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THE UNIVERSITY OF ALBERTA

INTERPRETING THE ACTIVITIES OF NURSING EDUCATIONAL ADMINISTRATORS:
A LEADERSHIP PERSPECTIVE

by
KARRAN M. THORPE

A THESIS
SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH
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OF DOCTOR OF PHILOSOPHY

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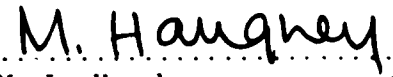
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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled "Interpreting the Activities of Nursing Educational Administrators: A Leadership Perspective" submitted by Karran M. Thorpe in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

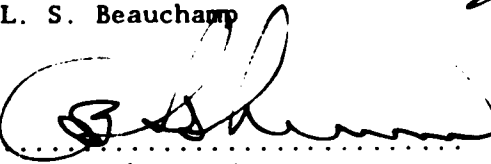

.....
E. Miklos, Supervisor


.....
M. L. Haughey


.....
R. G. McIntosh


.....
L. J. LaRocque


.....
L. S. Beauchamp


.....
G. B. Isherwood,
External Examiner

Date: 12 October 1989.

Dedication

This thesis is dedicated to the memories of

my mother, Ethel Thorpe,

my sister, Delene Gilbert, and

my brother, Larrie Thorpe,

who, through their life times, supported
with encouragement, understanding, and love,
my childhood dream to pursue doctoral studies.

ABSTRACT

The study of leadership has extended over many decades, yet there are few clear and unequivocal understandings of the phenomenon. The purpose of this study was to derive insights into leadership by interpreting descriptions of the activities of nursing educational administrators and meanings which they attach to various aspects of their roles. An interpretive approach, utilizing assumptions and procedures of naturalistic inquiry, provided the methodological basis for the study. In a general way, the orientation to exploring the area of leadership was guided by Immegart's (1988) conceptual model. Significant in this conceptualization is attention to dimensions such as goals, values, activities, situations, and environments.

Seven administrators of college nursing programs participated in three in-depth, tape-recorded interviews in which they discussed their thoughts, beliefs, philosophies, and activities within the context of the work environment. Individual stories were written which served the purpose of reporting the findings and also as a member checking strategy. Three clusters--"Leadership: Bridging Past and Future," "Leadership: Changing Organizational Climate," and "Leadership: Initiating and Implementing Change"--provide the framework within which the stories are presented.

Findings of the study included the emergence of three major themes--"Mission or goals," "Relating to others," and "Meanings of activities." The participants found meaning in their work by focussing upon a mission--to provide a credible diploma nursing program; holding a vision--to provide access through the college system to baccalaureate education for nurses; and believing strongly in diploma nursing

programs, faculty members, student potential, and their personal abilities to administer. Cognizant of personal and professional values, the participants used those values to guide administrative activities, missions, and relationships with others. They employed various strategies and faced many challenges as they planned for an improved educational program for nurses.

A major conclusion was that some elements of leadership were reflected in the work of nursing educational administrators, many of which were accommodated within Immegart's (1988) model of a broad conceptualization of leadership. Implications for future research included incorporating followers into a study of leadership and using an interpretive approach with other administrators.

Acknowledgements

Many people have contributed significantly to the completion of this thesis through their interest, encouragement, and support. I am especially appreciative of the assistance and inspiration provided by my thesis Committee. The privilege of working with Dr. Erwin Miklos, my Advisor, has been invaluable to me. He listened to my thoughts and stimulated me to consider my ideas from another perspective. Further, through his own reflection, Dr. Miklos challenged me to clarify my understandings of the concept of leadership and interpretive research.

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Family and friends have been very supportive throughout my educational endeavours. In particular, my father, Bert and brother, Bob as well as Gil and Janet have provided love and understanding. I am especially grateful to Margaret and Sonia for their steadfast loyalty, encouragement, and friendship. I extend a special thank you to Leslie for his expertise with computer programs, for stimulating my thought processes, and for his patience.

The seven participants--Ruth, Barbara, Carol, Mary, Anne, Terry, and Dana--gave generously of their time, thoughts, beliefs, and values in sharing their understandings of the activities of nursing educational administrators. Through their commitment to their roles, they made data collection not only possible but also an enjoyable experience. They have my sincere appreciation for their contribution to the study and my respect.

I gratefully acknowledge receipt of a Teaching Assistantship from the Department of Educational Administration which provided me with the opportunity to work with Dr. Miklos and graduate students in a classroom setting.

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CHAPTER I

INTRODUCTION

The study of leaders and leadership has extended throughout recent decades. Over time, the focus of research has shifted from an analysis of the so called *great-person* theory to an assessment of traits, styles, behaviours, and situations. Studies in the area of leadership have indicated "the complexity of leadership, the situational nature of leader behavior, and the importance and effect of an increasing number of related variables" (Immegart, 1988, p. 267). Many of these same studies have been faulted with regard to definitions and conceptualizations of leadership, methodological considerations, and the atheoretical nature of research. Whereas a wealth of literature about leadership and leader behaviour has been produced, much criticism lodged against many research efforts appears justified.

Research on leadership is criticized for several reasons. While there is some agreement about the term *leadership*, there is no consensus about operationally defining the term. A major criticism about research on leadership centres on methodologies, specifically on the use of questionnaires in which respondents may state what is socially acceptable rather than report actual behaviour. Subjects--who are usually male--may not be persons in actual leadership positions but individuals in leadership training programs. Moreover, research often is unrelated to ongoing practice. Criticisms of research on leadership have not diminished the interest in or importance of the area of inquiry. On the contrary, criticisms have spawned renewed inquiry and strengthened calls for expanding the scope and methods of research.

Statement of the Problem

Leadership is a complex phenomenon. Much current attention on leadership focusses upon the importance of goals, values, and motivations in guiding leaders in their work. Also, the notion of pursuing research with persons in administrative positions in real settings is recommended. The general purpose of this study was to attempt to derive insights about leadership by interpreting the descriptions of, and meanings which nursing educational administrators attach to, various aspects of their roles.

The following broad question guided the research process: In what ways do different nursing educational administrators describe and understand the various aspects of their roles? Other more specific questions were used to guide the development of the study and the analyses of the data. These questions included the following:

1. What mission, or course of action, do nursing educational administrators identify as the primary objective?
2. What beliefs and values guide nursing educational administrators in their selection of a mission?
3. What strategies do nursing educational administrators employ in implementing the mission?
4. What challenges do nursing educational administrators face in fulfilling the mission?
5. What understandings do nursing educational administrators have about the leadership aspects of their roles?

During the initial stages of data collection, a few additional questions were added as the exploratory nature of the study evolved. In addressing the research questions, emphasis was placed upon individual

understandings as well as upon the collective perspective of the nursing educational administrators.

Research Framework and Design

The focus of the study was to gain insights into leadership by exploring the understandings that nursing educational administrators attach to various aspects of their work. In other words, the research involved a study of the work of administrators from a particular perspective, that of leadership. The general approach was to use concepts derived from the Immegart (1988, p. 274) model to ask the participants about their work. This research strategy gave entry to the area of leadership without restricting the inquiry to that aspect of the role.

Through in-depth interviews with seven nursing educational administrators (six of whom were female) in college settings, the researcher delineated various insights into the nature of their work. In order to comprehend the importance and relevance of the different understandings of the seven administrators, it was necessary to stimulate the interview discussions and then to describe and interpret their thoughts, beliefs, philosophies, and activities within the context of their work environment. In other words, the researcher sought *verstehen*, the *what* and *why* of the administrators' actions, in order to derive insights into leadership.

Numerous studies about leaders and leadership have been documented in literature which present a variety of conceptual frameworks grounded in the positivistic perspective. Very few studies have been conducted within the interpretive paradigm. The conceptual framework used in this study identified some of the major concepts to be addressed during the

interviews. Of importance were the goals, underlying values, beliefs, and motivations that guided the activities of the seven nursing educational administrators within particular environments. The researcher anticipated that the participants would bring different perspectives to their work and also that they would be affected by various contextual factors within the college settings.

While a conceptual framework derived from Immegart (1988) gave some direction to the initial stages of the study, the major concepts emerged throughout the data collection and analyses phases. The research design could not be determined in advance of beginning the inquiry. Instead, a general area of interest was established, recognizing that the participants through their conversations would foster an emerging delineation of major concepts.

Significance of the Study

Leaders and leadership are ubiquitous. While there is a wealth of information about leaders and leadership, "no clear and unequivocal understanding exists as to what distinguishes leaders from nonleaders and, more importantly, what distinguishes effective leaders from ineffective leaders" (Jago, 1982, p. 315). Recently, Immegart (1988) recommended that "the generation of grounded theory from naturalistic studies has the potential utility for explaining leadership and in generating research hypotheses and contributing to other theory-building activities" (p. 274). In keeping with this suggestion, the understandings that nursing educational administrators have about the leadership aspect of their roles should be explored, described, and interpreted in an effort "to expand the aspects, dimensions, and variables of leadership studied, to account more fully for leadership's

complexity, to examine actual leadership situations, and to expand conceptualizations" (Immegart, 1988, p. 274).

A study focussing upon gaining insights into the understandings that persons who hold positions associated with leadership have about their work is potentially significant. Specifically, encouraging nursing educational administrators to discuss and describe many of the activities of importance to them should provide insights into the meaning of their work and, thus, indirectly give meaning to their understandings of administration and leadership. On the basis of these descriptions, various insights might be delineated to account for some of the complexity of leadership and to expand the conceptualization of leadership. The results have potential significance for individuals who conduct research or practice in the areas of leadership and administration.

Theoretically, the interpretive approach employed in the study to explore leadership contributed an alternative view to the positivistic perspective generally reflected in research on this topic. The interpretive approach enhanced the opportunity of the researcher to detect concepts and to define categories which emerged from the data; consequently, the results of the study may provide direction in formulating future research hypotheses as well as in advancing the development of explanations of leadership. The results of the study should also contribute to the expanding theory base on women in nursing and educational administration leadership positions by providing detailed descriptions of "real world situations" (Immegart, 1988, p. 274) involving women administrators.

From a practical perspective, the results of the study may provide some insights into leadership in nursing educational administration. The findings should be of interest to nurses who recognize "the state of leadership in nursing may be succinctly described as severely deficient, both in quantity and quality" (Yura, Ozimek, & Walsh, 1981, p. 24). There should be considerable practical worth in studying a real situation to learn about leadership rather than accepting data from a reputational stance. As Immegart (1988) suggested, an interpretive approach to leadership has merit in that this approach may "facilitate movement toward the goal of understanding better what leaders do" (p. 274).

Definition of Terms

In commencing the study, the following operational definitions were employed:

Leadership--a process whereby non-coercive influence is used to direct and co-ordinate the activities of the members of an organized group toward the accomplishment of objectives.

Administration--a process whereby the senior executive members (administrators) provide direction about goals for organizational workers.

Management--a process whereby daily, routine, organizational activities are carried out, typically between the administrative and operative levels.

Nursing Educational Administrator--the senior executive officer of a department of nursing within the college system. Since a number of different position labels were used by the participants in the study, the term *nursing educational administrator* offered clarity and

consistency as well as being more in keeping with their activities, responsibilities, and roles.

Assumptions, Delimitations, and Limitations

A number of assumptions, delimitations, and limitations were relevant to this study.

Assumptions

Basic to the study were the following assumptions:

1. that nursing educational administrators were the best sources of data to describe and also, to facilitate comprehension of, their daily work activities;
2. that nursing educational administrators' perceptions were accurate expressions of their thoughts and experiences;
3. that insights into leadership could be gained by asking nursing educational administrators to describe their thoughts, values, and work activities;
4. that leadership was, in some respects, specific to or unique for each nursing educational administrator;
5. that study of each nursing educational administrator in a holistic rather than a dimensional approach had potential for extending insights into leadership; and,
6. that the researcher, in interacting with the participants, provided an appropriate instrument to collect the data.

Delimitations

The following delimitations were basic to the study:

1. The study was delimited to college nursing programs in one western Canadian province.

2. Participants were delimited to administrators of nursing programs who were invited and willing to participate in the study.

Limitations

A major limitation of the study pertains to the sources of data; specifically, perceptual data were collected from voluntary participants. In this regard, Salancik (1979) commented, "Our reliance on other people's co-operation selects the knowledge we gather" (p. 641). Another limitation is related to the time frame in which the data were collected since such data may change over time (Van Maanen, 1979, p. 539).

Only nursing educational administrators who work in the college system were invited to participate, thereby limiting the findings to individuals who work in similar settings. Further, the interviewing, observation, and analyses were undertaken by a single inquirer and are therefore, limited by the skills of that inquirer.

Organization of the Thesis

The thesis contains eight chapters. The first chapter has provided an introduction to the study. A review of relevant literature is presented in Chapter II. The research design and methodology are described in Chapter III.

The individual stories of each of the seven participants are reported in Chapters IV, V, and VI. Chapter IV, entitled "Leadership: Bridging Past and Future," contains the stories of Ruth and Barbara, which serve to provide an historical perspective on certain aspects of nursing education. The stories of Carol and Mary, presented in Chapter V, entitled "Leadership: Changing Organizational Climate," reflect an

element of disquietude in certain settings. Chapter VI, entitled "Leadership: Initiating and Influencing Change," includes the stories of Anne, Terry, and Dana which are set within the context of changing environments.

An interpretation of the three themes--"Missions or goals," "Relating to others," and "Meanings of activities"--emerging from the data is given in Chapter VII. The summary of the study as well as a discussion of the findings are presented in Chapter VIII. Conclusions, written in the form of working hypotheses, as well as implications for administrators and for future research are also offered in the final chapter. The chapter concludes with some reflections on the research process and the subject of the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

A review of relevant literature on leadership is presented in this chapter. The first section contains a perspective on, and ultimate shortcomings of, leadership research. The second section provides a review of specific contributions to the literature on leadership and leader types. In particular, the writings of Selznick (1957), Maccoby, (1976, 1981), and Hodgkinson (1978, 1983) are reviewed as well as the conceptualization of leadership by Immegart (1988). The third and final section presents a review of literature about women in educational administration and nursing administration which relates to leadership.

Perspective on Leadership Research

There is a wealth of information in the literature about leaders and leadership. While a comprehensive review of all that has been written about leaders and leadership would be highly challenging, several writers have documented the major contributions to the field. In particular, Bass (1981), Gill (1987), R. J. House and Baetz (1979), Immegart (1988), Jago (1982), and Stogdill (1974) have critically analyzed the research on, and theory of, leadership in a productive fashion. Indeed, a comprehensive historical perspective is available through a composite of their writings.

Investigations about leadership have been undertaken by researchers in many disciplines, including psychology (e.g., Stogdill, 1974), sociology (e.g., Hemphill, 1949), and education (e.g., Biklen & Brannigan, 1980). Over the decades in which research on leaders and leadership has been a focus of attention, numerous variables have been delineated and various approaches have been taken in an effort to

discover *the one best way* of leadership. Initially, research focussed upon the physical or psychological characteristics that may relate to, or explain, leader behaviour. No universal traits or sets of traits were found to be common among all leaders. The trait approach alone proved to be insufficient to explain the leadership phenomenon. R. J. House and Baetz (1979) suggested that traits may explain a significant proportion of unique variance in leadership but that other factors also need to be considered. Subsequently, other researchers turned to situational variables to assess whether or not any distinctive characteristics of the setting would explain leader behaviour. There appears to be a dearth of empirical activity in this area, and no systematic conceptualization of the leadership environment has been developed (R. J. House & Baetz, 1979, p. 376). A heavy emphasis upon the situation was considered unduly restrictive and counterproductive to progress in research on leaders.

In the 1950s, researchers at the Ohio State University (e.g., Halpin & Winer, 1957; Hemphill, 1949; Stogdill & Coons, 1957) and at the University of Michigan (e.g., Fleishman, Harris & Burt, 1955) as well as others, such as Argyris (1957) and Katz and Kahn (1960), endeavoured to delineate behaviours that may explain a leader's effectiveness. No *one best set* of behaviours emerged from these efforts. More empirical evidence was needed to provide a base for firm conclusions. The significance of the subordinates' characteristics and the environment upon the leader was increasingly recognized. As a consequence, the contingency approach emerged as Fiedler (1967), R. J. House and Mitchell (1974), McGregor (1961), and Vroom and Yetton (1973), for example, sought to bring closure to the topic of leadership. Through these

studies, the difficulty in prescribing a single effective leadership style or in accounting for the complexity and dynamism of most situations was confirmed.

Theoretically, only limited advance has been made over the years with regard to understanding leadership. Consistent with the varied definitions of the phenomenon, there are few well-established constructs available to guide inquiry. Similarly, both the conceptualization and subsequent theory development relative to leadership remain unsubstantiated. Instead of a steady, progressive development of a theoretical foundation on leadership, there has been a series of competitive attempts to explain and define the phenomenon (Immegart, 1988, p. 272). In their review of the literature, R. J. House and Baetz (1979) listed a variety of theories on leadership "because they have received significant empirical support or because there is current widespread interest in them" (p. 375). Proposing theories which warrant future research activity, R. J. House and Baetz (1979, pp. 375-407) described the following: Idiosyncrasy Credit Theory advanced by Hollander (1964); Contingency Theory by Fiedler (1967) and Fiedler and Chemers (1974); Path-Goal Theory of M. G. Evans (1960), which was later extended by R. J. House (1971) and R. J. House and Mitchell (1974); the Rational Decision Making Theory of Vroom and Yetton (1973); Charismatic Theory supported by Dow (1969), Oberg (1972), and Shils (1965); an Attribution Theory advanced by Calder (1977); and Operant Conditioning Theory with proponents such as W. C. J. Scott (1977), Sims (1977), as well as Mawhinney and Ford (1977).

In spite of the wealth of information about leadership, a number of problems persist with respect to both subjects and analysis

(Immegart, 1988, pp. 271-272). Difficulties pertaining to the subjects of study--the leaders--stem from the diversity of subjects and methods for sampling. Analytically, there are problems the limited utility of correlational approaches, the unit-of-analysis (e.g., not being specified or inappropriately mixed), the commonality of the average style approach, and the lack of systematic exploration of variations in leadership. Accordingly, Jago (1982) concluded, "Literally thousands of studies have contributed substantial knowledge having implications for the selection, placement, and training of leaders. However, we seem to know a great deal about only a few elements of leadership" (p. 332). Moreover, Jago (1982) proposed that "new methods and measures. . . . will begin to fill large gaps that exist in legitimate areas within the domain of leadership research" (p. 332). Jago (1982, p. 332) and other writers (e.g., Bass, 1981; R. J. House & Baetz, 1979; Immegart, 1988) recommended pursuit of traditional approaches to provide depth and of interpretive approaches to provide breadth to the literature on leadership.

A number of important conclusions can be drawn from the general leadership literature. First, leadership is a complex phenomenon; there is no consensus in defining the term *leadership*. As early as 1974, Stogdill delineated more than 70 definitions from a review of the literature. Second, the diverse efforts at research have confirmed that studying leadership is indeed a complex undertaking. Third, leader behaviour is situationally dependent, and fourth, numerous interrelated variables are deemed important to leadership.

For numerous decades, leaders and leadership have been the focus of empirical studies. Research efforts have sought to explain the

complexity of leadership through study of various traits, styles, behaviours, and situations. Although a number of theories have been advanced, little clarity has been gained regarding the definition, conceptualization, and theoretical nature of leadership. Currently, several critical analyses point to the appropriateness of studying leadership from an interpretive perspective utilizing a naturalistic approach. Potentially, the results of interpretive studies about leadership will provide further insights into the phenomenon or assist in explaining known concepts and their relationships.

Leadership and Leader Types

A number of writers have documented perspectives on leadership and leader types which were especially useful for purposes of the present study. Their writings provide insights into leadership which move beyond that which is known from empirical studies. Writers such as Selznick (1957), Maccoby (1976, 1981), Hodgkinson (1978, 1983) and Imnegart (1988) have provided insightful philosophical perspectives and approaches to examining leadership. The emphasis which these writers place on missions, values, and goals was instrumental in guiding the development of interview questions. Seldom have researchers' philosophies been the focus of research on leadership, although Lang's (1986) research is a notable exception.

A major contribution to the literature on leadership is Selznick's (1957) book, *Leadership in Administration: A Sociological Interpretation*. A central theme in this book is "how organizations become institutions, and what problems and opportunities are thus created" (Selznick, 1957, p. vi). Distinguishing between the two, Selznick (1957) suggested

organizations are technical instruments, designed as means to definite goals. They are judged on engineering premises; they are expendable. Institutions, whether conceived as groups or practices, may be partly engineered, but they have also a 'natural' dimension. They are products of interaction and adaptation; they become receptacles of group idealism; they are less readily expendable. (pp. 21-22)

Within the institutional setting Selznick (1957) described the potential for leadership by "identifying and analyzing the chief functions of institutional leadership" (p. 22). The unique quality of institutional leadership, and ultimately statesmanship, rests in the area of policy whereby short- and long-range implications of the activities of organizational membership are accommodated. Accordingly, the function of the leader-statesman which Selznick (1957) identified was

to define the ends of group existence, to design an enterprise distinctively adapted to these ends, and to see that the design becomes a living reality. These tasks are not routine; they call for continuous self-appraisal on the part of the leaders; and they may require only a few critical decisions over a long period of time. (p. 37)

Proposing that there are only a few significant leadership patterns which are "related to *types of social situations*" (p. 23; italics in original), Selznick (1957) specified four key tasks of leaders:

1. The definition of institutional mission and role.
2. The institutional embodiment of purpose.
3. The defense of institutional integrity.
4. The ordering of internal conflict. (pp. 62-63)

In the development of an institution from an organization, Selznick (1957) identified various aspects of responsible and creative leadership. He commented:

Responsible leadership steers a course between utopianism and opportunism. . . . accepting the obligation of giving direction instead of merely ministering to organizational equilibrium; in adapting aspiration to the character of the organization, . . .

and in transcending bare organizational survival. (Selznick, 1957, p. 149)

Further, Selznick (1957) explained, "The art of the creative leader is the art of institution-building, the reworking of human and technological materials to fashion an organism that embodies new and enduring values" (pp. 152-153). Selznick discussed a concern for leaders to establish an organizational mission, infusing values so as to secure commitment of the membership to fulfilling the mission.

Maccoby (1976) interviewed 250 corporate managers and executives to determine their views on work, family life, leisure activities, as well as their personal histories. From this extensive study, Maccoby (1976) described four characteristic types of successful managers or leaders found in large corporations. The four types are: the craftsman, the jungle fighter, the company man, and the gamesman. He stated, "No typology fully describes anyone, and few individuals are pure exemplars of any one type. . . . No type is superior to another" (Maccoby, 1981, p. 17). Later, Maccoby (1981) revised the lengthy interview regimen to 50 items which were then incorporated into another study of leaders.

Maccoby (1981) concluded, "There can be no single eternal model of successful leadership" (p. 14). Further, he explained:

The ideal leader . . . must bring out the best in people, the constructive ideals of a social character, the values that express its most positive traits. Historically, Americans have expressed the ideal national character in terms of a changing definition of the 'work ethic.' . . . It is at work that men have traditionally affirmed their values and found a sense of meaning, identity, self-esteem, competence, confidence, success or failure. (Maccoby, 1981, p. 16; italics in original)

Moving beyond the four work ethics--Protestant or Puritan ethic, Craft ethic, Entrepreneurial ethic and Career ethic--Maccoby (1981) suggested

"the new [social] character expresses qualities that, with leadership, could become the ideals of a new 'self-development' ethic" (p. 49) of the eighties. In this later study, Maccoby (1981) described six individuals from different work settings, stating that "they do not represent a single model. They indicate that the role of leadership has become specialized" (p. 219). Three qualities which all six individuals share, Maccoby (1981) attributed to the new social character:

1. a caring, respectful, and responsible attitude;
2. flexibility about people and organizational structure; and,
3. a participative approach to management, the willingness to share power. (p. 221)

Declaring the need for leaders to develop their own philosophy and vision, Maccoby (1981) added that

leaders can engage the spirit of young and old alike by showing that rational improvement is possible in the economy, in the work place, and through multilateral negotiations to control armaments. . . . [Also, leadership] requires creating the structures and processes that further human and economic development, that involve people in solving problems equitably, understanding themselves, and the universe, in a spirit of disciplined play and informed benevolence. (p. 237)

Hodgkinson (1983) has made a particularly important contribution in the area of the philosophy of leadership. Espousing that "administration is philosophy-in-action" (p. 26), Hodgkinson (1983) distinguished between administration and management:

A sharp and robust distinction [is made] between administration and management, the former being the more philosophical, the latter the less so but both being inextricably intertwined and interdependent in the overall executive function. And neither category, nor any subcategory of either, can be considered as value-free. (p. 28)

Hodgkinson's (1983) analysis delineated two factors, "First, the central place of decision making in administrative processes, and second, the

general pervasion of the administrative enterprise with values: notions of good and bad, right and wrong, benefit and cost, efficiency and effectiveness and so on" (p. 29). He stated that "Value is a concept of *the desirable*" (p. 36; italics in original) to which "four and only four kinds of answers can be given to the question, why is an object or action or event deemed to be good or right? The four grounds or justifications for valuing are principles (Type I), consequences (Type IIA), consensus (Type IIB), and preference (Type III)" (Hodgkinson, 1983, pp. 37-38; italics in original). Hodgkinson (1983) developed a value paradigm which has utility in assisting "the administrator in the value analysis aspect of decision and policy making" (p. 132). An adaptation of Hodgkinson's (1983) value paradigm along with administrative/managerial processes and conceptual leader types is summarized in Table 2.1.

By applying his value paradigm to executives and administrators of organizations, Hodgkinson (1983, pp. 141-190) delineated four archetypes of leaders. Each archetype is consistent with one of the four levels of the value paradigm. The careerist is "characterized by Type III values, the values of the ego, of self-interest, of primary affect and motivation" (Hodgkinson, 1983, p. 141). While the politician accommodates the interests and values of the group, seeking consensus, a trait (Hodgkinson, 1983, p. 160), the technician contemplates rational analysis of the consequences of value judgements in (Hodgkinson, 1983, p. 168), a Type IIA characteristic. According to Hodgkinson (1983), the majority of administrators may be classified within these level two (A or B) archetypes. Type I values are evident in the poet, "an embodiment and personification of

Table 2.1

Value Paradigm With Associated Administrative/Managerial Processes and Conceptual Leader Types

Value Type	Grounds of Value	Psychological Faculty	Philosophical Orientations	Value Level	Administrative Managerial Processes	Conceptual Leader-types
I	Principles	Conation Willing	Religion Existentialism Intuition	I	Philosophy Planning	Poet
IIA	Consequences	Cognition Reason	Utilitarianism Pragmatism Humanism	II	Politics	Technician
IIB	Consensus	Thinking	Democratic Liberalism		Mobilizing	Politician
III	Preference	Affect Emotion Feeling	Behaviourism Positivism Hedonism	III	Managing Monitoring	Careerist

Adapted from: Hodgkinson, C. (1983). *The Philosophy of Leadership*. Oxford: Basil Blackwell, (pp. 38, 78, 193).

transrational desire" (Hodgkinson, 1983, p. 180). In accordance with the hierarchical nature of the value paradigm, the poet subsumes the three other archetypes and achieves the highest ethical plane where Type I value commitments cannot be compromised (Hodgkinson, 1983, pp. 180-181). Both the careerist archetype, which is pervasive, and poet archetype, when it appears, can exert themselves at each level of process. Hodgkinson (1983) clarified that the archetypes, as "pure types [are] immanent, inchoate, teleological or potential and unlikely to be manifested in any but an impure version in the world of fact" (p. 190). Nevertheless, "leadership can never be understood unless the problem of value is incorporated into its study" (Hodgkinson, 1983, p. 191). In his philosophy of leadership, Hodgkinson (1983) placed a strong emphasis on the place of values, decision making, relationships with followers, and commitment in leadership.

Immegart's Conceptualization of Leadership

Immegart (1988) noted, "There really are no commonly accepted conceptualizations, and there is very little of what could really be called leadership theory to guide inquiry" (p. 272). Existing within the literature on leadership are "a number of more or less rigorous competing notions about the phenomenon and a number and variety of definitions devised for several purposes, including research, with little agreement among them" (Stogdill, 1974, pp. 15-16, as stated in Immegart, 1988, p. 272).

Recently, Immegart (1988) suggested that "the conceptualization of leadership is the aconceptual and atheoretical nature of all too many studies" (p. 273). Deductive and inductive processes offer one approach to constructing concepts and theory for research purposes (Immegart,

1988, p. 273). Further, in keeping with Griffiths (1979, pp. 44, 45-46), and others (e.g., Haller & Knapp, 1985), Immegart (1988) mentioned "the advantage not only of examining real situations but also of focusing on the act of *leading*, or what leaders do" (p. 273).

Whereas Immegart (1988), Jago (1982), R. J. House and Baetz, (1979) recommended that approaches from both the positivistic and interpretive paradigms were important in pursuing research on leadership, Immegart (1988) stated, "Given the current state of knowledge and available case, biographical, and historical accounts of leaders, certainly some effort should be directed toward the development of grounded theory utilizing the naturalistic paradigm" (p. 273).

A great many studies about leaders and leadership have been documented in the literature which present varying conceptual frameworks from the positivistic perspective. However, very few studies have been undertaken from the interpretive paradigm. Again, quoting from Immegart (1988):

For example, if leadership is invoked or leading is attempted in order to get something done, then the leader's goals or what the leader wants to get done, his or her values and motivation as well as what is done by the leader and others in the leadership setting, and the results or outcomes of that activity all seem to be important for inclusion in the conceptualization of the phenomenon. (p. 273)

"Much remains to be done in mapping the leadership domain, in identifying dimensions and variables critical to the phenomenon (as well as their linkages), and in developing viable conceptualizations and constructs to guide research" (Immegart, 1988, p. 273). To enhance the process of mapping the conceptualization of leadership, Immegart (1988) offered a model as shown in figure 2.1.

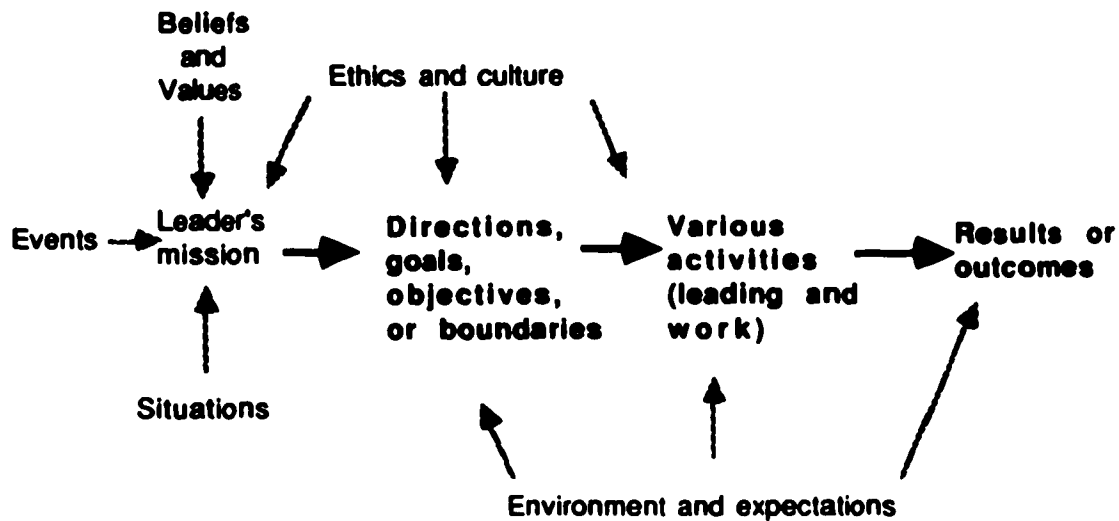


Figure 2.1. Model of a Broad Conceptualization of Leadership.

Adapted from: Immegart, G. L. (1988). Leadership and leader behavior. In N. J. Boyan (ed.), *Handbook on educational administration: A project of the American Educational Research Association*. New York: Longman, (p. 274).

This model provided a framework within which to commence in-depth interviews--understandings of administrators as expressed in language, non-verbal cues, gestures, behavioural patterns, activities, and symbols, placed within the environmental context. This contextual perspective would also appear to accommodate established--and developing--goals, values, and motivations of administrators prior to drawing any conclusions about the outcomes of those activities.

Women in Nursing and Educational Administration

Some studies of women in educational administration have focussed upon the leadership dimension (e.g., Carroll, 1984; Edson, 1987, 1988; Hoferek, 1986; Sovie, 1987; Shakeshaft, 1987a). A general body of literature on women in administration emerged in the 1970s. Substantive research from the United States by Andruskiw and Howes (1980), Edson (1987, 1988), Hart (1980), Leonard and Papa-Lewis (1987), Maienza (1986), Marshall (1985a, 1985b), Ortiz and Marshall (1988), Shakeshaft (1987a, 1987b), Tetenbaum and Mulkeen (1987), Tinsley (1985), as well as Yeakey, Johnston, and Adkison (1986) has documented the small numbers of women (compared to the numbers of men) in administrative positions in educational organizations. Researchers in the area of educational administration addressed specifically the differences between men and women in terms of their administrative activities and outcomes. This literature about women administrators identified potential areas of administrative activities which could be discussed in greater depth with the participants in the study.

Edson (1987, 1988), in a longitudinal study, provided a view of the world from the perspective of 142 female administrative aspirants. Specifically, Edson addressed "the issues of who these women were, why

they pursued administrative goals given the well-documented barriers in the field, and what their experiences in the field were" (1987, p. 262). Edson's (1988) work is a noteworthy contribution to literature on women in administration. The 142 women provided rich data as they candidly commented about their initial goals as administrative aspirants, their concerns about discrimination in the work setting, and life as a female administrator (Edson, 1988). Edson (1987) concluded that "Despite the difficulties--both in attaining a position and then in doing the necessary work--these women were willing to test the traditional boundaries within educational administration" (p. 276) in order to provide leadership in education.

Erickson (1985) and Woo (1985) also studied women in educational administration. From a two-year study of 46 women in Montana, Erickson (1985) painted a portrait of a female public school administrator. She commented:

The successful female administrator communicates effectively and evaluates situations perceptively. She is composed, self-confident, and knowledgeable in her field. She is both sensitive and assertive. She strives to appear efficient, capable, and aware. (Erickson, 1985, p. 291)

Erickson (1985, p. 288) found that female administrators struggled with two kinds of conflict--internal conflict which derived from the process of socialization and external conflict which pertained to the demands of the job and the home. Conflict in the work setting fell into four major categories: the hidden agenda, the power play, the less-competent employee, and differences in values (Erickson, 1985, p. 290). Woo (1985) surveyed 450 top women administrators in North Carolina to collect information about the myths and realities of their daily lives. Among the realities, Woo (1985) noted that "women from conventional

backgrounds can adapt to and deal effectively with organizational hurdles, demanding dual roles, and career/family conflicts--and they do not require networks, affirmative action, or assertiveness training to do so" (p. 286). The respondents had elected to have a profession and were strongly focussed upon professional goals. Their own emotional toughness and motivation to achieve were primary factors to the success of these female administrators (Woo, 1985, pp. 287-288). Both Erickson (1985) and Woo (1985) were successful in weaving the respondents' comments into their writings, lending authenticity and clarity to the female perspective.

Teaching and doing research in the area of women in educational administration stimulated Shakeshaft (1987b) "to collect and synthesize this literature in one place in an attempt to document the experiences of women administrators so that we may begin to expand the theory and lore of the field to include them" (p. 10). In criticizing "five theories/concepts that are cited most often in educational administration textbooks" (p. 151), Shakeshaft (1987b) stated:

These theories and concepts are comprised of [sic] Jacob Getzels and Egon Guba's Social Systems Model, John Hemphill and Alvin Coon's Leader Behavior Description Questionnaire, Andrew Halpin's Organizational Climate Description Questionnaire, Fred Fiedler's Theory of Leadership Effectiveness, and Abraham Maslow's Theory of Human Motivation and Self-actualization. (p. 151)

Basically, Shakeshaft (1987b) argued that "women are not included" (p. 152) in the development of knowledge central to these five theories. Even when women participants were included in empirical studies, their behaviour did not always match the behaviour of men. She explained:

Thus, from a conceptual point of view, female behavior was ignored, not because females weren't studied but because their experience, by definition, had to parallel male behavior; if it didn't, the females were labeled deficient and the theory was left unchallenged. (Shakeshaft, 1987b, p. 159)

The nursing literature is replete with research on the clinical aspects of nursing, educational programs, students, various nursing positions (e.g., head nurse, supervisor, manager, and nurse executive/administrator), and skills in nursing. Many writers use words such as *manager*, *administrator* and *leadership* synonymously (e.g., Holle & Blatchley, 1987; Lloyd, 1978; J. M. Scott, 1978; H. L. Smith & Mitry, 1986). Many articles and papers focus upon one dimension, aspect, model, or theory of leadership relating these notions to nursing (e.g., J. M. Scott, 1978). There is, however, a paucity of research on these areas of leadership, particularly in nursing.

In this regard, Stinson (1978) argued that "nursing research is such a multivariant phenomenon that it defies 'singular' leadership" (p. 14). Acknowledging a shortage of prepared administrators of nursing services--both experientially and educationally--Holle and Blatchley (1987) noted that "the majority [of nurse administrators] have little preparation for leadership positions beyond basic nursing education and staff nursing experience. This inadequate knowledge base contributes to the leadership crisis in nursing" (p. 14). Leatt (1982, 1985) described a similar circumstance in Canada. Little advance has been made regarding leadership and particularly, women or nurses in leadership. Speaking on behalf of nursing specifically, and other professions generally, Yura et al. (1981) noted, "Research and study are necessary to ensure the development of more effective leaders" (p. 10). Many books on the topic of leadership and nursing tend to present the theories of leadership as developed in other disciplines (e.g., Hein & Nicholson, 1986; Holle & Blatchley, 1987; Keane, 1981). A notable exception includes a book by Yura et al. (1981). They discussed

concepts and theories related to leadership from a nursing point of view (Yura et al., 1981). In particular, the concepts of authority, power, influence, administration, management, and supervision were presented. Yura et al. (1981) emphasized the distinction among the terms *leader* and *leadership* and other synonyms. They offered the following definition, "leadership can be seen in action wherever a person designated the leader is involved with one or more persons who are willing to be influenced in goal setting and achievement" (Yura et al., 1981, p. 37). Following this discussion of concepts, they proposed a nursing leadership process "by which determined goals are achieved through the four components of deciding, relating, influencing, and facilitating" (Yura et al., 1986, p. 78; 1981, p. 85).

Within the Canadian context, Hannah (1981) and Larsen (1984) described nursing deans and professors respectively. Hannah (1981) provided a profile of the administrative work behaviours of five nursing deans using a *Mintzbergian approach*, to analyze the deans' daily activities according to time allocation and specific behaviours-- interpersonal, informational, decisional, and scholarship. Deans of nursing worked long days, engaged in joint activities of short duration and high intensity, made few unilateral decisions, focussed upon short-term, rather than long-term planning, preferred verbal exchanges of communication, seldom toured their domains, and were responsible for procuring funding for the department (Hannah, 1981, pp. 266-273). About leadership behaviours, Hannah (1981) stated:

Much of the time spent by the dean of nursing on leadership behaviour was used for faculty development. . . . This is not to imply that other aspects of leadership behaviour were either neglected or ignored, rather that they were performed as expected while faculty development received an emphasis which had not previously been found in the literature. (p. 269)

Moreover, Hannah (1981) observed that the dean of nursing incorporated scholarly activities of teaching, research, and writing for publication in addition to the managerial behaviours described by Mintzberg (1973). Like Erickson (1985) and Woo (1985), Larsen (1984) employed respondents' comments to enhance insight into the personal perspective of the career development of women administrators. Larsen (1984) documented the career development of ten nursing professors with earned doctorates. Among the findings, Larsen (1984) noted that

the life structure of the nurses progressed through alternating periods of stability and change. The periods were qualitatively different and in some measure age linked. The primary components of the life structure of the nurses were education and work activities, female relationships, marriage and/or intimate male relationships, children, family relationships, and religion. (p. 282)

Larsen (1984) stated, "Remarkable similarities were found in the processes and tasks of adult development between the women of this study and the theory proposed by Levinson [1978]. At the same time, differences were clearly evident" (p. 301). The concept of the Dream and mentoring relationships were not found to be useful in understanding the career development process of the ten nurses (Larsen, 1984, pp. 288-290).

In another Canadian study, Richardson (1988) explored baccalaureate education for nurses as entry into practice from a public policy perspective. Through review of historical documents and three rounds of policy Delphi questionnaires with various stakeholders, Richardson (1988) determined that there was support for baccalaureate education as entry into practice. Not surprisingly, perhaps, the majority of stakeholders endorsing baccalaureate education as entry into practice tended to be nurses and those opposing tended to be non-nurses

(Richardson, 1988, p. 223). Moreover, in the third round of the policy Delphi, the majority of the stakeholders rated three programming alternatives as desirable or highly desirable; the first alternative was "retaining existing hospital and college diploma programs and university baccalaureate programs to offer a collaboratively planned or integrated curriculum which would lead to opportunities to enter nursing practice only upon completion of the baccalaureate degree" (Richardson, 1988, pp. 226-227). While Richardson's (1988) study did not address the topic of leadership, she did pursue a current issue of significance to nursing educational administrators.

A few researchers in nursing have documented a biographical or historical approach to leadership. For instance, Berrey (1987) studied Rozella Schlotfeldt who is recognized in both the United States and Canada as a leader. Berrey (1987) employed "a hermeneutic telling and interpreting of the life story to contribute to the knowledge about nursing's heritage" (p. 1368b). Ten patterns and 11 themes of life emerged during the analyses. Among the ten patterns of life, Berrey (1987) enunciated hard work, energetic, competitive ambition, exercise of authority, and familial love and support. Within the 11 themes of life, she listed: individualism; to know or to know about; propensity to overcome; responsibility; productivity; and doing what needs to be done (Berrey, 1987, p. 1368b).

From reviews of the literature, what has not been documented is a study of women leaders in whatever occupation. Shakeshaft (1987b) noted a persistent, pervasive shortcoming: "What is not investigated in these studies [of men and women in administration], what isn't even conceptualized, are the activities that women undertake and their

motivation for doing so that are in addition to and different from those that men perform" (p. 167). Hoferek (1986) concurred with Shakeshaft's (1987b) findings. Crediting the Women's Liberation Movement for arousing an awareness among women of their potential for leadership, Hoferek (1986) commented:

During the 1960s and even the 1970s, much of the leadership literature, with its male pronouns and male authors, seemed to be written about and for men. Therefore, for many women, the challenge was not only to get a top-level position but to conceptualize leadership alternatives that would reflect the values and potential of women in general. (pp. 6-7)

In particular, Andruskiw (1983) commented, "There is a need for a distinct conceptual model of administration for the school of nursing" (p. 25).

Many of the studies on women in administration focussed upon the obstacles that female aspirants confront in obtaining an administrative position. For the most part, the nursing literature provided evidence of applying knowledge from extant theories of leadership to nursing situations and further, the need for leaders and leadership at all levels of nursing practice. In one notable exception, the writers described a leadership process specific to nursing. While several writers recognized the importance of doing research on female and nurse administrators to gain an understanding about leadership, no studies were found to date.

Summary

Several critical reviews provide the basis for insights into a perspective on leadership research. Although much has been documented about the topic, the definition, conceptualization, and theoretical nature of leadership remain elusive. Many writers support continuation of research efforts following positivistic approaches as well as pursuit

of research from an interpretive approach. This latter recommendation was considered particularly appropriate for this study.

The contributions of several writers were significant to the design of the study. Taking a broader view of leadership, a few writers focussed upon the social character of the organization, the significance of a mission, the importance of values, motivation, and commitment--of the leader and followers--and the critical role of decision making, planning, and policy initiating activities.

