sharing responsibility.
C. Laissez-faire—NO, the manager is sharing responsibility.
D. Transformational—YES, the manager is being inspirational.
Exercise 1-8: Multiple-choice question

A nurse requests a schedule change due to a family issue. The nurse manager states, “If you can’t come in, we will figure it out.” The nurse manager is demonstrating what type of leadership style?

A. Autocratic—NO, the manager is not telling the nurse what to do.
B. Democratic—YES, the manager is working with the nurse to solve the issue.
C. Laissez-faire—NO, the manager is not leaving the nurse to do it alone.
D. Transformational—NO, there are no inspirational ideas as of yet.

Exercise 1-9: Matching

Match the theory in Column A with the key points of the theory in Column B.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Trait theory</td>
<td>F</td>
</tr>
<tr>
<td>B. Style theory</td>
<td>D</td>
</tr>
<tr>
<td>C. Situational-contingency theory</td>
<td>G</td>
</tr>
<tr>
<td>D. Hierarchy of needs</td>
<td>A</td>
</tr>
<tr>
<td>E. Two-factor theory</td>
<td>C</td>
</tr>
<tr>
<td>F. Expectancy theory</td>
<td>B</td>
</tr>
<tr>
<td>G. Organizational behavior modification</td>
<td>E</td>
</tr>
</tbody>
</table>

Exercise 1-10: Matching

Match the complexity theory concept in Column A to the description or solution in Column B.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Developing networks</td>
<td>C</td>
</tr>
<tr>
<td>B. Shared governance</td>
<td>E</td>
</tr>
<tr>
<td>C. Naming an attribute or “tag”</td>
<td>B</td>
</tr>
<tr>
<td>D. Emerge or engage in organization</td>
<td>A</td>
</tr>
<tr>
<td>E. Address the big picture</td>
<td>D</td>
</tr>
</tbody>
</table>
Exercise 1-11: Select all that apply
Leaders continuously develop and in order to do so they need to have which of the following characteristics?

- Transparency—YES, leaders do not keep information away from the team.
- Self-reflection—YES, this is necessary in order to grow by understanding what things went right in a situation and what things can be improved.
- Being consistent—NO, leaders like innovation and positive change.
- Avoid confrontation—NO, leaders are not afraid to confront.
- Like people—YES, leaders should generally be “people oriented.”
- Team player—YES, it is necessary for leaders to be team players.

Exercise 1-12: Multiple-choice question
Senior nursing leaders in an organization should align their vision with:

A. That of their team—NO, the vision comes from the organization.
B. The current health care trend—NO, this contributes to but does not dictate the vision.
C. Personal philosophy—NO, this should align but is not the driving force.
D. Organization’s mission statement—YES, this should be the foundation of the vision.

Exercise 1-13: Multiple-choice question
The follower who is passive and goes along with the leader without questions falls into the category of:

A. Alienated follower—NO, this follower is passive but hostile.
B. Sheep—YES, this follower is passive and conforms.
C. Effective follower—NO, this follower is involved and critically thinks.
D. “Yes” follower—NO, this follower goes along but does not critically think.

Exercise 1-14: Multiple-choice question
The follower who conforms and always supports the leader enthusiastically falls into the category of:

A. Alienated follower—NO, this follower is passive but hostile.
B. Sheep—NO, this follower is passive and conforms.
C. Effective follower—NO, this follower is involved and critically thinks.
D. “Yes” follower—YES, this follower goes along but does not critically think.

Exercise 1-15: Multiple-choice question
The follower who is passive and hostile but thinks critically about what the leader describes falls into the category of:

A. Alienated follower—YES, this follower is passive but hostile.
B. Sheep—NO, this follower is passive but conforms.
C. Effective follower—NO, this follower is involved and critically thinks.
D. “Yes” follower—NO, this follower goes along but does not critically think.

Exercise 1-16: Multiple-choice question
The follower who is actively involved and thinks critically about ideas falls into the category of:
A. Alienated follower—NO, this follower is passive but hostile.
B. Sheep—NO, this follower is passive and conforms.
C. Effective follower—YES, this follower is involved and critically thinks.
D. “Yes” follower—NO, this follower goes along but does not critically think.

Exercise 1-17: Matching
Match the descriptor in Column A with the identifying data in Column B.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Partner</td>
<td>C. Good interpersonal skills but neglects his job</td>
</tr>
<tr>
<td>B. Contributor</td>
<td>A. Good relationship with leader and would be able to assume role if needed</td>
</tr>
<tr>
<td>C. Politician</td>
<td>D. Does not usually support leader but does what he is told</td>
</tr>
<tr>
<td>D. Subordinate</td>
<td>B. Does a good job but does not agree with leader</td>
</tr>
</tbody>
</table>

Exercise 1-18: Multiple-choice question
A new nurse is given an assignment that she perceives is difficult. Using emotional intelligence to solve the dilemma would best be demonstrated by:
A. Telling the charge nurse that she is not doing the assignment and why—NO, this is letting emotions get in the way and causing conflict.
B. Calling the supervisor to report the unsafe patient condition—NO, this is letting emotions get in the way and causing conflict.
C. Asking the other nurses what their assignments are—NO, this is letting emotions get in the way and causing conflict.
D. Asking the charge nurse to discuss the assignment with her—YES, this is discussing it and using emotional intelligence.