A growing body of literature on women in administration is also relevant for the study. Writers in this area noted that historical circumstances essentially prevented women from obtaining senior administrative positions in education. Since few women have been in senior administrative positions, women have seldom been subjects in empirical studies on leadership. Therefore, conclusions were drawn that theories about leadership were derived from a male orientation and that differences in the leadership styles of males and females were not satisfactorily explained. Leadership also permeates all facets of professional nursing--practitioners, educators, consultants, administrators, researchers, theorists, and clinical specialists. While writers in this area claim that the lack of publications about nursing leadership substantiates that leadership is a current concern, several recent studies have focussed upon leadership issues from a nursing perspective.

CHAPTER III

METHODOLOGY

The research design is described in this chapter. As has been indicated, the study was grounded in an interpretive approach to inquiry. The various sections of the chapter outline the general nature of the study, the data sources, methods of data collection and analyses. Background information about the participants and an overview of the themes are presented in the final section.

An important aspect of this study was the focus upon gaining insights into leadership by interpreting the descriptions and meanings which nursing educational administrators attach to various aspects of their roles. To obtain that insight, participants in the study were encouraged to discuss their individual experiences--their thoughts, beliefs, values, philosophies and activities--in their own words. Such a search for *understanding* and *meaning* necessitates approaching a study from the interpretive rather than the positivistic paradigm. The interpretive paradigm affords a focus upon meaning, social interaction, and context. In an attempt to derive insights into leadership, the researcher sought *verstehen*, that is, the *what* and *why* of actions, what the seven participants did as administrators. Within the interpretive paradigm, naturalistic inquiry provides an approach which supports such a search for understanding or *verstehen*, the opportunity to collect data in a face-to-face encounter, within a setting of relevance to the participant. As an interpretive approach, naturalistic inquiry places an emphasis on the characteristics and significance of the human experience as described by the participants and then, as interpreted by the researcher at various levels of abstraction.

Naturalistic Inquiry

Through anthropology, sociology, and other disciplines, naturalistic inquiry evolved "as a way of 'understanding' people and the meaning behind their activities" (Williams, 1986, p. 1). Owens (1982; see also Wilson, 1977, pp. 246-253) specified that two concepts are basic to understanding the meaning of naturalistic inquiry. The first concept is the *naturalistic-ecological hypothesis* which stipulates that the contextual environment is so vital in influencing human behaviour "that regularities in those contexts are often more powerful in shaping behavior than differences among the individuals present" (Owens, 1982, p. 5). The second concept is the *qualitative-phenomenological hypothesis*. This hypothesis reflects the assumption that human behaviour can only be understood within the framework of the individuals' interpretation of their environment which "can best be understood through understanding their thoughts, feelings, values, perceptions, and their actions" (Owens, 1982, p. 5).

Naturalistic inquiry has its philosophical base in idealism and existentialism. This philosophical perspective is apparent in the assumptions underlying the five axioms and methodological implications of an interpretive mode of inquiry. The five axioms which are "crucial to an understanding of the naturalistic paradigm" (Lincoln & Guba, 1985, p. 36) include assumptions about ontology, epistemology, axiology, causality, and truth. The first axiom refers to ontology or to the nature of reality (Lincoln & Guba, 1985, p. 37). For the naturalistic inquirer, there are multiple constructed realities requiring a holistic approach to studying any phenomenon. In the study, emphasis was placed upon the subjective experiences of the seven nursing educational

administrators who worked in different college settings. Further, studying the seven participants in a holistic manner afforded insights into their individual realities--real life experiences--which cannot be obtained when studied in piece-meal fashion such as done in a Mintzoergian study. A degree of *verstehen* is possible when a phenomenon is studied holistically.

Epistemology, the focus of the second axiom, refers to the relationship of the knower to the known (Lincoln & Guba, 1985, p. 37). The naturalist perceives the inquirer and the participant as being inseparable. Interaction between the two--the researcher and each of the seven participants--was such that each individual was influential over the other throughout the inquiry. Understanding was achieved through the dynamic relationship which existed between the researcher and each of the seven participants during the data gathering and analyses phases of the inquiry.

A third axiom pertains to "the nature of truth statements" (Guba & Lincoln, 1982, p. 238). Truth statements may be whatever an individual perceives to be true at any point in time. Consistent with the first axiom, multiple realities suggest that contradictory versions of what is a truth statement is of no consequence because individual realities may, and do, differ. This third axiom supports the importance of representing the nature of truth statements--the multiple constructions of reality--of the seven participants adequately.

The potential for identifying causal linkages, the subject of the fourth axiom, is viewed with caution in naturalistic inquiry. Instead of explaining action as a stimulus-response activity, "all entities are in a state of mutual simultaneous shaping so that it is impossible to

distinguish causes from effects" (Lincoln & Guba, 1985, p. 38). From the seven stories, the researcher could only infer an explanation based upon a holistic view of factors, events, participants, and context of any given activity or behaviour.

The role of values in inquiry relates to axiology, the focus of the fifth axiom. Naturalistic inquiry is value-bound, by the inquirer, by the choice of inquiry paradigm, by the theory, and by the context (Lincoln & Guba, 1986, p. 76). The inquirer's values pertained to those derived from upbringing, education, and experiential opportunities. In particular, the selection of the research problem of seeking insights into leadership was a specific value influencing the study. Selecting a naturalistic approach from the interpretive paradigm also imposed a value orientation to the study. The inquirer sought understanding of, rather than explaining and predicting about, the phenomenon of leadership. Due to the complex nature and the inconsistencies of various theories of leadership, the inquirer attempted to gain insights into the phenomenon by focussing upon such concepts as missions, values, goals, and motivations. The method of obtaining data was through in-depth interviews with seven participants. Through choice of conceptual framework (instead of theory) and method of data collection, values were further imposed upon the study. Finally, values were related to the context--those values which derive from the nature of the settings, the purposes of groups, the relationships of individuals within the groups, and the relationships of the inquirer to the participants, and so on.

As Kerlinger (1973) noted, research design refers to the "plan, structure, and strategy of investigation" (p. 300). The research design in naturalistic inquiry differs greatly from approximations to the

controlled experimental nature of empirical research. Lincoln and Guba (1985, p. 208) documented several reasons for the necessity of an emergent design. For example, meaning is determined by context, multiple realities preclude an established design, the interaction of the inquirer and the context is unknown and unpredictable, as well as the recognition that the influence of the inquirer and the participant(s) upon each other is uncertain. Each of these factors contributed to the indeterminant nature of the study.

Naturalistic inquiry, then, proceeds from a general statement of basic assumptions about the area of interest. With this focus, the inquirer was able to decide the best method to use in beginning the study. Redundancy of information provided an indicator about the size and length of the study required to achieve the desired goal.

Data for a naturalistic inquiry include not only language but also gestures, nonverbal cues, behavioural patterns, activities, and written documents (e.g., Baron & Lawn, 1980-81, p. 15; Owens, 1982, p. 7). Regardless of the source(s) of the data, the research outcome of naturalistic inquiry pertains to an idiographic statement of *verstehen* -- "understanding, or meaning experienced in situations" (Lincoln & Guba, 1985, p. 216). Basing his comments upon the work of Weber (1922/1949), J. K. Smith (1986) offered an explanation of *verstehen*:

The process of *verstehen* involves the attempt to understand others through an interpretive study of their language, gestures, art, politics, laws, and so on. To understand is to know what someone is experiencing through a re-creation of the experience, or the context of the experience, in oneself. (p. 36)

Although a precise definition is difficult, J. K. Smith (1986) drew upon two levels of definition apparent in Weber's (1922/1949) work:

First, there is the Dilthian idea of direct understanding. *Verstehen* in this sense means to directly or immediately apprehend

a human action, such as a gesture or expression, without consciously making an inference based on that activity. Thus, it constitutes a perception of the 'what' of an action. . . . The second level of *verstehen* involves explanatory understanding. Such understanding is obtained when the motives of the actors or the meanings the individual assigns to his or her actions are understood. The 'what' aspect of the action is now joined by the 'why' of that action. (pp. 36-37)

Continuing the discussion about *verstehen*, J. K. Smith (1986) added, "To understand the meanings of another individual requires that one place the action within a context of meaning. In other words, meaning cannot be divorced from context" (p. 37). To then determine the *correctness* or *truth* in the interpreted meanings, the researcher develops an *ideal type* or *constructs*, thereby accommodating certain human actions and relations (Burrell & Morgan, 1979, p. 231; J. K. Smith, 1986, p. 38). Burrell and Morgan (1979) stated, "Ideal types incorporate the 'spirit' which characterizes individual phenomena into a wider generalized whole. . . . certain important respects, therefore, the method of *verstehen* is assimilated into a typological scheme of analysis which provides a means of ordering and explaining human action" (p. 231).

If any degree of understanding is to be achieved in naturalistic inquiry, it is important to acknowledge the holistic intent behind idiographic interpretation.

Design of the Study

The research design for the study was emergent, and the researcher attempted to recognize the crucial significance of undertaking the role "human-as-instrument" (Guba & Lincoln, 1982, p. 235; Lincoln & Guba, 1985, pp. 192-195). Being cognizant of the assumptions related to the concept of self and the inseparable, interactive nature of the individual and society, the researcher endeavoured to assume the role of each participant in the study.

To comprehend the leadership aspects of the role of nursing educational administrators, the inquirer obtained data about their understandings of their roles through a discussion of activities undertaken on a typical working day. These understandings were obtained through in-depth interviews with each of the seven participants. The participants were encouraged to express their views of their roles and activities in their own words; they were invited to discuss and explain their goals, values, and motivations with regard to different administrative activities.

Regarding the interactive process occurring during the interviews, there appeared to be a relatively fine line between over- and under-involvement of the inquirer. As a nurse, the inquirer was familiar with the area of discussion and, therefore, was keenly interested in the individual stories of the seven participants--to gain insight into what activities they pursued and how they understood their roles. Language, previous experience, and education contribute to expectations, pre-established judgements, or biases which needed to be suspended during the interviews and analyses. Accordingly, the inquirer endeavoured to focus upon the participant, the setting, the conversation, gestures, and symbolic aspects on an individual basis at the time of each interview. By allowing sufficient time prior to, and following, each interview, the inquirer was able to concentrate upon what was about to occur (e.g., the particular interview items, the process of going to the participant's office) and then, what had happened.

Interview Development

The major research strategy employed in the study was in-depth interviewing (see Appendix A for the schedule of questions). The semi-

structured interview was designed to encourage the nursing educational administrators to relate various activities of importance to them among those which make up their routine daily work schedule. Other critical incidents were discussed as the participants reflected upon the major happenings in their roles and functions as nursing educational administrators. Each participant was given an opportunity to assess the accuracy of the data collected through a series of interviews. At those times, participants provided additional comments to clarify or explain their responses and to ensure that the initial interpretations were appropriate. This step enhanced the opportunity to obtain accurate biographical data as well as an individual perspective on their administrative responsibilities.

The interview questions were developed through a series of writing and re-writing activities. Having read Hodgkinson's (1983) *The Philosophy of Leadership*, assumptions were made about a number of factors significant to leadership. For instance, the central role of values, decision making, commitment, relationship with followers, and the separation between management and administration were accepted as important concepts in the study of leadership. During the interviews, the participants were asked questions such as, "What did you take into consideration before reaching the decision to enter the area of administration? Do you have any particular objectives or mission during your tenure as the administrator of this nursing program? [and] How important is the mission to you? What alternatives are there to the mission?" Also, the two books written by Maccoby (1976, 1981) were instructive. Maccoby (1976, 1981) included the items used in both interview regimens in his books. While many of the 50 items he used

seemed to be in keeping with the general intent of this study, not all of them were considered to be appropriate. Indeed, an initial interview using this schedule of items indicated that many of them would have to be altered for ease of answering. While this schedule was not used in its entirety, Maccoby's (1976, 1981) work stimulated the construction of questions employed in this study.

In the end, a single interview schedule was delineated, one that could easily be separated into three different sections. By doing so, it was anticipated that the questions could be covered in three separate interviews of approximately one to one and a half hours in duration. In the first interview, questions related to the experiential and educational preparation, programmatic features, changes in the program, personal and professional goals. The second interview dealt with the notion of a mission, plans to realize the mission, internal and external factors which may either assist or hinder achievement of the mission, and use of influence by the nursing educational administrator. The third interview comprised questions about the acceptance or resistance of faculty members and others (e.g., senior administrators, colleagues, and the community) to the mission, gaining support, conflict, meaning and rewards obtained from the role as nursing educational administrator.

Pilot Study

A pilot study of the interview schedule and methods of data collection was conducted with two nursing educational administrators, one each within university and hospital-based programs. The interviews conducted in the pilot study not only provided some guide as to the anticipated length of the different interviews, but they also contributed to reassuring the inquirer that the questions appeared to

provide desired data about the roles of nursing educational administrators. In particular, the questions prompted the two nursing educational administrators to talk freely about their activities, their relationships with others, and their personal administrative styles.

Participants in the Study

Seven nursing educational administrators from colleges in western Canada were invited to participate in the study. Although four or five participants were deemed sufficient as sources of data, all seven expressed an interest in participating in the study. Despite heavy demands of their role, previous travel commitments, and the beginning of another academic year, each of the seven nursing educational administrators made the effort to feel welcome. Although the inquirer intended to travel to each site to introduce herself and the purpose of the study to the potential participants, every one of them requested a brief explanation of the study over the telephone, to save the time and expense of the travel. In view of the interest expressed, all seven of the nursing educational administrators were included in the study; each was assured of confidentiality and anonymity of their responses.

A critical element in selecting and working with a group of individuals through their participation in a study is the development of a trusting relationship. It seems only logical that participants who are comfortable with, and trusting of, the inquirer will be willing to share information honestly. The inquirer sensed a positive and warm reception during the first telephone conversation, and indeed, throughout the whole data collection process. The first interview, especially, provided an opportunity to enhance the development of a friendly relationship--sharing background information about each other

allowed both participant and inquirer to get to know one another while the interviewing process was initiated.

The seven participants did not appear to hesitate in sharing their beliefs, thoughts, values, views, or comments throughout the three interviews. Each participant did pause to reflect about some questions before responding, at times, making comments such as, "That's an interesting question of analysis, isn't it?" or, "Let me think, I haven't given that a lot of thought." Occasionally, a participant requested that a comment be struck from the record of the interview. Those specific statements were not transcribed, and therefore, did not become part of the data to be analyzed. The majority of the interviews were held in the office of the participants. On a few occasions, it was necessary to meet in the inquirer's office--to accommodate schedules and out of convenience to both participant and the inquirer.

Data Collection

Data were collected through a series of three in-depth, semi-structured interviews. Benner (1985) commented that multiple interviews with the same participants both allow patterns to emerge and also prevent the researcher from emphasizing nonrecurring events or activities. In this way redundancy provided confidence in the interpretation since the researcher attempted to be true to the text of the seven transcripts. Interview structure derived from the need to collect demographic, educational, career, and personal data from the nursing educational administrators. The major data collection activity, the in-depth interview, was structured to the extent that a number of questions were developed to ask each participant, and unstructured to the extent that the participants were encouraged to provide information

from their perspective and in their own words. The duration of each of the interviews varied from 45 to 120 minutes. In one instance, an interview was completed in two different time frames, due to other commitments of the participant. In another instance, a whole interview was repeated because of mechanical failure of the tape-recording equipment.

During the first telephone conversation, a schedule for the initial round of interviews was established. At the beginning of each interview, in the first round, the inquirer provided the participant with a statement which summarized the purpose of the study and outlined the expectations of the participants. More specifically, participants were asked to

1. participate in at least three in-depth interviews which were to be tape-recorded;
2. maintain a *diary* or a *journal* of critical incidents or any activities which occurred during the study period and contributed to the study; and,
3. participate in a fourth interview at the end of the analysis phase to assess the inquirer's interpretation of the transcribed interviews.

Each participant was invited to ask the inquirer any questions prior to beginning the interview. A few questions were asked; for example, "Do you (the inquirer) have a nursing background? Where are you (the inquirer) employed? What are your (inquirer's) plans when you finish your program of study? How much time will be involved in each of the interviews?" After reviewing the purpose of the study and reading

the Informed Consent Form which each participant readily signed, the attention shifted to the interview questions.

In each of the three interviews, a number of areas were covered. The inquirer identified the areas of interest and then allowed the participant freedom to respond, to discuss any aspect of their work, and to use whatever examples were thought suitable. At times, the inquirer probed for more information or for clarity with regard to a comment. Occasionally, the inquirer offered information from a personal perspective to prompt further discussion. Measor (1985) noted that the interviewer has to stay "critically aware" (p. 63) during the interview. Interviewing involves entering the participant's world and their perspective. Interviewers need to remain alert for pointers which lead to the meaning of what is being said; and for data which fit themes in the research. When the interview was over, the participant was given an opportunity to question the inquirer about the interview or any aspect of the study. Often, the participant asked about what to expect in the next interview, and when the next interview would be scheduled.

At the beginning of each interview, the inquirer verified that the recording equipment was functioning properly. Initially, a few comments were recorded at the site to ensure that the equipment was in order. Whenever one side of a tape was finished, the inquirer quickly changed it to the other side, sometimes the conversation paused during this activity, sometimes the discussion continued. Each tape and subsequent notes were identified by a number code; for instance, interview round (1-3), participant (1-7), tape (1-2), and side(s) of tape (1-2). This numbering scheme was simple enough to remember and allowed the handling

of written, taped, and transcribed materials without naming the individual participant.

The second and third interviews commenced with asking the participants to read a synopsis of the previous interview (see Appendix B for an example of a synopsis). Through this procedure, the participant was reminded of the discussion of the previous interview and became prepared to begin the next interview. Further, the second and third interviews afforded the researcher an opportunity to ask for clarity of previously stated comments and to probe in greater depth any area of interest. Of course, the participant was also able to check the synopsis for accuracy, clarity, omissions, and for general impressions regarding interpretations. Often a comment was made to suggest changes, deletions, or additions to ensure an accurate reflection of what was said or intended. Typically, the researcher remained flexible, encouraging free discussion in a non-judgemental manner.

All of the interviews from the first round were transcribed before meeting with the participants in the second round. In those instances when there wasn't time to address the entire transcript at the outset of an interview, it was left for the participant to read independently. As a consequence, the synopsis served a very useful purpose. The tapes of the second interview could not be completely transcribed prior to the third round. After the data collection period, the participants were asked to read each of the three transcripts and synopses and to comment on their accuracy. The participants were assured that grammatical corrections would be made, as deemed desirable, for any material quoted in the study.

The researcher maintained a reflexive journal as a supplement to the data collected through the interviews. Three separate sections comprised the reflexive journal--one each on methodology, analysis, and a personal diary. An additional section included notes on any observations of the activities of the participants during visits as well as ideas and impressions relative to the participants and the study throughout the data collection and analysis processes. This activity was very time-consuming. Devoting time to journal writing proved somewhat easier when *on the road*, travelling from one interview site to another. When *at home*, the task of transcribing the tape-recorded interviews consumed a considerable amount of time. Nevertheless, the inquirer was able to adhere to a similar protocol prior to each interview--the interview questions were read aloud two or three times, the synopsis was also read once or twice, and both before and after each interview, notes were written about the inquirer's thoughts and feelings as well as any situational factors. Accepting this reflexive journal activity as an initial phase of analysis proved to be useful and stimulating. These notes served as reminders during the later data analyses phases--allowing the inquirer to re-create, in conjunction with listening to the tape-recordings, a particular tone of a conversation and the setting in which the interview occurred. Experience confirmed the merits of Lincoln and Guba's (1985, p. 242) advice that data analyses must begin with the initial phase of data collection in order to facilitate the emergent design and the emergent structure of later data collection.

Trustworthiness of the Study

A major issue related to conducting research in the interpretive paradigm concerns the notion of trustworthiness. Given the interpretive nature of the study, major emphasis was given to following the directions of Lincoln and Guba (1985, 1986; Guba & Lincoln, 1982) with regard to the trustworthiness and authenticity of the data. *Credibility* is the term used to determine if the inquirer has "represented those multiple constructions adequately" (Lincoln & Guba, 1985, p. 296) from the perspective of the participants. To ensure that the findings and interpretation are credible, Lincoln and Guba (1985, pp. 301-316) suggested five techniques: prolonged engagement, persistent observation, and triangulation: peer debriefing; negative case analysis; referential adequacy; and member checking. In this study, peer debriefing was employed to provide an external check on the process and member checking afforded an opportunity to obtain continuous, informal and formal testing of the findings with the participants. The researcher met frequently with a peer to discuss the relevancy, meanings, and interpretation of data from a substantive, ethical, and methodological perspective. These discussions assisted the researcher to test subsequent methodological steps and further, served a cathartic purpose during data collection and analyses. Member checking, that is, obtaining feedback from the participants occurred informally throughout the data collection period. A formal check occurred at the conclusion of data collection when the participants responded to the total set of transcripts and synopses.

Some degree of *transferability* is considered worthwhile. Whereas the naturalistic inquirer endeavours to provide sufficient information

by means of a "thick description" (Lincoln & Guba, 1985, p. 316) for transferability, the onus rests with the reader to assess whether or not transfer is possible. The notion of providing sufficient descriptive data was incorporated into the writing of the individual stories of the seven participants to enhance the establishment of transferability. In this way, the researcher provided a data base to assist the transferability judgements of any potential appliers.

Guba and Lincoln (1982, p. 247) noted that the emergent design of naturalistic inquiry prohibits exact duplication of any study. However, the stability of a naturalistic inquiry can be judged by assessing and determining the acceptability of the research process and therefore the *dependability* of a study. Lincoln and Guba (1985, p. 317) recommended an external audit be done to indicate the dependability of the findings. Using the raw data along with the final report, the auditor places emphasis on both the process and the product of the study. Whereas the *process* of the study reflects the dependability of the study, the *product* indicates the confirmability of the study, that is, if found acceptable to the auditor. Guba and Lincoln (1982, p. 247) emphasized that the fourth criterion, *confirmability*, attested to the *objectivity* of the data, not the inquirer. The researcher maintained an audit trail which included: the tape-recordings and initial transcripts (e.g., raw data), coded and thematic materials (e.g., products of data reduction and analysis), synopses and stories of the seven participants (e.g., data reconstruction and synthesis products), interview development materials (e.g., instrument development information) as well as a reflexive journal including: travel, participant-related (contextual and observational), methodological, analytical, and personal diary

notes. In the data analyses phase, a colleague read a transcript providing information about coding and categorizing of the data which were used to assess the researcher's interpretation of the data. A final audit, however, has not been conducted.

Data Analysis

Data comprised seven sets of transcribed interview conversations, diaries kept by two participants, and a reflexive journal maintained by the researcher. The initial format of the transcribed interviews produced between 15 and 61 pages per participant per interview. The coded materials produced between 320 and 800 pages per nursing educational administrator. The *diary* or *anecdotal notes* provided by the two participants were three and four pages in length. The reflexive journal maintained by the researcher produced about 250 pages of text.

An initial phase of analysis occurred during the data collecting stages. A two-to-three page synopsis was written from the tape-recorded interview of each participant. This task served as a first attempt at interpreting the conversations of the participants and when it was read at the beginning of the next interview, the synopsis enhanced the opportunity for informal member checking by the participant. Further, writing a synopsis forced the researcher to begin the task of reducing a large amount of data down to a manageable, organized accounting of the interview. As recommended by Chenitz and Swanson (1986) as well as Parse, Coyne, and M. J. Smith (1985), the researcher first made use of the participant's words, gradually incorporating more abstract terms to label the data. In conjunction with the reflexive journal activities, the researcher began to contemplate potential themes and clusters as a way of organizing the data.

An ethnographic computer software program was used to assist in data analyses. The first step was to transcribe the tape-recorded material in accordance with the program requirements. For example, there are specific directions with regard to indicating contextual data and the speaker (participant or researcher) of any sequence of discourse. Further, only 40 spaces per line could be used for transcribing the data in order to leave sufficient space for coding and categorizing the data. When a single interview was totally transcribed, each line was numbered in advance of commencing the coding process (see Appendix C for example of a coded transcript). A code must begin with a letter, contain no more than 10 letters, and all characters must be in upper case. Using a numbered copy of a transcript, the researcher manually documented various codes by word, line phrase, or segment of speech. A coded piece of material could constitute any number of lines so that a square bracket was used to designate starting and finishing line numbers of each code. Writing these numbers beside the code proved useful, saving time when transferring the codes to the computer program. A maximum of 12 codes could be used to define a segment. There may be individual, overlapping, or nested segments with a maximum of seven overlapping or nested segments being allowed for any given line in a transcript. Subsequent to coding an entire transcript for a single interview, the code names (or abbreviations when necessary) were inserted into the computer program. Each code was inserted by name, starting and finishing line numbers. Thereafter, the coded transcripts could be requested in various formats--by each single code, specifying as many as 100 codes per search, by multiple codes, specifying as many as seven different codes, and by the total transcript. Further, codes

could be requested for each participant or the collective group of seven participants. The printouts of coded transcripts included the interview number, participant number, and line numbers for easy referral back to the original document. All printouts of coded transcripts specified for any single segment also indicated the other codes used for that segment, or portion of that segment, for easy cross-referencing.

A second phase of data analysis required making the transition into a more interpretive mode. Turner (1981) commented, "As far as the researcher is concerned, the label should fit the phenomenon in the data exactly" (p. 232). Having a printout of the different coded materials allowed the researcher to read and re-read specific portions of the transcripts while searching for categories.

Reviewing a list of the codes for a couple of the participants, the researcher assessed the codes for potential redundancy, and hence, the elimination of similar terms. Or, as Glaser and Strauss (1967) noted, there was a need to delineate "a smaller set of higher level concepts" (p. 110). Roughly 75 to 80 codes were used in the first round of coding each of two sets of transcripts. Thus, before progressing any further, it was necessary to accept advice provided by Glaser and Strauss (1967), that is, "while coding an incident for a category, compare it with the previous incidents in the same and different groups coded in the same category" (p. 106). This step fostered the development of categories with codes or sub-categories listed within each category as appropriate. By writing down initial ideas, the researcher began to identify the *fit* of codes within categories, thus, a number of rules determined the essential properties of the different codes and categories. This aspect of the data analyses was consistent

with integrating various categories and their properties fostering clarification of any relationship between them.

When the majority of the coding had been accomplished, the researcher began to write the individual stories of the seven nursing educational administrators. In addition to serving as the basis for reporting the results of the study, these stories were also used in member checking, a strategy to determine the credibility of the data. After considerable deliberation, again, in particular with the first two sets of coded transcripts, the researcher recognized a similarity between the substantive categories among the coded materials and the four specific research questions. Accordingly, the first two stories were written following the guide of the four research questions to assess the appropriateness of this idea. Even though all of the data were not incorporated, the major areas of focus--consistent with the coding schematic--appeared to be coming through in the stories. Then, from the stories, which gradually took shape in a more organized fashion, emerged four themes which were later reduced to three major themes. Through conversations with the researcher and reading the stories, another individual assisted with the delineation of the major themes. These activities of reflection and conversation about the data analyses proved very beneficial in identifying patterns which emerged from the data.

During the later phases of analyses, the relationship between the results of this study and the concepts in Imregart's (1989) conceptual model was assessed. There appeared to be considerable similarity in the concepts emerging to form themes in the data and the concepts noted by

Immegart (1988) in his broad conceptualization of a model of leadership. Discussion of these findings is reserved for a later chapter.

Overview of Themes

Initially, the researcher focussed upon writing the individual stories of the seven nursing educational administrators. When all seven stories were completed, the focus altered moving beyond these individual perspectives to contemplating the collective perspective. The seven individual stories appeared to be accommodated within three clusters-- "Leadership: Bridging Past and Future," "Leadership: Changing Organizational Climate," and "Leadership: Initiating and Implementing Change."

The first cluster, "Leadership: Bridging Past and Future" (presented in Chapter IV), encompassed the stories of Ruth and Barbara. Each of these participants discussed the importance of various historical events in nursing in relation to current circumstances and the future possibilities of nursing education programming. Ruth and Barbara worked in colleges of a similar size based in communities with comparable population bases. In addition to the diploma nursing program, Ruth was responsible for the management and development of community education in nursing, the academic advisement of prospective students interested in the Post-RN program, and the inter-agency articulation of nursing. Barbara administered the diploma nursing program and was in the process of planning a number of paraprofessional programs.

The stories of Carol and Mary were placed within the second cluster "Leadership: Changing Organizational Climate" (presented in Chapter V). In many ways, the focus of these stories revolved around

the notion of overcoming disquietude and conflict in order to implement a change in leadership style. Both Carol and Mary worked in colleges of the same complexity. Also, the communities in which the colleges are located are dynamic and progressive. Mary administered the diploma nursing program as well as other health-related programs. Similarly, Carol was responsible for the diploma nursing program as one of many health-related programs. Carol and Mary were involved, to varying degrees, in international education activities.

The third cluster, "Leadership: Initiating and Implementing Change" (presented in Chapter VI), encompassed the stories of Anne, Terry, and Dana. Whereas Anne and Dana initiated new programs, Terry was new to the setting in which she worked as nursing educational administrator. The colleges and communities in which these participants worked were smaller than those of the other four participants. Anne developed the diploma nursing program and a health-related program within the college. In addition to facilitating access to other nursing programs through the college, Anne was planning to implement new health-related programs to meet community needs. Dana also facilitated access to nursing and health-related programs while concentrating upon providing the diploma nursing program. Terry administered the diploma nursing program and was pursuing the opportunity of undertaking responsibility for several established health-related programs.

Following the presentation of the individual stories is an interpretation of the work of the nursing educational administrators in accordance with the three major themes--"Missions or goals," "Relating to others," and "Meanings of activities" which emerged during data analyses.

Summary

The researcher sought insights into leadership by interpreting the descriptions and meanings which nursing educational administrators attach to various aspects of their work. An interpretive study, following the assumptions of naturalistic inquiry, provided an appropriate approach within which the design of the study evolved.

An interview schedule was developed based upon the philosophical perspectives of several writers. The interview questions dealt with concepts such as missions, values, beliefs, activities, and motivations. This schedule was divided into three parts, forming the basis of three separate interviews.

Seven nursing educational administrators were invited, and readily volunteered, to participate in the study. Three in-depth, tape-recorded interviews were conducted, generally in the office of the nursing educational administrator. Participants appeared relaxed, speaking enthusiastically and freely about their work.

Data analyses occurred throughout data collection and in-depth analyses occurred when all of the data were assembled. A computer program was used to assist with the coding and categorizing of the transcripts. Eventually the 45 codes were reduced to four themes, and later, to three major themes--"Missions or goals," "Relating to others," and "Meanings of activities."

CHAPTER IV

LEADERSHIP: BRIDGING PAST AND FUTURE

The two stories presented in this chapter provide an historical context for exploring the leadership roles of nursing educational administrators. Both the general views which Ruth and Barbara have of the nursing profession as well as the ways in which they have defined their missions reflect a knowledge of critical events in the development of nursing. Although their beliefs and values seem to support the current status, they are also consistent with a vision of a desired future state. The vision guides them in strategies which they adopt for implementing the mission and for addressing challenges. In a very real way, the activities in which Barbara and Ruth engage, and the interpretations which they place upon them, may be thought of as bridging the past and future in nursing education.

The Story of Ruth

In the three years prior to Ruth starting the position, there had been considerable turbulence in the department--a new program had been introduced, the number of faculty had doubled in size, the number of students had increased by a third, and two persons had held the nursing educational administrator position. The faculty members in the nursing department decided that they would like someone from *within* to become the new acting nursing educational administrator. After polling each faculty member for nominations, the senior administrator called Ruth into her office and said, "Here are the names. Now what are you going to do, because you're it" (1.4, ll. 233-235, [see Appendix D for an explanation of the reference codes]). Ruth remembered a previous administrative experience in another setting and her "determination not

to get caught in the administrative hassle again" (1.4, ll. 196-197). Similarly, Ruth recalled thinking, "Well, I can't let the institution down. What am I going to do with my peers? I couldn't let them down" (1.4, ll. 236-240). But it was not an easy decision to accept, particularly amidst the faculty unrest.

Reflecting upon her career in nursing, Ruth commented about working in the obstetrical area both in hospital and community settings. Within the public health sector, Ruth worked on different levels, as a staff nurse through to the supervisor. Having completed a certificate program, Ruth sought the stimulation of a baccalaureate program in nursing. The dean of that program suggested that Ruth consider teaching in public health. In another province, Ruth pursued a teaching position within a university for about five years. At that point, she decided to have a family, yet continued to work part-time in private duty nursing. Later, Ruth accepted a position in administration in a college setting. This experience was "probably the one blip in nursing that I didn't enjoy a whole bunch" (1.4, ll. 48-50). After four years, firmly convinced that "administration was not my bag" (1.4, ll. 52-53), Ruth left that position to return to teaching within a college setting. Content once again in the role of a teacher, Ruth returned to university to obtain a master's degree. As part of that program, Ruth completed a feasibility study with regard to providing baccalaureate education for nurses within a college setting. Thus, with one exception, Ruth has found a career in nursing to be both interesting and stimulating. Setting aside the previous negative experience in administration, Ruth embarked upon the challenging role as the nursing educational administrator of a college nursing program.

In a program evaluation project initiated by the department, faculty members identified leadership, in response to a questionnaire, as a major concern. Later, "they went at each other and the questionnaire hammer and tongs and really spilled all of their feelings that had been accumulating over the past few months" (3.4, ll. 549-553).

Ruth recalled:

I couldn't separate out whether they were talking about their earlier experiences or their experiences while I was in this office. And I just let it roll. Some of it was really quite painful because I thought, 'If this is what they are perceiving in me, then, this doesn't feel very good.' (3.4, ll. 554-562)

Further, Ruth commented, if the focus of these concerns had been "the current leader, at that point, then I would have been glad to go back to teaching" (3.4, ll. 541-543). However, an evaluation based upon the job description was returned "bearing little resemblance to the comments on leadership" (3.4, ll. 572-574). The faculty members and the students appeared to be comfortable with giving Ruth at least a year to effect change. As nursing educational administrator, Ruth has been able to create a climate in which faculty and support staff members worked together to realize a mission.

Mission

Ruth promoted a major change in the programmatic mission. To facilitate this mission, Ruth sought the participation of faculty members. In return, Ruth endeavoured to assist these individuals to meet personal and professional growth and development goals. Ruth described the mission in terms of an historical perspective, thereby establishing a contextual framework for the mission.

In particular, Ruth noted several major historical events which have dramatically influenced the nursing profession. The Weir Report

(1932) in Canada addressed the need to transfer nursing education from the hospital environment to educational institutions. Nevertheless, approximately 34 years passed before this recommendation was realized. In the 1950s, Ruth participated in "a very extensive analysis of educational programs" (2.4, ll. 251-252) to determine the educational needs of the nurse practitioner. That provincial committee deemed that two years were sufficient to adequately prepare a nurse with the knowledge and skills to practice. Of course, this determination was made before the technological and scientific advances surrounding the Sputnik era of the 1960s. The initial impact of the knowledge explosion and technological breakthrough had a significant effect upon the health care system. Meanwhile, in the decade of the 1960s, many nursing programs moved from hospital-based settings into educational institutions. Interestingly, in the college environment, nursing programs were initiated using a two-year schedule. This two-year time frame, sufficient to prepare nurses in the 1950s, was no longer adequate subsequent to the advances of the 1960s. Ruth concluded this incredible time bind resulted in nursing programs becoming "much more strenuous than they have ever been before in terms of course content. People have been adding weeks and months to those programs" (2.4, ll. 278-282) in order to compensate.

The 1975 Task Force on Nursing Education in "[this province] recommended that all nursing education be at the baccalaureate level for entry into practice by 1990" (2.4, ll. 237-239). Ruth "heartily endorsed the recommendation of the Task Force" (2.4, ll. 296-299) and looked forward to participating "in a college setting where we might see transition" (2.4, ll. 304-305). Many stakeholders remained less

enthusiastic about this goal. Anticipating a major economic burden, for instance, the provincial government did not accept this recommendation from either the Task Force or the provincial association of registered nurses. Throughout this period (e.g., the 1960s and 1970s), the various nursing educators remained very protective of their programs and their mode of preparing nurse practitioners--hospital-based schools of nursing, college, and university programs. Thus it continued to be possible for students to achieve a diploma from hospital-based and college programs or a baccalaureate degree from university programs. Whereas Ruth believes the faculty do a "superb job" (2.4, l. 320) in providing "an excellent diploma program" (2.4, l. 526), and Ruth receives positive feedback from employers and university personnel, "they [the graduates] are not in any way prepared to look at the whole nursing context or scene and you can't possibly squeeze any more into our program as it stands" (2.4, ll. 322-326). Explaining the student perspective, Ruth added:

And if we were going to take diploma programs to the appropriate length for what they [students] needed to function, that was not fair to students, because the credential they would be getting would be the diploma when, in fact, they should have earned a baccalaureate. (2.4, ll. 288-295)

The 1980s have brought forth not only the need, but also the opportunity, to effect change. As Ruth related, in the early 1980s,

I began a project on behalf of the college to do a feasibility study. At the end of that [study], the faculty members talked about where they thought nursing was going [and] requested that they move in the direction of baccalaureate education. (2.4, ll. 434-440)

Similarly, nursing educators throughout the province, through the Nursing Educational Administrators group (NEA), accepted the responsibility for resolving the dilemma of providing "an educational

program that is comprehensive and appropriate for our generation" (2.4, ll. 328-331). Working collaboratively, the various nursing educational administrators have set their differences aside and present themselves as a cohesive unit. Essentially, NEA has drawn the same conclusion as Ruth and faculty members, "We need to be striving for basic preparation at the baccalaureate level" (2.4, ll. 596-598).

Moreover, Ruth placed considerable importance upon "achieving as much progress as possible toward the development of our faculty members, as well as our students, into the professional stream of nursing" (1.4, ll. 172-175). Two specific goals related to the personal and professional growth and development of faculty members--to develop and employ decision making skills, as individuals and a group, and to pursue graduate studies.

Thus, the major mission for faculty members and Ruth is to provide baccalaureate education for nurses within the college system. Individually, faculty members seek, and are facilitated, to undertake personal and professional growth and development activities.

Beliefs and Values

Ruth holds a number of beliefs and values in support of the mission. These beliefs and values pertain to Ruth, faculty members, the program, and the profession.

In speaking about the mission, Ruth recalled, "my involvement and commitment to appropriate education for health care for our people has been with me for a long time" (2.4, ll. 1037-1040). This personal commitment was evident in the beliefs and values which Ruth espouses regarding the profession. For example, reflecting upon the historical development of the nursing profession, Ruth observed that the "time lags

[in achieving change] have just about been the ruination of us" (2.4, ll. 1101-1102). Therefore, currently, "we do need some pretty strong leadership in the system" (1.4, ll. 752-753) in order to conclusively demonstrate "our belief in our own profession and [the need to] clearly state where we see our roles" (1.4, ll. 741-743). In promoting baccalaureate education, Ruth declared:

I think that we need to do it through a lot of collaborative work with other institutions and other leaders in the profession. And we really need to drop off our personal and institutional territoriality and take on a more rigorous definition of professional territoriality in which we all are concerned about growth and development to meet the health needs of people. (1.4, ll. 178-188)

The location of nursing educational programs provided a suitable example. Ruth "sincerely believes that education is the prerogative of an educational institution" (2.4, ll. 28-30). Further, Ruth stated, "I don't believe that educational funds should be going into service [clinical] institutions. I think that there should be a separation of function, with the service institutions contracting to provide practice experience" (1.4, ll. 700- 706). Ruth believes that

clinical practice is part of education. So, I wouldn't want that misconstrued. There needs to be a lot of collaboration between service needs and education direction. Alice Baumgart talks about role responsibilities and leadership and I think that these are shared. Educators need to be listening to the service sector about how graduates need to be prepared. But there are times, I also believe, where educators need to lead in the preparation of practitioners for things that are shifting in the health care system. (2.4, ll. 11-27)

However, Ruth surmised, "we will be awhile in [this province] sorting out that one" (1.4, ll. 710-711). There was in Ruth's community ample opportunity for open dialogue among the nursing administrators in the educational and clinical sectors. Moreover, an extension of this

openness was evident in communication with university and governmental personnel.

Of great concern to Ruth was the erosion of professional attitudes and behaviours. Ruth attributed this circumstance in part to "the shortened time span for socialization into the profession" (1.4, ll. 131-133) of students who pursue the abbreviated educational pattern of nursing programs offered in a college setting, and also, to "the birth of unionism in nursing" (1.4, ll. 139-140).

If there is any hope of recovery for us in the profession, I believe it is going to be our Entry 2000 goal which will move us back into a time span that gives us opportunity and maybe hope too, to recover some of that socialization for professional behaviour. So, I dream that we will get to the point where nurses stand tall and gain respect both for their professional skills and their professional attitudes. (1.4, ll. 142-154)

As nursing educational administrator, Ruth perceived influencing program direction and encouraging participation of faculty members as central responsibilities. The initial curriculum review allowed faculty members to design a program in keeping with a changing environment while recovering from three years of turbulence. Faculty members were encouraged to move toward a future where initiative, creativity, and idealism were possible in program design. With support and guidance from Ruth, faculty members embarked upon a collaborative venture with a university faculty to write a joint proposal and develop courses for a more open approach to nursing education. The nursing faculty members in this college were viewed as "a hard working, serious group of faculty" (3.4, ll. 887-888) who were "forward thinkers and creative" (3.4, l. 892). Fostering these qualities among the faculty members was consistent with Ruth's belief that "nurses should have a strong voice in not only reacting to, but also proactively developing, the health care

system" (1.4, ll. 723-726). Believing in one's profession, valuing faculty members and students as individuals, and having a vision of how to establish baccalaureate education for nurses within a college setting stimulated Ruth to accept such an enormous challenge. In a reflecting fashion, Ruth remarked:

I think it's because I see this as moving us toward a higher degree of excellence. I also have to probably admit that I see it as a real achievement for the college to provide leadership in this area. And after these years with the college, I find this a setting that supports excellence in development and I'm jealous to have that kind of environment applauded. I would like to see nursing also recognized in the college with some leadership. (2.4, ll. 794-806)

Thus, Ruth assumed the nursing educational administrator position with strong beliefs about the profession of nursing, with a mission related to educational preparation needs of nursing students, and a vision to realize a major goal--that of enhancing co-operation and collaboration among personnel in nursing, educational institutions, and government to provide baccalaureate education for nurses within a community college setting. Strategies for implementing a mission are a major focus for nursing educational administrators.

Strategies

There were a number of implications in equating Ruth's mission-- "to put in place an educational program for nurses that is comprehensive and appropriate for our generation" (2.4, ll. 328-331)--with Ruth's vision to "put in place an opportunity for students in the college system to complete a baccalaureate degree" (2.4, ll. 308-311). The transition from vision to mission encompassed Ruth, faculty and support staff members, the program, the respective college and university senior administrators, and other relevant external participants.

As nursing educational administrator, Ruth has had (and will have) the opportunity to implement the feasibility study which she completed. Although Ruth has long had a vision about the necessity of baccalaureate education as entry level preparation for nurse practitioners, faculty members needed to work through a period of unrest and discontent with their previous program before adopting this mission. Ruth noted that the major curriculum review afforded "a vehicle through which the faculty members have learned to work together in a very wholesome way" (1.4, ll. 550-553). Working together in revising their diploma program, faculty members had an opportunity to question, to sort through, and to resolve strengths and weaknesses in courses, and amongst themselves, too. Faculty members were then in a good position to realize the benefits of autonomy and collegial effort.

Similarly, Ruth provides

as much support as I know how to give to their own personal development through their professional development activities. I actively engage with them; sometimes I attempt to expand their boundaries around things that they're thinking about to help them find some options of choice within their plans. (2.4, ll. 926-934)

Consequently, faculty members perceived Ruth as someone whom they could trust. Many faculty members freely discussed "their ideas and dreams" (3.4, l. 905) as well as "their personal goals and problems" (3.4, ll. 906-907). Also, importantly, faculty members sought Ruth's guidance and assistance regarding their professional careers, especially in relation to skill development and pursuing graduate level preparation. For instance, Ruth noted a change in the decision making process:

I tell you quite clearly when I first came into the office, because of the lack of harmony and cohesiveness, I was not willing, and in the same circumstances would again not be willing, to let most of the decisions come up from the faculty level because there was so much conflict there. Many times I would

maybe work through a couple of options rather than let the whole thing evolve from the faculty. And I don't feel that way at all now. I feel very comfortable now about letting small groups do the work and come back to share it with the larger group and let the thing evolve through the whole department. I think that would have been mayhem if I had done that initially. Maybe not, but that was my perception. (3.4, ll. 595-617)

Over time, Ruth learned

how to allow faculty members to crystallize their own sense of direction and, maybe with some feeding in of potential, accept where their choices come. And that's really been rewarding. Because what I see happening now is the evolution of program development that is not identified with anything that I would have dreamed up, probably not identical to anything that any one person would have developed, but a very nice blend of something that the whole department owns. That's fun. (1.4, ll. 441-454)

Ruth and faculty members, in their respective roles, contributed to the smooth running of the whole department. For instance, Ruth requested faculty members, in their various teams, to contribute suggestions for departmental goals. Upon receiving these suggestions, Ruth prepared a draft set for the whole department and then returned the collated set for further discussion "so that it is owned by all of us" (3.4, ll. 243-244). Under Ruth's administration, faculty members were encouraged to develop and to use the appropriate skills of decision making when those decisions affected themselves, the students, and the program.

While facilitating those faculty members who wished to undertake graduate studies, Ruth accepted that not all faculty members could do so. To meet a need, Ruth arranged for interested faculty members to be eligible to attend a university course on health assessment offered on the college campus. This course was in direct response to a number of faculty members who expressed a concern about this area. Moreover, through Ruth's initiative, a conference (slated by the initial organizers for cancellation) was presented in the community so that

current nursing issues could be brought to the attention of the faculty members and nursing community.

Regarding the programmatic mission, Ruth and faculty members, in conjunction with nursing faculty members from a university, developed a joint proposal for a collaborative program which would permit access for nursing students to complete a baccalaureate program in the community college. This collaborative program indicated that the first two years would essentially constitute "a two-year transfer program" (2.4, 11. 451-452) available within the college setting and provided by college nursing faculty members. The third and fourth years of the program, while offered within the college, would be under the direct responsibility of the university faculty. Upon completion of the final two years, the students would receive their degree from the university. Further, a diploma completion route has been incorporated "for those students who choose to do a diploma so that they would take the first two years of transfer, the same as the baccalaureate students, but would come into a third year of diploma completion" (2.4, 11. 468-473) under the auspices of the college faculty.

Maintaining open communication lines with individuals external to the nursing department was important in implementing this mission. Within the college, open communication was not only fostered but also demonstrated by the senior administrators and Ruth in their activities. She maintained a direct link with the senior administrators through participation in certain college-wide committees. Also within the administrative realm, the Program Advisory Committee established a link between the college nursing program and the community. Communication with Committee members was open and current. Participation in various

other committees (e.g., Faculty Association, Academic Council, and Faculty Development Committee) afforded Ruth and faculty members an opportunity to keep abreast of changes on a college-wide basis. Of course, these committees provided a forum for information exchange about a variety of issues. Nursing faculty members "are able to bring back to the department any college-wide information about what's going on and also to represent our concerns in those committees" (3.4, ll. 439-442). Ruth confirmed, "The collegial and peer support system here is probably outstanding" (3.4, ll. 1067-1069).

Externally, the key participants, as mentioned already, were the university nursing faculty and senior administrators. While these individuals were external to the college, Ruth suggested that their relationship with the collaborative venture placed them in a unique position:

I guess I think right now of the university as being an equal part of this project because it [the programming] has been done collaboratively all along. And I would sense from my interaction with faculty members that the Dean there has comparable support from her faculty about moving ahead with this venture. (2.4, ll. 601-609)

Ruth observed that both college and university faculties contributed "equal amounts [of effort] certainly in writing the proposal" (2.4, ll. 540-541). Overall, Ruth continued, "We've probably had a little bit more work to do in course development for the first two years because it's a totally new program. They made some modifications on their third and fourth year [courses], but it wasn't totally new" (2.4, ll. 541-547). However, "that amount of work committed to it [the program] makes it unlikely that you'd just give it all up and not do anything with it at all" (2.4, ll. 548-551).

The senior administrators of the university were also involved in various discussions with the college administrators, and have been throughout the program designing process. This involvement contributed to the acceptance of the collaborative venture. Governmental personnel were also kept informed about this proposal and the progress being made to realize this mission.

Additionally, there has been a tremendous amount of support developed within the NEA group. Within this group, the nursing educational administrators corroborated current issues and sought suitable solutions about nursing educational programs. Noting this group as the major external force, Ruth confirmed:

We've talked about how do nursing education groups accept the responsibility that we have to prepare practitioners to function in the health care system we need. And on that basis, we need to be striving for basic preparation at the baccalaureate level. (2.4, 11. 591-598)

Collectively, the nursing educational administrators verbalized their beliefs, values, and dreams to reach a common goal--to make baccalaureate level education more accessible to students. However, challenges associated with the mission continued to arise.

Challenges

There have always been obstacles for the nursing profession to overcome in achieving the different milestones throughout its history. Perhaps as a consequence of diligent attention to arguments that others have raised over the years regarding this mission, Ruth, faculty members, and senior administrators, as well as the university faculty members and senior administrators, confronted few true obstacles. Still, a few possible challenges could be anticipated.

Ruth gave serious consideration to the need for faculty members to update their educational qualifications. For some individuals, perhaps those faculty members who have young families, "this [requirement] is uncomfortable" (2.4, ll. 956-957). Ruth explained:

I think the economic restraints almost rule out full-time study for most people in the years in which they most need it. We have a lot of family involvement, our faculty are in the child-bearing years. . . . And they just can't quit and go to school somewhere else. (1.4, ll. 666-672, 675-676)

As mentioned, Ruth accepted this dilemma faced by several faculty members. Even though graduate level preparation would be required of new faculty members, Ruth believes "that the faculty members would see me as supporting them for their family choices when their children are young" (2.4, ll. 1001-1003), without threat of losing their positions. Essentially, Ruth commented, "We really try to respond to those kinds of things on an individual and personal basis and still primarily function as a department" (3.4, ll. 464-468). In the meantime, through in-house activities, Ruth provided support and stimulation to meet some professional growth and development needs of faculty members.

Even though there may be some personal demands on faculty members to update their educational qualifications, they remained convinced that this mission was important to their program and the nursing profession. On more than one occasion, Ruth stated their belief in this mission:

I'm not sure given the energy that faculty members have used up to this point in developing the current proposal that they would be prepared to just let it sit now. So, I think we would try to use some other direction [to achieve the mission]. (2.4, ll. 527-533)

The senior administrators within the college supported this mission.

The feasibility study which Ruth completed "was supported and funded by the administrators here" (1.4, ll. 104-105). Ruth stated:

We've had a lot of support from the administrators at all levels. The Dean has travelled with me on several occasions to the university, the President and the Academic Vice-president have gone on one of those occasions as well. (2.4, ll. 563-569)

Furthermore, Ruth added, "Our aim is that we would bring our first students into that program next September" (2.4, ll. 463-465). "There's a lot of excitement generated" (2.4, l. 669) by prospective students who made inquiries about attending this college program. By retaining the diploma completion route, there was an option for those students who wished to obtain a diploma in nursing. Current students, however, were disappointed that the plan did not accommodate their needs to continue on from their diploma. "Our own student group, with whom I've been speaking, are feeling really frustrated that in the planning we haven't also built right into it a PCCN program here on site. And we've kept those [programs] quite separate" (2.4, ll. 677-683).

If Ruth faced any conflicts at all within the college setting, it was the potential for non-nursing individuals to usurp nursing faculty members' decisions related to students. While the example did not pertain specifically to the mission, the principle was an important one. For instance, should a student successfully appeal a decision of dismissal, Ruth commented:

Ethically, we're responsible for the judgements we make, and if there is a higher level authority who has responsibilities for judgements, he/she removes either our culpability or responsibility. . . . So, that would be an instance that would violate my own beliefs that make my value system. I guess in a way, I am saying, I value the structure that says some people have this level of authority and some people have this level and we have to draw on the amount of authority that's vested in each person. (3.4, ll. 794-800, 807-816)

Along a similar vein, Ruth declared:

My feeling at that point was some deep concern that people who don't understand the values of the profession had power over the decisions that are made. . . . We currently have a Dean who has

an understanding of this [principle] and is able to appreciate why the clinical judgements are made as they are. (3.4, ll. 824-829, 832-836)

As noted, the collaborative venture with the university nursing faculty and senior administrators fostered a positive reception to the mission. A few hurdles pertaining to university policy remained to be overcome. For instance,

It's a new concept in the university system and so, working through some of those requirements that have been in place for residency, for the amount of teaching done by their faculty on site, some of those things, our proposal doesn't match very tightly. And those are the kinds of hurdles that are in the system right now. (2.4, ll. 639-648)

However, among the various stakeholders, the government was seen as being supportive of the mission. Whereas the government may have been skeptical at first, Ruth assessed that "some of the early resistance from government, I believe, is being removed, eroded at least, if not removed, by the demonstrations of cost relative to the goal" (2.4, ll. 872-876). "The proposal that's been put in is an adjustment of budget, not a request for more money" (2.4, ll. 775-778). Further support for the financial implications derived from clinical nursing administrators who concurred, "There's virtually no added cost to them [the employers] to hire a baccalaureate versus a diploma graduate because of the difference in the kind of service that they [baccalaureate graduates] provided" (2.4, ll. 867-872). Whereas a few stakeholders have yet to state their view, the "[provincial] hospital association has now taken a very strong position, encouraging an increase in baccalaureate education" (2.4, ll. 898-901).

Clearly, Ruth and faculty members have had a few hurdles to address. While awaiting the outcome of the university administrative assessment of the proposal, Ruth and faculty members "would continue on

with our current diploma program because as I said earlier, it's an excellent diploma program" (2.4, ll. 523-526). Ruth contributed through administering the program, fostering the growth and development of faculty members, and participating in professional nursing activities. As nursing educational administrator, Ruth articulated a means by which a vision of baccalaureate nursing education within the college system appears achievable.

The Story of Barbara

A university nursing administrator had commented, "Barbara, you're going to have to make that choice [between clinical teaching and nursing administration]. There will come a time in your maturation when you will be ready for that role" (1.6, ll. 387-391). Remembering the conversation and the significance of the message Barbara smiled, "Well, I wasn't ready then. I decided I was ready now" (1.6, ll. 391-392). Choices have been both personal and instrumental to various opportunities throughout Barbara's career.

At an early age Barbara determined "that my choices are mine and that I have to take responsibility for them" (3.6, ll. 954-956). With a "commitment to quality nursing education" (2.6, ll. 1556-1557), clinical teaching appeared to be an obvious first choice after obtaining a diploma from a hospital-based nursing program. Other choices included completing a baccalaureate degree in nursing and teaching in a college environment rather than in a hospital setting. After several years of teaching in the college program, Barbara pursued a Master's of Education degree. Anticipating a move into administration, Barbara sought courses in curriculum and nursing to build upon "personal interests" (1.6, l. 136) and "for my better skill development" (1.6, l. 138). Then, as the

nursing educational administrator, "I designed a proposal . . . requesting a curriculum revision . . . [which provided a] marvellous chance for me to work out my understanding of curriculum theory" (1.6, 11. 187, 188-189, 202-204). Although "that revision process has actually been a classic on campus" (1.6, 11. 204-206) and the revised curriculum a success, Barbara explained:

I've made choices career-wise based on my family. When I left the Chairmanship, I was burned out. I had done an intense master's program, my children were young, and I really couldn't see myself continuing to compromise my relationship with my kids and my husband. . . . And so I went back, I took five years in clinical teaching. . . . I was fortunate enough to have the constitution to give the time and energy to my family and still do the things that were mentally and professionally stimulating. (1.6, 11. 247-255, 266-268, 330-335)

Paralleling this commitment to the nursing profession was a similarly strong devotion to community activities. Indeed, Barbara credited working in an administrative capacity with a volunteer agency as "contributing most to my early beginnings in administration" (1.6, 11. 13-15). In addition to having the opportunity to learn and apply numerous skills, Barbara noted the importance of the interpersonal relationships with volunteers:

You have to create in them a belief in what the [agency] is about and a commitment to giving their time . . . to that agency. So you have to create an environment that makes them feel supported, where they can see that they are developing. Once you have done that, then you have to function in a business-like manner in order to maximize the time that they have. (1.6, 11. 77-79, 80-88)

Being content in clinical teaching afforded Barbara the opportunity to delve into community activities: "People were still asking me to do things for them. It wasn't as though I had suddenly been removed from the list of people who had skills. I could pick and choose those kinds of things" (1.6, 11. 270-275). There was also ample time for "positive reflection" (2.6, 11. 1286-1287), "looking at what I did with the

Chairmanship and envisioning what I believed was needed for the program" (2.6, ll. 1272-1274). Eventually, these two stimuli aroused a need "to be able to influence the quality of my working life" (1.6, ll. 700-701). Offer of positions outside the college setting intensified the process of self-assessment as well as the desire to return to administration. When the nursing educational administrator position surfaced within the college, Barbara "decided to go for it" (2.6, l. 1332). Reflecting upon the expanded mandate of the new administrative position, Barbara stated:

I believe administrators can create ways for people to be . . . actively involved in making decisions, or feeding in the information they want you to use to make decisions, about the quality of their teaching life. . . . [Moreover,] I knew I could do the job. (1.6, ll. 701-703, 707-711, 490-491)

Therefore, interacting positively with faculty members, students, colleagues internal and external to the college, as well as other senior administrators was central to the role of the nursing educational administrator. The importance of this aspect of the role was evident in Barbara's mission(s), beliefs and values, strategies for implementation, and related challenges.

Mission

Using reflective time constructively tends to bear fruit. As the nursing educational administrator, Barbara established an administrative structure to provide better co-ordination between the two major components of the program--"the theory which was the curriculum base and the clinical practicum" (1.6, ll. 577-579).

I see myself delegating to them [the two co-ordinators] the things that allow them to get a perspective on the scope of those two aspects of our program. With the three-way planning, we've been working very closely at trying not to blur the roles, . . . but I want them to understand my view, where they provide me with the information I need to make the decision and what I interpret as their roles relative to my role. . . . And so that has been the development of the system for operation of the program, and I

believe maintaining that [structure] is a primary role for me. (1.6, ll. 666-673, 674-679, 689-694)

This administrative structure enhanced the opportunity for Barbara to address "more long-term planning . . . for the program and for the individuals in the program" (1.6, ll. 1880, 1881-1882). Essentially "my objectives are on different levels" (2.6, ll. 105-106), encompassing both short-term and long-term time frames.

From the perspective of the program, long-term, we are already doing some work with the university on solidifying our role for the Year 2000 [baccalaureate education for nurses]. . . . Our role should be a primary one in augmenting the clinical components of a four-year degree. We strongly believe the four-year degree should have a strong clinical core. To the extent that we can fight for that commitment, we're going to do whatever. (2.6, ll. 109-113, 183-191)

The stimulus for this programmatic mission was a long-standing one. As Barbara explained:

Anybody who has been teaching in the diploma program as long as I have, which is true of a lot of the senior faculty members across the province, you get to the point where you're constantly saying to yourself, 'Now, look, this is a two-year program.' What you do is dream about what you would teach or how you would teach it, if you had two more years. (2.6, ll. 560-570)

Nursing educational administrators and their respective faculty members are now moving in the direction of their dreams--to realize this mission.

With regard to faculty members, Barbara was "responsible for evaluating and promoting their growth, for the full-time members as well as the part-time people" (1.6, ll. 713-716). Therefore, in conjunction with the mission, Barbara noted the need for "staff stimulation" (2.6, l. 193). Challenges for senior faculty members, prepared at the master's level, pertained to "developing some course work at the baccalaureate level" (2.6, ll. 201-203). Acknowledging the potential for delay in working toward this objective, Barbara commented, "In the

meantime, what I'm doing on campus for them, is doing considerable balancing of their assignments so that each faculty member gets something new and refreshing" (2.6, ll. 205-209). Other objectives encompassed "trying to instill an interest in some of my people to get off to school, and getting them involved in work that recognizes their skills and expertise to make them feel good about doing those activities as opposed to apathetic or tired" (1.6, ll. 801-807). Promoting personal and professional development of faculty members comprised one aspect of the short- and long-term planning objectives.

"Much of my vision then, is way beyond this job" (2.6, ll. 297-298). For instance, another aspect or level of Barbara's mission entailed activities beyond the nursing faculty and program. One goal was to enhance the role of colleagues within the college who continue to grapple with the mandate of a chairmanship position. "Part of my role, because of my credibility with senior administrators, is to see how I can influence that [the transition from the chairmanship to the deanship]" (2.6, ll. 285-288). This view of the various roles and associated responsibilities has clarified for Barbara as a result of previous experience within the college and extensive work "at the senior executive officer level" (2.6, ll. 295-296) in community volunteer agencies. Moreover, for the benefit of the college as a whole:

Some of us had envisioned what could be happening, or should be happening, on campus in terms of curriculum development. We could envision the framework that should be in place. So we formed an ad hoc committee of faculty . . . to flesh out a curriculum development process for the institution. (2.6, ll. 305-311, 322-324)

The wide-spread enthusiasm for this project and ultimate success were apparent as Barbara explained:

The exciting part about this curriculum development process proposal is that it blended all of the different approval mechanisms in-house from academic council to academic affairs to faculty committees to providing an actual department that advised on proper curriculum development steps or criteria, standards, and then actually acted as a support to the program people who should be doing it. (2.6, ll. 347-358)

For Barbara, this college-wide endeavour signified that "I can conceptualize beyond my department" (2.6, ll. 385-386). This project also demonstrated the potential for unity and the interdependence among departments within the college setting, despite diversity in purpose and function. "I don't see [how] I can function in this position and not try, where I can, to influence some of the structures that are in place" (2.6, ll. 344-347). In a summarizing fashion, Barbara commented:

I guess my biggest challenge personally, if you want, then, my mission for me, is to continue to believe in the college enough to be putting my energies into trying to improve some things that are very basic to getting quality instruction to happen on the other end, and that there are supports, structures that could really simplify and solidify what we're doing. So that would be my personal mission. (2.6, ll. 388-400)

These various objectives pertaining to faculty members, colleagues, the nursing program, as well as college-wide programming give credence to the missions perceived by Barbara as the nursing educational administrator. A number of important beliefs and values supported the missions.

Beliefs and Values

There were at least four perspectives--personal, collegial, programmatic, and professional--included in the beliefs and values underlying Barbara's missions. From a personal perspective, Barbara found meaning in the quotation, "If what we do is who we are, then when we aren't we aren't" (1.6, ll. 1153-1155). This quotation speaks to the need for a healthy separation between the individual as a person and the

role or position held by the individual. In Barbara's words, "I do this job, but it's not me. And I build on the other parts of me to make sure that I don't envision when I leave this job that I'll be any less a person" (1.6, ll. 1156-1161). Put another way, "when the job becomes more important than what [or who] you are, what you bring to the job, or life beyond the job, then you obviously compromise yourself. And that's something that I won't allow to happen" (2.6, ll. 12-17).

Still, the role as nursing educational administrator provided "a tremendous developmental time" (1.6, ll. 1871-1872) for Barbara, particularly regarding "a growth in my skills or at least my attitudes about what I'm doing" (1.6, ll. 1868-1869). Although stating, "I don't believe I've got this job figured out" (1.6, ll. 1862-1863), there was every indication that Barbara understood the potential inherent in the role.

I think that administration truly reflects, or should be, a creative exercise as opposed to management. The most frustrating part of this role is often the management kinds of things where you're shuffling papers and that kind of low level resource management. (3.6, ll. 1049-1058)

Being somewhat overwhelmed by the managerial aspects of the paper work that crossed one's desk, Barbara related, "If I get all that paper work out of the way, to the right sources with the right reactions, then I can get on with more of what I call truly administrative or developmental things" (1.6, ll. 793-798). Continuing to differentiate between management and administration, Barbara affirmed:

The time and energy that you have for creative administrative thought happens after work and all the time. But you often find it difficult when you get in the office to actually put it into some kind of working process. And the process of thinking as to how to institute the components of something that might be creative, or innovative, needs no interruption. For me anyway. I do it in fits and starts, but when I want to put it down, I need to see the things in perspective and think relationships through

[without interruption]. . . . So, a lot of my creative time is early mornings or late at night. (3.6, ll. 1058-1073, 1076-1078)

Barbara built upon this philosophy of individualism and administration in approaching the needs of faculty members. "So many people only see themselves as meaningful individuals if they're assigned to a work-related role" (2.6, ll. 32-35). Recognizing this phenomenon among faculty members, Barbara commented further:

I think the application for me is that those people who find themselves in that almost neurotic state are very difficult to involve in change or to challenge with something that might be threatening because it threatens far beyond what might be a superficial structure or subtle change within a department or within an institution or within a teaching assignment because they've assigned so much more meaning to their role. (2.6, ll. 45-57)

As an initial step, then, Barbara endeavoured to "give them [faculty members] that sense of relief and release" (1.6, ll. 1196-1197), that is, to essentially free faculty members from "the pressures they create for themselves" (1.6, ll. 1185-1186). If successful in doing so, "I can build a lot of other things. I'll get them to take risks; I'll challenge them" (1.6, ll. 1197-1199). On a positive note, Barbara described the diversity and strength among faculty members:

I've got a strong mix of every imaginable skill and some real visionary people, some very practical people, some high energy, creative people that go in great bursts but keep us all stimulated, and then, the stabilizers, the feeling, emotional supporters. (1.6, ll. 1226-1233)

Whereas Barbara was prepared to alter assignments of faculty members, "the majority of the faculty members themselves are very self-directed in terms of ongoing education" (3.6, ll. 73-75). Nevertheless, "I've been in the faculty ranks long enough that I know that you can really do people a disservice if you don't give them the right match-up to their talents" (2.6, ll. 602-606). Barbara believes that the nursing

educational administrator should be creative in providing stimulation for faculty members within the institution rather than relying solely upon external educational programming. She said:

They [internal educational programs] can be sometimes more meaningful because they create a credibility within the faculty ranks. . . . We could be bringing resources to us. I've already put in a request to professional development for a physical assessment program for all of our full- and part-time faculty members. . . . That's something they've wanted. (2.6, ll. 621-623, 642-646, 649-650)

Barbara remarked, "We've worked more successfully with the quality of people that I've got here in keeping the challenge level high enough to encourage the kind of creativity necessary to meet the nursing educational needs of the future" (3.6, ll. 36-41).

"We've got tremendous administrative support for this program" (1.6, ll. 1368-1369). Maintaining that support was an ongoing process, particularly when it came to promoting change. Regarding senior administrators and board members, "I have always believed that if you give people enough information, and it's logically presented, and your arguments are supportable, that people will be more likely to understand and *buy into* what you're trying to present" (2.6, ll. 1447-1453). This approach was consistent with the opportunity for "open dialogue" (2.6, ll. 441-442) among Barbara's colleagues within the college setting. There was encouragement for these administrators "to freely challenge each other, but in a very respectful, humorous, supportive way" (2.6, ll. 442-444). To realize the long-term programmatic mission of baccalaureate education for nurses, numerous activities will be required of nursing faculty members, as Barbara commented:

I believe in my commitment to quality nursing education and that I am going to work toward [baccalaureate education for nurses] in-house. . . . I think my mission is to try and have this program

actively represent what would be my future aims for nursing as a profession and as a career. (2.6, ll. 1554-1558, 1563-1568)

Externally, Barbara contributed to, and benefitted from, participation in activities with colleagues in the provincial nurses' association, the provincial Nursing Educational Administrators' group, as well as the community.

I have spent all of my professional life being active beyond just my own work environment doing that [promoting quality nursing education]. I don't put a lot of time and effort into things in which I don't believe. (2.6, ll. 1558-1563)

Barbara's belief in quality nursing education and energy level behind that commitment were indeed substantial. Thriving upon the autonomy permitted a college teacher/administrator, Barbara acknowledged that challenges derived from "my professional work within the [professional association], my work as a member of the University Senate and college advisory committees, as well as [agency] community work" (1.6, ll. 1012-1016). There appeared to be a strong linkage between Barbara's role as nursing educational administrator and Barbara's participation in local, provincial, and national nursing activities.

How I work with the [provincial nurses' association, nursing educational administrators' group, and national nursing committees], the jobs that I have done, the jobs that I may continually be asked to do, will identify me as part of this college. And I believe, because of my work in the community, if I'm at [this college], then, I'm okay, or [this college] is okay. [Also,] because of my work professionally, when I go there, I take [the college] there, too. (1.6, ll. 866-874)

The students were not forgotten. As nursing educational administrator, Barbara accepted that students had a need and a right to

have a little bit more appreciation for what I believe because I think the one thing I've got to be seen [doing] is role modeling certain values about nursing education, relationships between students and faculty members, the learning environment, and the support of my office for making sure that their education is the best it can be. (1.6, ll. 414-423)

In planning to achieve the mission of baccalaureate education for nurses, Barbara suggested on behalf of the students:

I think that it [nursing] certainly offered me many challenges. I'd like to think that our nurses and the nurses of the future, would have an environment, a career environment, that encouraged the credibility that they should be given and the challenge that they have the ability [to contribute to the profession and health care system]. (2.6, ll. 1568-1576)

All of these beliefs and values supported the notion that the missions were achievable. Moreover, there was considerable fortitude in the personage of the nursing educational administrator who stated, "I'm going to have to make it [the programmatic mission] happen" (1.6, ll. 1699-1700). Barbara also offered some insights into the strategies essential to implementing the mission.

Strategies

Once again, the key participants in strategies included Barbara as the nursing educational administrator, faculty members, senior administrators within the college, as well as professional colleagues, locally and provincially. As mentioned previously, Barbara altered the administrative structure within the nursing department to enhance coordination among faculty members in promoting the strengths of the program. Assessing the needs among faculty members, Barbara explained another change:

We got approval two weeks ago to convert four of our senior part-time hourlies into full-time sessionals which gives them an ongoing relationship, benefits, a sense of security, and also an opportunity for them to have some direct input [into the program]. (1.6, ll. 720-726)

These changes constituted "some of the structures that I think can support the program" (1.6, ll. 754-756). Although faculty members were "comfortable with doing [teaching] a two-year program" (1.6, ll. 1255-1256), Barbara said, "they're skilled enough to be doing a generic

nursing program" (1.6, 11. 1253-1254). Having worked through an extensive curriculum review a few years ago, faculty members "can envision the relationships of how you would design the next few years [of the program]. . . . They've actually worked it through" (1.6, 11. 1261-1263, 1255-1266). Barbara's role then was "to use the resources that are here, because they're considerable, and meshing those in an educational way, into a program for a degree" (1.6, 11. 1782-1786).

Barbara has made "initial contacts" (2.6, 1. 125) with university personnel, "opening the doors, formalizing the communication lines, seeking out their plans" (1.6, 11. 126-128) to determine "when I could actually start making some direct connections" (2.6, 11. 130-131). There was a need to maintain the momentum by getting underway, "to revitalize that commitment and enthusiasm" (2.6, 11. 151-152) among faculty members. To date,

We've designed all components of a program, from an integrated four years in which we teach two [years], to a two-plus-two which is kind of the add-on Post-Basic as it is now. We've envisioned ourselves in various roles from joint appointments with the university to teaching nursing courses here [in the college] because our people have the clinical skills and teaching experience, to actually entering into a complete four-year program where the intricacies of the relationship from admission on are so formalized that it would be a four-year program that was a thoughtfully developed program. (2.6, 11. 162-178)

Clearly, faculty members were "already mentally there" (2.6, 1. 968). What remained to be done was "just giving them the freedom from their work-loads to look at the project in a serious way and to get down to the specifics" (2.6, 11. 969-972). There was significant support from the President regarding these activities toward the mission. "I truly believe that if in the next budget I put in a request for x amount of release time for people to work on that planning that there would be good consideration for that" (2.6, 11. 947-952).

Both the nursing educational administrator and faculty members anticipated being caught up in the movement for doctoral preparation for nursing educators. As Barbara confirmed:

It's obvious that the new rules and regulations for schools of nursing are going to require PhD directors. [Moreover,] to have credibility within the university setting will require some PhDs even in joint appointments. If I don't have a PhD, I wouldn't be acknowledged as an appropriate level of faculty. . . . But, if that's the game you have to play to make this program and this team of our program credible over there so that we can talk turkey, then I would have the paper work [PhD credential] behind me and some of my faculty members would make sure that that would happen, too. (2.6, 11. 1366-1374, 1385-1392)

With regard to senior administrators and the Program Advisory Committee, Barbara "keeps them informed" (3.6, 11. 197-198). Acknowledging the importance of providing information in a timely fashion, Barbara stated, "I make a point of setting up meetings so that I can tell them what I'm doing. It has always worked for me in the past" (3.6, 11. 198-201). Providing "preparatory time [and] background" (3.6, 11. 205-206) information, fostered a "sense of confidence . . . [and] trust" (3.6, 11. 216, 218) and ultimately, support. Barbara made reference to a recent Program Advisory Committee Meeting.

I've probably been very honest about even the negatives so that I can try and keep that kind of balance. . . . So, I give them all the facts. . . . [For example,] we were very straight with them. We shared the program evaluation, on which we had done an analysis and had written up [a report], with the Board with all our foibles and all our strengths, and then, what we were going to do about them. (3.6, 11. 221-224, 229-230, 232-239)

Working in a "lot of environments" (3.6, 1. 609) with "a wide variety of people" (3.6, 1. 611), "very fine people" (3.6, 1. 618), Barbara determined "what I know are basically sound management principles, or administrative principles" (3.6, 11. 619-621) that work. Barbara elaborated:

When I've done various tests on leadership skills and leadership qualities, they're very accurate about my personality and how I work with people, how I think, and how that affects the way I present myself in leadership situations. So, it's been through kind of an analytical process and also, an experiential process, that I've arrived at the things that work for me. And I guess I feel that it's more honest to use things that work for me . . . [so] that I can come across having some integrity in what I'm doing. (3.6, ll. 624-636, 641-642)

Realistically, in working toward the mission, Barbara and faculty members faced a number of challenges.

Challenges

Reflecting upon the resistance to *progressive* change within the nursing profession, especially with regard to educational programming, Barbara noted, "We're now seeing some forward momentum and [while] it's been . . . driven by strife to a certain extent, some very constructive things [are] coming out of it" (3.6, ll. 1163-1164, 1165-1167). In assessing potential dilemmas to the mission, the majority reside outside of Barbara's direct influence.

A major stumbling block to moving forward was the lack of faculty support within the university setting. "When they get people on-line, obviously next spring or summer, we're going to have to intensify our involvement" (2.6, ll. 136-139). Consequently, faculty members in the college setting approached other universities and proceeded independently to plan an appropriate curriculum.

The next few years were "going to be a very critical time for change within the whole institution" (2.6, ll. 477-479). Not only would there be a new President coming in, but also a number of key senior administrators will exit, making room for "all kinds of shuffling internally" (2.6, ll. 474-475). Whereas the negative aspect pertained to the loss of "some people who have been very important to our working

lives" (2.6, ll. 500-502), "the exciting part is the potential for new blood and new mission from a presidential level, because it will affect all of us down the road" (2.6, ll. 495-499). The challenge for Barbara came in the realization that, "to a certain degree, all programs are vulnerable depending upon the individuals at the top and how much support they feel towards you, especially when it comes to budget or special requests for the department" (2.6, ll. 509-514). The implications of these changes for the nursing department revolved around the need "to educate [senior administrators] all over again" (2.6, ll. 520-521). Since "nursing programs have not been easy to manage in colleges" (2.6, ll. 532-534), seeking and gaining programmatic support have become aspects of a "constant process" (2.6, l. 522).

You have to be not only credible in what you are trying to explain and in seeking support but also, you have to function and manage yourself in a way that doesn't cause waves. You have to give [senior administrators] a chance to believe in your abilities. (2.6, ll. 522-528)

Financial constraints persisted as another obstacle. If governmental personnel were to "come out with some more dollars with the health care delivery integration" (2.6, ll. 858-859) and "for articulation or transfer relationships in postsecondary institutions" (2.6, ll. 866-868), then substantial progress towards the mission could be made. Increased monies would have several effects: more nurses would have "easier access" (2.6, l. 869) in obtaining a degree, "our administration and some of the people at the university [would] buy into the programmatic [mission]" (2.6, ll. 871-873), and "new faculty positions for nursing" (2.6, ll. 883-884) would be possible within the university. Certainly, the college nursing department had "very generous dollars for running this program, but included in that is not

the planning/development dollars" (2.6, ll. 928-932) to release faculty members. Barbara anticipated that there was a definite possibility for additional funding from the government as a consequence of a recent assessment of health care objectives.

Further, there was a potential challenge over which Barbara had complete and direct control. Essentially, it may be necessary to exercise caution over those "problems created by myself in terms of setting too ambitious a time line, or too many jobs for the time line and having to constantly re-evaluate the deadlines that I've placed" (2.6, ll. 1110-1115). This challenge also impacted upon faculty members.

I listen to the pressures that they [faculty members] are feeling and make any adjustments accordingly. [My actions] show them that the objectives don't change, just when and how we get there might be flexible. . . . I'm pretty tenacious. They know from my past that while I might make allowances, I'm not going to forget. . . . They're going to hear from me again on it. They're prepared for that. (3.6, ll. 23-28, 28-32, 34-36)

Still, Barbara admitted, "what I try to do is keep some focus because one of my biggest problems is over-extending myself and going off in 101 different directions" (2.6, ll. 826-829). Cognizant of the detrimental effects of burnout, Barbara surmised, "I've certainly been known, at times, for being difficult, [but] I've got the freedom to continue to be myself" (2.6, ll. 1513-1516). Reflecting upon a commitment to a career in nursing, Barbara declared:

I think what probably sustains me always is that I just really enjoy nursing. I enjoy what we do. And I believe very much in the value of what our future can be. If I do nothing else but reflect that in the way I conduct myself, then I think that that is important to me. (3.6, ll. 1109-1117)

Summary

Ruth and Barbara were sensitive to continuities with the past and the historical development of nursing education in defining their roles as nursing educational administrators. When reflecting upon their careers, they both acknowledged the substantial effect which particular events over time have had on shaping their nursing experiences. Having participated on a provincial committee that completed "a very extensive analysis of educational programs" (2.4, ll. 251-252) to adequately prepare nurses, Ruth perceived the recommended two-year program to be outdated before it was ever implemented. Therefore, although she "was excited about the possibility of coming into a college setting where we might see transition" (Ruth, 2.4, ll. 303-305), the two year time frame of the college programs was no longer sufficient to prepare nurses to meet the demands of the sixties. In her view, the knowledge explosion and technological advances left a mark on the health care system at the same time as ushering in the space age. As Ruth commented, "the time lags [in achieving change] have just about been the ruination of us" (2.4, ll. 1101-1102). Similarly, Barbara remarked:

After 20 years of working on this vision, I would have hoped that by now we would have had more people buy into the nursing profession's goal. But, I think, because we've had resistance, we've probably had more need to thoughtfully prepare our arguments and use our resources effectively. (2.6, ll. 1581-1589)

Nevertheless, there was optimism in Barbara's comment:

I guess the frustrating thing is that we've been in a cycle for so long of things just coming around. But we're now seeing some forward momentum and it's been motivated or driven by strife to a certain extent, but some constructive things are coming out of it. (3.6, ll. 1160-1167)

However, being cognizant of past events and hurdles, current demands upon nurse practitioners within the health care system, and anticipated

future expectations based upon a changing environment, Ruth and Barbara sought to provide leadership in achieving the mission within the college system. Both of the nursing educational administrators had obtained the commitment of faculty members to the mission. External factors remained to be addressed to allow further progress toward the mission--to foster the bridging of the past to the future of nursing education. The historical perspective allowed both Ruth and Barbara to place their current programmatic mission--to provide baccalaureate education for nurses within the college setting--in a contextual framework which emphasized slow, evolutionary change.

CHAPTER V

LEADERSHIP: CHANGING ORGANIZATIONAL CLIMATE

The stories of Mary and Carol both reflect the extent to which their activities were shaped by the need to overcome uncertainty or disquietude in the organization prior to being able to implement their own styles of administration. Ironically, in both instances much of the anxiety and uncertainty was associated with the circumstances under which previous administrators had left the position. Changing climate became a first priority. Although the stories of Carol and Mary serve as examples of how uncertainty influences leadership style, they also confirm that appropriate degrees of certainty and stability can be created. These stories tell how a mission, beliefs and values, strategies, and challenges influenced a change in climate.

The Story of Carol

"I don't hesitate to say it was almost a matter of default that I first accepted the position on an acting basis" (1.2, ll. 215-218). Staying on in the position as the nursing educational administrator was a two-part decision--with both Carol and the employer contributing to the decision. Although a difficult decision, several factors assisted Carol, for instance,

Having had a very bad situation recently and not wanting to repeat that . . . and not wanting to be in a state of limbo for a period of time when major employers can leave a position vacant for a long time, to sort of see what happens. (1.2, ll. 263-265, 267-271)

Further, recognizing that everyone had been "battered emotionally" (1.2, l. 710) under the previous administrator, Carol believed that the faculty and staff members needed stability, a coming together, a time for renewal, not the disruption of another new administrator. There was

also "the sense that I was reasonably secure if I wanted the position. . . well received by faculty. . . . [and] confident that I had good working relationships as a peer" (1.2, ll. 253-255, 273-274, 271-280). Nevertheless, it was not easy to give up the peer relationship and undertake one of "authority" (1.2, l. 184), being "potentially, a fair but sometimes tough administrator who, on occasion, had to make decisions I knew would not be popular" (1.2, ll. 287-290).

Carol's experience in the work setting has been varied and rich. After completing a diploma nursing program, Carol worked in gynaecology in a hospital setting. Leaving nursing to be married and to have a family, Carol returned to work in a variety of settings. With the children in school, Carol pursued a baccalaureate degree in education, followed immediately by undertaking a master's degree in education. While in the educational environment, Carol "became more interested in occupational health because of work I did during my program years" (1.2, ll. 56-59). Moving into the college environment, Carol had the opportunity to establish a post-diploma certificate nursing program and to work initially as a teacher and later as the manager. In this same time frame, Carol completed the necessary course requirements of a doctoral program in education. The strain of working in administration and doing doctoral studies at the same time caused Carol to postpone work on a dissertation until a sabbatical was possible. It was at this stage that Carol moved into the position as the nursing educational administrator. A first priority was to establish a healthy environment for faculty and support staff members, an activity which led to the development of a mission statement for the department of nursing.

Carol's work can be described as focussing upon a mission, beliefs and values, strategies and challenges.

Mission

As nursing educational administrator, Carol's approach to renewing and stimulating the nursing department was to focus upon the future. With the assistance of an outside consultant, Carol has been "instrumental in spear-heading the department, not just faculty, but all staff members, because I felt that support staff needed to be equally involved in the development of the mission statement" (2.2, 11. 242-247). Developing a mission for the nursing department involved a change in the climate and the initiation of an evolving, ongoing process. As Carol recalled:

When I accepted the position, it was knowing that a lot of healing had to go on amongst ourselves, with each other, before we could expect to make changes in how we related to students. And so, in working through our belief statements and in developing a mission, I think it was very cathartic for us as to what we had come through and where we wanted to go. (1.2, 11. 713-722)

With everyone involved in the development of the mission statement, "there's a sense of ownership among the people in the department" (2.2, 11. 839-841). The outcome of this deliberation was a "mission statement [that] has four belief statements about nursing and health of the individual" (2.2, 11. 323-325). Under the mission statement of "Leadership in nursing education" (2.2, 11. 250-251) are the two concepts of "learning with caring" (2.2, 1. 1137), almost superimposed to indicate the equal importance given to each concept. Explaining the intent and the meaning behind the phrase, Carol commented:

So that the mission statement because it includes the word 'leadership' is intended to reflect to the community, to our constituent group whether it's students or co-workers or faculty

members, who . . . that we see ourselves as having the strength to assume that leadership role in the community. (2.2, ll. 1692-1700)

Therefore, Carol, "being the leader of the department" (2.2, ll. 760-761), really believes "that we have the strength and uniqueness to demonstrate our mission" (2.2, ll. 254-256). Continuing along in that vein, Carol added:

On a global level, it's really to envision ourselves as leaders in nursing education. . . . [For instance,] in [providing] alternative delivery styles, [we increase] accessibility to students who don't always fit the norm of 'eighteen, blue-eyed blond' kind of background. [These] delivery styles can mean our ability to provide a program that is built on a very humanistic, caring domain rather than just the academic. And that's not to lose the rigour of the academic [dimension], but to balance it with what I feel is so important in nursing. (2.2, ll. 257-259, 262-274)

Moreover, leadership, to Carol, the faculty and support staff members, has the connotation of being "forward looking, of not being stagnant . . . being open and visionary" (3.2, ll. 139, 142). All of these aspects contributed to the meaning and the intent behind the mission statement. While unique to the department of nursing, the mission "Leadership in nursing education" (2.2, ll. 250-251) was "developed in harmony with the college mission which is being responsive to the community" (3.2, ll. 101-102). Certainly, nursing faculty members have been central in responding to nursing issues as articulated by the community; for example, with regard to programmatic needs for nursing assistants and psychiatric nurses.

On a specific level, the mission statement of beliefs addressed such aspects as choice with the associated responsibilities and consequences, individuality of people, tolerance for differences without being judgemental, and valuing a positive learning environment for students. Carol sensed a strong degree of agreement regarding the

beliefs in the mission at the time of development. Likely, it was opportune to review the mission with faculty and staff members, as Carol commented, "With everything that is happening now, let's look at these statements and see if they still ring true for us" (3.2, ll. 1235-1237). Carol described beliefs and values which support the mission.

Beliefs and Values

The beliefs and values relevant to the mission development derive from Carol as the nursing educational administrator, the people involved--both faculty and support staff members--as well as other individuals external to the department, and the program itself.

Beginning with "the self as instrument" (3.2, l. 2047), Carol noted:

I always have a sense that I myself have to be healthy, both mentally and physically, to be effective in the work that I do. And unless I can balance the demands in my life to create, and to be in, that state, then I really have a problem. (1.2, ll. 180-186)

Being a member of "a very closely knit family unit, both above and below me, as far as my children and siblings" (1.2, ll. 193-195) are concerned, Carol has "to consciously, continually work on maintaining that balance of what's important" (1.2, ll. 199-202). Whereas personal demands come from a desire to be an "expert student, expert mother, and expert daughter" (1.2, ll. 206-207), professional demands surfaced from "being in a reasonably high profile job" (1.2, ll. 196-197). Still, "work is sort of the centrality of my life, because in my life style and my life picture, I need structure and work provides that [structure]" (3.2, ll. 1890-1894). According to Carol, "I think it's a well-ingrained work ethic not only of work ethic as work being good for your soul but also work ethic as in excellence that has been an expectation from my childhood. . . . And I think partly of self-drive now, too"

(2.2, 11. 1355-1360, 1362-1363). Perhaps the position as nursing educational administrator also provided the opportunity to be productive in expending energies toward a commitment external to the family but determined to a large extent by family principles. The administrative work environment afforded Carol "the chance to be self-directed" (3.2, 11. 1977-1978), to "thrive on the challenge of accepting projects, seeing them through to completion, and then, starting new ones" (2.2, 11. 1372-1374), to pursue and enjoy "intellectual stimulation" (3.2, 1. 1898), to be confident with a positive self-image, and to "feel good most of the time about the job [I am] doing" (3.2, 11. 1938-1940).

With regard to the mission, Carol stated:

I was leading the parade in developing it. . . . And I thought at that time that we needed something we could feel was ours and it couldn't be imposed upon us by someone else. . . . We could use it almost as a benchmark of what we're doing in this department. So, we had to create statements and project into the future of how we would use them. (2.2, 11. 248-249, 302-306, 308-315)

The mission, to Carol, was not "just a lofty, nebulous thing" (2.2, 11. 549-550), but something "toward which to strive" (2.2, 1. 551). Placing the mission of the department in perspective, Carol commented:

I can't attain it [the mission] in isolation, because we're part of a large system. [As a consequence,] it requires a high level of collaboration on my part with external forces too; I can't just be working internally. (2.2, 11. 580-586)

Recognizing the key participants to realizing the mission, of course, was only one aspect. Another dimension pertained to possessing appropriate administrative abilities to act accordingly and also to stimulate suitable activities among faculty members. Carol placed considerable importance on communication skills. Suggesting that "communication is shared meaning" (3.2, 11. 209-210), Carol believes communication can be used "to improve how we do administratively" (3.2,

11. 1184-1186) as well as "in knowing each other a little bit better in a large department" (3.2, 11. 274-276). As the nursing educational administrator, Carol was somewhat removed from the peer relationship of the faculty members and, therefore, "feels a little left out of that [the social aspects of communication]" (3.2, 11. 538-539). Despite being "a social animal" (3.2, 1. 540), Carol rationalized that "part of your job [in administration] meant that you couldn't be that same player any more" (3.2, 11. 542-544). Furthermore, it was necessary to "develop some type of veneer that allows you to not over-react, to accept that there was always going to be that faction" (3.2, 11. 806-809) that will disagree with decisions emerging from the office of the nursing educational administrator. Indeed, being a nursing educational administrator entailed dealing with conflict in making decisions; for instance, the failing student who was asked to leave the program or the faculty member whose wish for a paid sabbatical could not be granted.

About the whole notion of decision making, Carol observed:

I have a sense of respect for the decisions I should be making. And I really don't expect anybody else to tamper with those, and maybe I've been able to get that across. . . . [Similarly,] I couldn't expect a committee to function if I didn't give them [the committee members] the authority and responsibility to make their decisions independently. (3.2, 11. 1814-1819, 1710-1712)

These comments do not mean that Carol wouldn't use both personal and positional influence to make "some recommendations to them [committee members] in dealing with appeals" (3.2, 11. 1713-1715) on behalf of students. Carol stated, "I sense I'm successful in gaining support when I pursue it. And I also sense that I don't pursue it enough" (3.2, 11. 1614-1617). Since Carol believed that she was "perceived as being a very strong, competent person" (3.2, 11. 1632-1633), being influential and seeking support were anticipated, but "you tend to feel that you

can't let go of things or you can't admit to people that you need help with things" (3.2, ll. 1633-1636). One could rationalize that faculty members are "busy with what's in their natural, normal, day to day scope or span of control" (3.2, ll. 1645-1648) in defending the lack of delegation of activities. Or, was it part of the distancing that occurred between faculty members and the nursing educational administrator, despite being peers at one point in time? Nevertheless, Carol approached faculty and support staff members according to a personal philosophy of being "a simple people kind of person . . . and that goes a way back to my childhood and sort of to an administrative style" (3.2, ll. 2040, 2043-2045).

"You can't provide leadership in nursing education without the strength of the people" (2.2, ll. 542-544). Carol's philosophy about the collaborative nature of the leader-follower relationship was evident in the following statement:

The sense of leadership is a very strong, a very powerful concept. If I, as the leader of the department, tend to influence the direction toward which the department is going, I've got to have followers to follow me. And I can't expect the followers to follow me unless they feel that they are part of whatever [it is toward which] I am leading them. (2.2, ll. 1682-1691)

As developed, "the belief statements have in fact helped with the recognition or the valuing of fellow members" (2.2, ll. 1123-1126). The process of creating a relevant mission for all faculty and support staff members essentially was both freeing and encouraging. Each participant regained a healthy self-image and the opportunity to move forward. In Carol's words:

'Leadership in nursing education' conveys not only the strength but also the mobilization or the empowering of the people in the organization to do some risk taking, to try out some new methods, to be prepared to fail once in awhile, but have the

resourcefulness or the sense of security that that's okay. (2.2, 11. 1710-1718)

Believing that "your people are your most important resource" (3.2, 11. 438-439), Carol fostered an environment in which faculty and support staff members contribute to their specific work role. For example, rather than impose a structure upon two staff members, Carol endeavoured "to facilitate the peers working on a project together" (2.2, 11. 1510-1511) to sort out the individual responsibilities of each person and "to have some insight into the value of each other, too, appreciating each other's strengths" (2.2, 11. 1546-1549). Once again, working through the separation of duties in an expanding department demonstrated the necessity for "those belief statements of tolerance and recognizing differences" (2.2, 11. 1551-1552) among individuals.

In dealing with faculty members, Carol believes a successful way to influence them is to *plant seeds*.

But the influencing of people, of getting them to talk about things--I guess that's a source of pleasure as an administrator-- is to see an idea of the seed you planted away back somewhere just incidentally coming back to you as, 'Is it okay if we try this or do that?' And that to me reflects, likely, an effective way of influencing. (2.2, 11. 1471-1481)

Enhancing an open environment in which faculty members may freely discuss issues and maintain some independence of functioning was part of Carol's plan. Both faculty members and students alike demonstrated personal and professional benefits in such a setting. "Sitting in meetings where I hear people express ideas that to me are indicative of them growing in themselves. . . . makes me excited" (3.2, 1878-1881, 1883). To ensure that an open and secure environment was maintained, Carol addressed potential conflict situations with faculty members cautiously.

I see faculty members individually at their request. If it [the discussion] has anything to do with program concerns, they [faculty members] know that before I see them they will be asked if they've discussed the issue with the appropriate [co-ordinator]. . . . If it is something where the [co-ordinator] would be involved in the future or has been in the past, and there is any kind of conflict resolution, I insist on having them [the co-ordinators] involved. I sense that faculty members are okay with that arrangement. (3.2, 11. 397-402, 407-416)

The mission provided a framework within which the nursing educational administrator, faculty and support staff members, and students functioned. Carol believes, "In education, you're never finished. If you ever stopped questioning and reviewing and revising, I think you would become stagnant, and it would show. So, I don't think of an end point" (2.2, 11. 1220-1225). To keep a nursing program up-to-date and credible required constant and persistent attention to the changes within the professional field and within society. Carol assessed, "There are still some gaps between where we as a department see ourselves going and what is implied as restrictive from the college administrators" (3.2, 11. 32-35). On the one hand, a distinct advantage of the college-based nursing program is the autonomy of function with regard to the clinical agencies. Carol perceived that faculty members "would value the student who would question a protocol or policy within a hiring institution" (3.2, 11. 1420-1422), and "I would like to think we are preparing thinking professionals" (3.2, 11. 1413-1415). On the other hand, Carol had a need to clarify the support, or lack thereof, among senior college administrators so that there was an opportunity to determine the next steps to realizing the mission of the nursing department.

As the nursing educational administrator, Carol took responsibility for "being visibly involved" (2.2, 1. 1568) in college

functions. There are numerous social occasions throughout the year which require participation--to demonstrate support and to be influential in return. "I don't find them hard to do, . . . but I feel it's important, . . . not just as a contributor but to being an important part of my life in the college, the *company man* kind of concept" (2.2, 11. 1568-1569, 1571, 1573-1576). Additionally, Carol contributed by "financially supporting our Foundation, which is not a new but a growing arm of the college" (2.2, 11. 1558-1560).

For the most part, the beliefs and values revolved around the faculty members, students, and Carol as well as senior administrators within the college. Strategies to implementation of the mission also required the participation of other individuals, some of whom were external to the college.

Strategies

Established as a point of reference and an indication of renewal--an opportunity to come together to reassess and start anew--the mission served its purposes well. It was possible to consider examples of the mission being implemented from the past, present, and expectations for the future.

At the time of developing the mission, the faculty and support staff members' response "was all very strong, very powerful, powerful to the point, I think, of being a bit frightening--of living up to the belief statements" (3.2, 11. 1325-1328). However, in representing personal beliefs and values with regard to oneself, others, nursing, and education, "the belief statements are a very natural thing to most of them [faculty and support staff members]. And for each of them, they may not need to refer to the belief statements to function" (3.2, 11.

1357-1361). Quantifiable evidence, Carol explained, could be that "I have had no student appeals since I have been in this position" (1.2, 11. 770-772). Perhaps that outcome also stems from Carol's philosophy about the faculty-student relationship:

I feel that [outcome] reflects somewhat in me making faculty members very aware that we're not there to punish students, nor to surprise students, nor to increase students' anxiety, beyond the value of anxiety for studying and so on. No student in one of our courses would fail without having that failure explained to him/her by the faculty member. (1.2, 11. 772-782)

Students were also aware that:

If faculty members fail a student and that student appeals, I will not support the student appeal if failing was based upon unsafe practice. But, if I'm going to support that [failure], then, I need to have documentation and faculty members have to be prepared to provide that kind of thing, too. I haven't had to deal with any appeals. (3.2, 11. 1787-1796)

Similarly, Carol noted:

Neither have I had a faculty grievance. . . . In dealings with faculty members, if I wasn't able to comply or have had to make a change that affected faculty members, where there was a potential for grievance, I have at least been able to give them enough rationale to know that they [faculty members] went away knowing on what basis I made the decision. (1.2, 11. 793-794, 797-805)

With the mission statement completed, Carol was able to "ask people to identify examples of where they see our beliefs in action" (1.2, 11. 726-728). On a more formal basis, Carol set up a small group of individuals to assess whether or not the mission statement was indeed being implemented.

[Whereas] I tried to avoid the use of a committee, I established a group which said: 'We have all participated. Let's start looking for some evidence that this in fact is what our beliefs are all about.' And because of my deliberate notion of not wanting it to be a committee with a chairman, minutes, and all that sort of thing, it just kind of fizzled. (3.2, 11. 1244-1254)

While the group had not met for some time and faculty members did not tend to speak in terms of the mission, although they may well function

accordingly, Carol appeared to make considerable use of the mission in internal and external interactions. Internally, when meeting with individual faculty members, Carol often referred to specific belief statements.

The one dealing with the individual refers to the aspect of choice in our lives and with choice comes responsibility and consequences. So, I have to sort of march that one out this afternoon in having a faculty person come in here who is very unhappy about the way she's being treated, to remind her that she made some choices and we supported her in those choices. But, it's not surprising when you make a choice, there are some consequences and we can't always anticipate what those might be. But the freedom of choice is a freedom for which we really strive, and in exercising that choice, these [outcomes] are some of the consequences. (2.2, 11. 325-344)

Carol expected faculty members to utilize the mission statement in their practice with each other, students, and other colleagues. "I hope that faculty members dust them off once in awhile too" (2.2, 11. 346-348). Since students were given a copy of those belief statements, faculty members ought not to be surprised when "we are challenged on them and have to defend our action" (2.2, 11. 358-360). Students and other faculty members, feeling that they have been treated inappropriately, have a right to expect an explanation.

Carol realized that there were at least three dimensions to achieving the mission in the fullest extent of the meaning behind the words. An extensive degree of collaboration was essential. Internally, it was important to liaise with people in the structured system in which they all worked. Of course, each faculty and support staff member had an independent role to perform and Carol contributed to the smooth functioning of the department as well. "The other one that I have to continue to pursue is, I guess, ensuring the support of the institution [senior administrators] itself" (2.2, 11. 605-607). Externally, it was

Carol's responsibility to remain "up-to-date with what is going on in government and the profession" (2.2, ll. 598-600). Another link was sometimes considered both internal and external, that of the Program Advisory Committee. Whereas the Committee was an internally structured entity, the membership was intentionally derived from the community. Carol was the one who liaised with the Program Advisory Committee to keep them current with developments in the nursing department and plans for the future. All of these linkages

seen to be very crucial right now for me because of my doubting. We're looking at degree granting and the community college system is not in harmony with degree granting. And so it's a very major policy level problem rather than just an incidental day to day kind of thing. (2.2, ll. 608-616)

In view of the discrepancy between the future orientation of the mission of the nursing department and the college mandate, Carol believes that it is time to take "a very strong stand" (2.2, l. 875) as has been done in the past during the development of the programs. The message being, "If we're not trusted or respected for our professionalism in nursing, then maybe we should say, 'You don't need a nursing program here at the college'" (2.2, ll. 881-885). While Carol and the faculty members have not set a time frame within which to achieve the full extent of the mission--to provide a baccalaureate nursing program within the college environment, they gave credence to the professional goal. This goal, known as EP 2000 (Entry into Practice by the Year 2000) "at least gives us a bit of a framework within which to work" (2.2, ll. 1253-1254). For Carol and faculty members, there appeared to be a distinct gap between the visionary aspect of their mission and the daily operation of their mission.

In an attempt to make some progress toward expanding the extent of internal support, Carol arranged a meeting with senior administrators. During this meeting, faculty members had an opportunity to present to senior administrators a serious assessment of their functioning as leaders within the nursing community. From their perspective, faculty members stated, "We are perceived that way [as leaders]. External agencies have commented, 'You must continue. Why haven't we heard anything from the college about going for a degree granting program?'" (3.2, 11. 86-90).

Carol continued:

Being responsive to the community involves being responsive to the professional, our profession. So, that was the mission, it was building on the college mission because we're trying to develop a stance which will show the senior administrators that we have been responsive. (3.2, 11. 117-124)

In other words, Carol and faculty members believe that they have been able to address the individual and pressing needs of the community over the years. There was a strong desire "not to be thwarted" (3.2, 1. 116) in progressing toward the future needs of the community and the nursing profession. Further, Carol provided an accounting of both the supporting elements and the obstacles--potential and real--which related to challenges in achieving the mission.

Challenges

Support--personal, collegial, administrative, and financial--is a requirement to realizing the mission. While some supporting elements remain steadfast, other supporting components needed to be sought and nurtured prior to being obtained. Obstacles tend to stand in the way of making progress toward a mission. Carol observed some resistance to change from external as well as internal factions.

From the external environment, there has been both support and resistance. In a comparative manner, Carol stated, "Certainly finances are an obstacle right now. We don't have the resources that we used to have" (2.2, 11. 1129-1132). Carol offered as an example that financial constraints prohibited the updating of some of the resource materials for students. "I'm dealing with a decision to invest a lot of money for the translation of a program into French. The translation has been done, but now, to stay current, it needs to be redone" (2.2, 11. 1260-1267). As a compromise, Carol stated that a note would be attached recognizing the need, but lack of funding, for the revision. While not belabouring the financial aspects as a major drawback to functioning, obviously monies were not as free flowing as in the past.

Ironically, Carol suggested that there was "a lack of leadership from the government department" (2.2, 11. 1164-1165). This comment was made with reference to "recently published guidelines for system development" (2.2, 11. 1167-1168) specifying the notion of "strong leadership from the department [government]" (2.2, 1. 1170). Although independence from "any kind of government domination" (2.2, 11. 1175-1176) was usually desired, the numerous opportunities for nursing education may indicate a need for some collaboration. "I think it's unrealistic to expect that those [various nursing programs] can all work together harmoniously without some sense of leadership coming from somewhere" (2.2, 11. 1180-1184). Specifically, Carol proposed a potential conflict between the hospital-based nursing programs and the college programs. In particular,

I could give all kinds of reasons for some of our problems in nursing right now being the compliant female, with the hospital grooming those people to be compliant practitioners, working within the policy of that institution rather than thinking

professionals. . . . That isn't just my personal view, but that's what is in the literature now about hospital schools of nursing. They prepare compliant, dominated female practitioners who will carry out the paternalistic policies of the hospitals. And that is not, I think, what we need in nursing, in our profession. (3.2, ll. 1406-1413, 1433-1441)

Even though Carol and faculty members may view themselves as providing leadership, others may not as readily agree.

There was support from external groups for the mission. The professional nurses' association was supportive of all attempts to work toward the EP 2000 goal. Within the association, one of the consultants was particularly positive toward Carol and the activities undertaken by faculty members.

I try out ideas on [the consultant] before I take them much further. I recognize that they [the professional association executive] hold us in high regard. I feel then, that I don't want, in any way, to jeopardize the respect that they have for what we do. (3.2, ll. 1540-1546)

Colleagues within other educational institutions also provided considerable encouragement and reassurance regarding appropriate actions toward the mission. "I have developed stronger bonds with professional colleagues, but I think of that [collegiality] as a strong support system" (2.2, ll. 980-983). Also with regard to individuals in clinical agencies, there was some opportunity to dialogue with them about their concerns. "There are only some kinds of people with whom you are safe" (3.2, ll. 1599-1600) to "try out ideas, do a little risking, and do a little what if-ing, and dreaming" (3.2, ll. 1595-1597).

"I have a reasonably good sense of support internally" (2.2, ll. 866-868). Certainly in receiving "excellent performance appraisals" (2.2, l. 899) and "merit increments" (2.2, l. 901), Carol said, "I have a sense of nothing but support from my immediate supervisor" (2.2, ll. 902-904). This administrative support extended to the activities

undertaken by Carol and faculty members to be "facilitative in improving education for nursing" (1.2, ll. 891-893). Conversely, there was some question about the extent to which other senior administrators may substantiate the future direction of nursing education. In response to a request from senior administrators to delineate goals on a college-wide basis, "The goal came forward about being degree granting, specifically for the nursing program. I was told that that goal was not an appropriate goal to bring forward" (3.2, ll. 372-377). Carol explained, "As a department within a much larger institution, right now, we're faced with the challenge of the changing face of nursing education" (2.2, ll. 388-391). Therefore, as mentioned previously, the nursing faculty members met with senior administrators to discuss their mission, implications, and possible strategies to resolve the discrepancy between the desired goal and college policy.

Carol also noted, "From faculty, I have a sense of a good working relationship and support from the people who report directly to me" (2.2, ll. 1059-1062). With regard to faculty members in general, Carol observed:

When I have a chance to interact with them [faculty members] on a one-to-one basis, I feel relatively good. But I think the distancing creates a problem of them not always understanding that I am involved in many things. (2.2, ll. 1064-1070)

This type of response was one to which Carol gave a great deal of attention. "My concern is that the distancing that is occurring between the people who used to be my peers and myself seems to be increasing" (1.2, ll. 303-306). Carol attributed the response in part to "some changes that I have had to make that have considerable impact on their jobs" (1.2, ll. 307-309). Despite not being happy with the distancing that was occurring, Carol realized that "I have to get the extent to

which it bothers me into the right perspective, otherwise, it could drag me down" (1.2, ll. 315-318).

"Resistance to change" (2.2, l. 1094) appeared to be the biggest barrier to be overcome. For example,

One of the objectives that faculty members set for this year was to modularize more of the theory content [of the program]. There now seems to be some resistance to that although it was enunciated as an objective. . . . And that's all part, to me, of providing leadership in nursing education, and that is, to develop a more flexible, accessible, learner-centred approach. (2.2, ll. 1096-1102, 1103-1107)

Carol could rationalize why faculty members have taken a different stance toward objectives which they themselves had set. "I'm guessing that some of that resistance comes from perhaps a fear and anxiety that they [faculty members] will be replaced, or, because of the changes I had to make in work-load" (2.2, ll. 1109-1113). Faculty members tended to be caught in the dilemma of resisting change for personal reasons (e.g., being replaced by automation) and promoting change for professional reasons (e.g., remaining current within the profession). Whereas some faculty members may be concerned about losing their positions, other faculty members were encouraged at the prospect of change in their routine teaching assignments. Anticipating baccalaureate as entry into practice to cause major changes in curriculum design and increased educational preparation on behalf of the teachers, many faculty members have returned to graduate school.

I also, I guess, take credit for being facilitative in getting faculty members to go on and pursue graduate studies. . . . Obviously, they [faculty members] did the work, but I have certainly in the past few years bent over backwards to create work-loads or flexible scheduling that allowed them to take classes during the day. . . . But, it's pretty great to see that many people prepared at the master's level. (1.2, ll. 832-835, 839-844, 848-850)

So, in pursuing graduate programs, faculty members indicated their support--personally and professionally--for the program, mission, nursing education as well as the nursing profession.

Carol described a few challenges which pertain to the notion of communication. Recent changes in policy surrounding the "No Smoking" restrictions resulted in decreasing the number of opportunities for faculty members to exchange information on a casual Among Carol's faculty members, "The smokers have become quite a strongly bonded unit who go wherever they're allowed to smoke for their breaks" (3.2, 11. 452-455). Communication within the formal setting of faculty meetings or various committees could also be disrupted. In one situation, a faculty member provided "inputs which are usually antagonistic or completely off topic from the topic and decision at hand" (3.2, 11. 975-977). This particular faculty member was having difficulty accepting the actual work role versus a desired position. Carol accepted that communicating negative information was indeed part of the administrative role.

I think it is time I told this faculty member that really the place runs better without her involvement. And here we have been trying, for quite some time now, to bring this member along, and it isn't in our nature to do that kind of thing. . . . I was sort of nurtured on the whole idea that you are a warm, loving, caring person and that you don't cause people discomfort. (3.2, 11. 979-985, 992-995)

This conversation would not "be an easy one to say" (3.2, 1. 1076) for Carol, but "our reluctance to be really honest with this person" (3.2, 11. 960-961) probably has not assisted this faculty member to face the situation squarely. It was now necessary to address "the real issue" (3.2, 11. 963-964).

Communication, to Carol, was central to the role of socialization within the work environment.

I am really struggling right now with the whole aspect of the social meaning in the work place for faculty members. How much of that [social meaning] can we, not necessarily control, but expect to manipulate? Should we even be dabbling with that [dimension of interaction]? (3.2, 11. 455-461)

The behaviours of a few faculty members during a recent social gathering caused Carol and the social convenor to contemplate a number of issues. A part of the discussion focussed upon "male and female roles and the source of our feelings of self-worth" (3.2, 11. 495-497).

If we have a very strong support system outside our work place, it's less important that we gain that [support and socialization] from the college, from the work place. That's one way to look at it for those of us who have strong support either collegially--friendships--or family. Likely, we can come to work every day and never have to socialize with the people--have good working relationships and that's quite satisfactory. (3.2, 11. 498-509)

Nevertheless, in a predominantly female work force, there is the potential for some faculty members to seek and expect "socializing activities in the work place" (3.2, 11. 528-529). "Some people who don't have the outside strong support system are looking for that in the work place, and are frustrated if either they don't find it, or they find one that is not suitable to them. And we have some of those people" (3.2, 11. 546-552). Carol clarified the linkage between socializing in the work environment and communication. Social gatherings were generally arranged to provide opportunities for communication to foster collegiality. "But, to me, that [social gathering] is still very much communication. There is so much communication that goes on in those kinds of situations. If it isn't all positive, directive kinds of things, it [the event] can so easily drag people down" (3.2, 11. 564-571). Cognizant of how difficult it was

"to make everybody happy [and foster] getting along" (3.2, ll. 563-564), Carol surmised, "Maybe we cannot develop a warm and caring environment here. Maybe we can provide and plan social activities, the rest is up to the people" (3.2, ll. 481-487).

Carol could not easily delineate obstacles to achieving the mission of the nursing department. However, a number of basic issues demonstrating the power of communication surfaced, particularly among faculty members.

The Story of Mary

The position of nursing educational administrator was appealing. Still, Mary had some doubts about returning to the nursing department after being seconded for a few years to another department within the college. The position seemed both attractive and unsettling. Certainly, the position as nursing educational administrator offered many challenges--the opportunity to contribute to the department, nursing education, and to the profession. Mary also considered the position an ideal opportunity to learn more about the administrative operation of the nursing department and college. But, like many other colleges and universities, the position was offered as a term appointment, and Mary had previously observed that some educational administrators

have a very difficult time; they don't know what to do. They view it [the position] as a status thing and to go back to being a faculty member is not good. It's just a dilemma. (1.5, ll. 1172-1176)

Therefore, Mary gave serious consideration to the possibilities within the position and the need to contemplate a future beyond the position. This position as the nursing educational administrator "wasn't a terminal goal of mine at all" (1.5, ll. 246-247). After consulting with

other colleagues in similar positions, Mary concluded, "I felt I could contribute something at this point in time. I think at different times, different faculties in schools are at different phases of self-development, and I felt that maybe my style was right for this time" (1.5, ll. 213-219).

Mary's experience encompassed clinical, educational, and administrative opportunities. Entering the nursing profession with a baccalaureate degree, Mary pursued clinical practice. In the clinical setting, Mary worked both as a staff nurse and in a middle management position in intensive care areas. Accepting an invitation to work with students, Mary assumed a joint appointment, a "half-time position in teaching and half-time in supervision" (1.5, ll. 19-21). Later, Mary made a deliberate change to move into nursing education, teaching "in a variety of nursing schools, hospital diploma programs, and then the college program" (1.5, ll. 28-31). During this time, Mary worked as an instructor and in several administrative positions. For a number of years Mary continued to take "a variety of courses" (1.5, l. 64) before "formally completing a master's degree in education" (1.5, ll. 67-68). Currently, Mary is also considering a doctoral program, recognizing that the demand for doctorally prepared nurse educators is imminent.

As nursing educational administrator, Mary was cognizant of the rapidity of change occurring within the nursing profession and the health care system. These changes impacted upon the activities which Mary undertakes and further, upon the mission(s) which Mary espouses for the nursing faculty and program. Underlying the missions are the beliefs and values which Mary brings to the position as the nursing

educational administrator as well as strategies for implementation of, and challenges associated with, the missions.

Mission

In assuming the position, Mary gave serious thought to establishing goals for the program, faculty members, and of a personal nature. These goals were all related since the growth and development of the individuals and the program were inherent in the mission. In defining the programmatic mission, Mary commented:

I was very much aware that the future of nursing education, particularly the diploma level, would be a factor at issue. My overall vision would be that we would move forward to the future bringing the good things we had and the resources that we had towards a better future for nursing education. And certainly, that would be at the degree level. (2.5, ll. 31-41)

This mission to work toward baccalaureate nursing education as entry into practice remained somewhat visionary in that Mary was in the initial stages of planning. "We have embarked upon the collaborative planning process with the [nursing educational administrators from the] university and the hospital school of nursing" (2.5, ll. 46-50). This collaborative planning process was appropriate and vital in that the nursing educational administrators from the three programs have said, "None of our programs are preparing a nurse for the future as well as we could" (2.5, ll. 70-72). Indeed, even the clinically-oriented administrators commented "that we were not preparing nurses for their units as they [need to] function today" (2.5, ll. 98-100).

While Mary and other nursing educational administrators established the framework within which the collaborative planning process would proceed, faculty members continued to address their daily teaching activities. Mary determined an important goal for faculty members. "My second overall goal was to have faculty members

participate in the decision making process of the program where they can. . . . My goal was to make clear to them when they could make a decision and when they couldn't" (2.5, ll. 123-126, 130-132).

Interestingly, this second goal, "the growth and development of faculty members to be a little more independent, . . . is proving to be more complex than the first" (2.5, ll. 336-338, 339-340). Mary observed among some faculty members a lack of understanding about the decision making process. Despite the educational backgrounds among faculty members, some with baccalaureate preparation and others with master's degrees, "they hadn't taken courses in decision making or management or whatever" (2.5, ll. 151-153). Although faculty members wished to be involved in making decisions, they did not seem to realize that "before you make a decision, you need to collect information; even that [aspect] was missing" (2.5, ll. 159-161). Reflecting upon the need for this second mission, Mary stated:

I think in my own career I was probably really lucky that I happened to work closely with some women who were good role models to me in terms of how you looked at this [decision making process]. . . . [Going] back to school reinforced and modified, of course, some of the role models and examples that I'd had before. But not everybody has had that experience. And so, now, we're kind of subtly embarking on a process that I hope will make that clear. (2.5, ll. 162-166, 167-175)

In fostering faculty members' participation in decision making, Mary concluded, "I decided that it might be easier to work with individual faculty members and small groups rather than the faculty as a whole" (2.5, ll. 225-229). Giving considerable thought to the faculty members as a group and as individuals, Mary commented:

The faculty, as a group, is too large to promote good problem solving skills. And so, I've been doing a lot of thinking about how much that [the size of faculty as a whole group] probably influences my second goal to have faculty members

become more participatory, to accept responsibility, to exercise their creativity and initiative. (2.5, ll. 232-243)

Individually, faculty members demonstrated both strengths and weaknesses and, "the instructors should be proud of their work" (1.5, ll. 1391-1392). But as a collectivity, "it's just too large" (2.5, ll. 251-252). "Now I know I need to do more to bring out the positive personality and character, whatever, of the individuals to the total group" (2.5, ll. 255-259).

A number of "different departmental objectives" (2.5, l. 268) were set by faculty members during a retreat and these objectives "are reviewed every six months" (2.5, l. 2392). Among these objectives were plans to: "introduce the computer system to a greater extent in the program, . . . improve our success of the students" (2.5, ll. 281-282, 283-284), develop strategies for "recruitment" (2.5, l. 293), organize "a major conference" (2.5, ll. 296-297), and "look at travel-study" (2.5, ll. 298). "These goals were set over a two-year period" (2.5, ll. 298-300). Typically, faculty members had control over the attainment of these objectives although there was a dependency upon the college and sometimes, the government, for some resources.

"I came into this position with the idea that I would learn" (2.5, ll. 451-452), personally and professionally. From observing other administrators, Mary commented:

Determining one's success or failure on the basis of specific objectives didn't seem like a very good idea. Instead, it might be better to have a broader conceptualization of achievement especially when looking at your own effectiveness. (2.5, ll. 497-503)

Therefore, despite coming from a management by objectives orientation, Mary decided that to "have a positive outlook and learn" (2.5, ll. 259-260) might be more realistic than a number of specific objectives.

Laughingly, Mary added, "I'm learning a lot. So, probably my personal goal is already accomplished. But it [learning] will go on and it will continue to happen" (2.5, ll. 478-483). Contemplating the programmatic mission, "to move towards the collaborative plan, the degree" (2.5, ll. 2361-2362) and the second goal, "to promote the professional and personal growth of faculty members" (2.5, ll. 2363-2364), Mary surmised, these goals "fit with my own personal and professional goal of learning in this process and [my desire] to contribute the best that I can to the achievement of the mission" (2.5, ll. 2365-2370).

These goals were important to Mary, to the development of faculty members and to the program. Underlying the mission for the program and the other specific goals were a wide variety of beliefs and values.

Beliefs and Values

In establishing the mission for the program and the other goals, Mary considered a number of beliefs and values. These beliefs and values pertained to personal needs, professional goals for nursing, individual growth and development needs of faculty members as perceived by Mary and themselves, as well as programmatic needs.

From a personal perspective, Mary reflected regularly upon the role of the nursing educational administrator.

If I think ahead and I'm somewhat aware of the eventualities or probabilities, I function better than if they're a surprise to me. My reaction isn't always perfect. I don't always get it together. So, it's a habit of wanting to try and think of the possible scenarios without acting as if they were real. (2.5, ll. 1384-1394)

This comment was in reference to an incident implicating Mary who may be treated by others as being solely responsible for another's actions.

The individual involved "realized what had happened and modified his stance without me having to say a word" (2.5, ll. 1259-1261). But the

lesson Mary learned in responding to senior administrators was: "You have to stand and be true to what [and who] you are" (2.5, 11. 1274-1275). Mary also commented that with the passage of time:

[I'm] getting much more philosophical, belonging to my own person. And I'm really glad because if my worst case scenario came true and I was held responsible for another's actions, being my own person, I will live through that. But, five or seven years ago, oh, I'm not quite sure I would have. (2.5, 11. 1959-1968)

In those earlier years, "I was watching the others out there for their reaction and approval" (2.5, 11. 1970-1972) whereas today, "I still know if others disapprove, but I can tolerate that [disapproval] if I know what I'm about" (2.5, 11. 1973-1975).

Mary was tested rigorously during the first several months as nursing educational administrator. Not only was there conflict among the faculty members who were in the midst of negotiating a new contract but also the nurses within the province walked out on strike. "The job action began here and the potential for a strike before resolution" (3.5, 11. 2491-2493) could be achieved appeared certain. Indeed, faculty members functioning "in a work-to-rule situation" (3.5, 11. 159-160) complicated Mary's attempts to develop a good working relationship with faculty members. As Mary recalled:

When you first begin in a position, you don't always have your perspective nailed down. So, it can be challenged in the whole. . . . When I was challenged, I didn't change, but I couldn't articulate things to myself or, to myself mostly, or to others all that clearly. . . . For me, anyway, sometimes, I have to think quite a bit to be able to articulate. (3.5, 11. 2536-2539, 2542-2546, 2579-2581)

With contract negotiations underway and the nurses' strike impacting upon the students, faculty members, the program, colleagues within the college as well as the public, Mary was left alone to deal with the daily crises.

I really felt like every time I raised my head that there was another thinking coming down the pipe, and rapidly, faster than I wanted. They were overlapping and running on the heels of each other. [There were] concerns all over the place. (3.5, 11. 2671-2678)

During these months of turmoil, Mary realized that "you don't often have time to think; you just have to do it. And then you can reflect. . . . But there's a lot of demand for just intuitive reaction" (1.5, 11. 1535-1538, 1540-1541). Knowing the benefit of time to reflect upon a situation or issue, Mary explained:

I always do better if I can talk to myself. I think that was the biggest thing. I didn't have my perspective well enough formed and things were happening so rapidly, I couldn't go and talk to key people. And I couldn't talk to myself! . . . I can see in my own life constantly stepping out for awhile and having self-talk. (3.5, 11. 2618-2625, 2846-2848)

Although occasionally difficult, Mary was able "to reinforce my leadership style" (3.5, 11. 2642-2644) and, subsequent to the crises, "received tremendous reinforcement for some of the things I did" (3.5, 11. 2636-2637). Moreover, Mary noted:

Over time, you develop a perspective in being able to quickly prioritize situations, events, and issues. You also acquire more knowledge about the people with whom you work. Therefore, you are able to read them better--both the situations and the people. (3.5, 11. 3048-3055)

With the contract settled and the nurses' strike resolved, Mary concentrated on maintaining the current program while "entering an era of transition and change" (1.5, 11. 632-633). "We will most likely be moving forward to degree preparation. Certainly, not only myself but also faculty members support that [mission]" (1.5, 11. 635-638). Mary perceived the second goal of fostering growth and development of faculty members as being preliminary to the mission. Both goals were "crucial to everybody's benefit, not just mine but everybody in the college" (2.5, 11. 1140-1142). Interestingly, "there is a difference in the way

that I'm approaching them" (2.5, ll. 1143-1145). For example, in seeking monies for a program, "I'm a little bit aggressive" (2.5, ll. 1151-1152), but with these important goals which are long-term, "they require a lot of care taking and I'm approaching them more philosophically, with less steam" (2.5, ll. 1155-1157). In particular, the mission "requires a lot of consistency and care, attention and time, all those things" (2.5, ll. 1181-1183). Speaking specifically about the baccalaureate mission, Mary suggested:

It's an emotional issue. Why is nursing an emotional issue? . . . It is strange the credibility that nurses have at that level [of senior administrators]. There's a great deal of respect that nurses get the job done and nurses are organized and the nursing department is well run and the nursing department has a high number of graduates. . . . They hold all those beliefs, but they also hold over here the funny belief that they know what's best for us and that we need to be looked after. (3.5, ll. 1448-1450, 1515-1522, 1529-1533)

Mary worked diligently to convince others--colleagues, senior administrators, and the community--of the value of the mission. With regard to faculty members, Mary observed:

I am very much aware that my perception of the world is no longer like their [faculty members'] view. We do not perceive things in the same way. . . . And I don't know for sure how to handle that, except number one is, you have to listen to figure out what their perception is and ask lots of questions, always. (3.5, ll. 109-113, 120-124)

Whereas Mary had concerns about how faculty members function as a collectivity, independently, they were very productive.

Faculty members work very hard, harder than other faculties with whom I've worked. They work very hard and they're dedicated. They continually struggle [on the one hand] with helping the student to grow and accept and understand the demands and the obligations one has to a profession balanced with compassion and caring and understanding for the learner on the other hand. That's a hard thing to do. (1.5, ll. 683-694)

Recognizing that "every individual here does have some strengths and abilities, does have the potential to grow, in the right circumstances

can be motivated to grow" (2.5, 11. 1456-1461), Mary accepted the goal to enhance faculty members' growth and development as achievable. Mary endeavoured to support their specific needs by acquiring funding through the college. Moreover, "I'm hoping that we as a group share that collective enthusiasm for the accomplishments of the individuals, and largely, I think we do" (1.5, 11. 1418-1422). Nevertheless, "the way they have evolved to work together and to react and to view the world is not always positive" (2.5, 11. 370-373), perhaps "that's an accident or determined by the environment" (2.5, 11. 391-392). But Mary was confident, "I think that can be changed" (2.5, 11. 396-397).

Essentially, Mary believes that the people relationships far outweigh the managerial aspects of the nursing educational administrator's position. "I suppose what's important is to make things better and probably to be involved with people in a manner that is beneficial, not just at work but in personal life, family, every aspect of life" (1.5, 11. 152-157). Pondering the responsibilities associated with the position and the goals, Mary responded:

I am reminded about an article I read just the other day that said we'd be the generation that would be remembered for being too busy to live. And I think that is on my mind all the time--to step away from all this paper [work] and do the real thing which is relating to people, be supportive to people. I think I'm primarily concerned about having a positive influence and working with people for a positive change, so that it's not only positive but also there's change or growth or movement, and not nothing. (1.5, 11. 159-171)

Certainly, "in terms of the leadership role" (1.5, 11. 547-548), there was ample opportunity "to facilitate the growth of faculty members, . . . to influence the perspective of senior administrators, . . . [and further,] to influence directions and perspectives both within your own faculty and, to an extent, your regional area of nursing" (1.5, 11. 553-

554, 560-562, 565-569). Although "people will listen to you because you're the nursing educational administrator" (1.5, ll. 571-573), Mary recognized "how well I do as a leader is also very much dependent upon how well the other people accept me and participate" (1.5, ll. 1570-1573).

Communication was key to establishing a receptive and open environment, one in which faculty members feel very comfortable in interacting not only with Mary but also with each other. Mary tried "to communicate in my diversified ways on the basis of, in part, what my antennae are saying and, . . . [in part] to reinforce their positive communication with each other, with the outside world, [and] with the sessionals" (3.5, ll. 857-860, 862-865). The potential for confusion in communicating with faculty members remained great. In observing communication patterns, Mary noted at least three different groups among faculty members:

I have some faculty members who do not take in information. They read books in their theory [area] but they don't read administrative information. . . . I have others, they read every darn word; they've got the spelling mistakes and the typos. They're very word-oriented. . . . I have the flex types in the middle who will pick it [information] up both ways and miss it both ways, just kind of average people. (3.5, ll. 274-277, 285-288, 318-323)

Accepting that "communication is the basis and essence of everything" (3.5, ll. 402-403), Mary strove "to vary my communication style to accommodate all of them" (3.5, ll. 296-297). Mary endeavoured to remain current with regard to student concerns as well, not wishing to be "this anonymous figure hidden away in some office" (3.5, ll. 509-512).

Another dimension of the nursing educational administrator's role pertained to activities within the profession. "As you achieve leadership positions in your employing organization, you have the

opportunity and, perhaps, the expectation and the desire then, to provide some leadership in the professional area" (3.5, ll. 2147-2153). For Mary, participating in the provincial group of Nursing Educational Administrators (NEA) and in the local group of both clinical and educational administrators provided ample access to the current trends and issues in nursing. Moreover, each of these two groups offered appropriate settings in which to debate and resolve these issues. Despite facing numerous challenges and enjoying the opportunities to interact with colleagues both internal and external to the college, Mary states that occasionally it is necessary "to step out of the fast lane" (3.5, l. 2853-2854). In Mary's words:

I think how we live in this world is very important. . . . I step into the fast lane for so long and then I need to step out of the fast lane. I must say occasionally, I do that. I close the door and I go home. I'm no longer effective. I no longer can stand it. . . . That's happened just twice. . . . That's part of another thing I'm learning: What's my tolerance level? When is enough enough? (3.5, ll. 2840-2842, 2852-2858, 2861-2862, 2890-2892)

Mary introduced a new leadership style to the nursing department and employed various strategies in operationalizing the mission and the second goal to foster faculty members' growth and development.

Strategies

There were three major missions for Mary, the programmatic mission to work toward baccalaureate education for nurses, the departmental goal to foster the decision making skills of faculty members, and the personal mission to learn. Mary described many strategies and activities in implementing the programmatic and professional missions.

"We're just in the very initial phase of planning" (2.5, ll. 54-55) in the collaborative planning process. Through discussion, the three nursing educational administrators were developing a series of

steps to be undertaken in this first phase. Based upon "the direction from the President to work with various stakeholders" (2.5, ll. 680-682), other key participants were designated to assist in collecting and providing information. A consultant was hired to interview some of the employers and nursing organization personnel. In focussing upon the future in the interview schedule, Mary commented, "The feedback has been fabulous, people's view of the future was very enlightened, but not any new ideas so radical you've never thought of them before, but their elaboration on them was just wonderful" (2.5, ll. 711-717). Another step involved the writing of a philosophy of nursing statement. "We struck a group of [individuals who] we felt were people with good backgrounds and extensive experience in nursing" (2.5, ll. 719-721). The outcome of that group's effort was a philosophy of nursing containing four factors, succinctly expressed, "and in lay terms that anybody can understand" (2.5, ll. 729-730). "Then, we sent a representative group of faculty members away, actually last week, on a retreat to identify the curriculum components" (2.5, ll. 735-739). After reviewing the recommendations for the curriculum, "we will need to discuss some of the caveats and implications" (2.5, ll. 742-743) relative to the "three different contracts" (2.5, l. 746) involved in this venture. In bringing phase one to a close, the three nursing educational administrators planned to take their proposal to the Presidents and government with a schedule of events and required resources to proceed to phase two.

Combining the mission with the second goal--to foster the growth and development of faculty members--Mary suggested, "I also have to take up a set of activities that supports faculty members in this process"

(2.5, ll. 767-769). Probably Mary's biggest challenge was to bring all members of faculty together in their approach to the mission. For instance, "some are worried" (3.5, ll. 1210-1211) about their educational preparation and "'Will I get to teach what I like to teach?'" (3.5, ll. 1229-1230) while "other faculty members who are a little more secure" (3.5, ll. 1231-1232) are looking forward to participating in "a revolutionary program" (3.5, l. 1244), and still there are a few others "who are actually going to try to do something about getting prepared at the master's level" (3.5, ll. 1255-1258). Mary arranged a retreat for faculty members to discuss the status of the collaborative planning process. This information session was well received and faculty members began to delineate the activities they wished to pursue to participate in moving forward to realizing the mission.

To enhance the decision making skills of faculty members, Mary endeavoured to build upon their individual strengths and by "being conscientious in keeping faculty members informed" (2.5, ll. 178-180). "In terms of communication, I'm trying to retain the approach of breaking them into smaller groups and doing a lot of one-to-one [interaction] and that's hard because of the meeting structure, this paper business, and my time" (3.5, ll. 221-226). Simultaneously, Mary endeavoured to stimulate positive group interaction by distributing specific tasks to the different committees. Additionally, "I am very formally now going to committees and explaining how this [decision making process] should work" (3.5, ll. 190-192) and the importance of collecting as much information from as many sources as possible. A new faculty member "who is going to be a great role model . . . sent out a

questionnaire . . . [and now] has all the information about what is possible and not possible" (3.5, ll. 171-172, 176-177, 184-185).

Promoting open and direct communication lines and decision making skills "is a lot of work" (3.5, l. 393) but worth the energy when one observed the positive changes occurring within the faculty members as a collectivity.

From a personal perspective, Mary commented:

I don't read as much in my areas of interest. I'm reading all these administrative documents, future planning, and governmental papers. . . . If one is in to being an administrator, there are conferences and meetings and colleagues who go. And the reward there is knowledge. (1.5, ll. 1222-1226, 1240-1245)

Continuing, "being in this role, you're in the information line" (2.5, ll. 1776-1777) and further, "you have a voice, if you choose to use it" (1.5, ll. 578-579), opportunities which one does not have as a faculty member. Mary actively participated within the college administrative group, discussing issues generally and presenting nursing's perspective when appropriate. Outside the college, Mary delved into professional activities locally and provincially. As mentioned previously, the discussions within the nursing educational administrative group were both stimulating and enlightening.

Mary faced some challenges in working toward the mission.

Challenges

Many of the challenges confronting Mary pertained to the second goal of fostering growth and development of faculty members. A few hurdles surrounding the mission appeared to be resolving. Generally, these challenges arose as a result of changes in previously established practices. Therefore, resistance was to be expected and tended to be overcome in time.

As the new nursing educational administrator, Mary promoted participation of faculty members in decision making processes. At one point, "there was a situation in which faculty members reacted . . . because they felt I hadn't involved them in a decision making process where I should have" (2.5, ll. 181-182, 184-186).

They [faculty members] could have made a few situations very awkward for me and didn't. . . . They tease me, but did not become resentful and certainly, they might have. . . . And I hope we can keep that up, that it's okay for them to make mistakes; it's okay for me to make mistakes. (1.5, ll. 1575-1577, 1579-1581, 1583-1586)

On another occasion, one of the co-ordinators and Mary had to make a difficult decision, "We won't proceed with that [proposal]" (2.5, ll. 952-953). "I don't know if that's just for nurses but it's really hard to say, 'I'm sorry, I'm overloaded; I can't do that'" (2.5, ll. 963-966).

A real dilemma faced by faculty members and Mary was regarding clinical placements for students. Annually, the instructors visited the hospitals to remind the staff that the students would be arriving the following week. In one setting, "They sent her away, threw her out. So, I had to go back at my administrative level" (3.5, ll. 2748-2751). With no warning, the hospital staff determined that "we can't manage students" (3.5, ll. 2755-2756). Mary explained, "I spent September running around begging [for clinical space], and indeed, we ended up on evenings and went to different places than we ordinarily would have gone. . . . And faculty members had to change units more than usual" (3.5, ll. 2767-2770, 2778-2780). Reflecting, Mary noted:

We're entering a very uncertain period of time, both for individual faculty members and for me as well. I guess to accept uncertainty graciously and to move and change along with it is a really big challenge for us. . . . I think it's very exciting and

then, it also has that element of hope and risk. (2.5, ll. 2403-2409, 2411-2413)

"Ordinarily, the paper [work] is lower on my scale of what's important" (2.5, ll. 876-878). While, "I don't thrive on paper [work] very much, occasionally, I get really upset and . . . all this paper has to be put away" (2.5, ll. 869-871, 873-874). A conflict would occur when others within the college expected a response within a designated time frame. In conjunction with the paper work was the notion that senior administrators and colleagues would request or indeed, volunteer, Mary's services for new projects. Feeling overwhelmed at times with the daily work-load, Mary "asked that that not happen, that I not be volunteered when I wasn't there" (2.5, ll. 983-985).

During the early stages of the mission development, senior administrators and board members were not sure if they wished to support baccalaureate education for nurses within the college setting. One argument which board members brought forth was the notion of nurses leaving the province after graduation. "We talked about that [issue], if [this province] prepares all nurses at a baccalaureate level, then you're paying that education bill for the United States or other provinces" (3.5, ll. 1597-1601). Appreciating the global perspective of senior administrators, Mary suggested, "They [senior administrators] would not be hold-outs. But they will need to feel the rest of the community and the key players are moving in that direction. They would not be pioneers" (3.5, ll. 1583-1588). Indeed, with a positive reaction from the government to other proposals of a similar nature, Mary perceived a more receptive tone among senior administrators and board members. With the faculty members involved in the activities, Mary

anticipated that progress would continue to be made toward achieving the mission.

Working collaboratively toward the mission afforded many benefits and challenges. As Mary learned:

Working toward the same mission with individuals both inside and outside the college creates many challenges. . . . For example, although those of us in the collaborative planning process share a common vision, we often have different ideas and goals about how we might achieve the end result. (2.5, 11. 1238-1240, 1242-1246)

From the collaborative planning project, Mary concluded the following about working in a totally new venture:

When it [the process] is strange and it's unknown, periodically I think everybody has burst out--sort of to give structure to the future, to solve some of these questions--and said things that weren't discussed and weren't decided, and weren't planned. So that, the pressure and desire to do that [give structure to the unknown] is there. (2.5, 11. 1289-1299)

Again, these incidents point to the unpredictability of the actions of others and the need to be prepared to address such occurrences. "When there is a problem, if we can deal with it in a positive way, I think we're in better shape than we were before we had any problems" (2.5, 11. 210-214). More frequently, however, there was support in that "we are doing this [collaborative planning process] together" (2.5, 1. 1495). The co-operative venture afforded each of the members a chance to bring forth their individual skills and abilities in confronting the challenges which they faced collectively.

As nursing educational administrator, Mary initiated a new leadership style within the nursing department, one which fosters participation, growth, and development of faculty members. Over time, faculty members have adapted to this opportunity and accepted the responsibility of supporting and actively working toward the mission. Of course, the work setting was not without its challenges which Mary

addressed as they occurred. Whereas once the senior administrators debated the worth of the mission, later, they became fully supportive.

Summary

The stories of Carol and Mary present different aspects of disquietude in organizations and how these aspects influenced their work. In both contexts most faculty member anxiety arose from events related to the previous administrators. For Carol, the previous administrator "had really battered us emotionally as far as our self-worth, and all kinds of bad things had happened" (1.2, ll. 710-712). A different circumstance occurred for Mary who explained;

I came into this position in the context of knowing that some educational administrators have a very difficult time; they don't know what to do. They view it [the position] as a status thing and to go back to being a faculty member is not good. It's just a dilemma. (1.5, ll. 1170-1176)

Also, early in Mary's tenure, faculty members, in the midst of negotiating a contract, were "in a work-to-rule situation" (3.5, ll. 159-160) and the nurses in the province walked out on strike.

Both Carol and Mary focussed upon changing the climate within the department. Carol brought faculty and support staff members together to participate in the development of a mission statement. In contrast, Mary endeavoured to work individually with faculty members. Mary was confident that this approach would work, though she needed "to do more to bring out the positive personality and characteristics, whatever, of the individuals to the total group" (2.5, ll. 255-259). Carol and Mary also described a change in the climate: "I think the whole climate of the department, or the morale, has improved in that there is a much more open, accepting climate, although that's difficult to measure. It's a better feeling" (Carol, 1.2, ll. 811-816). Similarly, Mary anticipated

that faculty members would say, "Yes, this climate is better, and it's a bit knee-jerky this way and that way" (3.5, ll. 1320-1322).

Carol and Mary both acknowledged that while the climate had greatly improved, difficulties had arisen among faculty members on a regular basis. Through their stories, both administrators indicated that uncertainty and disquietude were resolvable and that it is possible to employ different strategies in overcoming conflict. Problems may be resolved individually or with the whole group. Mary commented, "We're entering a very uncertain period of time both for individual faculty members and for me as well. And I guess to accept uncertainty graciously and to move and change along with it is a really big challenge for us" (2.5, ll. 2403-2409). Mary believes, "When there is a problem, if we can deal with it in a positive way, I think we're in better shape than we were before we had any problems" (2.5, ll. 210-214). In both instances, Carol and Mary sought to achieve major missions, cognizant that faculty members hold personal and independent perspectives on important issues.

Another aspect of disquietude pertained to relationships with senior administrators. In promoting the mission to provide baccalaureate education within the college setting, both Carol and Mary perceived a cautious stance from senior administrators and board members. Regarding the perspective of senior administrators, Carol commented, "We're [nursing educational administrators] looking at degree granting and the community college system is not in harmony with degree granting. And so it's a very major policy level problem rather than just an incidental day to day kind of thing" (2.2, ll. 610-616). Mary also suggested that senior administrators both project a global view of

potential dilemmas and take a more cautious stand before promoting change in nursing. While "they would not be hold-outs" (3.5, 11. 1583-1584), Mary observed, "They would not be pioneers" (3.5, 11. 1587-1588).

CHAPTER VI

LEADERSHIP: INITIATING AND IMPLEMENTING CHANGE

In the three stories which are presented in this chapter, the nature of the work of nursing educational administrators was influenced by new programs and new careers. Two of the three nursing educational administrators--Anne and Dana--brought programs on stream while the third--Terry--held a longer term perspective on change. All three were new to the setting in which they now work. Both their active involvement in program change and a general orientation to change were evident in the way they discussed their missions, beliefs and values, the strategies employed to implement the mission and to face challenges.

The Story of Anne

Anne's path to the position of nursing educational administrator began with a baccalaureate program in the social sciences. Upon completion, instead of pursuing a teaching career, Anne entered a three-year hospital-based diploma nursing program. Following a year's experience as a staff nurse, Anne began teaching in the first year of a diploma nursing program. When this nursing program was moved to a college setting, Anne was offered positions in administration, initially as Registrar-Counsellor and later, as Administrative Assistant to the Chairperson. While continuing to work in these administrative roles, Anne completed a Master of Science of Nursing degree. Then, in another city, Anne "took up a position as Head of a [diploma nursing] program as well as a nursing assistant program" (1.1, 11. 38-41). Consistent with an established pattern of blending educational and experiential challenges, Anne completed the course work requirements of a doctoral

program. Currently, as nursing educational administrator of a diploma nursing program in this province, Anne commented:

I guess I just fell into it [administration]. . . . I didn't really plan that direction. It kind of just happened. I think afterwards, the things that motivated me to take on further administrative responsibilities were less money than the challenge of accomplishing [various feats] and knowing that you can make a difference in an administrative position, help in a different way than you can as a teacher. (1.1, ll. 147-148, 151-161)

Reflecting upon this administrative position, Anne added, "I really like my work! I like to work! And as long as I am challenged with my work, I will go just about any place to get that kind of challenge. That's why I came to [this city]" (2.1, ll. 624-629).

Anne's current position as nursing educational administrator offered many unique opportunities. "Well, I think the unique opportunity [in this college] was being able to develop programs, both the [diploma] nursing and the other health-related programs" (1.1, ll. 460-464). In starting up the diploma nursing program, Anne was solely responsible for developing the curriculum, hiring faculty members, processing students, and meeting with the architects to design the new facility. Anne brought together a group of faculty members who can work well together to accomplish goals in a supportive, collegial manner. Having a relatively cohesive faculty group, Anne focussed upon their individual growth and development needs--personal and professional. These needs and how they may be met are indicated in a story of Anne's mission, beliefs and values, strategies to achieve a mission, and accompanying challenges.

Mission

The major missions--programmatic, professional, and personal toward which Anne works, pertained to the diploma nursing program and

professional growth and development opportunities for faculty members as well as Anne.

Programmatic missions included maintaining the diploma nursing program, initiating, planning, and developing other health-related programs, as well as planning for provision of a baccalaureate nursing program within the college. The diploma nursing program was created in response to "a lot of community input and pressure" (2.1, ll. 193-194) which persisted over a period of 20 years. Therefore, a primary mission for Anne was "to offer a quality diploma nursing program" (1.1, ll. 775-776). After bringing the program on stream, Anne encouraged faculty members to actively participate in determining appropriate changes to the curriculum.

It was important that the faculty members I hired had, since we implemented the first year, the opportunity to make adjustments in that [the curriculum]. I think we have a very different curriculum now than we did initially, although the basic underlying model and assumptions are still the same. (1.1, ll. 279-290)

There are other short-term programmatic goals. With the diploma nursing program in place and operating successfully, Anne established a health-related program "through somewhat the same process as I did the nursing program" (1.1, ll. 357-358). Additionally, there were requests from the community for more health-related programs, such as medical laboratory, health records, and dental hygiene programs. The intent in these programs was to prepare individuals at either the certificate or diploma level to function in a specific role to meet a unique need within the community. Possibly the majority of Anne's time was taken up by the administrative tasks associated with the diploma nursing program to ensure maintenance of a high standard of achievement. Speaking positively about other opportunities for nurses, Anne remarked,

We have become a centre for offering the Nursing Refresher Program. . . . I've started to look at ways to offer some post-diploma programs particularly in the area of rural nursing. . . . [Further,] we have been able to facilitate working with a university in offering the Post-RN Program in this college. (1.1, 11. 625-627, 636-640, 644-647)

Another programmatic mission was to promote "baccalaureate education in nursing" (2.1, 11. 113-114) within the college setting. Relating to the current college setting, Anne noted a change in missions regarding the diploma nursing program:

I think probably the biggest goal for me and the program is a long-term one because it will take a long time given the particular attitudes within our institution, and that is, that I would continue to facilitate the meeting of the health care needs of this community, but do so by promoting baccalaureate education for nurses. I think that's really, really important. (2.1, 11. 105-115)

Accordingly, Anne clarified, "Now, the change in the mission, in terms of striving toward a baccalaureate nursing education program, is, I think, my mission and the mission of my faculty members rather than the mission of the community at large" (2.1, 11. 204-208).

Concurrent with these missions, Anne defined a professional mission to facilitate the growth and development of faculty and support staff members. Anne suggested, "One of the exciting things about starting a new program and living in this area is that we certainly have very young, enthusiastic, energetic people. One of the biggest drawbacks is that they are all inexperienced for the most part" (1.1, 11. 294-301). But Anne perceived the benefits in working with these faculty members, "I would lean greater to the advantages right now more than anything else because they're open and fresh and new, and not set in their ways. I think that is one of the reasons why we have done so

well" (1.1, ll. 306-311). Working with inexperienced faculty members was one challenge that Anne readily accepted.

From a personal perspective, Anne remarked, "One of the reasons that I went back to do a PhD program is that I really want to be a senior academic officer in the college setting" (1.1, ll. 95-98). "I really believe in the college system" (2.1, ll. 546-547), Anne explained, "I want to be a part of it. But I want to be an administrator with a broader mandate than I have right now" (2.1, ll. 548-550). Continuing along in this vein, Anne commented:

I want to be responsible for other programs and provide the kind of leadership that I think I can provide in other programs as I provide in nursing and other health-related programs. I would like to utilize the skills and knowledge I've gained over the years, not just in my experience but in my educational programs as well. (2.1, ll. 563-572)

Anne described a number of beliefs and values which related to the various missions.

Beliefs and Values

A number of beliefs and values emerged in support of the stated programmatic, professional, and personal missions. The beliefs and values related to Anne, faculty members, and the program. From a personal perspective, Anne remarked:

My job probably is the most important aspect of my life. This position is where I spend most of my time, and being challenged, being able to maintain a certain level of excellence, and having commitment to what I do, is very important. . . . [Essentially,] I believe in what I'm doing. (2.1, ll. 594-601, 981-982)

"Providing leadership to people" (3.1, ll. 570-571) in such a way as to be able to "make a difference" (3.1, ll. 1091-1092) was a significant aspect of Anne's role as the nursing educational administrator

Espousing a philosophy of people, Anne stated:

I guess, to me--and it's always been that way--people are more important than anything else. There's nothing material that is more important to me than people and relationships. So, consequently, if things go wrong with people, those are the things that can hurt me the most. (3.1, ll. 1149-1157)

"I've made a concerted effort towards the program through hiring people who believe in nursing, who believe in the future of nursing" (3.1, ll. 465-470). To place the value of commitment to nursing in perspective, Anne explained, "Although we would like to hire all master's prepared people, . . . we are really lucky if we can get someone with a degree, and very, very lucky if we can get [someone with] a baccalaureate degree and teaching experience" (1.1, ll. 522-523, 527-531). It was not surprising then, that Anne deliberated so seriously the composition of the faculty and support staff membership and, further, expended so much effort in providing leadership to their personal and professional growth. "There are always individual faculty members who show up with questions. I meet with them to find out how they are progressing in terms of their own personal growth and professional growth and in terms of their own personal career interests" (3.1, ll. 104-111). For example, Anne suggested:

Sometimes people are more reticent than others and they feel more comfortable on a one-to-one in talking about an issue. And then, having had the opportunity to get some feedback from me, I would encourage them to raise the issue at the next meeting, 'Perhaps we should discuss this issue and be prepared for these kinds of things.' It gives them some confidence as well. (3.1, ll. 122-133)

Generally, faculty members functioned with a great deal of autonomy. While Anne "won't change for change sake" (3.1, l. 613), faculty members who presented a strong argument often had an opportunity to implement their ideas. One such suggestion was incorporated; for instance, to provide more in-hospital and fewer community-based mental

health experiences for students. Later, this decision was reversed.

Anne explained, "There are some of those kinds of things that the faculty members needed to learn by doing" (3.1, ll. 657-659). Resuming,

Anne stated:

I like to give my faculty members freedom. I believe that the people with whom I work are intelligent and that they need to learn these kinds of things. Someone has to have faith in them to allow them to try new approaches and, if things don't work out right or some little things happen along the way, there is someone there to support them. That is the way I like to be treated. And therefore, that's why I treat people the way I do and why I operate the way I do. (3.1, ll. 681-694)

Anne spoke about the meaning that comes from observing the change that occurs in faculty members when given support and encouragement in their tasks.

When you have young women and men who become part of your teaching faculty, who were fairly new to the profession, and new to teaching, and being able to have an impact on them in terms of how they view nursing, how they view their role as teachers, how they treat the students, to watch them grow, I don't think there is any greater reward. And those opportunities are the things that I find challenging in my job. (2.1, ll. 665-675)

Anne noted another challenge which derives from a vision of a baccalaureate nursing program within the college setting. The community had yet to realize the appreciable differences between diploma and baccalaureate education in preparing nurse practitioners and consequently, the differences between the two regarding their knowledge, skills, and attitudes as professional nurses. Preparation of nurse practitioners at the baccalaureate level, Anne continued,

in lots of ways, is more important in these rural areas than perhaps in the big city, because one needs to have a much broader perspective, one needs to be more flexible, one needs all the things that university education provides that we can't provide in the diploma program because we simply don't have the time. (2.1, ll. 115-125)

While the community stands to benefit from nurses being prepared at this level, Anne believes, "in terms of the future of nursing and the future of health care, not only for the province but also for the country, baccalaureate education for nurses is really important" (2.1, ll. 313-317). For instance, "I think if we're going to make changes in the health care system, we have to have nurses who are better educated, who are prepared to take on the kinds of responsibilities [expected with change] not just in tertiary care centres but in primary care centres as well" (2.1, ll. 317-323). Moreover, Anne added, "We have to make more effective use of the health care dollar" (2.1, ll. 325-327). However, being cognizant of the general view of individuals within the community towards this revised mission, Anne accepted this mission as a long-term one, as a vision. While promoting this vision, Anne concentrated upon other short-term programmatic goals. But Anne remained true to certain beliefs in addressing some suggestions for other health-related programs. For example, when approached about the possibility of providing a nursing assistant program, Anne responded:

That [a nursing assistant program] is something in which I really, philosophically, do not believe. I believe that we shouldn't be continuing to train more and more levels of health care workers. We have to make better the ones that we have. I really have very strong feelings about that. (3.1, ll. 762-770)

Senior administrators "are willing [suggesting] that everyone should have an opportunity to take whatever course they want to take" (3.1, ll. 774-777), and even though "I believe that people should have opportunities, I don't believe in educating people to dead-end jobs" (3.1, ll. 778-781). Resuming, Anne clarified this view:

Particularly when it's nursing and in the nursing assistant program, we know what happens. They [students] want to come in and they want to go on and they're not prepared to go on. If they [students] had only up-graded to begin with and come into the

[diploma] nursing program. . . . I don't think that [the nursing assistant program] is a good use of people's time or a solution to our situation. (3.1, ll. 782-788, 794-796)

Clearly, Anne was prepared to give leadership in developing additional health-related programs in order to meet specific health needs of the community. Nevertheless, when past experience indicated programs may be more problematic than helpful, (e.g., the nursing assistant program), Anne remained steadfast, even against the will of senior administrators.

The missions pertaining to programmatic, professional, and personal dimensions were consistent with underlying beliefs and values which Anne holds. In particular, Anne related to faculty and support staff members to facilitate their growth and development and to realize the programmatic missions through various activities.

Strategies

Anne employed a number of strategies to implement the various missions. In maintaining a credible diploma nursing program, Anne worked with and through faculty members, senior administrators, colleagues, and the community.

Anne is committed to preparing nurse practitioners to work in the community. "Fortunately, we've been able to accomplish this [mission] because the program was started so that there would be more nurses in the area. Actually, very few of our graduates go beyond the area" (1.1, ll. 578-583). "The positive reinforcement that we have received with our students in terms of our results, both on the RN exams as well as from employers, has been great" (1.1, ll. 318-323). Encouraging the participation of faculty members in determining goals for the program was important in achieving these positive results with students.

"Usually, at the beginning of every academic year" (3.1, ll. 32-34),

Anne stated, "We have a faculty meeting to look at where we're going. In particular, we do that on the short-term yearly basis" (3.1, ll. 34-37). With "our objectives for the year" (3.1, l. 38) established, Anne included faculty members in another forum to discuss long-range plans. "The opportunity for us to assess where we've come and determine our long-term goals for the program is something that I started I guess about three years ago. Every February, we go on a retreat" (3.1, ll. 40-46). Willing to assist as needed, Anne described the freedom given to faculty members in preparing for a retreat.

Faculty members do the planning. They plan the theme. They plan all of our activities and, for the most part, they take on the leadership role. If they need me for a particularly sensitive topic which they think I should chair, I'm certainly more than willing to do that, but it's their decision so that it's their retreat. (3.1, ll. 55-64)

Reflecting further about the retreats, Anne resumed:

I think that's one of the best things that we've done in terms of communicating where we want to go and how we will get there. To me, not only on a professional and business level, in terms of operating a program, but also on an interpersonal and social level, a lot of things can get worked out in that setting. (3.1, ll. 65-74)

Pondering the skill development which the young faculty members demonstrated, Anne discussed a change in leadership style, "In the beginning, for instance, I think I tended to be fairly autocratic. I needed to get something done, people were not experienced, and we just went ahead and made the decisions" (2.1, ll. 825-832). However, "over the years" (2.1, l. 833), Anne observed:

I guess the kind of influence that I bring to bear on decision making by faculty members is my own knowledge and experience. Now, I use that to influence them in the direction that I think is positive. I also try not to use it [my influence] when I think it's really important that they talk about an issue, that they come to some kind of understanding of the issue. (2.1, ll. 833-843)

Recognizing that inexperienced faculty members were easily influenced, Anne intentionally created opportunities whereby they must "come up with their own perspective" (2.1, ll. 851-852), even if it means that they "just stumble their way through the issue" (2.1, ll. 860-861). Anne remarked, "Sometimes, I find that really hard, both ways--that I influence them so much and that I sometimes use my influence to get things going the way I think they should go" (2.1, ll. 852-857).

Contemplating a current mode of influencing, Anne declared:

But I try now to allow the faculty members to be as independent as I can. So, I don't go to all the meetings of all the levels and of all the committees, because I know that when I'm there, it [the discussion] takes on a different flavour. Further, I try to support them in terms of the decisions they [faculty members] make, even if I don't necessarily agree with the decisions. (2.1, ll. 894-903)

Anne also encouraged faculty members to consider graduate preparation in order to prepare themselves for teaching in a baccalaureate nursing program. Returning to university to undertake doctoral studies, Anne set an example. Moreover, Anne believes that faculty members "know that it's possible at their level to get involved, . . . that arrangements can be made to facilitate this [a sabbatical to pursue graduate studies]" (3.1, ll. 385-387, 390-391).

Anne retained baccalaureate education for nurses within a college setting as a vision towards which to work. Establishing a receptive environment was an important first step. "We really haven't done a whole lot with promoting [baccalaureate education] in terms of actual planning of things. We've done it in terms of providing information and encouraging our students" (2.1, ll. 441-446). Disseminating information occurred "when we're recruiting students to our program, we promote baccalaureate level of education for nurses. . . . So that, from the

very beginning, the students know that this [level of preparation] is an expectation" (2.1, 11. 235-237, 241-243). However, prospective and current students were advised that baccalaureate education was "a goal of the profession and my personal goal, not necessarily a goal of the college" (2.1, 11. 478-481). Further, Anne promoted a collaborative approach:

In terms of the broader picture of actually how are we going to offer such a program in our college, I think our best way of doing that would be to work with a university program to set up some kind of joint programming so that we could offer part of the program and they [university faculty members] could come to offer part of the program. But, it would be really essential in terms of the development of the curriculum that planning be done jointly. (2.1, 11. 251-263)

The programmatic missions were at various stages of implementation--the diploma nursing program was established, other health-related programs were under development, and baccalaureate education for nurses remained somewhat of a vision. Concurrently, Anne facilitated the growth and development of faculty members through encouraging autonomy in decision making processes and graduate studies. In any major undertaking such as creating and implementing a new program, a few challenges emerge.

Challenges

Many of the challenges related to the two programmatic missions. In particular, Anne discussed challenges with regard to faculty members, colleagues, and the community.

A major challenge pertained to "attracting qualified people" (1.1, 11. 294-301) to teach in the diploma nursing program. Remembering the responsibilities associated with creating and administering a new nursing program, Anne emphasized the difficulties related to obtaining a faculty:

Those first few months were a horror. . . . just in terms of hiring people. One of the difficulties in a small community is to attract qualified people to the area. And we had tremendous difficulty in terms of attracting people and keeping people here. (1.1, ll. 258-259, 261-267)

One expectation that Anne holds about faculty members is that they be committed to nursing. During this past year, "We had a master's prepared person apply" (3.1, ll. 491-492); however, Anne commented, "We were concerned about this person's commitment to baccalaureate degree as entry into practice. And we would prefer to do without [a faculty member] and wait rather than hire somebody who is not committed to it [baccalaureate education]. How great is our need compared to the profession?" (3.1, ll. 492-498). In the initial years of the program, there were few choices. It was necessary to hire faculty members while simultaneously undertaking numerous administrative activities. Therefore, one further challenge which Anne addressed was "to deal with faculty and support staff members who [were] not doing their job" (2.1, ll. 717-718). Anne was especially committed to the notion that faculty members should be "excellent teachers" (2.1, l. 763).

If faculty members don't meet the standard, it's too late after they're been tenured in an institution to try to deal with it [incompetent faculty members]. So, therefore, if it's going to be dealt with, it needs to be dealt with in that three-year probation period. And although you give them [faculty members] all the opportunities that you can, when it comes down to making the decision, you have to make sure that you're making the right one. And it doesn't always work that way. But when you see some obvious problems that don't seem to be correcting themselves, I think you have to deal with them [problems]. (2.1, ll. 763-779)

Although "that's been difficult, but important" (2.1, ll. 779-780), Anne believes "the problems down the road are worse if you don't deal with them when you first notice them" (2.1, ll. 781-783). Consequently, Anne continued, "We've dealt with that [incompetent faculty members], and it

hasn't just been me, the faculty members have dealt with that too. They see the importance and do not recommend their colleagues under those circumstances" (2.1, ll. 784-789). With a concerted effort, Anne fostered a group of faculty members who can work well together to accomplish goals in a supportive collegial manner.

Regarding the diploma program, Anne noted a positive, supportive response from the community. "One of the really positive things is the size of the community which impacts upon the size of the classes. Our classes tend to be smaller than other colleges in the larger centres" (1.1, ll. 534-539). Furthermore, "We have quite good clinical resources available to our students and generally people are anxious to have our students have experience in their area" (1.1, ll. 548-553). Since, "the community knows more about what goes on" (1.1, ll. 539-540), Anne suggested, "They're a whole lot more supportive because they have an investment in the program" (1.1, ll. 541-543). While accepting of the college-based diploma nursing program, there appeared to be some resistance in the community to the mission of baccalaureate education for nurses as entry into practice. Anne provided several explanations. "The nurses in the community" (2.1, ll. 491-492), Anne expected, "feel somewhat threatened by the idea of baccalaureate education. . . . A lot of them are not in a position to be able to continue their education, so therefore, it's easier to say that they don't agree, and 'Why is it necessary?'" (2.1, ll. 492-499). Similarly,

the view of most of the administrators, particularly the [hospital] administrators and some of the directors of nursing, is that they want the good, old-fashioned, hospital-based student graduate who comes out and is able to do everything, which is not very realistic. . . . They're looking for people who graduate and are experienced, which is an impossibility. (2.1, ll. 503-510, 511-514)

Since these individuals perceived that a "baccalaureate nurse is [someone] who doesn't have any clinical experience" (2.1, ll. 516-518), they were not supportive of baccalaureate education within their community. This view was intriguing to Anne who stated:

Certainly, my experience in the college setting is that nursing is always different from other programs and that people often do not understand the difference, both in terms of students and in terms of faculty. I think it's perceived that our students and faculty tend to work harder than perhaps some other students and faculties. In my experience, the nursing program in colleges is seen as one of the better programs, the standards are high. (1.1, ll. 736-749)

Nevertheless, some resistance persists. Anne attributed some of this community resistance, at least in part, to a lack of understanding about nursing.

People generally don't understand the difference with teaching in another program and teaching in a nursing program. . . . There's a lack of understanding of the involvement and responsibilities compared to some of the other departments with regard to linkages with other agencies in the community as well as the provincial linkages that you need to make in order to offer a quality program. (1.1, ll. 760-763, 766-776)

Despite a lack of understanding, colleagues within the college environment were at least receptive to information.

My colleagues in other departments, that's a different thing, because it's important to get them on your side as well. Mainly, it's to try to provide them with an understanding of, first of all, the health care field and nursing's role in that [health care], and then, the importance of a broader education [for nurses]. (2.1, ll. 927-936)

Since "most of my colleagues are educators" (2.1, ll. 937-938), Anne suggested, they tend to "appreciate the need for further education" (2.1, ll. 939-940). The task was more one of providing these colleagues with accurate and relevant information about the profession of nursing.

Accordingly, Anne commented:

Unfortunately, their view of nursing is not as broad as one would hope it to be. But, by talking to them, sharing with them the

kinds of differences that could occur if nurses were educated at the baccalaureate level, I hope to gain their support. (2.1, ll. 940-946)

Similarly, through participating in community activities as the nursing educational administrator, Anne addressed this lack of understanding among community members by providing information about nursing, the diploma nursing program, and the potential of the baccalaureate program.

Anne commented:

I believe in taking the opportunity to try to convince people [about baccalaureate education for nurses]. . . . When I look at some of the committees to which I belong and the boards in which I participate, . . . I'm in an ideal position to provide people with information that they wouldn't normally have. (3.1, ll. 1066-1068, 1075-1077, 1080-1083)

Despite being "accepted . . . [and] respected" (3.1, ll. 1088-1089), another factor causing some frustration for Anne "deals with our role vis-a-vis the rest of the college" (3.1, ll. 1274-1275). In Anne's words, "They [senior administrators and colleagues] don't always see you as an 'educator,' or as an 'administrator,' in your role. They see you as a nurse. Therefore, you have to work harder to be credible" (3.1, ll. 1277-1282). Basically, Anne perceived that senior administrators and colleagues "tend to discount the [preparation of nursing educational administrators]" (3.1, ll. 1289-1291) which often included being "more generally educated . . . and [further,] the type of experiences that you have had as a nurse give you a much broader perspective on things" (3.1, ll. 1284-1289).

Nevertheless, Anne believes that it is possible to "make a difference" (3.1, ll. 1091-1092) in the program, the college, and the community as well. Quietly, Anne declared:

I have a strong vision of where I would like to see the nursing program go and where I would like to move personally in terms of my own work. . . . in terms of how I operate as an administrator,

What is important to me, what are the kinds of things that I do to get things done, what are the things that keep me going and working the way I do. (2.1, ll. 1052-1056, 1059-1064)

The Story of Terry

Terry's introduction to the availability of the nursing educational administrator position occurred during a casual conversation with a colleague. While dismissing outright the notion of seeking such a position, Terry pondered the idea:

I kept thinking about it, for a month or so. I don't know, there was just something about it that attracted me. I thought the experience would be good. It was an area in which I had not been involved and that interested me. (1.7, ll. 380-386)

Reflecting upon a career in nursing, Terry commented about "feeling some unhappiness" (1.7, ll. 158-159) with regard to various educational and experiential opportunities. Following the completion of a college-based diploma nursing program, "I immediately went to university to do my Post-basic degree" (1.7, ll. 133-135). Experientially, Terry worked within the hospital setting before being "sold" (1.7, l. 131) on community health nursing. After a few years, Terry felt restless "for a change" (1.7, l. 161). In another city, Terry pursued an administrative position in community health, explaining:

Part of my role, by the way, was also that I did have practice in the clinical area as well. So, it was not simply a matter of administrative experiences, but also practice, and I enjoyed that very much. I would not have wanted to have had the position without a practice component. (1.7, ll. 92-99)

Working beside, or "under a very autocratic, very authoritarian" (1.7, ll. 60-62) administrator, Terry concluded, "That [working with an autocrat] certainly wasn't how I envisioned the role at all" (1.7, ll. 79-81), but, "it was a valuable experience for me in terms of my future" (1.7, ll. 82-84).

Still, feeling, "I'm in the wrong profession, I need to do something else" (1.7, ll. 165-166), Terry explored a variety of different avenues. Nevertheless, Terry stopped short of "changing professions" (1.7, ll. 173-174) when entering a master's program.

Continuing in nursing, Terry

spent the first year and second year, both really, in turmoil because I just was not sure if nursing was what I wanted. . . . I just could not get myself focussed [in a clinical specialty program] after being so much of a generalist in community health. That was a real struggle for me. (1.7, ll. 179-182, 190-194)

But Terry did complete the master's program in nursing and eventually accepted the opportunity to take on the nursing educational administrator's position within a college setting. Although not able to explain the change, Terry added:

It's just interesting how much more committed and dedicated and devoted to nursing I have felt since then. It's a complete switch, a real change, finally happy where I am. . . . The longer I am here, the more drawn I am. So, it's just been a certain evolution, maybe, more than anything else. (1.7, ll. 197-202, 234-237)

Cognizant of having a "lack of experience in the area of administration" (1.7, ll. 351-353), Terry wondered "how faculty members would perceive me" (1.7, ll. 361-362). However, "I felt that I had skills and capabilities, but I had not developed them in terms of a knowledge base about management and administration, and that was a concern for me" (1.7, ll. 355-360). Therefore, it was with a desire to pursue an administrative position in the area of nursing education that Terry eventually found contentment in the work setting.

As nursing educational administrator, Terry undertook the daily activities associated with a diploma nursing program. It was possible to gain some understanding of nursing educational administrators through

a discussion of the mission, beliefs and values, strategies, and challenge which Terry defined.

Mission

There were a number of missions--programmatic, personal, and professional--of importance to Terry. Faculty members, students, colleagues, and Terry, as the nursing educational administrator, were involved in these missions.

Initially, with regard to the diploma nursing program, Terry endeavoured to "make sure that things were running smoothly" (1.7, ll. 443-444). Within a short period of time, Terry found, "You start looking at things differently and you see a need for change. So, changes have been implemented" (1.7, ll. 449-452). These changes pertained to specific goals which Terry defined for the program, faculty members, students, and the community. One change was to foster the transition of the diploma program to a degree level of preparation for nurses.

Therefore, a major programmatic mission for Terry was "to see baccalaureate education being provided at [the college] from year one through to year four" (2.7, ll. 60-62). This mission is a long-term one. The previous nursing educational administrator "had indicated that she was very interested in pursuing articulation with a university" (2.7, ll. 91-93). "I have always believed in baccalaureate education; that's certainly why I pursued my degree" (2.7, ll. 100-102). But the significance of the mission emerged as Terry participated in the provincial Nursing Educational Administrator's (NEA) group. "I think that [meeting with NEA] helped to solidify the ideas that I already had" (2.7, ll. 103-105). The task remained for Terry to persuade others--

faculty members, hospital personnel, colleagues within the college, and the community--to accept baccalaureate education for nurses as a legitimate and worthwhile mission. Additionally, on behalf of diploma graduates, Terry wished to provide "some way for nurses who are presently in the community to be able to come and take their baccalaureate education at the Post-RN level" (2.7, ll. 63-67). With these programmatic missions in mind, Terry focussed upon strengthening the *foundational* preparation of faculty members.

There appeared to be a number of different factions among faculty members as Terry assumed the nursing educational administrator's position. A first step was to decrease the differences and develop some unity. While adjusting to one another--Terry to faculty members and vice versa--required some time, the departure of several faculty members allowed the remaining individuals to develop a compatible relationship.

Terry commented:

For me, it was interesting to see the changes in faculty members-- from uncertainty and resistance to openness, to willingness to work together, and to work on some changes to the program and the curriculum. . . . It's been fun. It's been challenging and it's been rewarding in the long run, and darn hard work at times too, and pretty frustrating at times as well. (1.7, ll. 1528-1534, 1541-1545)

Terry suggested, however, that there was more work to do "in motivating and encouraging faculty members to become involved in the area" (1.7, ll. 470-472) of curriculum development, particularly in relation to a collaborative process for baccalaureate education for nurses. In addition to altering the working climate, Terry stated, "One goal that I had from the beginning was to have faculty members be more supportive of students" (2.7, ll. 2105-2108). About this goal, Terry noted:

Some faculty members, I do not believe, are as supportive of students as they should be. I recognized that there were some

faculty members out there who had the attitude that they should push the student to the limit and try to get rid of those [students] faculty members thought didn't belong or [were] not meeting the requirements. (1.7, ll. 1657-1665)

Terry surmised that "there was not a lot of openness before. Faculty members didn't understand the program; they didn't understand each other" (1.7, ll. 1514-1517). By altering the climate through sharing information, seeking input, and encouraging participation, Terry sought a change in faculty members' attitudes. Having a more positive stance, such as, "Well, let me help these students and support these students as much as possible to see if they can be successful" (1.7, ll. 1666-1669), Terry believes, enhances collegiality among faculty members and frees them in their interactions with their colleagues.

Similarly, Terry observed a strained relationship among faculty members and hospital personnel. Participating with a few faculty members and hospital personnel in a specific committee, Terry concluded:

I think that the major problem has been a lack of openness and communication. . . . I think there's a tension that has always existed between service [clinical agencies] and education anyway. But we need to change that [tension]. We need to be more open to service [clinicians] and their ideas and be able to meet each other half-way and not be working in isolation. (1.7, ll. 1472-1474, 1477-1483)

Besides the obvious outcome of improved relationships among faculty members and hospital personnel, Terry perceived an opportunity to foster a more constructive learning environment for students in both the college and hospital settings. An orientation to student-centred learning was crucial if students were to be successful. To prepare students for the "very complex system in which we work" (2.7, ll. 750-751), Terry established another goal "to instill in students professionalism, accountability, responsibility, and to promote students who are assertive, who are confident" (2.7, ll. 2109-2112). Further, in

promoting professionalism within nursing, Terry endeavoured to understand "how feminism and nursing are tied together and the problems that are inherent in that [linkage]" (2.7, ll. 2113-2116).

"On a more personal level, I would like to seek a different position within the college. And that possibility looks like it could be there" (2.7, ll. 2119-2123). Both the aspiration and the potential for another administrative position indicate that Terry was enjoying the position as nursing educational administrator in this college. Further, "I had set in my mind when I graduated . . . that by 1990, I would be enrolled in a doctoral program or doing doctoral work" (1.7, ll. 1877-1881). Terry still plans to undertake a doctoral program as soon as "I decide what [program] I want to pursue" (1.7, ll. 1913-1914).

Underlying these missions are the beliefs and values which Terry espouses.

Beliefs and Values

Terry's beliefs and values can be discussed in relation to programmatic, professional, and personal missions. The beliefs and values pertained to Terry as well as to faculty members, students, the program and the community.

From a personal perspective, Terry noted:

Nursing becomes so much a part of you and your thinking that it's impossible to separate one from the other. But, I can easily separate my nursing profession from my personal life. . . . I guess I just see life as constituting more than nursing. And I always want it to be that way. (2.7, ll. 1419-1424, 1435-1438)

Consequently, "I do have personal goals that are very separate from my professional goals" (2.7, ll. 1352-1354). Not surprisingly, Terry "would like to remain in administration in some form or another" (1.7, ll. 1939-1941) rather than "go back to community health" (1.7, l. 1991).

The increased access to "professional development" (1.7, l. 959) and opportunities for "so much learning" (1.7, l. 943) caused Terry to continually reassess plans for doctoral studies. Even though a doctoral program has long been a goal, Terry acknowledged the imperative nature of graduate preparation, "Eventually, I would imagine that it will be all doctoral preparation in teaching students" (2.7, ll. 853-856).

In the meantime, Terry maintained a hectic schedule. Committee work was extensive and demanding.

But, it [committee work] has such an impact on nursing that I don't see how I could function in this role effectively if I did not link up in some way with the association. [There is] just a wealth of valuable knowledge and information out there and [also, the potential for] networking as well. (1.7, ll. 581-588)

Being so involved in activities associated with nursing on the local and provincial levels afforded both positive and negative implications. The positive aspects related to being able to keep abreast of current trends and issues in the nursing profession. On the negative side, Terry observed:

I think too, it has the other effect of removing me from the setting, so that I'm not here physically as much as I should be. People see my door closed a lot which indicates that I'm not here. I don't think that that is necessarily a positive thing. I think I need to be visible for faculty members and for students. I'm not as visible as I should be and I'm not as accessible as I should be. And I feel badly about that. (1.7, ll. 628-640)

To compensate, Terry endeavoured to keep others informed and thereby gain their support. With regard to faculty members, Terry believes in "being open and honest and direct and stating my own feelings and my own values" (3.7, ll. 334-336). Encouraging faculty member to accept the mission of baccalaureate education for nurses required persistence and patience. Accordingly,

I think just to be communicating what I value and what I value for the profession and especially looking at it in terms of the

future. People do not, and cannot, get defensive when you talk about the future. But they can get defensive and territorial and very protectionistic if you talk about the present. I think the future orientation is always very helpful because we don't know what's going to happen. We're not there yet. (3.7, 11. 346-359)

If the colleges do not participate in the preparation of nurses at the baccalaureate level, Terry believes that the diploma nursing programs will eventually be phased out. Fortunately, there was definitely support for baccalaureate education "because senior administrators would like to work toward that end, and not just in nursing, but for other programs as well" (3.7, 11. 293-296). There was "probably support from the other departments within the college as well" (2.7, 11. 864-866), especially since non-nursing colleagues were more receptive to "increasing their understanding of who and what we are" (1.7, 11. 882-883) in nursing. An external evaluator, "aware of nursing and that it is going to be baccalaureate education in the future" (1.7, 11. 1854-1856), may provide a positive influence for nursing. Further, "about 50 percent or more" (2.7, 11. 438-439) of the students, even "at the end of the program" (2.7, 1. 441), indicated "that they will continue on with their education" (2.7, 11. 436-437). The importance of the mission was evident then, when Terry commented, "I don't see any alternatives, not in terms of health care as it will be in the future" (2.7, 11. 612-615).

I think it [baccalaureate education for nurses] is very important to patients first of all and to the health care system and, obviously, to nursing as well. I think if we want to remain a credible group of people providing quality care, we need to do that for the future. And I think that is where a lot of people get confused or have problems because they're not looking at the future. They're looking at the here and now. (2.7, 11. 582-593)

Terry continued to explain a rationale for baccalaureate preparation:

They are predicting that it [health care] is certainly going to contribute a greater multidisciplinary approach than it has previously The need for that [working with other disciplines] is going to be there in the future as it is now.

But, probably more so because it's going to be so much more complex. If we are not educated at the level of the baccalaureate degree, I'm not sure if we will be relating to other disciplines at the same level with the same kind of thinking, and I think we need to be able to do that. (2.7, ll. 649-652, 656-665)

A practical reason for a common level of educational preparation was to foster understanding within the nursing profession. There appears to be such a gap between the diploma- and baccalaureate-prepared nurses within this province. Terry explained:

Apparently, people, nurses, the general membership in [this province], for instance, would consider people who are involved with the association as elitist. They've got their baccalaureate or they've got their master's or they've got their doctoral preparation. Maybe that is part of the problem. Maybe once you get to our stage [of educational preparation], or at the baccalaureate level, your thinking changes, your goals change, your values change, and so it's hard for us to understand each other. . . . We can't get to their level and they can't get to our level. (2.7, ll. 1527-1540, 1542-1544)

Therefore, the initial practitioner stands to benefit in having a wider base of knowledge and skills to apply in the clinical setting and also in being more informed about the opportunities for the nursing profession to contribute to health care. In Terry's words, "We need to be involved and have the impact on planning and decision making, and we're certainly not going to be able to do that if we don't have the knowledge and skills" (2.7, ll. 670-675) to participate.

Faculty members have "moved a long way" (2.7, ll. 843-844) toward supporting baccalaureate education, "because I think there is a commitment" (2.7, l. 846) now. Still, "there's, I'm sure, fear on the part of some of them because some of them are not prepared at the master's level and they recognize that they will need to be if they want to teach" (2.7, ll. 848-852). In the past, for instance, faculty members "did not really know what was happening" (2.7, ll. 1987-1988) in nursing provincially.

But I felt that being uninformed would not be helpful to faculty members; they needed to know what was happening at that level. Again, knowing what's happening--that baccalaureate education is going to be the way of the future--makes people realize that they must change their thinking. (2.7, 11. 1991-1999)

Cognizant of the provincial scene, faculty members were in a better position to assess and relate their basic beliefs and values. In this regard, Terry expressed a concern:

I'm not sure that I've done an effective job of having all [faculty members] come together in terms of what it is that we value or do not value. I think you need to have that [understanding]. Certainly, I'm not saying that I want group think or everybody to be acting in the same way. But, if you have a common set of values, then, there's a lot of room for individual differences in terms of how you meet those values. But if you don't have the same values, it creates a lot of problems. (1.7, 11. 1672-1685)

As with most groups, some faculty members were able to adapt to change more readily than others. With encouragement to participate, "People have been more willing and they're more open in their discussions" (3.7, 11. 94-96). Working in committees, faculty members were gradually determining their common values and demonstrating their commitment to nursing and to baccalaureate education within the college setting.

These beliefs and values were evident in the various strategies which Terry employed to gain support.

Strategies

With a vision of moving toward baccalaureate education for nurses, Terry focussed upon enhancing the current diploma nursing program and fostering the growth and development of faculty members. Other individuals, such as senior administrators, colleagues, and the community, were involved in implementing present and future missions.

The diploma nursing program "is illness- as opposed to health-focussed, very much the medical model" (1.7, 11. 1258-1260). Terry

endeavoured to bring a nursing focus to the program by sharing information about events and issues in nursing "formally in terms of meetings and committee work and certainly on an informal basis as well" (3.7, 11. 20-23). Preferring an informal approach in communicating with faculty members, Terry noted:

I think that [informal, face-to-face communication] is the best way because it allows interaction between two people. . . . I really believe in that human contact, because I think people can see then, the meaning that there is behind what you're saying. Words and writing on paper are not the same as meeting with someone and the feeling and the atmosphere and everything else that goes along with it. (3.7, 11. 479-481, 484-493)

Extending the notion of "sharing information" (2.7, 11. 1902-1903) on "an informal basis" (2.7, 1. 1898), Terry stated the need for "bringing back perspectives from different parts of the province or, for instance, in going to a conference like I did, bringing back some of the ideas, implanting seeds, and then fostering discussion" (2.7, 11. 1889-1895) among faculty members. Also informally, Terry "encourages them [faculty members] to keep updated with the latest information certainly provincially, and nationally" (3.7, 11. 29-32).

Formal exchanges of information provided the stimulus for faculty members who gradually changed their views toward baccalaureate education. Initially, faculty members opposed having a retreat to discuss the issues surrounding the programmatic mission. This resistance soon dissipated because

we purposely worked on that [mission] in faculty meetings. . . . We formalized that [discussion of the mission] by putting it on the agenda each month in terms of: 'How do we want to deal with this [baccalaureate education]? What are we going to do?' We came up with various ideas in terms of retreats and involvement with other schools of nursing. (3.7, 11. 67-68, 74-80)

A Curriculum Committee was formed and "that Committee has been working very hard on that whole issue of baccalaureate education" (3.7, 11. 98-101). Terry suggested:

It is going to be difficult to plan, very difficult. We're not sure how we're going to be offering baccalaureate education to students. We're not sure of the numbers. If we collaborate and link up with someone else, does that mean we will have more numbers than we have now? Will we have the same? There's a lot of unknown; it's really hard to plan. (1.7, 11. 1862-1872)

Terry functioned "with that Committee on an *ex officio* basis only rather than being intimately involved" (3.7, 11. 102-104). "I suspect people are feeling freer and maybe there's more ownership that way" (3.7, 11. 109-112). The Committee members "have written a proposal asking that two members be sent to a conference on nursing education" (3.7, 11. 116-119) and were "also trying to decide now which two members would attend a primary health conference" (3.7, 11. 120-122). Terry concluded:

So, they are definitely taking ownership and taking a leading role now rather than me. That, to me, shows that there is consensus amongst faculty members that that [baccalaureate education] is the direction they want to take. I think removing myself really made a difference. (3.7, 11. 123-131)

Giving faculty members the autonomy in functioning and in decision making reinforced Terry's approach to a participative style of administration. Terry commented:

Sharing information and having discussions. . . . these are part of the democratic process and decision making. I don't feel that I make the decisions alone. There are very few times when it is actually left to me to make the final decision. Normally, there is some agreement within the group. (2.7, 11. 1902-1903, 1906-1913)

Furthermore, accepting decisions made by faculty members enhanced their belief in a process and the nursing educational administrator who indicated, "I have to respect their judgement" (3.7, 11. 261-262). Another opportunity for faculty members to participate in decision

making related to student admissions, re-admissions, and appeals. Whereas the nursing educational administrator previously screened students independently, Terry "feels much more comfortable having a committee" (1.7, 11. 1070-1071) assess prospective students. In circumstances of a failing student, "I sit as the neutral person, getting both sides [student's and instructor's] and making the decision from there in terms of what happens to the student" (1.7, 11. 1047-1051).

On the external front, "we did a needs assessment and looked at what the needs were in terms of education. Very few [individuals] responded that they would be interested in baccalaureate education in [this community]" (2.7, 11. 389-394). Contemplating this "somewhat shocking" (2.7, 11. 395) outcome and "what it is that we offer nurses in [this community]" (1.7, 11. 689-690),

I contacted the directors of all of the different agencies in the city which includes long-term care, the hospital, community health, home care, VON (Victoria Order of Nurses), occupational health, and asked them if they would be interested in forming a committee that could address the educational needs [of nurses]. (1.7, 11. 691-699)

Within this forum, Terry determined, "I am able then, to disseminate information about our program to them and get information from them about what they think our program needs to do" (1.7, 11. 701-705). The Committee afforded the individuals a "high profile" (1.7, 1. 706) regarding nurses in the community and thereby an opportunity to influence the community at large. Since "people in this community do not yet recognize the need for baccalaureate education" (1.7, 11. 1702-1704), as a minimum, these Committee members could seek support by communicating accurate and current information about the nursing profession as well as anticipated future directions. Terry also met

with nursing educational administrators provincially. Through NEA, these nursing educational administrators "came to the realization that they do value baccalaureate education" (2.7, ll. 198-200). Together, these administrators grappled with the potential dilemmas to achieving this mission. Terry remarked that:

NEA is such a strong, committed group at this point in time. . . . [Also,] there's such a large degree of co-operation and interest in working collaboratively toward a common goal that administrators from the different perspectives are being encouraged . . . to do their part from their program base so that . . . each component in the nursing profession in this province has a role to play. Together, those objectives and those ideals are being worked out. (2.7, ll. 136-137, 141-146, 148-150, 152-156)

Terry perceived a need to concentrate efforts upon improving relationships among faculty members and hospital personnel. As the date of the annual social approached, Terry asked faculty members, "How helpful is it going to be for us to stand up and tell them about our program?" (1.7, ll. 1457-1459). Rather than the typical exchange of information, Terry recommended:

Let's hear from them instead. Let's take these questions that they're [hospital personnel] asking us and let's ask them. 'What do you think about professionalism? What do you think about the clinical hours and theoretical hours?' Let's just have an open dialogue. (1.7, ll. 1459-1466)

This opportunity for openness in communicating individual perspectives "was successful" (3.7, l. 451).

It allowed people at least, for the first time, to share their views and be able to disagree openly. Apparently, . . . a lot of them [hospital staff] are commenting on what a different view they have now of what it is we're trying to do with our students. (3.7, ll. 452-455, 458-461)

Perhaps there was a parallel situation among non-nursing colleagues within the college. Noting a change in the terms of

reference for an administrative level committee, Terry described the potential to communicate with colleagues:

I see much greater potential and opportunity for me now to be able to discuss and talk about our program. These people [non-nursing colleagues] have basically not been ready and have not been listening to what I've been saying. But I think they are possibly ready now [to listen]. (1.7, 11. 763-770)

Citing a lack of understanding about the differences between nursing and other programs, Terry clarified:

I think it is because we are a practice profession and there's that delicate balance always between theory and the clinical component. . . . They don't understand what it means to be a practice profession. They don't understand the idea of taking students into a clinical area and why you can have so few students with just one instructor. . . . But they haven't wanted to understand up until now either. (1.7, 11. 827-831, 833-838, 841-843)

Thus, there was an ideal opportunity to ensure information about nursing was both correct and timely among colleagues within the college. Additionally, Terry acknowledged the situation is currently favourable for presenting sound arguments about the programmatic mission. "I see that we as a profession need baccalaureate education, so I will work on that endeavour. On a personal level, it would give me some satisfaction, probably, knowing that I had supported the process" (2.7, 11. 1311-1317). Accepting that "we can't do it [provide baccalaureate education] alone" (2.7, 11. 741-742), Terry and senior administrators were negotiating with university personnel. "Verbally, they [senior administrators] have said that they would like me to pursue that mission" (3.7, 11. 300-302). With the support of senior administrators and co-operation from nursing faculties in other educational institutions, Terry realized with "some comfort" (2.7, 1. 58) that "at least there will be some inroads made" (2.7, 11. 54-55) this year toward the mission.

Certainly, Terry faced many challenges maintaining a diploma nursing program while simultaneously planning for changes which were occurring within the nursing profession.

Challenges

There were a few challenges to address in conjunction with the programmatic missions. Individuals such as faculty members, colleagues, senior administrators, students and the community may affect the programmatic mission either positively or negatively.

For Terry, the position as nursing educational administrator, while very rewarding, was very demanding. Besides the administrative and managerial tasks, Terry also carried a teaching component.

Reflecting upon the role, Terry commented:

I don't feel I do a good job at either [administration or teaching] when I'm teaching. I'm not finding the time that I would like to have in order to do further research, bring in new knowledge. I just feel like I'm failing my students in that regard. But, I simply don't have the time. . . . [As it is,] I do a lot of work at home because I would never be able to complete it in a normal working day. (1.7, ll. 524-531, 594-597)

Nevertheless, Terry added that "the close association with students. . . . is the most meaningful part of my work" (3.7, ll. 972-973, 978-979).

Further, working as the nursing educational administrator nurtured a commitment to nursing which Terry found missing in earlier experiences. Professionally and personally, "I consider myself very happy where I am in my life right now" (2.7, ll. 1500-1501).

With regard to the various dilemmas, Terry commented, "I think the obstacles can be overcome" (2.7, ll. 1152-1153). Whereas the majority of faculty members have reached "a new level of thinking and understanding" (3.7, ll. 390-391) and are working diligently toward stated objectives, at least one faculty member "does not carry her load"

(3.7, 11. 694). Terry summarized "I don't see her as professional, I don't see her as accountable, and I don't see her as responsible which are the very things that we're trying to teach our students in this program" (3.7, 11. 716-721). However,

I don't let that interfere with my working relationship with her, even though I'm not happy with some of the things she values. . . . I have gone out of my way to arrange things so that she can have a sabbatical in the winter and return in the spring to teach because there are financial problems for them. I wouldn't have to do that. . . . But my values won't allow me to do that [be vindictive], because I still believe that she should be treated like a human being and that I should respect her as much as I can. And I don't respect her as much as I do some other people. (3.7, 11. 852-855, 861-867, 868-874)

Several other elements may be either assisting or detrimental as Terry sought support for nursing and the programmatic mission. "The possibility of reorganization" (2.7, 1. 2156) of various departments may affect nursing, to which Terry responded, "I don't want it [the reorganization] to be detrimental to nursing and I can see some potential problems. . . . I might end up lobbying just to have nursing left as a separate entity" (2.7, 11. 2197-2199, 2201-2203).

Support for baccalaureate education continued to increase throughout the province from colleagues, government, and professional associations. Governmental representatives were not oblivious to the co-operation and collaboration among NEA. Indeed,

I think that they [the government] are seeing that we [NEA] are much more cohesive, and that we are a powerful group, and that we have a major role in the health care system. So, they are starting to respond to us more [openly]. I'm sure it's because of the cohesiveness, that we're taking more of a united front than we ever did before. (2.7, 11. 1197-1205)

From other sources of information, the governmental representatives were drawing the conclusions "that the need for baccalaureate education is in response to the needs of the consumer and health care in the future and

not the needs of nurses and nursing" (2.7, 11. 1222-1226). Therefore, support from the government increased. "From other stakeholder groups, there needs to be support" (2.7, 11. 887-888). There appear to be mixed reactions from the various health related stakeholders-- "[the provincial] hospital association has come out in support" while the medical association remains as "one of the major obstacles" (2.7, 11. 891-892, 1104-1105). In part, the dissenting stakeholders must eventually accept the changes occurring in nursing "because nurses are more involved [in the health care system] and they certainly do have a lot more power than what people thought at one time" (2.7, 11. 1117-1120).

Similarly, "it's nursing or nurses themselves who can be a real obstacle" (2.7, 11. 1075-1077). For instance, within the community, Terry observed:

I don't think that nurses here have an understanding of what nursing is. That's the way it was ten year ago, because we were struggling then with who and what we are. But they're still struggling with that here. The unfortunate thing, I don't even know if they're struggling with it. I don't think they've identified the need to know what they are and what they do and what they can do. (1.7, 11. 1301-1313)

If nurses "still see it [nursing] as the handmaiden, subservient role" (1.7, 11. 1328-1329), and not "as collaborating with the physician" (1.7, 11. 1327-1328), then, they are not prepared for a more independent, even more knowledgeable, approach to nursing. To many of these nurses, nursing is an interim occupation. Terry learned that high school students are counselled to view nursing as "a stop gap, a job" (2.7, 11. 1013-1014) to do prior "to being married" (2.7, 11. 1015-1016) and "having all of your children" (2.7, 1. 1016), and something "at

which you can work part-time as you're raising your family" (2.7, ll. 1019-1020).

This orientation to nursing appeared to be prevalent among hospital personnel. There was a basic difference with regard to the approach to patient care. Hospital staff "work on a team approach; we're [faculty members] trying to teach primary nursing" (3.7, ll. 418-419) to students. Further, hospital staff "don't assign patients; we [faculty members] go on to the unit and we have students assigned to patients" (3.7, ll. 421-423). "So, there is a great deal of difficulty for us as a faculty and educators to be able to meet with them because we're on two different levels. I'd like to raise them [hospital staff] to another level, but what a struggle" (1.7, ll. 1354-1355). A complicating factor was that many of the nurses in the managerial positions "graduated from the traditional hospital-based schools of nursing; very few people have their baccalaureate degree" (1.7, ll. 1357-1360). Although faculty members endeavoured "to instill certain ideals, certain thinking into our students, they [students] go into a setting that is not ready to accept that [new way of teaching and thinking]" (1.7, ll. 1364-1367). While Terry and faculty members were successful in creating an opportunity for open dialogue with hospital personnel, Terry resolved "it [our relationship] is not as effective as it should be or could be" (3.7, ll. 405-406). Of course, by encouraging open discussion of their differences and their goals, Terry was setting the stage to positively influence hospital personnel toward the benefits of more education.

Nursing educational administration appeared to provide significant challenges to Terry, who stated:

I know that I have always been internally motivated. . . . When I think back over my life, the things that I have done have always come from a need to achieve and maybe, because they [the things I have done] give me personal satisfaction, fulfillment. . . . I have often thought about what I would be doing if I hadn't gone into nursing. How could I possibly feel fulfilled or a sense of achievement--personally and professionally--[outside of nursing]? (2.7, ll. 1673-1674, 1677-1682, 1685-1689)

The Story of Dana

"It became quite evident to me that I was able to handle a program. I started looking actively for a Head of a Nursing Program"

(1.3, ll. 359-364). Dana remarked:

I think the thing that convinced me that I could be a nursing educational administrator was that I had had a lot of exposure to what I call good administrative models as well as very poor administrative models by the same person. In other words, some people would be very good at some things and very poor at others. (1.3, ll. 1194-1202)

While remaining open to other opportunities, such as "university teaching jobs" (1.3, ll. 398) and "co-ordinator's" (1.3, ll. 402) positions, Dana applied for the position as the nursing educational administrator of this college. "A week later, they [senior administrators] called and offered the job to me" (1.3, ll. 411-413).

After completing a diploma program in nursing, Dana worked in the clinical setting, mostly in paediatrics but in a variety of hospitals. Within a few years, Dana moved to another location in order to pursue a baccalaureate degree in nursing. Once in the teaching role, Dana taught first year students while simultaneously developing "a good foundation in curriculum development, a good foundation in creative teaching strategies, and a good foundation in problem solving student problems" (1.3, ll. 345-351). Based upon this experience in clinical and educational settings as well as the eclectic approach of the master's program, Dana felt prepared to pursue an administrative position.

The college had previously hired a consultant "to design and get the approval for the program" (1.3, 11. 409-410). Dana recalled:

The program that had been developed by the consultant was consistent with what I had been doing in practice. We both had gone through Sister Roy's Adaptation framework, both implemented it the same year, both written objectives that were carbon copies of each other, and we had never seen each other. The philosophy was almost exactly the same, the components to it. The semester and terminal objectives were almost exactly the same. The course breakdown, the idea that she took nursing and pulled it out of the medical sciences in the second year, is just what we had done. (1.3, 11. 418-435)

For me, "The role was like taking everything I had done in the past years other than administration which I had never touched at all" (1.3, 11. 470-473). Dana continued:

But I felt fairly clear in my mind when I came here . . . [that] I would be able to look after it. I was convinced. . . . I think I covered all of the bases. . . . It [my experience] was a great learning ground; it was rough but we sure had some humdinger experiences that I think were worth their weight in gold, every single one of them. (1.3, 11. 1406-1408, 1409-1410, 1413-1414, 1415-1419)

To a large extent, Dana attributed the success of the program to the strong foundation upon which it is based, "I think that was a critical thing for us because we were designed properly, well thought out, well planned, and then, everybody was excited about the change here" (1.3, 11. 476-480).

Perhaps change is constant when bringing a new program on stream. It is possible to gain some understanding of the impact of change on this new program through a description of the mission along with the underlying beliefs and values as well as the associated implementation strategies, and challenges.

Mission

There were several missions toward which Dana was working. The programmatic missions gave rise to professional and personal goals.

The programmatic mission "is a very delineated, clear-cut function" (2.3, ll. 22-23). To Dana, "it is the ultimate one sentence, 'To produce a competent, qualified person who can write the registration examinations, pass and go out and perform that way'" (2.3, ll. 31-35). The program was developed in response to influences within the community. It was simply a matter of, "Why can we not develop them [health care personnel], if we have enough people within our own population system [and] enough resources?" (2.3, ll. 234-237).

Another major programmatic mission pertained to providing a baccalaureate program for nurses within the college setting. Dana perceived this mission to be totally consistent with the mission for the diploma nursing program.

To me, we will continue on in that ultimate direction [of producing a beginning practitioner]. All that will change is the amount of information we're going to bring into the confinement of the program, at the beginning and at the end of it. (2.3, ll. 304-44)

The graduate nurse practitioner should possess "more information" (2.3, l. 50) and more skills by virtue of "doing and going through different courses over a longer period of time" (2.3, ll. 72-74). In moving from the diploma to the baccalaureate nursing program, Dana commented,

I don't think we're planning a major change at all. To me, we're just missing the vehicles of *how* we're going to do it--the funding vehicle [and] the attitude of the faculty members' vehicle. . . . The mission is still that end result. We're going to get a beginning practitioner who's safe and competent at, what I call, the *pass mark*. (2.3, ll. 61-67, 75-78)

As a nursing educational administrator and as a professional nurse, Dana said, "I want to enhance that that [baccalaureate education within the college setting] will be allowed to happen" (2.3, ll. 82-83). One step to realizing this mission was to work with and through faculty members.

"I knew I was going to have a problem with the who component [faculty members], 'How in heaven's name am I ever going to find anyone to come to work [in this community]?' " (1.3, 11. 1344-1347). Fortunately, there were a number "of good people here when I arrived" (1.3, 11. 1360-1361). Even in the initial stage of recruitment, "I ended up getting some good curriculum design people who were used to designing and planning" (1.3, 11. 456-459). In particular, one faculty member "had been in university [programs] in three or four places" (1.3, 11. 459-461) and "the other one was a hospital-based person" (1.3, 11. 464-466). Generally, the other faculty members were young and inexperienced. But, as Dana explained, there's a benefit to such a composition of faculty members, "I find that the staff aren't locked into that [traditional mode of functioning] yet. I think I have created an environment in which we are slowly, slowly changing and developing" (1.3, 11. 722-727). "It was just a matter of letting them do things, letting them participate" (1.3, 11. 1361-1363). Furthermore, "I think we have been put in a scenario where we're allowed to achieve what we've set out to do" (3.3, 11. 1536-1539). Right now, "we've got to prepare ourselves so we're ready to accept" (2.3, 11. 1330-1332) the opportunity to move in that direction. Therefore, initially,

My goal would be to help the faculty members up their level [of education] to graduate level in whatever one [program or field] they want to choose, obviously master's, but even if they want to go higher than that [level]. I would want to figure out ways that they could do that. (2.3, 11. 92-98)

From a personal perspective, "if education for nurses is climbing to a higher level, . . . then I have got to climb to a higher level" (2.3, 11. 1454-1456, 1457-1458). To remain credible and to "stay employed at this level" (1.3, 11. 2982-2983), Dana noted, "I definitely

want to do a doctoral level of study" (1.3, ll. 2979-2980). Indeed, doctoral studies have always been a part of Dana's career planning, but, "I'm in no rush to do it [a doctoral program]" (1.3, l. 2981). If possible, "I'm going to wait and let it [a doctoral program] be driven by finances. . . . [and] our children's educational needs" (1.3, ll. 3002-3004, 3005-3006).

Dana summarized the mission into two major goals, "I see my goals as purely those two foci: increase the faculty members' level [of educational preparation] and increase the program graduates' level of education and performance abilities [to baccalaureate education]" (2.3, ll. 173-177). There were numerous beliefs and values underlying these missions.

Beliefs and Values

Many of the beliefs and values which Dana espouses were derived from a long-standing concern about a need for education and a desire to promote the profession of nursing. These beliefs and values surfaced as Dana discussed the missions from a personal perspective, and on behalf of faculty members and students. Linkages with college personnel, professional associations, and community members were also significant.

The value of education was clear to Dana whereby attaining a specific educational goal reflects "an achievement of my sense of self" (2.3, ll. 1426). Dana explained, "I've enjoyed going from having difficulties in school [to] gradually working up to higher levels of achievement" (2.3, ll. 1428-1431). Perhaps it was this background which stimulated Dana to be so supportive to students. Or, maybe the small size of the program contributed to the individual attention which students received. Whereas the message to some students in other

programs may be, "Sorry, fail, out you go" (1.3, l. 2505), Dana commented, "Here, we'll hang onto them [students]. That's one of my side effects, probably I encourage them [students] to hang on [allowing faculty members to] change them" (1.3, ll. 2452-2455). Nevertheless, Dana stated:

We've got some students graduating who are probably unprepared and I think that's because we know them too well. . . . I still think we're a little bit on the tough side. And we have a tendency to encourage them to take a little longer. (1.3, ll. 2437-2440, 2442-2446)

Over the years, Dana transferred the notion of caring from patients to students and finally, to faculty members. "I look for ways to enhance the care of faculty members" (1.3, ll. 1149-1151) in that much energy was spent in "trying to facilitate them to do whatever they are doing" (1.3, ll. 1124-1125). In turn, "I am trying to get faculty members to pass it [caring attitude] on to the students, too, [who eventually] pass it on to the patients" (1.3, ll. 1177-1180). Cognizant of the unique characteristics inherent in all individuals--faculty members and students--Dana strongly supported a creative approach to enhancing student learning.

I think one of the most important things for me that has changed gradually, very subtly, is the students can come in here and have difficulties and the teachers are allowed to feel free to try creative learning strategies. I think when I first came here . . . they were very reluctant to try anything for fear of reprisal. . . . I think they're finally starting to feel a sense of confidence that they can try something with the student, learning-wise, as long as it isn't derogatory or somewhat deflating to the student. (1.3, ll. 2691-2698, 2701-2702, 2710-2715)

Faculty members "all know how difficult it is to handle that [struggling] student. They all have sympathy and empathy for that student" (3.3, ll. 463-466). Although faculty members "who were here were good when they came here" (1.3, ll. 2868-2869), Dana was pleased

that colleagues within the college viewed faculty members as "getting better" (1.3, 1. 2870).

The role as nursing educational administrator, for Dana, was becoming one of solving problems for faculty members, in particular, but also for students and community members. Dana endeavoured to "take every problem and try to solve it independently, as long as you follow certain protocols" (1.3, 11. 545-548). In a recent example, a community member came to Dana to discuss "a long-term care facility" (1.3, 11. 637-638). "For us to be seen as a potential facilitator of information, but not to lobby for her. . . . [and] to be seen as a value . . . is exciting" (1.3, 11. 641-644, 648, 651-652). Dana took this opportunity to assist others seriously, "When you're accessing information, you're helping someone by doing something for them that they cannot do for themselves" (1.3, 11. 3134-3137). Similarly, Dana facilitated the provision of university courses on this campus by locating individuals from the community to present the course. "Very few people can teach in this community because of lack of experience and lack of proper preparation" (2.3, 11. 313-317), but Dana was confident that there would be an increase in the number of individuals available in the next decade.

"When faculty members bring me problems, I get really quite excited. . . . There is something about the sense of problem solving, but doing it in such a way that it's fun" (1.3, 11. 694-696, 708-710). One faculty member who was doing a master's program while working full-time needed some assistance to determine a project topic. "I rhymed off two ideas for her in, what I would say, great detail as if I was looking at the content page of her proposal. I listed all the items that she

should probably consider. And I gave her two choices" (3.3, ll. 1837-1843). The faculty member was ecstatic, "as if she knew where she was going and what to do" (3.3, ll. 1845-1846). In facilitating the work of others, Dana gained a "sense of achievement because that is why you are here" (1.3, ll. 620-621).

Public relations with others within the college was something to which Dana gave high priority. "I put an awful lot of energy into public relations" (2.3, ll. 1089-1090).

When I go out [to other departments], I don't necessarily talk about work. I don't do that. . . . And to me, that works, because then, you're not coming with only the complaint or only the work, you're there interacting with them as a person first, and then you're there to do a job. You surround the job with humanism. (3.3, ll. 1071-1073, 1074-1081)

This effort resulted in excellent relationships with colleagues in the different departments. "We get an incredible amount of support from everybody" (1.3, ll. 950-952). In a similar manner, Dana approached the community leaders. "I really give great value to knowing the aldermen and the mayor, the members of parliament, the hospital people, the head nurses" (1.3, ll. 931-935). As nursing educational administrator, "I have no hesitation whatsoever in calling up our MLA and making an appointment and going in to see him about health care issues" (1.3, ll. 2094-2097).

Dana values the role of the leader. There were ample opportunities to be a leader within the college, community, and professional associations. "I like to be allowed to be the leader when I so choose [to be, but] . . . I hate being a leader when I don't want to be" (1.3, ll. 1075-1077, 1078-1080). As nursing educational administrator, Dana willingly undertook the leadership responsibilities:

I like to see it [my role] as a mandate that you're in charge of the health care concept of nursing. Nursing is an awful lot of people out there. And if you treat it [your role] properly, . . . governmental personnel] listen to you. . . . The opportunities are here, I don't know why I would leave. (1.3, ll. 2122-2128, 2137, 2197-2199)

Dana's contribution to the community was evident in the following comment, "I just got asked to volunteer again, for the third time, to be the president of something" (1.3, ll. 1081-1083). Despite having "a definite game plan . . . that I would do certain things in the community, socially, strictly to give the nursing program and my position some sense of respect" (1.3, ll. 915, 917-920) Dana declined the request. "I find I don't like getting involved in leadership activities to which I don't have much attachment" (1.3, ll. 1114-1116) because "I know I won't do a very good job" (1.3, ll. 1112-1113). But, "I love volunteering because I like to get some experience before I commit myself" (1.3 ll. 3032-3025).

Similarly, Dana devoted considerable time and energy in order to participate in district and provincial activities of the professional nurses' association. Working locally on professional issues, Dana was prepared to "take a rest from it [the provincial aspect] because it is extremely time-consuming" (1.3, ll. 1987-1988) and "there are always competent people out there" (1.3, ll. 1989-1990). But, "we've got to stay tuned in to the province; it's hard enough as it is" (1.3, ll. 2025-2027) to keep abreast of current trends and issues in nursing. Participating in professional activities afforded that benefit. With regard to the provincial Nursing Educational Administrators' (NEA) group, for example, Dana said, "I feel pretty positive about that. . . . All we needed was some real good leadership and I see that [participation in NEA] as very important" (1.3, ll. 1967-1968, 1980-

1982). Recently, "nursing has said, 'We need help.' Everybody has said the same thing; all factions have said the same thing. So, finally, it has created . . . a problem for the government" (2.3, 11. 1351-1355, 1356-1357). The issue which brought the majority of the nursing educational administrators together was entry level of preparation for nurses. "It's very optimistic right now" (2.3, 11. 1407-1408) in view of the collaborative approach to resolving this issue. Dana perceived the movement toward baccalaureate education as being "a co-operative, joint process" (1.3, 1. 3251) in which all nursing educational administrators participated. "That's definitely a professional goal, no doubt about it in my mind. I'm working toward it and lobbying for it" (1.3, 11. 3266-3269). Cognizant of the delay between getting faculty members prepared and being able to implement the baccalaureate program, Dana concluded, "I don't think it matters one iota whether or not somebody is behind the others by three to five years" (2.3, 11. 905-908) as long as there is progress being made toward the mission. Besides, Dana smiled in suggesting, the other nursing educational administrators "will start asking: 'What can we do to help you?' I know they will. 'Is there any way we can speed up the process?'" (2.3, 11. 911-914). The mission was the *raison d'etre* for Dana, "I think it is the reason for staying in this job, for me" (2.3, 11. 978-979).

There were numerous strategies undertaken for faculty members to become more skillful in their teaching roles and to prepare for providing the baccalaureate program within this college setting.

Strategies

There were two programmatic missions of significance to Dana--to maintain the diploma nursing program and to work toward the provision of

the baccalaureate nursing program within the college setting. With regard to both missions, Dana fostered the growth and development of faculty members and support staff. From a personal perspective, Dana planned to return to university for further graduate studies.

Within the mission of maintaining the diploma program, Dana supported skill development and autonomy of practice among faculty members. In particular, Dana concentrated attention upon communication, decision making, and participation skills. Communication occurred formally and informally, verbally and non-verbally, on a "one-to-one verbal" (3.3, l. 49) basis, in "groups of two and three" (3.3, l. 51) or more, groups by "year" (3.3, l. 57), as well as within the full faculty complement. "I don't think any of them [faculty members] are ineffective communicators" (3.3, ll. 199-201). Nevertheless, there was, at times, "some sense of confusion" (3.3, ll. 27-28) in understanding the intended message. Dana suggested, "Our breakdown in communication around here, I think, is values-driven, that the people themselves get very emotionally upset. . . . [in that] their immediate response is one of impingement upon what they think and, indeed, they value" (3.3, ll. 176-180, 183-186).

One way in which Dana sought to facilitate faculty members to "concentrate on what they're doing. . . . to be able to think . . . [and] be creative" (3.3, ll. 821-822, 824, 825) was to provide an "editorial processing" (3.3, l. 804) of information. "To prevent an overload of information" (3.3, ll. 813-814), Dana strove to reduce the amount of written material that each faculty member must read while ensuring the distribution of essential data. Moreover, Dana personally "participates in an awful lot of committees" (3.3, ll. 828). Whereas

Dana did not demand constant participation of faculty members in college-wide committees, there were times when "we've got to participate or we're going to lose as a faculty" (3.3, ll. 866-868). Typically, faculty members volunteered to participate on these different committees, "occasionally, we delegate" (3.3, ll. 1635-1636). Dana noted:

And sure enough, what happens, they [faculty members] become more literate, vocal, clear thinking, very creative people who give them [other colleagues] solutions. . . . We are seen as a very good faculty, very high producing, and very creative. . . . They [faculty members] have a very positive involvement and they come back again and withdraw back to their job. (3.3, ll. 873-877, 879-881, 896-898)

In part, "their [faculty members'] performance is so good out there" (3.3, ll. 962-963), Dana explained, because "I think it goes back to this whole idea of a philosophy of you cannot allow them to be overloaded" (3.3, ll. 903-905). Information overload and the high requirements of committee work could "interfere when you have first year students who demand an awful lot of the faculty members" (3.3, ll. 909-911).

"Faculty members have been basically left on their own, and I think that's a critical issue right there" (3.3, ll. 756-758). In making this comment, Dana referred to the independence which each faculty member had regarding course content and teaching strategies. Autonomy of practice, viewed by many faculty members as most desirable, "is not necessarily what they [faculty members] want" (3.3, ll. 645-646). Indeed, even an experienced faculty member demonstrated to Dana that being the only resource in a particular content area can be totally disconcerting. Independently, the faculty member had to work through the "frustration of learning the nursing model for the first time" (3.3,

11. 617-619) after being accustomed to the "medical model" (3.3, 1. 621) approach. Although well-versed in the content area, this faculty member "wanted to talk to somebody. She needed to talk about some ideas. No one talked her language" (3.3, 11. 635-638). Dana concluded that faculty members "often need the sense of interdependence before they can get to independence" (3.3, 11. 646-648).

There was much to accomplish in terms of faculty growth and development before the provision of baccalaureate education for nurses became a reality in this college. Dana acknowledged that a major goal was to assist faculty members in obtaining graduate level preparation. "One faculty member is already well on her way to getting herself to a higher level" (2.3, 11. 412-414). Dana endeavoured to compensate for two potential risks--the impact of financial strain and collegial drain. "I spend an awful lot of time coaching the faculty members on interactions with each other; . . . I try to reduce the risk that she's going to cause difficulty so she can upgrade herself. Therefore, she's going to set a model" (2.3, 11. 440-442, 443-447) for the other faculty members who would pursue courses part-time while continuing to work.

Two other faculty members were planning to "leave the campus and go away" (2.3, 11. 458-459) to undertake a graduate program full-time. To facilitate the transition, Dana involved the faculty members in the planning process a year or two in advance of a sabbatical. Together, they determined the answers to questions such as:

What are the effects of you going away? Who is going to replace you? So, within our resources of the city, who will be best able to come into your environment? And then, we start looking at who within the faculty can switch, for example, and take your teaching role with a minimal amount of orientation? (2.3, 11. 476-484)

Eventually, the faculty member would "come to me with a proposal: this person--internal faculty member or external person in the community--has the education level, the clinical experience, and the understanding of the program" (2.3, ll. 494-500). The two-year time frame provided a built-in orientation scheme, as Dana noted, "Start them [community resources] working with the students, one day here, one day there" (2.3, ll. 516-517), or have colleagues "start doing some of these things [new tasks]" (2.3, ll. 527-528).

"When it comes to curriculum change, I will do the same thing. . . . We will step-stone in the sense that I'll do little bits at a time whereby you get the institution on your side and it's a no-cost impact" (2.3, ll. 544-545, 546-550). The process of lengthening the program was already initiated "by having a pre-nursing program" (2.3, l. 560). Therefore, for some students, the program was three years in duration; "to go to a four-year program is not a mega-change" (2.3, ll. 563-564). By making these changes over a number of years, Dana anticipated "the institution [will] accept the phenomenon and not fight us" (2.3, ll. 567-569) and "the people just gradually start to accept it" (2.3, ll. 587-588). "I have been purposely doing that [lengthening the program]; we now have that mechanism in place" (2.3, ll. 570-572).

"But the ultimate design and the outcome of the person and what [the graduate] is able to do will be based upon models that someone else [nursing colleague] has already figured out" (2.3, ll. 593-397). Faculty members "have to be skilled at things like curriculum design and change" (2.3, ll. 658-659). The appropriate knowledge, skills, and attitudes to which Dana referred are derived in part from experiences and in part from graduate level preparation. Therefore, "over a period

of four or five years, we'll figure out our curriculum design" (2.3, 11. 612-614) to compensate for "the changes in health care needs" (2.3, 11. 623). If faculty members "stay put" (2.3, 11. 694-695), taking turns to obtain a master's degree while gradually incorporating changes to the curriculum, "that [scenario] will put us right on schedule" (2.3, 11. 693-694). About baccalaureate education for nurses within this college, Dana stated:

It will be accomplished in stages and steps and it will be a very slow process. And [it will] not always be concretely laid out as to what we're going to do, but, they [faculty members] will know where we're going; somehow, we'll get there. I don't have any doubt in my mind whatsoever. (2.3, 11. 707-713)

Accepting the limitations of a small faculty, Dana trusted that other nursing colleagues will continue to make progress toward implementing baccalaureate education as entry into practice. "Groups of schools that include colleges, universities, and hospitals . . . have people who are designated to do it [curriculum design]. . . . [and who] have already put proposals together" (2.3, 11. 758-760, 376-377, 762-763). While the proposed changes were being implemented elsewhere, "we've got four, five, or six people upgraded, level-wise, in that time span, without any curriculum changes" (2.3, 11. 775-778). "When they've [nursing colleagues] figured it [baccalaureate curriculum] out, we'll come along and borrow from it" (2.3, 11. 400-401). Nursing colleagues from other institutions "are already more than willing to offer the programs" (2.3, 11. 783-784).

Dana placed the mission of baccalaureate education in a realistic perspective. An initial requirement was to facilitate the growth and development of faculty members. Dana addressed challenges in providing opportunities for skill development within the work setting while

simultaneously assisting individual faculty members to pursue graduate studies.

Challenges

There were several major challenges. "We don't have many hindrances. I think we have probably only attitudinal hindrances" (2.3, 11. 1307-1310). Specifically, Dana referred to the attitudes of faculty members and support staff. Generally, college senior administrators and colleagues, hospital administrators and personnel, as well as the community responded positively toward the nursing faculty members and program. Therefore, the challenges which Dana faced originated from resources--human and financial.

At least one challenge derived from providing adequate support staff services. "The secretary has been getting overloaded for quite a few years now. . . . [Essentially, we] need an extra 25 percent of a secretary" (1.3, 11. 1774-1776, 1806-1807). Consequently, Dana commented:

I do a lot of clerical work. Again, it depends on who you read as to whether that is the correct thing to do or not. I do it because we don't have a lot of resources. (1.3, 11. 1807-1812)

An additional secretary was not feasible until the program increased substantially in size. In the meantime, Dana perceived all faculty members to be concentrating upon their roles as teachers and so, "we're running into the problem of 'To whom do you delegate?' because . . . chances are, they [faculty members] can't do what I'm doing but I could do what they do" (1.3, 11. 1788-1790, 1791-1793). To assist the secretary, Dana performed "a menial task" (3.3, 1. 1286), gaining a "mental rest" (3.3, 1. 1277) from administrative duties. "I am usually thinking about something while I'm doing it [the task]" (3.3, 11. 1279-

1280), Dana explained, and "I will discover something, a solution to something will occur to me while I'm doing that [task]. And it will be a solution to something that happened maybe a month or two ago" (3.3, 11. 1294-1299).

Faculty members experienced a lack of confidence--in themselves more so than in their colleagues. For instance, initially, some faculty members "would beat things to death" (1.3, 1. 2723), meaning they would discuss teaching techniques endlessly before finally trying a specific strategy. "This over-discussion of student problems" (1.3, 11. 2721-2722) was "toning down a lot" (1.3, 1. 2727) which indicated that many faculty members were becoming "secure now" (1.3, 11. 2729). Similarly, a few faculty members still lacked confidence in altering the course content. When questioned in the manner of a "devil's advocate" (1.3, 1. 2923), "they become defensive" (1.3, 11. 2898-2899). Dana recalled a recent situation:

Two of the faculty members who were there had changed course content previously; for the one presenting, it was the first time. You could see the difference between them. The two faculty members were looking at it [the questioning process] as a purely analytical process and for the one who was presenting, it was . . . 'Well, all I was trying to do was. . . .' (1.3, 11. 2911-2917, 2919-2920)

With more experience, this faculty member would resemble the others who "do their homework. They dig, they research, they search out, they question" (1.3, 11. 2892-2894) prior to suggesting a change in course content or curriculum design. Dana queried, "Why are faculty members so pessimistic in approaching new activities when they are so good at things [various tasks]? They perform at such a high level" (2.3, 11. 1249-1252). This negativistic attitude, Dana maintained, is a

characteristic which pervades nursing; it is not unique to inexperienced faculty members.

The financial aspects of operating a nursing program were more critical now than in the past. Dana commented, "The money part of it is something I always find a bit mystical. Money seems to come from some place. I've always taken that attitude. You have to sort of set up scenarios so that it just occurs" (2.3, ll. 1268-1274). Nevertheless, Dana does not believe "the more you complain, the more you get" (2.3, ll. 1275-1276). Actually, "I don't mention budget very much because I just take it for granted; we are really well funded" (1.3, ll. 1820-1823). This year, for the first time, "we are running out of money" (1.3, ll. 1825-1826). However, Dana was confident, "I think we're finally going to be able to demonstrate fairly easily why we're running out of money" (1.3, ll. 1827-1830).

The stimulus for the diploma nursing program came from the community. The college administrators accepted the mandate from the community and readily offered support. "Everybody was willing to help, no matter what it was. . . . It seemed as if nothing was a problem. It was just a matter of 'How do you solve it?'" (1.3, ll. 482-483, 484-487). There was very little *interference* from anyone within the college setting. But Dana "spends a lot of time with them [individuals in all departments], to get to know them, one-to-one" (2.3, ll. 1266-1267). Reflecting upon the co-operation from senior administrators and other colleagues, Dana said:

Since I've been here, I think we have had fair, good control. There's, what I call, very little interference in our college here--telling us what nursing will be and our program outcome will be. They're not doing that. (2.3, ll. 843-849)

This stance was a slight change from the initial period when senior administrators were adjusting to having a professional nursing program within the college. Dana said, "Whereas, I think before, we were new to the system and, therefore, they [senior administrators] had to find out what we were all about, and [they were] constantly looking at us and questioning why we were doing things" (2.3, 11. 863-868). The support from senior administrators and other colleagues indicated that the nursing personnel are accepted and respected for the work that they do with students. As a result, "when it comes down to it [baccalaureate education], it [our reputation] means that we will be allowed to change, very slowly, because they [senior administrators] know that's how we do it" (2.3, 11. 884-887).

Summary

All three of the nursing educational administrators whose stories are told in this chapter were new to the settings in which they accepted administrative responsibilities. While Anne was given responsibility for creating the curriculum and assisting with the design of the facility, Dana was selected to implement a newly developed program. Both Anne and Dana assumed responsibilities for hiring the faculty members necessary to initiate a program. In contrast, Terry, appointed from the community sector to be a nursing educational administrator in an established program, found the faculty members already in place. The three administrators, though, had the common task of screening student applications and performed many other common activities associated with maintaining a diploma nursing program.

A major task for Anne and Dana was "attracting qualified people" (1.1, 1. 294) to their communities. For Terry, the major task involved

helping administrator and faculty members adjust to each other. All three nursing educational administrators described creating climates in which faculty members could work collegially toward realizing their missions. Each administrator attempted to give faculty members the freedom to function independently, to support them in their decisions, and to foster faculty members' skill development. There was an observable change in faculty members, as Terry remarked, "For me, it was interesting to see the changes in faculty members--from uncertainty and resistance to openness, to willingness to work together and to work on some changes to the program and the curriculum" (1.7, ll. 1528-1534).

Each administrator drew attention to the importance and was aware of the urgency of encouraging faculty members to strengthen their educational credentials. Indeed, all three administrators commented on the need to move instructor educational preparation beyond the master's level. In Dana's words, "We've got to prepare ourselves so we're ready to accept" (2.3, ll. 1330-1332) the opportunity to move in the direction of providing baccalaureate education for nurses within the college setting. In the new programs, Anne and Dana discussed working with inexperienced faculty members and the strategies which they used to foster skill development. Each of the nursing educational administrators focussed upon maintaining "a quality diploma nursing program" (Anne, 1.1, ll. 775-776) by working with and through their faculty members.

CHAPTER VII

A THEMATIC INTERPRETATION OF THE ACTIVITIES OF NURSING EDUCATIONAL ADMINISTRATORS

The stories of the seven nursing educational administrators reflected the unique nature of their work experiences. Data analyses provided an opportunity to address the question "In what ways do different nursing educational administrators describe and understand the various aspects of their roles?" The development of categories and themes in the descriptions of their work provided the foci for in-depth interpretation. Through thematic analyses and interpretation, it was possible to gain insight into the implicit, *untold* aspects of their work experiences. Interpretation of data involved a search for meaning. As Benner (1985) stated, "Meaning resides not solely in the individual nor solely in the situation but is a transaction between the two so that the individual both constitutes and is constituted by the situations" (p. 7). The purpose of this chapter is to present an interpretation of the stories offered by the seven nursing educational administrators; that is, to develop an understanding of their lived work experiences. Results of the analyses are organized under three themes--"Missions or Goals," "Relating to Others," and "Meanings of Activities"--which seem to be indicative of significant dimensions of the leadership role of nursing educational administrators.

Missions or Goals

The seven participants in the study enunciated a number of missions or goals. Although these nursing educational administrators were accustomed to operating independently within their college settings, several were involved in various collaborative planning

ventures. Of particular prominence in analyzing the work of the administrators was the emphasis placed upon the development of different missions. Results of the data analyses served as responses to the following questions: "What missions or goals were delineated? Who was involved in defining the missions? To what extent were there similarities and dis-similarities to the missions or goals among the seven nursing educational administrators? Was there a central, common mission or goal?" From their discussions, two major categories or sub-themes emerged--programmatic and personal missions. Directly, and occasionally indirectly, nursing educational administrators provided insight into the development and significance of these missions to their faculty members, students, and themselves as well as the nursing profession and the health care system.

For each of the nursing educational administrators, there were generally two programmatic missions. The primary programmatic mission was to maintain the mandated, current diploma nursing program and the secondary programmatic mission was to realize a vision of an alternative approach to nursing education. Both programmatic missions related to the program itself--present and future orientations, faculty members, and students.

The Primary Programmatic Mission

The primary mission of nursing programs, in Dana's words, "is a very delineated, clear-cut function" (2.3, 11. 22-23) and that was "To produce a competent, qualified person who can write the registration examinations, pass and go out and perform that way" (2.3, 11. 32-35). To maintain the existing diploma programs, each of the nursing

educational administrators sought to provide human, financial, and material resources in order to offer high quality learning experiences.

During this past year, Barbara obtained approval "to convert four hourly people into full-time to make sure that our program increased its strengths, that the curriculum was going to be applied more consistently, [and] that they would feel ownership" (1.6, 11. 718-720, 748-752). In this manner, Barbara organized a suitable complement of individuals to cover the two major components of theory and clinical. Even though the diploma nursing programs were typically "well-funded" (Dana, 1.3, 1. 1823), there was a noticeable change in keeping with the financial restraints of the past few years. Both Dana and Carol noted a "lack of funding" (Carol, 2.2, 1. 1283). Carol mentioned that financial constraints prohibited the updating of resource materials for students, "I'm dealing with a decision to invest a lot of money for the translation of a program into French. The translation has been done, but now, to stay current, it needs to be redone" (2.2, 11. 1260-1267). Speaking generally, Dana said, "I think we're finally going to be able to demonstrate fairly easily why we're running out of money" (1.3, 11. 1827-1830).

Most of the nursing educational administrators demonstrated an orientation to the recipient of the programs, the students. Consistent with the college mandate, the administrators attempted to make the diploma nursing programs accessible to both young and mature individuals within the community. This aspect of the mission was the source of continuing challenges. "Each year" (1.1, 1. 400), Anne stated, "it [the student complement] varies somewhat from young students right out of high school to a more mature population" (1.1, 11. 400-402). While

"this program has traditionally . . . attracted adult learners" (1.5, 11. 646-647, 648), Mary observed that the "average age of the entry class" (1.5, 1. 651) was decreasing slightly over the last two years. In yet another setting, Ruth explained, "We have a lot of students who are married with young children" (2.4, 11. 719-720). Therefore, to accommodate both young and mature students, Carol planned a program to provide

alternative delivery styles [to increase] accessibility to students who don't always fit the norm of 'eighteen, blue-eyed blonde' kind of background. [These] delivery styles can mean our ability to provide a program that is built on a very humanistic, caring domain rather than just the academic. And that's not to lose the rigour of the academic [dimension], but to balance it with what I feel is so important in nursing. (2.2, 11. 261-274)

Moreover, Carol continued, "Our program is very progressive in its humanistic, or very much a holistic, approach to not only the client group, patients . . . but also to the way our students are treated" (1.2, 11. 618-622, 623-624).

The administrators were generally sensitive to demands that fulfilling the mission placed on faculty members. "Faculty members, I feel, are very responsive to varying learners" (Carol, 1.2, 11. 627-628). Similarly, Mary remarked:

Faculty members work very hard, harder than other faculties with whom I've worked. They work very hard and they're dedicated. They continually struggle [on the one hand] with helping the students to grow and accept and understand the demands and the obligations one has to a profession balanced with compassion and caring and understanding for the learner on the other hand. That's a hard thing to do. (1.5, 11. 683-694)

In contrast, Terry stated:

Some faculty members, I do not believe, are as supportive of students as they should be. I recognized that there were some faculty members out there who had the attitude that they should push the student to the limit and try to get rid of those [students] faculty members thought didn't belong or [were] not meeting the requirements. (1.7, 11. 1657-1665)

Terry attributed this attitude to a lack of openness, "Faculty members didn't understand the program; they didn't understand each other" (1.7, 11. 1515-1517). However, Terry noticed, "There's certainly been a lot of change in faculty members since I first arrived" (1.7, 11. 473-474). Through "motivating and encouraging faculty members to become involved in the area" (1.7, 11. 470-472) of curriculum development, Terry observed that "faculty members are finally willing to work together" (1.7, 11. 550-551).

At times administrators engaged in specific activities to define the mission. A priority for Carol, upon becoming the nursing educational administrator, was to establish a clear definition of the programmatic mission. "One of the changes that I initiated" (1.2, 1. 693), Carol remarked, "and it was one that needed to be done . . . [was] to develop a mission statement and belief statements that we would have up in front of us" (1.2, 11. 694-695, 700-702). With regard to this project, one in which all faculty and support staff members participated, Carol stated:

I thought at that time that we needed something we could feel was ours and it couldn't be imposed upon us by someone else. . . . We could use it almost as a benchmark of what we're doing in this department. So, we had to create statements and project into the future of how we would use them. (2.2, 11. 303-306, 308-315)

While Carol and Terry discussed the importance of gaining the support and commitment of faculty and support staff members to the mission, Barbara also addressed the student perspective. Students, Barbara believed, had a need and a right to

have a little bit more appreciation for what I believe because I think the one thing I've got to be seen [doing] is role modeling certain values about nursing education, relationships between students and faculty members, the learning environment, and the support of my office for making sure that their education is the best it can be. (1.6, 11. 414-423)

Through her actions, Barbara sought to clarify the mission of the program for both students and faculty members and to provide leadership regarding how the mission would be fulfilled. Reflecting upon the mission, Barbara declared, "I believe in my commitment to quality nursing education" (2.6, ll. 1554-1557) and further, "I am strongly committed to a clinical program" (1.6, ll. 1692-1693). Ruth commented, "Right now in our two-year diploma program of preparing students to function in acute care institutions, I think we do a superb job and I get a lot of commendation about how well our graduates function" (2.4, ll. 317-322). While dedicated to their college-based programs, both Ruth and Barbara noted an important aspect in meeting their missions meant providing clinical experiences for students. "I believe clinical practice is part of [nursing] education" (2.4, ll. 11-12), Ruth confirmed. Yet, Ruth supported "a separation of function with service [clinical] institutions contracting to provide practice experience, but with the educational institutions clearly responsible for the management of the education component" (1.4, ll. 704-709). Although nursing educational administrators in each of the seven diploma nursing programs were committed to their missions of preparing nurse practitioners for the present, Mary declared, quite frankly, "None of our programs are preparing a nurse for the future as well as we could" (2.5, ll. 70-72). But this message was not new; the nursing educational administrators have long since realized the limitations of a two-year program.

The Secondary Programmatic Mission

The second programmatic mission pertained to a vision for an alternative approach to providing nursing education in order to prepare nurse practitioners to meet the future needs of the nursing profession

and health care system. This mission was expressed in various ways by the seven participants. Ruth stated, "My involvement and commitment to appropriate education for health care for our people has been with me for a long time" (2.4, ll. 1037-1040). Barbara concurred:

Anybody who has been teaching in the diploma program as long as I have, which is true of a lot of the senior faculty members across the province, you get to the point where you're constantly saying to yourself, 'Now, look, this is a two-year program.' What you do is dream about what you would teach or how you would teach it, if you had two more years. (2.6, ll. 560-570)

Working in nursing education, some of the nursing educational administrators had a vision as to what should constitute a change in the programming. Apparently, being alert to the various historical events, Ruth noted that when nursing programs moved into the college system in the sixties, "We got caught in a two-year program that was designed to cover nursing education from the fifties" (2.4, ll. 271-274). Ruth deemed the recommendation of the Task Force Report of the late 1970s to be

insightful because it probably was relevant that the amount of education required had about doubled. And if we were going to take diploma programs to the appropriate length for what they needed to function, that was not fair to students, because the credential they would be getting would be the diploma when, in fact, they should have earned a baccalaureate. (2.4, ll. 285-295)

The major influence on the thoughts of nursing educational administrators concerning future programs was the vision of baccalaureate education for nurses as the requirement for entry into the profession. This vision has guided the emerging definition of the mission of the 1980s. Throughout the 1980s, the nursing educational administrators have been working collectively through the nurses' association and, especially, with collaborative programming ventures and the provincial group of nursing educational administrators to work

toward realization of this mission. Through the activities of this latter group, Ruth confirmed how this vision became defined as a mission:

We've talked about how do nursing education groups accept the responsibility that we have to prepare practitioners to function in the health care system we need. And on that basis, we need to be striving for basic preparation at the baccalaureate level. (2.4, ll. 591-598)

Ruth began this process a number of years ago by completing a feasibility study to determine if alternatives to current nursing programs were possible. Gaining acceptance to this change in missions was not only important but also vital. "At the end of that [study], the faculty members talked about where they thought nursing was going [and] requested that they move in the direction of baccalaureate education" (Ruth, 2.4, ll. 436-440). Ruth fostered the commitment of faculty members by facilitating their participation in essential activities necessary to realize a change in missions. Over the past few years, Ruth and faculty members have worked together with a university faculty of nursing to develop a proposal and courses for "a two-year transfer program" (2.4, ll. 451-452). To allow for a period of transition and to meet the needs of some prospective students, a "diploma completion" route (Ruth, 2.4, l. 473) was planned. Faculty members, too, were committed to this mission. If the submitted proposal was not "acceptable at all to the university" (2.4, l. 517), Ruth concluded:

I'm not sure that given the energy that faculty members have used up to this point in developing the current proposal that they would be prepared to just let it sit now. So, I think we would try to use some other direction [to achieve the mission]. (2.4, ll. 527-533)

The significance of the secondary mission to Ruth and faculty members was apparent in this comment.

In another setting, Mary suggested, "We will most likely be moving forward to degree preparation. Certainly, not only myself, but also faculty members support that [mission]" (1.5, ll. 635-638). To date, Mary has completed the first phase of a collaborative planning process with nursing educational administrators from both university and hospital-based programs. Faculty members contributed to one aspect of the first phase of planning. Mary explained, "We sent a representative group of faculty members away, actually last week, on a retreat to identify the curriculum components" (2.5, ll. 735-739). As the second phase commenced, Mary anticipated that the development of the mission would consume more time and energy of faculty members as they determined specific course descriptions. During a recent departmental retreat, all faculty members began to consider their options to questions such as: "What can we do? What changes would we like to make [to this program]?" (Mary, 3.5, ll. 1282-1283). The extensive planning requirements of this mission, Mary understood, placed an increasing demand upon faculty members "because we have an obligation to our present students and the new class . . . to ensure that they get the best education we can give them" (2.5, ll. 793-794, 796-798). "Even though at the same time we're saying that it [the diploma program] is not good enough" (2.5, ll. 798-800), Mary commented, "That is hard for a person, [simultaneously], to maintain commitment and levels of being up" (2.5, ll. 801-803) regarding two different programs. The influence of the secondary mission was pervasive. Nevertheless, the importance of this mission surfaced when Mary concluded, "I'd be able to live with a postponement or a delay or a phase-in. That's all right. An adamant rejection, say, have to

withdraw from the group, oh, yes, I would be in a real dilemma, very much so" (3.5, ll. 2019-2026).

Barbara and faculty members have independently determined a variety of approaches to a collaborative baccalaureate nursing program. Accordingly, Barbara commented about the planning required to fulfill that mission:

We've designed all components of a program, from an integrated four years in which we teach two [years], to an two-plus-two which is kind of the add-on Post Basic as it is now. . . . to actually entering into a complete four-year program where the intricacies of the relationship from admission on are so formalized that it would be a four-year program that was a thoughtfully developed program. (2.6, ll. 162-167, 172-178)

In this setting, faculty members were "already mentally there" (Barbara, 2.6, ll. 162-163). It remained for Barbara to confirm a relationship with a university nursing faculty in order to implement a plan for provision of a baccalaureate program within the college. Whereas Carol and faculty members have not established a time frame within which to achieve the full extent of their mission, they were prepared to work toward EP 2000 (Entry into Practice by Year 2000), the date established by the professional association. To make some progress, Carol believed it may be necessary to take "a very strong stand" (2.2, l. 875) to obtain approval to move forward from the mandate of the diploma program. In this way, Carol was prepared to take a risk in order to work toward this important mission, to provide leadership.

Even though the remaining nursing educational administrators-- Terry, Anne, and Dana--definitely promoted this mission, they appeared to concentrate upon other more immediate goals. In support of baccalaureate education for nurses, Terry remarked, "We need to be involved and have the impact on planning and decision making, and we're

certainly not going to be able to do that if we don't have the knowledge and skills" (2.7, ll. 670-675) to participate in the health care system. Confidently, Terry observed, "There is commitment" (2.7, l. 846) now among faculty members who have "moved a long way" (2.7, ll. 843-844) toward being informed about baccalaureate education. Moreover, senior administrators have encouraged Terry to establish a collaborative planning venture with a university nursing faculty. However, Terry added, "We did a needs assessment and looked at what the needs were in terms of education. Very few [individuals] responded that they would be interested in baccalaureate education in [this city]" (2.7, ll. 389-394). Noting a differentiation in missions, Anne clarified, "Now, the change in the mission, in terms of striving toward a baccalaureate nursing education program, is, I think, my mission, and the mission of my faculty members rather than the mission of the community at large" (2.1, ll. 204-208). Senior administrators in the college and hospital as well as many community members did not support baccalaureate education for nurses. Continuing, Anne explained, "As the whole idea of baccalaureate education as entry into practice becomes more and more accepted, not only provincially, but nationally, then it will be easier to accomplish that [mission] in this city" (2.1, ll. 208-214). In the meantime, these nursing educational administrators focussed upon preparing others--faculty members, students, senior administrators, nursing and non-nursing colleagues, and the community--to accept the mission of baccalaureate education as entry into practice. As Dana quite confidently summarized:

It will be accomplished in stages and steps and it will be a very slow process. And [it will] not always be concretely laid out as to what we're going to do, but they [faculty members] will know

where we're going; somehow, we'll get there. I don't have any doubt in my mind whatsoever. (2.3, 11. 707-713)

Nursing educational administrators maintained their current diploma nursing programs as their primary mission. This responsibility meant obtaining the essential resources and adapting their programs to the changing needs of the learner. A secondary mission pertained to providing baccalaureate education for nurses within the community colleges. The seven participants faced many challenges in seeking acceptance to, and planning for, this mission.

Personal Missions

Missions also occurred on a personal level. The discussions with nursing educational administrators reflected questions such as: "What personal missions were described by the nursing educational administrators? What opportunities or challenges resulted from being in the position of the nursing educational administrator? Were personal missions a source of motivation?" Put another way, the administrators responded implicitly to the question "What do I get, personally, from my efforts as the nursing educational administrator?" Nearly all of the nursing educational administrators delineated at least two personal missions: formal education and informal on-the-job learning or personal growth and development. A few participants also described a desire to pursue another administrative position.

Typically, at the top of the list for a number of the participants was the goal to obtain a doctoral degree. Both Carol and Anne have completed the course work requirements of their doctoral programs. Barbara remarked, "It's obvious that the new rules and regulations for schools of nursing are going to require PhD nursing educational administrators" (2.6, 11. 1366-1368). In Dana's words, "If education

for nurses is climbing to a higher level . . . then I have to climb to a higher level" (2.3, ll. 1454-1456, 1457-1458). In this regard, pursuing a doctoral program may be considered a professional requirement and, therefore, a professional goal. Nevertheless, the majority of nursing educational administrators also discussed doctoral work as a personal goal, as a part of their career planning. Terry, Mary, Dana, and Barbara definitely planned to complete a doctoral program. Barbara indicated that she may be able to commence doctoral studies on a part-time basis prior to taking a sabbatical. She commented: "I think it's imperative that I get working on the PhD shortly. And I've been doing some more work in that regard" (2.6, ll. 1343-1346).

Realizing a personal mission seemed more feasible for some than for others. Whereas Dana had determined both the program of study and the university of choice as well as the time frame, Terry and Mary continued to grapple with those decisions. Fulfilling a personal mission often posed difficulties. From Terry's perspective, "I had set in my mind when I graduated . . . that by 1990, I would be enrolled in a doctoral program or doing doctoral work. It's now 1988, and I'm still struggling for sure with what it is I want to do" (1.7, ll. 1877-1878, 1879-1883). Mary was also puzzled, "If I went on to do doctoral work, I would have to know that [an area of focus for study], which way would I go. I think, maybe with time, I will know that. Maybe next year, I'll know that answer better" (1.5, ll. 1273-1279).

Barbara addressed the notion of individuality and a life-long personal mission. As a teenager, the concept of choice, to be able to choose who and what one's self ought to, or could, become, took on considerable importance for Barbara. A strong personality emerged, a

strength in character which stimulated a *modus operandi* for Barbara.

determined that "my choices are mine and that I have to take responsibility for them" (3.6, ll. 954-956), Barbara chose education and later, a family. In choosing a career in nursing, and currently, as the nursing educational administrator, Barbara differentiated between personal and organizational missions. "I do this job, but it's not me. And I build on the other parts of me to make sure that I don't envision when I leave this job that I'll be any less a person" (1.6, ll. 1156-1161), Barbara declared. Personal missions were important, and occasionally, a nursing educational administrator willingly gave up a position of leadership. Barbara explained, "I've made choices career-wise based on my family" (1.6, ll. 247-248). Not wanting "to compromise my relationship with my children and my husband" (1.6, ll. 253-254), Barbara worked in "clinical teaching" (1.6, ll. 262-263) and "provided the stimulus for myself with my community projects" (1.6, ll. 268-269). Clinical teaching, for Barbara, was less demanding than being the nursing educational administrator. In making choices, Barbara sought opportunities for personal development on a regular, informal basis while carrying out the activities of the nursing educational administrator. Contemplating a specific skill, Barbara commented, "So, it's all part of this self-evaluation that goes on and I think it's something I would value in myself if I could get some of it in better order" (3.6, ll. 468-472). "Maybe you [interviewer] will see it, a growth in my skills or at least my attitudes about what I'm doing, in the interviews, because this period is going to be a tremendous developmental time for me" (Barbara, 1.6, ll. 1867-1872).

As the nursing educational administrator, Mary did not lose sight of her personal mission amidst departmental and organizational missions. Consciously, she remained alert to the learning opportunities which accrued in working with other administrators--internal and external to the college. "I came into this position with the idea that I would learn" (2.5, ll. 451-452), Mary remarked, and laughingly added, "I'm learning a lot. So, probably, my personal goal is already accomplished. But, it [learning] will go on and it will continue to happen" (2.5, ll. 478-483). Reflecting upon the programmatic missions, Mary surmised that these goals "fit with my own personal and professional goal of learning in this process and [my desire] to contribute the best that I can to the achievement of the mission" (2.5, ll. 2365-2370). Even though Mary's personal mission of learning was distinct from organizational goals of providing a diploma nursing program, the former did not necessarily have to be submerged by the latter.

While they seemed to be content in their roles, a few of the nursing educational administrators did not necessarily perceive this position as their final achievement or goal. Mary clearly stated, "It [position as nursing educational administrator] wasn't a terminal goal of mine at all" (1.5, ll. 246-247). Indeed, the position of nursing educational administrator appeared to enhance the opportunities for other administrative positions. Anne considered other possibilities within the college setting, "One of the reasons that I went back to do a PhD program is that I really want to be an senior academic officer in the college setting" (1.1, ll. 95-98). Continuing to explain, Anne remarked:

I really believe in the college system. I want to be a part of it. But I want to be an administrator with a broader mandate than

I have right now. . . . I want to be responsible for other programs and provide the kind of leadership that I think I can provide in other programs as I provide in nursing and other health-related programs. (2.1, ll. 546-550, 563-568)

In another setting, Terry was also contemplating the desire to take on a broader scope of administrative responsibilities. She commented, "On a more personal level, I would like to seek a different position within the college. And that possibility looks like it could be there" (2.7, ll. 2119-2123). Senior administrators have approached Terry about "changing the position" (2.7, l. 2140) of the nursing educational administrator to include a number of allied health programs in addition to the diploma nursing program. This opportunity is one which Terry described as being "rather enticing" (2.7, l. 2151), but "I don't want it [the reorganization of programs] to be detrimental to nursing" (2.7, ll. 2197-2198). In this instance, Terry demonstrated that an organizational goal of maintaining a diploma nursing program took precedence over a personal mission of obtaining another administrative position. Although seeking a broader administrative scope, nursing remained a central focus for both Anne and Terry when they looked forward to the future possibilities of a change in position.

Summary

The seven nursing educational administrators were aware of and responsive to both programmatic and personal missions. Individually, they placed considerable emphasis upon maintaining a credible diploma nursing program. The primary programmatic mission required giving adequate attention to the daily maintenance activities of providing human, financial, and material resources. Simultaneously, each of the nursing educational administrators defined the mission of baccalaureate education for nurses in terms of their own settings, in terms of the

implications for faculty and support staff members, prospective students, and senior administrators. Through encouraging participation of faculty and support staff members, the nursing educational administrators sought to gain their support and, ultimately, their commitment to realize these significant programmatic missions. Also, nursing educational administrators discussed their personal and professional growth and development activities from a personal missions perspective. They also talked about various learning experiences-- formal and informal--and a desire to benefit from them as they carried out different activities as nursing educational administrators. It was just as important for the seven participants to remain open and responsive to learning opportunities as it was to promote changes in programmatic missions. Having confidence in themselves as leaders, a few participants looked forward to another position with a broader administrative mandate, one that would accommodate both nursing and other health-related programs.

Relating to Others

An indication of the importance they attributed to interpersonal aspects of their work was the numerous times they mentioned relating to others. The analyses of data reported in this section revolved around the questions: "To whom do nursing educational administrators most frequently relate? In what settings do they tend to function? How do nursing educational administrators create a positive environment in which to relate to others?" Within the nursing department, they tended to relate most frequently to faculty and support staff members. All seven participants described creating a climate in which to implement their own style of administration and to foster the personal and

professional growth and development of their faculty and support staff members. External to the nursing department, nursing educational administrators formed a link between the nursing faculty and support staff members and senior administrators, board members, administrative colleagues inside and outside the colleges as well as clinical and other professional colleagues.

Departmental Settings

Within departmental settings, nursing educational administrators worked with faculty and support staff members to achieve specific missions or goals. Establishing effective interpersonal relationships was a major concern of the administrators. A few of them explicitly stated a philosophy of people. For example, Mary made the following statement:

And I think that is on my mind all the time--to step away from all this paper [work] and do the real thing which is relating to people, be supportive to people. I think I'm primarily concerned about having a positive influence and working with people for a positive change, so that it's not only positive but also there's change or growth or movement, and not nothing. (1.5, ll. 162-174)

Anne also reflected on a philosophy of people:

I guess, to me--and it's always been that way--people are more important than anything else. There's nothing material that is more important to me than people and relationships. So, consequently, if things go wrong with people, those are the things that can hurt me the most. (3.1, ll. 1149-1157)

Espousing a similar perspective, Carol's approach to faculty and staff members was consistent with a personal philosophy of being "a simple people kind of person . . . and that goes a way back to my childhood and sort of to an administrative style" (3.2, ll. 2040, 2043-2045). Firmly believing "Your people are your most important resource" (3.2, ll. 438-439), Carol emphasized that "the people interactions are so much more important" (3.2, ll. 2076-2077) than any "tangibles" (3.2, l. 2032).

Carol added, "An unhappy faculty member makes me unhappy" (2.2, ll. 489-490). A positive orientation to people seems to expand a leader's role. Since faculty members perceived Ruth as someone in whom they could confide, they approached Ruth to discuss "their ideas and dreams" (3.4, l. 905) as well as "their personal goals and problems" (3.4, l. 907). Ruth's philosophy toward faculty members was to "try to respond to those kinds of things on an individual basis and still primarily function as a department" (3.4, ll. 464-468). Nursing educational administrators faced many challenges in fostering positive interpersonal relationships while simultaneously focussing upon their programmatic missions.

Generally, through creating a positive climate in which to work, nursing educational administrators established effective interpersonal relationships. Dana stated, "I think I have created an environment in which we are slowly, slowly changing and developing. . . . It was just a matter of letting them do things, letting them participate" (1.3, ll. 724-727, 1361-1363). Further, Dana added, "I think we have been put in a scenario where we're allowed to achieve what we set out to do" (3.3, ll. 1536-1539). One approach in relating to others was providing encouragement to faculty members in undertaking any activity. Then, Anne commented, "I leave them alone to allow them to do it, and provide them with the help that they need. But giving them that autonomy, really, to accomplish [the task]" (2.1, ll. 701-705). "I like to give my faculty members freedom" (3.1, ll. 681-682), as Anne explained:

I believe that the people with whom I work are intelligent and that they need to learn these kinds of things. Someone has to have faith in them to allow them to try new approaches and, if things don't turn out right or some little things happen along the way, there is someone there to support them. (3.1, ll. 682-691)

Although Anne and Dana essentially brought together an original group of faculty and support staff members as their new programs came on stream, the situation was different for the other nursing educational administrators. A significant situational variable in relating to others was apparent whenever a nursing educational administrator succeeded a previous administrator. A period of adjustment was required. This adjustment period occurred even when the nursing educational administrator was an insider and a popular choice of faculty members. Importantly, nursing educational administrators were able to read the situation from their perspectives as leaders. Ruth, Carol, and Mary overcame a degree of disquietude before being able to move forward to a climate which fostered a more open, co-operative, and participative interaction among faculty and support staff members. Besides adjusting to one another, Mary noted that, in general, environmental changes presented challenges to maintaining interpersonal relationships. Mary remarked, "We're entering a very uncertain period of time both for individual faculty members and for me as well. And I guess to accept uncertainty graciously and to move and change along with it is a really big challenge for us" (2.5, ll. 2403-2409).

In addition to the turmoil following the change of nursing educational administrators, Ruth noticed a tension among faculty members because they were dissatisfied with a hastily revised curriculum. Even changes in the program impacted upon interpersonal relationships. Amidst "a lack of harmony and cohesiveness" (3.4, ll. 597-598), Ruth fostered the development of a healthy working relationship. Faculty members joined forces in undertaking an intensive curriculum review. Ruth commented, "Out of that [revision] has come some very healthy and

constructive remedial work that produced the initial stages of faculty building and then we moved on from that into dreaming and designing something different" (1.4, ll. 634-640). Working collaboratively and effectively resulted in improved relationships. The change in the climate was indicated in Ruth's statement, "I feel very comfortable now about letting small groups do the work and come back to share it with the larger group and let the things evolve through the whole department. I think that would have been mayhem if I had done that initially" (3.4, ll. 609-615). As leaders, nursing educational administrators benefitted from effective interpersonal relationships.

For Mary, another type of situational variable occurred. It wasn't just a matter of allowing faculty and support staff members time to adjust to another administrative style, one that encouraged more participation on their part. The faculty members were in the midst of negotiating a new contract so that "the job action began here and the potential for a strike before resolution" (3.5, ll. 2491-2493) could be achieved appeared certain. Once the contract was finally settled, Mary concentrated on stimulating faculty members to accept an altered working climate. As a way of *building* a positive climate, Mary encouraged involvement of faculty members in departmental activities. "My second overall goal was to have faculty members participate in the decision making process of the program where they can" (2.5, ll. 123-126), Mary suggested, "My goal was to make clear to them when they could make a decision and when they couldn't" (2.5, ll. 130-132). Despite Mary's efforts, "there was a situation in which faculty members reacted . . . because they felt that I hadn't involved them in a decision making process where I should have" (2.5, ll. 181-182, 184-186). But Mary

believed "when there's a problem, if we can deal with it in a positive way, I think we're in better shape than we were before we had any problems" (2.5, ll. 210-214). Similarly, Anne discussed the importance of confronting problems in an open and direct manner. Anne recalled, "On a number of occasions, at these retreats, we have had to confront some very hostile, aggressive behaviour with the faculty members. But the important thing is that we dealt with it squarely" (3.1, ll. 271-276). Working with a new and inexperienced group of faculty members, Anne initiated a "perception check time" (3.1, l. 285) into the agenda of the retreats because "it's really critical that you work well together when you're that small" (3.1, ll. 279-281). Although "there have been times when that has been really uncomfortable" (3.1, ll. 294-295), Anne noted that "once we learn to resolve the difficulties, it's probably the most positive activity, because we don't take that kind of time in a regular faculty meeting. We just can't do that" (3.1, ll. 297-302).

Creating a positive climate through participation meant that nursing educational administrators gained support and commitment to the mission. Carol reflected upon the deliberate plan to build a healthy climate whereby faculty and support staff members came together to develop a mission statement for the department. "I think the whole climate of the department, or the morale, has improved in that there is a much more open, accepting climate, although that's difficult to measure. It's a better feeling" (Carol, 1.2, ll. 811-816). Faculty members "know there's a change" (Mary, 3.5, l. 1317) in the working environment. Mary continued, "I'm not exactly sure what they'd say. If they stepped back and looked at it, they'd probably say, 'Yes, this

[climate] is better, and it's a bit knee-jerky this way and that way'" (3.5, ll. 1317-1322).

Moreover, the task of climate building was an ongoing process and, as Terry mentioned, "It's been fun. It's been challenging and it's been rewarding in the long run, and darn hard work at times too, and pretty frustrating at times as well" (1.7, ll. 1541-1545). Terry noticed a change among faculty members, "For me, it was interesting to see the changes in faculty members--from uncertainly and resistance to openness, to willingness to work together and to work on some changes to the program and the curriculum" (1.7, ll. 1528-1534).

For most of the nursing educational administrators improving climate was associated with enhancing the professional growth and development of faculty and support staff members.

Growth and Development. Growth and development opportunities for faculty and support staff members surfaced frequently as topics in the conversations with the seven nursing educational administrators. All of the participants recognized the importance of not only providing stimulating experiences for faculty members but also determining a suitable blending of assignments and activities for each individual. To assist in determining appropriate challenges, nursing educational administrators made reference to the strengths and weaknesses of the faculty and support staff members with whom they worked. Therefore, on behalf of faculty members, they planned opportunities for specific skill development and encouraged formal graduate studies.

Amongst Barbara's faculty members, there was considerable diversity and strength. For instance, Barbara remarked:

I've got a strong mix of every imaginable skill and some real visionary people, some very practical people, some high energy,

creative people that go in great bursts but keep us all stimulated, and then, the stabilizers, the feeling, emotional supporters. (1.6, ll. 1226-1233)

Barbara was sensitive to this diversity among faculty members, "I know that you can really do a disservice if you don't give them [faculty members] the right match-up to their talents" (2.6, ll. 603-606). Mary was also cognizant of the individual capabilities of faculty members; she observed that there definitely were possibilities for further growth and development. "I guess the positive thing to achieve that [the mission] is that every individual here does have some strengths and abilities, does have the potential to grow, in the right circumstances can be motivated to grow" (Mary, 2.5, ll. 1455-1461).

For both experienced and inexperienced faculty members, nursing educational administrators endeavoured to provide opportunities for skill development such as decision making, communication, and curriculum development. They fostered growth of faculty members in various ways. For example, some nursing educational administrators provided access to different experiences. Since she felt "responsible for evaluating and promoting the growth, for the full-time faculty members as well as the part-time people" (1.6, ll. 713-716), Barbara sought to get "them involved in work that recognizes their skills and expertise to make them feel good about doing those activities" (1.6, ll. 803-806). Through "considerable balancing of their assignments so that each faculty member gets something new and refreshing" (2.6, ll. 207-209), Barbara tried to provide different experiences for all faculty members. In another instance, Dana fostered skill development in faculty members by encouraging them to participate in college-wide committees. In representing the nursing department, Dana noted that these faculty

members "become more literate, vocal, clear thinking, very creative people who give them [other colleagues] solutions" (3.3, ll. 874-877). Other nursing educational administrators promoted growth of faculty members through focussing upon developing strength in a single skill. Mary was specifically interested in assisting faculty members to become skillful in the decision making process. This goal was complicated by the size of faculty and the way they had evolved to work together. As a collectivity, Mary observed, "The total faculty, as a group, is too large to promote good problem solving skills. . . . The way they have evolved to work together and to react and to view the world is not always positive" (2.5, ll. 232-235, 370-373). Consequently, she endeavoured to have small groups of faculty members work on the decision making process prior to taking decisions to the full complement of faculty members. "I know I need to do more to bring out the positive personality and characteristics, whatever, of the individuals to the total group" (2.5, ll. 255-259), Mary commented. While time-consuming, Mary believed that this approach would strengthen the relationships among faculty members when interacting with one another within the total group. Significantly, Mary realized the positive results were worth the effort that she devoted to this goal. Ruth employed this same strategy. Individually, as a group, or as a team, faculty members raised issues " . . . would then come for discussion of the whole faculty, and for ~~the~~ (Ruth, 3.4, ll. 62-64). Ruth explained the significance of ~~having~~ different alternatives to the decision making process:

Sometimes, the way faculty members choose [to deal with issues] is that three or four people will come together and present strong recommendations for a solution. Sometimes, right then, faculty members will deal with an issue. The one around [student's] pregnancy was dealt with right then, and it was finished. (3.4, ll. 64-71)

Promoting formal education was another way in which the participants fostered growth of faculty members. Nursing educational administrators also discussed facilitating those faculty members who wished to pursue graduate studies. Terry remarked, "Eventually, I would imagine that it will be all doctoral preparation in teaching students" (2.7, ll. 853-856). Sharing this view and cognizant that university personnel tended to favour doctorally prepared nursing faculty members, Barbara confirmed, "I would have the paper work [PhD credential] behind me and some of my faculty members would make sure that that would happen, too" (2.6, ll. 1389-1392). Indeed, Carol and Anne perceived themselves as setting examples for their faculty members by returning to university settings to complete the course work requirements for doctoral programs. In the interim, Barbara was "trying to instill an interest in some of my people to get off to school" (1.6, ll. 801-803). Agreeing, Dana said, "We've got to prepare ourselves so we're ready to accept" (2.3, ll. 1330-1332) the opportunity to move in the direction of baccalaureate education. An initial first step for many faculty members was to obtain a master's degree. Dana was among those administrators who supported graduate studies for faculty members:

My goal would be to help the faculty members up their level [of education] to graduate level in whatever one [program or field] they want to choose, obviously master's, but even if they want to go higher than that [level]. I would want to figure out ways that they could do that. (2.3, ll. 92-98)

Within this setting, Dana added, "One faculty member is already well on her way to getting herself to a higher level" (2.3, ll. 415-419).

Ruth recognized the difficulties faced by many faculty members who wished to pursue graduate studies but could not due to financial or family reasons. On behalf of several faculty members, Ruth commented:

I think the economic restraints almost rule out full-time study for most people in the years in which they most need it. We have a lot of family involvement, our faculty are in the child-bearing years. . . . And they just can't quit and go to school somewhere else. (1.4, ll. 666-672, 675-676)

Therefore, Ruth met the professional development needs of many faculty members by arranging to have a course presented on the college campus. Also, through Ruth's efforts, a conference was held locally which dealt with nursing issues of importance to faculty members. Occasionally, nursing educational administrators confronted dilemmas in supporting professional development of faculty members. Last year, Mary faced the dilemma of having too many faculty members "who are actually going to try to do something about getting prepared at the master's level" (3.5, ll. 1255-1258). "Our applications for a sabbatical next year are way up. I don't know if we can accommodate all of them" (3.5, ll. 1252-1255), Mary stated. Overall, it was rewarding for all of the nursing educational administrators to be able to facilitate so many faculty members in undertaking graduate studies. Ruth remarked, "One of the things that graduate education allows people to do is dream dreams and catch a vision in looking to the future and to see past your own small territory" (1.4, ll. 756-760). All of the participants perceived graduate level studies of faculty members as an important step in preparing for the mission of baccalaureate education as entry into practice.

An awareness of the strengths and weaknesses amongst faculty and support staff members led nursing educational administrators to facilitate the growth and development of faculty and support staff members through supporting skill-related activities and graduate studies. For the nursing educational administrators, an administrative

style which supports professional development was associated with an orientation of working with and through others.

Participation. The seven administrators used various strategies to foster participation of faculty and support staff members. Participation activities included involvement in decision making processes within both the nursing department and college-wide committee structures. Through a participative approach to decision making, nursing educational administrators tried to empower faculty members. But most of the nursing educational administrators were also aware of the negative aspects associated with faculty members' participation or non-participation in departmental activities.

Encouraging the involvement of faculty members in as many activities as possible was consistent with the participative style of administration, a philosophy, that nursing educational administrators espoused. Barbara stated:

I believe administrators can create ways for people to be . . . actively involved in making decisions, or feeding in the information they want you to use to make decisions, about the quality of their teaching life. (1.6, 11. 701-703, 707-711)

Extending this notion, Carol observed that "there's a sense of ownership among the people in the department" (2.2, 11. 839-841) when faculty members were involved in the planning and decision making processes. Similarly, Terry encouraged participation of faculty members in planning and decision making through curriculum development. Terry understood that "sharing information and having discussions. . . . are part of the democratic process and decision making, . . . [so that faculty members] are definitely taking ownership and taking a leading role now rather than me" (2.7, 11. 1902-1903, 1906-1908; 3.7, 11. 123-125). Allowing faculty members to operate freely in their team meetings was one means

through which Anne and other nursing educational administrators encouraged participation. "I always try to get input from them" (2.1, ll. 875-876), Anne noted, "Further, I try to support them in terms of the decisions they make, even if I don't necessarily agree with the decisions" (2.1, ll. 900-903). The decisions of faculty members differed at times from decisions that the nursing educational administrators would have made. The administrators accepted this outcome as a consequence of faculty members' participation in departmental issues. Nevertheless, the nursing educational administrators were not at all opposed to using their influence "if it's something that really matters" (Mary, 2.5, ll. 2032-2033).

For the seven participants, involvement of faculty members was a means to empowerment. Carol explained:

'Leadership in nursing education' conveys not only the strength but also the mobilization or the empowering of the people in the organization to do some risk taking, to try out some new methods, to be prepared to fail once in awhile, but have the resourcefulness or the sense of security that that's okay. (2.2, ll. 1710-1718)

Promoting and supporting faculty members to function independently, Carol and Terry employed a strategy of *planting seeds* in an effort to stimulate their thought processes. By "getting people talking about an idea" (2.2, ll. 1432-1433), Carol believes "the [original] idea generates more ideas, so that pretty soon, faculty members can pick a piece out of the [discussion] and say, 'That was my idea and I'm going to go for it'" (2.2, ll. 1434-1438). Anne fostered faculty members to be as independent as possible. For instance, Anne arranged "for all full-time, continuing faculty members" (3.1, ll. 46-47) to attend a retreat every year. The purpose of the retreat was to consider "our long-term goals for the program" (Anne, 3.1, ll. 42-43). Willing to

"provide some direction and any kind of assistance that is needed" (3.1, 11. 54-55), Anne encouraged "faculty members [to] do the planning. They plan the theme. They plan all the activities and, for the most part, they take on the leadership role" (3.1, 11. 55-59). Through these activities and in their team meetings, Anne provided opportunities for faculty members to take risks in a supportive environment. In sharing power, the nursing educational administrators exerted leadership in order to promote leadership skills in faculty members. Similarly, Dana promoted autonomy among faculty members. Working within a small nursing department, faculty members "know [that] if they are able to enunciate clearly what it is they need or want that they will be able to do it" (Dana, 1.3, 11. 1864-1867), that is, make adjustments to the content of the courses. While "they may have to work more for every situation" (1.3, 11. 1867-1868) faculty members wished to change, Dana noted that "they get the power of change, the power of implementing" (1.3, 11. 1870-1871). Although "people think that it [empowering others] must be threatening" (1.3, 11. 1882-1883), Dana explained, "It isn't, because my *delegation* to faculty members through their job description says, 'You know what you're doing. Here's the design, don't mess up the design. Change the content'" (1.3, 11. 1883-1887).

There was also the possibility, and necessity, of relating to others on a private or personal basis, between a nursing educational administrator and a specific faculty or support staff member. For instance, Ruth commented, "We have a situation where there's a lot of anguish over something where we close the door and the faculty member talks to me about it. We discuss what we do or don't do" (3.4, 11. 458-462). Ruth tried "to respond to those kinds of things on an individual

and personal basis and still primarily function as a department" (3.4, 11. 464-468). Continuing, Ruth added, "Again, I don't have answers for everybody's problems. It helps, I think, to be aware of them" (3.4, 11. 475-477). Occasionally, relating to others necessitated giving negative feedback to faculty and support staff members, as Anne and Carol attested. Dealing with problems among faculty members tended to be "difficult, but important because I think the problems down the road are worse if you don't deal with them when you first notice them" (Anne, 2.1, 11. 780-783). Communicating negative information to a faculty member, although not pleasant, "It's part of what we have to do" (3.2, 1. 1036), Carol stated. It was an important aspect of being a nursing educational administrator when one contemplated the overall mission and the ability of other faculty members and the students to work successfully within the environment. Yet, Carol noted, "I was sort of nurtured on the whole idea that you are a warm, loving, caring person and that you don't cause people discomfort" (3.2, 11. 992-995). Carol made the observation that moving into a position of "authority" (1.2, 1. 184) meant giving up a peer relationship while being "potentially, a fair but sometimes tough administrator who, on occasion, had to make decisions I knew would not be popular" (1.2, 11. 287-290).

Relating to others occurred not only internally within the department but also in external settings within the college and the broader social context.

External Settings

External to the nursing department, nursing educational administrators actively participated in a number of different settings. They provided a direct liaison between the nursing department and other

departments or between faculty members and senior administrators within the colleges as well as other agencies and key individuals within the communities.

College Settings. Nursing educational administrators viewed their interactions within the college settings as providing a linkage between faculty and support staff members and senior administrators, board members, and other administrative colleagues. To some administrators this linkage was critical to ensuring the fulfillment of the mission.

Barbara commented:

To a certain degree, all programs are vulnerable depending upon the individuals at the top and how much support they feel towards you, especially when it comes to budget or special requests for the department. (2.6, ll. 509-514)

Since "nursing programs have not been easy to manage in colleges" (Barbara, 2.6, ll. 532-534), it required a constant effort to seek, gain, and maintain support from senior administrators and board members. Reflecting upon ways to ensure that nursing educational administrators will establish effective linkages, Barbara continued:

You have to be not only credible in what you are trying to explain and in seeking support but also, you have to function and manage yourself in a way that doesn't cause waves. You have to give [senior administrators] a chance to believe in your abilities. (2.6, ll. 522-529)

Dana concurred, remembering the initial period of the diploma nursing program when senior administrators and board members were "constantly looking at us and questioning why we were doing things" (2.3, ll. 867-868). "But after that" (2.3, l. 870), Dana noted, "they found out that we were the most, I think, creative, most demanding [faculty], with the highest standards" (2.3, ll. 871-874). As nursing educational administrator, Dana benefitted from establishing effective external relationships.

Most of the nursing educational administrators established good working relationships with senior administrators and board members through various means including participation in college-wide and administrative committees. Ruth commented about the impact of communicating directly with senior administrators on the mission for baccalaureate education:

We've had a lot of support from the administrators at all levels. The Dean has travelled with me on several occasions to the university; the President and the Academic Vice-president have gone on one of those occasions as well. (2.4, ll. 562-569)

Carol described the unique Program Advisory Committee system as an "internally developed committee" (2.2, l. 916) that "represents the external community in health care" (2.2, ll. 917-918). The Program Advisory Committees were structural units established specifically to provide a linkage between programs and the community at large. "Any changes that are pending are always reviewed by the Program Advisory Committee" (Carol, 2.2, ll. 910-912) because "the intent is to maintain the relevance and currency of the community" (Carol, 2.2, ll. 912-914) needs. As one outcome of liaising directly with the Program Advisory Committee, Carol perceived a "sense of support" (2.2, ll. 919-920) with regard to the diploma nursing program.

Within the college settings, nursing educational administrators accepted the responsibility of working with their administrative colleagues in a variety of committees. In a recent meeting called by the Academic Vice-president, Ruth, the deans, and chairpeople discussed "a college-wide shift in the admission policy" (3.4, ll. 381-382). The committee setting fostered open dialogue, as Ruth observed, "As it impacts each of us individually and differently, we spoke without any hesitation as to where we saw any strengths and problems in the proposal

and the policy" (3.4, ll. 385-389). Before the meeting, Ruth sought information from faculty members and after the meeting, Ruth informed faculty members about the discussion. Committee work required open communication in an ongoing, back and forth fashion and, further, committee work was a shared responsibility. There was an opportunity for faculty members to represent the nursing department on a number of college-wide committees. "We have, and this would be the option of the people in this department, individuals who say that nursing has to provide a member. There is somebody right now who is on the Executive and Faculty Association Committee" (Ruth, 3.4, ll. 416-421). As representatives, faculty members "are able to bring back to the department any college-wide information about what's going on and also to represent our concerns in those committees" (Ruth, 3.4, ll. 439-442).

Terry was pleased that a change in the terms of reference for a college-wide committee of administrators would provide an opportunity to disseminate information about the nursing program and the profession. There appeared to be a lack of understanding about the differences between nursing and other programs, as Terry clarified:

I think it is because we are a practice profession and there's that delicate balance always between theory and the clinical component. . . . They don't understand what it means to be a practice profession. They don't understand the idea of taking students into a clinical area and why you can have so few students with just one instructor. . . . But they haven't wanted to understand up until now either. (1.7, ll. 827-831, 833-838, 841-843)

For Anne, college-wide committee work was an opportunity to clarify misconceptions about the nursing program and practice. Both Anne and Terry perceived committee work as a chance to educate their colleagues. An initial step, Anne believed, was "to try to provide them with an understanding of, first of all, the health care field and nursing's role

in that [health care], and then, the importance of a broader education [for nurses]" (2.1, ll. 932-936). As educators, these colleagues shared a common interest in the need for further education. Therefore, Anne was convinced that "by talking to them, sharing with them the kinds of differences that could occur if nurses were educated at the baccalaureate level, I hope to gain their support" (2.1, ll. 942-946).

Within the college, nursing educational administrators provided an important linkage between nursing and other departments. Committee work afforded a chance to promote the nursing mission while listening to the needs of other departments and the college as a whole.

Other Agencies and Associations. In many other settings, external to both the department of nursing and the college itself, nursing educational administrators provided a contact with key individuals in relevant community agencies and professional associations. The seven participants interacted directly with clinical nursing administrators to arrange clinical experiences for their students. In addition, they participated in local, provincial, and national nursing association activities as well as community groups.

Gaining access to clinical resources, that is, clinical settings for student experiences, was a primary reason for relating to clinical nursing administrators. Barbara stated:

The contracts for all the practicum space come out of this office. So, I have to formally liaise with board representatives to make sure that we've got proper contracts, formal contracts for the clinical time that we want to be in their facility. (1.6, ll. 911-918)

In this regard, situational factors were critical in obtaining the necessary clinical spaces in different agencies. Anne noted the benefit of being in a smaller community:

We have an opportunity to utilize a lot of the community facilities without any hassle. . . . We have quite good clinical resources available to our students and generally people are anxious to have our students have experience in their area. (1.1, 11. 548-553)

Within a larger community with diverse clinical resources, Carol remarked:

I think one of the very major advantages of our program is that our students have a chance to have clinical experiences in a variety of settings. And I feel that gives them a much better sense of nursing as a professional discipline rather than preparing them to comply with the regulations and policies of any one hiring institution. (1.2, 11. 606-617)

Further, Carol added, "We have excellent relationships with our clinical [people] and we are very much in competition with others because we don't have our own hospital" (1.2, 11. 680-682).

Because of a commitment to the clinical component, each of the nursing educational administrators endeavoured to maintain an open and positive relationship with nursing administrators in clinical facilities. Barbara preferred to "function face-to-face" (1.6, 1. 884) with the clinical nursing administrators to "get a sense for who's out there" (1.6, 1. 886), and further, "I'd rather have them know who they're calling and that I possibly have the ability to answer them" (1.6, 11. 896-898) should they have any inquiries. Both Dana and Carol demonstrated the frustration that leaders faced when increasing demands were placed upon them. Dana observed, "I'm getting pulled away from the clinical environment and that bothers me. It worries me, because our mandate is to the employer" (3.3, 11. 2767-2771). Through communication with faculty members who were with the students in the clinical environment, Dana commented, "I think we're still tuned in to what's going on. The faculty members are tuned in [to the details]; I'm not necessarily. . . . I think I should be over there now, doing more"

(3.3, ll. 2858-2860, 2900-2902). Similarly, Carol reflected upon the few occasions to communicate with "people in the practice [clinical] setting who I respect" (3.3, ll. 1554-1555). It was important, Carol suggested, "to just touch base and so seldom am I able to do that. I'd like to do it more" (3.2, ll. 1584-1587). Indeed, a few of the nursing educational administrators did meet with the clinical nursing administrators more frequently. "Last week, I met with some of the directors of nursing" (3.4, ll. 931-933), Ruth remarked. Resuming, Ruth suggested:

I know that as we interact, getting their insights influences my thinking. I know some of the things I was sharing with them will influence their decision making. It means that each of us operates with a broader base of information which will assist us [in our respective work settings]. (3.4, ll. 936-944)

As a consequence to their commitment to nursing, the administrators participated in the activities of different professional nurses' associations at the local, provincial, and national levels.

Barbara described this rationale in the following manner:

I have spent all of my professional life being active beyond just my own work environment doing that [promoting quality nursing education]. I don't put a lot of time and effort into things in which I don't believe. (2.6, ll. 1558-1563)

The seven participants seemed to enjoy interactions with their colleagues in nursing. The nursing educational administrators shared the information gleaned from their professional activities with their faculty members and students as well as their non-nursing colleagues. Terry stated, "I work on committees in terms of the [association], both provincial and district. . . . It has such an impact on nursing, I don't see how I could function in this role effectively if I did not link up in some way with the association" (1.7, ll. 565-567, 581-585). Regarding participation in district and provincial activities of the

professional nurses' association, Dana remarked, "We've got to stay tuned in to the province; it's hard enough as it is" (1.3, ll. 2025-2027) to keep abreast of current trends and issues in nursing. Ruth proposed, "I believe nurses should have a strong voice in not only reacting to, but also proactively developing the health care system. I think we have done a good job in Ottawa with the Act, but need to carry that on to every level" (1.4, ll. 722-729). Having an impact on the development of the nursing profession and the health care system derived from continual participation in professional association activities. Relating to others external to the college, in particular through committee work within the nurses' association, was important. The administrators believed that they were able to function more effectively by being actively involved in professional issues.

Most of the administrators were involved in community activities beyond the professional associations. Anne made reference to a personal interest with regard to community involvement, "People want you to be on various boards, involved in various groups and associations" (1.1, ll. 482-484). Nursing educational administration, for Anne, "has [required] a lot of committee involvement locally in the college [and community] as well as provincially" (1.1, ll. 242-244). Dana also participated in community activities with "a definite game plan . . . that I would do certain things in the community, socially, strictly to give the nursing program and my position some sense of respect" (1.3, ll. 915, 917-920). Through their community activities, they gained personal respect as well as respect for their programs.

Summary

Nursing educational administrators worked in several different settings with a variety of individuals. Within the departmental settings, they interpreted the interactions as building a climate favourable to fostering participation of faculty and support staff members. For most of them, their relationships with others were "more important than anything else" (Anne, 3.1, ll. 1151-1152). Mary stated that an aspect of this relationship entailed "working with people for a positive change" (1.5, ll. 170-171). To nursing educational administrators, change meant fostering growth of faculty and support staff members through skill development and facilitating graduate studies. Occasionally, nursing educational administrators dealt with the disquietude among faculty and support staff members. Under these circumstances, the participants sometimes "had to make decisions [they] knew would not be popular" (Carol, 1.2, ll. 288-290).

External to the department, nursing educational administrators worked with senior administrators, board members, and administrative colleagues within the college settings. Through external relationships, they detected attitudes of others toward nursing's mission and provided accurate information when necessary. In these activities, the participants represented the department of nursing in a manner unique to their roles as leaders. Outside the college settings, nursing educational administrators interacted with colleagues from clinical settings, the community, and various levels of professional associations. Through these activities, the administrators gained insight into the issues in nursing and maintained relationships with nursing colleagues. Within the community at large, they disseminated

information about their programs and obtained support for their missions.

Meanings of Activities

The work of nursing educational administrators comprises a variety of activities. As is to be expected, they engaged in numerous meetings with individuals and groups, they responded to the initiatives of others, and they worked by themselves on a variety of tasks. Of particular interest in an analysis of the work of the administrators was the meaning or significance which they attached to these activities. In other words, the analyses of data revolved in part around the question "How do nursing educational administrators understand, make sense out of, or attribute meaning to what they do?" A search for themes in the ways in which the participants talked about their work suggested meanings such as creating, facilitating, representing, collaborating, challenging, managing, and administering. Implicitly, if not explicitly, the nursing educational administrators revealed not only how they understood their work but also what they considered to be important in their roles as leaders.

Creating. For a number of the nursing educational administrators, certain activities held special significance because they involved bringing about a new form or design in the structure of the organization, in the mode of operations or in programming. The ability or the opportunity to be creative was an important aspect of their work for a number of the participants.

Barbara spoke about being creative in administration. Working in a community agency that depends upon volunteers, Barbara noted:

You have to create in them a belief in what the [agency] is about and a commitment to giving their time . . . to that agency. So

you have to create an environment that makes them feel supported, where they can see that they are developing. (1.6, ll. 77-79, 80-85)

Barbara also discussed being creative as a nursing educational administrator. Since the daily maintenance of a nursing program was demanding, Barbara commented, "There could be more time for the creative component" (3.6, ll. 1087-1088). Reflecting upon the current demands of the program as well as the possibility of an altered future program, Barbara remarked, soon, "I will be able to get on with some more long-term planning because I do see planning for the program and for the individuals in the program as a major part of my role" (1.6, ll. 1879-1883). Implicitly, Barbara referred to planning for the future as requiring creative thought. Accordingly, Barbara stated:

I'm strongly committed to a clinical program and so, . . . as the nursing educational administrator, . . . if I want to see the program I want happen, I'm going to have to make it happen. So, I would see myself putting together [creating] and running a clinical, generic program or at least a clinical Post Basic [Program] which used the strengths and the qualities of our curriculum. (1.6, ll. 1692-1694, 1696, 1698-1705)

Working independently, Ruth "began a project on behalf of the college to do a feasibility study" (2.4, ll. 434-436). Stimulated in part by a vision and in part by the dilemmas within nursing's history, Ruth creatively determined a solution. After completing the study, Ruth gained support from faculty members "who requested that they move in the direction of baccalaureate education" (2.4, ll. 439-440) for nurses. To gain acceptance from a larger group of stakeholders, Ruth suggested retaining a diploma completion option while providing a baccalaureate program within the college setting.

For both Anne and Dana bringing new nursing programs on stream was an important opportunity to exercise creativity. Anne commented, "I

think the unique opportunity [in this college] was being able to develop programs, both the [diploma] nursing and the health-related programs" (1.1, ll. 460-464). Independently, Anne assumed responsibility for developing the curriculum, hiring faculty members, processing students, and meeting with the architects to design the new facility. Accepting the position as the nursing educational administrator just as the program design was completed, Dana demonstrated creativity by operationalizing the program in keeping with the skills of faculty members. Like Anne, Dana concentrated upon hiring faculty members and processing students. One might even suggest that some creativity was apparent in that both Dana and Anne were successful in attracting, hiring, and retaining faculty members to their new programs.

Facilitating. Nursing educational administrators also gained meaning from their activities by thinking of them in terms of making some work easier for others or expediting some process. Facilitating activities related to a number of areas including faculty members, students, and programs.

A number of participants identified efforts to promote graduate studies for faculty members as a *facilitating* activity. Carol noted that she took "credit for being facilitative in getting faculty members to go on and pursue graduate studies" (1.2, ll. 833-835). Carol remarked, "I have certainly in the past few years bent over backwards to create work-loads or flex scheduling that allowed them to take classes during the day" (1.2, ll. 840-844). While promoting graduate studies for faculty members, Ruth and Barbara accepted that many individuals simply could not commence long-term educational programs. On behalf of some individuals, Ruth commented, "I would hope, and I do believe, that

faculty members would see me as supporting them for their family choices when their children are young" (2.4, ll. 1000-1003). Several of the nursing educational administrators facilitated growth of faculty members by providing easy access to different courses. Not wishing to rely entirely upon external options, Mary, Ruth, and Barbara proposed "inviting a guest lecturer" (Mary, 2.5, l. 2082) to present a seminar or course. In one example Barbara stated, "We could be bringing resources to us and I've already put a request in to professional development for a physical assessment program for all of our full- and part-time people" (2.6, ll. 642-646).

Sometimes, facilitating required the administrators to make changes. Terry and Dana discussed a variety of changes which were made to facilitate students proceeding through the program. Terry noted that

changes were made to a course in second year which had been so difficult for students in the past that a lot of students had failed that course. So, changes were made this fall and students were more successful. (3.7, ll. 986-991)

Similarly, Dana confirmed that a gradual, subtle change occurred regarding how faculty members dealt with student difficulties. Dana facilitated the development of faculty members so that they now "feel free to try creative learning strategies" (1.3, ll. 2696-2697) with "a sense of confidence" (1.3, ll. 2711-2712) and independence. "They're [faculty members] spending energies on helping students solve problems" (Dana, 1.3, ll. 1840-1843).

At other times, facilitating activities led to change. Carol "influenced change by facilitating the peers working on the project together" (2.2, ll. 1509-1511) after hiring a "business administrative person" to share the work-load in a growing department. By their involvement, each support staff member gained "some insight into the

value of each other" (Carol, 2.2, ll. 1546-1547) and an opportunity to establish a positive working relationship. In this manner, Carol fostered autonomy among support staff as well as faculty members. Dana facilitated student success by establishing a special student planning committee which convened "when nothing else works" (1.3, l. 1687) and finally, the student was "at an acceptance stage to change" (3.3, ll. 2468-2469).

Dana interpreted working with individuals from other colleges and universities as, "I'm just the facilitator. I like that role" (1.3, ll. 1568-1569). Dana made the arrangements: "I find the rooms, I find library space, I co-ordinate, just the sense of saying, 'Call so-and-so.' You work with those people. Any problems, I always tell the library people, 'Give me a shout. I can work it out. I'll deal with it'" (1.3, ll. 1554-1560). Facilitating others to do their work gave considerable meaning to the activities in which Dana engaged.

Ruth expressed the potential for even more facilitation among faculties in various educational institutions:

I would dearly love to see the loosening of the notion of people being in one specific place in order to learn or in a specific time frame in order to learn. I see learning as being something that's very functional and continuous. I'd like to see the Master of Nursing Program available in the evening or week-end delivery mode. . . . I would like to see the standards, not violated, but more movement possible between educational institutions. (1.4, ll. 652-662, 697-700)

These comments provided additional support for more facilitative practices and structures among the different educational institutions.

Facilitating the work of others--faculty members, students, and colleagues as well as facilitating the programmatic goals--were understandings or interpretations which gave varying degrees of meaning to the activities in which the administrators engaged.

Representing. To some extent nursing educational administrators derived meaning in their work from representing activities, speaking in favour of specific nursing projects or perhaps, on behalf of certain individuals. Representing activities pertain to a number of areas such as faculty and support staff members, students, and the program.

All of the nursing educational administrators noted activities in which they represented their faculty members and nursing programs to senior administrators. Barbara deliberately endeavoured to bridge the gap between the nursing faculty members and senior administrators as well as other colleagues within the college. Speaking formally on their behalf, Barbara trusted that "they [faculty members] believe I represent them well above, that I sell what they need to the different levels, and that I do have direct contact" (1.6, ll. 758-762). In representing their abilities to administrators of other departments, Barbara stimulated continuing education. Barbara also stimulated within faculty members an interest to become "involved in work that recognizes their skills and expertise" (1.6, ll. 803-805). Since "one's tenure or, one's life in the college, is not dependent upon publishing" (1.5, ll. 1429-1431), Mary indicated to senior administrators the accomplishments of faculty members in an informal manner. Mary stated, "If I walk up to the President and say, 'I am really proud of my faculty member for doing this [project], he will write a letter" (1.5, ll. 1461-1464) of recognition.

Meaningfulness of student-related activities was also associated with representing. For example, Terry remained a strong representative of students. In her view, "some faculty members [were not] as supportive of students as they should be" (Terry, 1.7, ll. 1657-1659).

Instead of pushing "the student to the limit" (1.7, l. 1662), Terry promoted a supportive, encouraging attitude, assisting the students to be "successful" (1.7, l. 1669). As mentioned previously, Dana obtained meaning from activities with students, in particular, representing the struggling student. "That's one of my side effects, probably, I encourage them [students] to hang on" (Dana, 1.3, ll. 2453-2455). Although "I still think we're a little bit on the tough side" (1.3, ll. 2442-2444), Dana commented, "We have a tendency to encourage them to take a little longer" (1.3, ll. 2444-2446). Dana represented the interests of students wishing to pursue a nursing career, by recommending "a pre-nursing program" (2.3, l. 560) for those students without sufficient academic preparation. "We're now getting students going through college prep here" (1.3, ll. 2485-2486), Dana noted, for instance, focussing upon "reading, comprehension, [and] writing skills" (1.3, ll. 2484-2485) in order to be successful in the nursing program.

Representing faculty and support staff members as well as students and their nursing programs was a meaningful way of understanding or interpreting some of the activities in which nursing educational administrators participated.

Collaborating. Collaborating--working with other individuals toward a common purpose--was another interpretation of activities of importance to nursing educational administrators. Activity understood in terms of collaboration occurred at various levels within the profession with special emphasis at the departmental and inter-institutional levels.

Many of the nursing educational administrators emphasized the collaborative nature of the programming in which they were engaged on an

inter-institutional basis. Mary progressed into the second phase of the "collaborative planning process" (2.5, ll. 674-675) along with both university and hospital-based nursing educational administrators. Believing that baccalaureate education within the college was feasible, Ruth espoused, "We need to do it through a lot of collaborative work with other institutions and other leaders in the profession" (1.4, ll. 179-182). Ruth commented, "There is a joint proposal now developed for a collaborative program in which the college [faculty members] would do a two-year transfer program" (2.4, ll. 449-452) and university faculty members would do two years of the program. Although Barbara's faculty members had "designed all components of a program" (2.6, ll. 162-163), the final requirement was "just giving them the freedom from their workloads to look at the project in a serious way and to get down to the specifics" (2.6, ll. 969-972). Further, Barbara was sensitive to the importance of a collaborative relationship with university personnel, "opening the doors, formalizing the communication lines, seeking out their plans" (2.6, ll. 126-128).

In contrast, some of the nursing educational administrators have not yet established a collaborative process to work toward this goal. Even though the administrators believed in the importance of collaborating in the planning phases of program development, their particular situational factors were not conducive to initiating such an arrangement. Anne explained, "As the whole idea of baccalaureate education as entry into practice becomes more and more accepted, not only provincially but also nationally, then it will be easier to accomplish that [mission] in this community" (2.1, ll. 208-214). Concurring with this statement, Dana added, "We probably won't do

anything until . . . 1992. . . . But in the meantime, we've got four, five, six people up-graded, level-wise, in that time span" (2.3, ll. 768-769, 771, 775-777). When there is a readiness to accept the mission within the college and community, then Anne and Dana would be prepared to establish collaborative ventures with university faculty members.

Professionally, nursing educational administrators collaborated with provincial and national colleagues through their participation in various committees. Carol collaborated with a member of the provincial association executive to test the appropriateness of new ideas. "I think we have a responsibility to always be in touch with the [association]" (3.2, ll. 1534-1536), Carol commented, "[So] I try out ideas on her [member of the executive] before I would take them much further" (3.2, ll. 1540-1542). There was also the potential for collaboration within the nursing educational administrators' group. In Mary's words:

Being a member of [nursing educational administrators' group], to participate in those meetings, to debate issues that are of crucial importance to nursing, and then, to struggle with them-- 'What do we do in our employee roles as a result of those things?'--is a very important factor. (3.5, ll. 2155-2163)

Moreover, Carol, Ruth, and Mary collaborated with clinical nursing administrators in an attempt to gain insight into the issues from another perspective. Regarding one group, Mary observed, "Now, their issues quite often encompass a lot of service [clinical] components. And that's a benefit, to hear, and to know about, [those issues]" (3.5, ll. 2263-2266).

Collaborating activities, particularly departmental and inter-institutional, were understandings or interpretations which provided meaning to the seven administrators.

Challenging. Nursing educational administrators gained meaning from some of their activities in terms of challenging faculty and support staff members. Challenging activities related to stimulating other individuals to accept change and to work within a constantly changing environment and, therefore, to undertake new modes of operation, different tasks, or even, altered patterns of thinking.

Many nursing educational administrators understood some of their responsibilities as challenging faculty members in terms of personal and professional development. Ruth commented on challenging faculty members to "take stock of themselves, and think, 'What do I really want?' and 'Can I do anything about it?'" (2.4, ll. 976-979). While providing support for their personal and professional development, Ruth endeavoured to "actively engage with them; sometimes attempt to expand their boundaries around things that they're thinking about, to help them find some options of choice within their plans" (2.4, ll. 930-934). With the increase in academic requirements for new faculty members, Ruth challenged the current faculty members to seriously consider various opportunities to pursue graduate studies.

Barbara believed that "a lot of people get so wrapped up, so enmeshed in the jobs they do, they don't keep a perspective on life beyond the job" (1.6, ll. 1161-1165). Instead of "presuming everybody's controlling them" (1.6, ll. 1169-1170), Barbara sought to have faculty members benefit from "the most empowering kind of attitude that I've had" (1.6, ll. 1172-1173) and that is, to be responsible for making their own choices. "Actually, I drop that little bit of wisdom on a lot of people because I think it should free them from the pressures they

create themselves" (Barbara, 1.6, ll. 1183-1186). Further, Barbara explained:

[Regarding] some of my own faculty members, if I can give them that sense of relief and release, then I can build a lot of other things. I'll get them to take risks; I'll challenge them to buy into some seemingly *hum* word and imaginable new innovations. (1.6, ll. 1195-1201)

Another area of challenging faculty members involved the development of skills. Anne assisted faculty members, particularly inexperienced personnel, to develop decision making skills, "I also try not to use it [my influence] when I think it's really important that they talk about an issue, that they come to some kind of understanding of the issue" (2.1, ll. 839-843). At times, Anne confirmed, faculty members "find it difficult to understand when I don't offer my opinion and I allow them to just stumble their way through the issue" (2.1, ll. 858-862). Anne challenged faculty members by seeking "input from them" (2.1, l. 876), and fostered their independence by not attending "all the meetings of all the levels" (2.1, ll. 896-897). Ultimately, "I try to support them in terms of the decisions they make" (Anne, 2.1, ll. 900-901).

All of the nursing educational administrators sought challenging activities for themselves. Participating in college-wide committees afforded one source of stimulating discourse among colleagues. Both Ruth and Barbara noted the opportunity for "open dialogue" (Barbara, 2.6, ll. 441-442) within the committee structure. Working with other administrators, Barbara believed there was encouragement "to freely challenge each other, but in a very respectful, humorous, supportive way" (2.6, ll. 442-444). For Ruth, "communication is very open" (3.4, l. 343) and "there are attempts made certainly to facilitate discussion"

(3.4, ll. 399-401) within the committee structure. Whereas colleagues challenged proposals, Ruth concluded, "The collegial and peer support system here is probably outstanding" (3.4, ll. 1067-1069).

Nursing educational administrators derived meaning through challenging activities. In particular, challenging activities related to faculty members and within the collegial environment of other administrators.

Managing. Nursing educational administrators gained meaning from their activities to some extent by thinking of them in terms of managing various human, material, and financial resources. Managing activities related to securing resources so that faculty and support staff members could contribute to the programmatic missions.

Each of the nursing educational administrators undertook specific, yet varied, activities which were related to the ongoing maintenance tasks of the program. Anne recalled, in the beginning, "I was responsible for the curriculum development, responsible to develop the resources, hire the people to teach in the program, process students, [and] meet with the architects to design the new facility" (1.1, ll. 206-212). From a managerial perspective, Dana listed a number of responsibilities: "From a reporting point of view which is fairly clear-cut, I've got the diploma nursing program, . . . the Refresher Program, we brokered it" (1.3, ll. 1438-1440, 1447), plus a couple of paraprofessional courses, also brokered, as well as facilitating the provision of university programs and courses. Carol was responsible for: "budget generation and monitoring, . . . compliance with college policy, . . . academic planning of courses and credits and staffing of those courses, . . . the community relation aspect" (1.2, ll. 406-407,

410-411, 413-415, 415-416), and on a college-wide basis, "changing [and] revising policy, [and] implementing standards" (1.2, ll. 432-433).

Terry offered yet another aspect of managing: one which entailed "motivating and encouraging faculty members to become involved in the area [of curriculum development], . . . public relations with the community, student counselling, . . . [and] a lot of involvement in committee work" (1.7, ll. 470-472, 479-481, 562-563). Central to the majority of these activities is the phenomenon known as *the paper work*.

"And then you have the paper [work]" (2.5, ll. 867-868), Mary explained, "Sometimes, there's a reaction" (2.5, ll. 881-882), when "things [aren't] done by [a specific] date" (2.5, l. 883). "Ordinarily, the paper [work] is lower on my scale of what's important" (2.5, ll. 876-878); however, Mary resumed, "Occasionally, I get really upset and . . . all this paper has to be put away" (2.5, ll. 871, 873-874). Barbara also noted the time-consuming aspect of coping with the paper work:

And along with that [managing activities], of course, goes all the paper shuffle that's back and forth. That's annoying. I've got a 'Do it now,' sign for my desk, and if I get all that paper work out of the way, and to the right sources with the right reactions, then I can get on with more of what I call truly administrative or developmental things in the office. (1.6, ll. 789-799)

While the amount of paper work was sometimes frustrating, the administrators accepted that aspect of managing and they believed that getting the paper work done allowed them to pursue other leadership activities. Perhaps Ruth, Mary, and Barbara spoke on behalf of all nursing educational administrators in finding themselves "totally overwhelmed with some of the day to day maintenance activities that just keep flowing" (Barbara, 2.6, ll. 1116-1118). Ruth commented, "I am also enough task-oriented that if, on any given day in a month, I get my desk under control, that's a major achievement. It's rare, but occasionally,

it happens" (3.4, ll. 968-973). Barbara added, "I guess the most frustrating part of this role is often the management kind of things where you're shuffling papers and that kind of low level resource management" (3.6, ll. 1053-1058).

The nursing educational administrators interpreted managing activities as providing meaning to the comprehensive nature of their roles. Although some of the activities were tedious and time-consuming, they were vital to the maintenance of their missions.

Administering. To some extent nursing educational administrators achieved meaning from their activities by incorporating a participative style of working with and through other individuals. Administering activities pertained to a number of areas including being innovative and visionary about faculty and support staff members, students, and the program.

For all of the participants, there was an aspect of nursing educational administration that was beyond getting the paper work out of the way. Barbara described a clear distinction between administration and management, "I think that administration truly reflects, or should be, a creative exercise as opposed to management" (3.6, ll. 1049-1052). While managerial tasks consumed a great deal of time, Barbara sought to find time to do "truly administrative or developmental things" (1.6, ll. 797-798). Realistically, Barbara noted that "the time and energy that you have for creative administrative thought happens after work and all the time" (3.6, ll. 1058-1061). However, as Barbara explained:

But you often find it difficult when you get in the office to actually put it into some kind of working process. And the process of thinking as to how to institute the components of something that might be creative, or innovative, needs no interruption. For me, anyway. I do it in fits and starts, but when I want to put it down, I need to see the things in

perspective and think relationships through [without interruption]. . . . So, a lot of my creative time is early mornings or late at night. (3.6, ll. 1061-1073, 1076-1078)

To Barbara, administration meant the importance of, and opportunity for, creative *thinking*. In one instance, Barbara described an example of an innovative idea which was to benefit faculty members throughout the college:

Some of us had envisioned what could be happening, or should be happening, on campus in terms of curriculum development. We could envision the framework that should be in place. So we formed an ad hoc committee of faculty members . . . to flesh out a curriculum development process for the institution. (2.6, ll. 305-311, 322-324)

In another example, Ruth related the significance of administration in realizing the mission:

If there is any hope of recovery for us in the profession, I believe it is going to be our Entry 2000 goal which will move us back into a time span that gives us opportunity and maybe hope too, to recover some of that socialization for professional behaviour. So, I dream that we will get to the point where nurses stand tall and gain respect both for their professional skills and their professional attitudes. (1.4, ll. 142-154)

All nursing educational administrators understood administration in terms of sharing information with faculty and support staff members as well as senior administrators and board members. Terry stated, "I think just to be communicating what I value and what I value for the profession and especially looking at it in terms of the future" (3.7, ll. 346-350). To gain the support and co-operation of senior administrators and board members, Barbara provided an opportunity for "open dialogue" (2.6, ll. 441-442). Barbara commented, "I have always believed that if you give people enough information, and it's logically presented, and your arguments are supportable, that people will be more likely to understand and buy into what you're trying to present" (2.6, ll. 1447-1453). Conversely, for Mary, Carol, and Anne, the unqualified

support from senior administrators was not a given, but something to be continually developed. As nursing educational administrators, they accepted the responsibility of providing leadership in seeking that support in order to promote their missions. Carol put the mission in the perspective of senior administrators, "We're looking at degree granting and the community college system is not in harmony with degree granting. And so it's a very major policy level problem rather than just an incidental day to day kind of thing" (2.2, ll. 610-616). As Mary suggested, "They [senior administrators] would not be hold-outs. But they will need to feel the rest of the community and the key players are moving in that direction. They would not be pioneers" (3.5, ll. 1583-1588). By working with and through senior administrators, the participants anticipated gaining their support for the mission.

Administering and administration were understandings or interpretations which gave meaning to some of the activities in which the administrators engaged.

Summary

The nursing educational administrators discussed a variety of activities which they performed on a regular basis. In discussing what they did as nursing educational administrators, implicitly and explicitly, they indicated meanings which those activities held for them. In many regards, the participants interpreted their work in terms of interacting with others for a variety of purposes. All of the nursing educational administrators encouraged participation of faculty members in determining goals for the nursing department. Many of the participants realized the significance of their role by working with and through faculty members in collaborative ventures with university

faculty members to create an alternative nursing program. Acknowledging the importance of the mission, the administrators themselves worked diligently to gain support and acceptance from others, such as senior administrators and the community members.

Each of the participants obtained considerable meaning by facilitating others, particularly faculty and support staff members. In representing and challenging faculty members, they demonstrated the significance of having others involved to realize the mission. The administrators were concerned about promoting the success of both faculty and support staff members as well as students in their respective endeavours. By facilitating the achievements of individuals, the administrators were rewarded in their work.

They understood their work as managing the daily tasks of maintaining a diploma nursing program. All of the administrators accepted the routine aspects of managing while seeking opportunities to delve into administrative activities. They all desired the freedom to be creative and innovative in moving the diploma program forward to baccalaureate education to meet the changing needs of society and nursing. Through their various activities of creating, facilitating, representing, collaborating, challenging, managing, and administering, they sought to provide leadership to faculty members and colleagues.

Summary

Three themes were derived from the transcripts of the seven nursing educational administrators: "Missions or Goals," "Relating to Others," and "Meanings of Activities." Each of the nursing educational administrators acquired meaning in their work by attending to the two programmatic missions--to maintain the current diploma nursing program

and to collaborate in working toward the provision of a baccalaureate program within the colleges. A few of the nursing educational administrators had initiated collaborative ventures and the remaining administrators were concentrating upon other relevant goals, such as convincing the community of the need for baccalaureate education and facilitating faculty members to pursue graduate studies. Personal missions were also meaningful to the participants. These missions tended to address a desire to pursue doctoral programs and to remain alert to informal learning opportunities within the work environments. A few of the nursing educational administrators wished to take on another administrative position, one with a broader mandate. They viewed their roles as administrators as providing access to personal growth and professional development--both of which were important to the participants.

Nursing educational administrators worked with a variety of individuals in a number of different settings. Within departmental settings, the participants were aware of working with and through others, especially faculty and support staff members. They built a favourable climate in order to encourage and support participation of faculty and support staff members and hence, their personal and professional growth and development. Nursing educational administrators also dealt with the disunity and turmoil among faculty and support staff members. Their efforts to overcome those negativities often meant having to initiate an unpleasant but necessary event. The participants provided an important link between their faculty and support staff members and other key individuals, such as senior administrators and board members inside and, nursing colleagues outside, the colleges.

Nursing educational administrators derived an understanding of their work in terms of a number of activities which they performed. In reflecting upon their work as nursing educational administrators, they specified the meaning which those activities held for them. Meaning in their work developed from activities such as creating, facilitating, representing, collaborating, challenging, managing, and administering. They perceived their work as providing opportunities for stimulating interaction with numerous individuals.

To comprehend the role of the seven administrators, it was necessary to consider the holistic perspective of the various activities in which they engaged. While a description of different activities enhances the opportunity to compartmentalize and to understand the specifics of their work, only through engaging in all of the activities that the seven nursing educational administrators described do they gain meaning from their roles. Accordingly, the enactment of leadership can be understood only from the holistic perspective of their role since the participants saw themselves as engaging in all of those activities in order to enact the mission.

CHAPTER VIII

SUMMARY, DISCUSSION, CONCLUSIONS, IMPLICATIONS, AND REFLECTIONS

This chapter comprises five sections. In the first section, summaries of the research problem, research design, and findings of the study are presented. A discussion of the relationship of the findings to the literature and Imregart's (1988) conceptual model is included in the second section. Conclusions, written in the form of working hypotheses, are presented in the third section. A fourth section includes implications for further research and for practicing administrators. The chapter concludes with some reflections on the research process and the subject of the study.

Summary of the Study

In this section are presented summaries of the research problem, research questions, research design, and findings.

Statement of the Problem

The general purpose of the study which is the subject of this report was to attempt to derive insights about leadership by interpreting the descriptions and meanings which nursing educational administrators attach to the various aspects of their roles.

An interpretive approach, utilizing the assumptions and procedures of naturalistic inquiry as a guide, provided the methodological basis of the study. In a search for understandings about leadership in the roles of nursing educational administrators, the researcher involved them in discussions about their thoughts, beliefs, philosophies, and activities within the context of the work environment.

The following broad question guided the research process: In what ways do different nursing educational administrators describe and understand the various aspects of their roles? Other more specific questions also guided the development of the study and the analyses of the data. These questions included the following.

1. What mission, or course of action, do nursing educational administrators identify as the primary objective?
2. What beliefs and values guide nursing educational administrators in their selection of a mission?
3. What strategies do nursing educational administrators employ in implementing the mission?
4. What challenges do nursing educational administrators face in fulfilling the mission?
5. What understandings do nursing educational administrators have about the leadership aspects of their roles?

In keeping with the exploratory nature of the study, other questions were added as the design and focus evolved.

Research Design

The research design was emergent, consistent with the indeterminate nature of naturalistic inquiry. Neither the context nor interactions between the inquirer and the participants could be specified in advance. Accepting that meaning derives from the multiple realities of each participant within a specific context, the research design was flexible to accommodate the interactive aspects of the interview process throughout data collection.

In a general way, the orientation to the area of interest was guided by Imnegart's (1988) model of a broad conceptualization of

leadership. Significant in this conceptualization was the attention to such dimensions as values, goals, culture, situation, and environment. Both Hodgkinson (1983) and Maccoby (1976, 1981) also stimulated the inquirer to focus upon these dimensions when generating questions which would guide the interview.

Seven nursing educational administrators in the college system were invited and readily volunteered to participate in the study. Three in-depth, tape-recorded interviews with each participant comprised the major data collecting strategy. The participants received a synopsis of the previous interview prior to commencing the next interview. After the completion of data collection, a complete transcript and a synopsis for each of the three interviews were sent to the participants as a member checking technique. Later, the individual stories were sent to each of the participants as a formal member checking strategy.

For the most part, the interviews were conducted within the offices of the nursing educational administrators. Data analyses began with the initial interview and continued throughout data collection. Subsequent to completing the interviewing schedule an intensive data analysis phase commenced in which codes, categories, clusters, and themes emerged from the data.

A story was written as an interpretation of the individual perspectives, and from all seven stories, three themes emerged. The stories also lent themselves to being placed within three clusters for reporting purposes.

The seven nursing educational administrators came from varied backgrounds, having worked in clinical, community health, educational, and administrative settings. Each of them had earned a master's degree;

two had completed the course work requirements for a doctoral program. Their master's programs typically included an educational component--two nursing educational administrators had pursued educational administration as a focus of study, three had education programs with different areas of interest, and two had completed a nursing program. The length of tenure in their current positions as nursing educational administrators ranged from two to ten years.

All seven nursing educational administrators described their commitment to the profession of nursing and to providing a high quality nursing program. Education for nurses to meet the health care needs of the future was translated into the mission of providing baccalaureate education within the community college setting. Additional values pertained to their interactions with others, especially faculty members, colleagues, and senior administrators. Several of the nursing educational administrators explicitly stated their philosophy of relating to people, how they worked with and through people to achieve goals and missions.

While the seven nursing educational administrators shared the common goal of maintaining a diploma nursing program and held a common vision of an improved nursing program, namely, that of providing baccalaureate education within the college setting, aspects of their individual personalities and situational circumstances surfaced throughout the discussions. For Ruth, Barbara, Mary, and Terry, there was support from senior administrators to work toward achieving the mission of baccalaureate education for nurses. For Carol, Anne, and Dana, there was support for the diploma program and a need to secure administrative support to move towards planning a baccalaureate program

for nurses. Terry, Mary, and Barbara were in different stages of development with regard to the collaborative process. Terry was in the initial negotiating stage, Mary was well into the second phase of a collaborative planning venture with administrators and faculty members from other educational institutions, while Barbara endeavoured to establish a linkage with a university, having worked through a number of programming options with faculty members.

Through three in-depth interviews, the researcher sought to gain understandings of the real world experiences of seven nursing educational administrators. Their individual stories provided a data base from which to glean insights into the dynamics of leadership activities. Examples of their activities, interactions, missions, values, situational settings, and different events related directly to the concepts which Immegart (1988) proposed in his conceptual model. From the discussions with the participants, it was possible to discern an understanding of the internal and external environmental contexts in which they functioned.

Findings of the Study

The major research question, "In what ways do different nursing educational administrators describe and understand the various aspects of their roles?" was addressed in conjunction with five specific questions. Four of these questions pertained to mission, beliefs and values, strategies, and challenges relevant to the nursing educational administrators' work and subsequently served as a framework within which to organize the data from each of the seven participants. With their individual stories written using these questions as a guide, it was possible to focus upon the fifth research question. An understanding of

leadership in the roles of nursing educational administrators appeared to be grounded in their definition of missions or goals, their relationships with others, and the activities they performed.

Mission or Goals. Nursing educational administrators easily stated programmatic and personal missions. For example, the primary mission for Dana was to produce a competent, qualified graduate who could pass the registration examinations and perform competently as a nurse. While focussing upon their current diploma nursing programs, they also planned for the future, defining their roles within the context of changing environments. Ruth defined a second programmatic mission as providing an opportunity for students in the college system to complete a baccalaureate degree. Societal changes in conjunction with their individual experiences have caused them to strive towards providing baccalaureate education for nurses within the college settings. Each of the nursing educational administrators discussed the need to work collaboratively with other leaders in the profession in planning and implementing a baccalaureate program as entry into practice. Achieving this mission was very important to each of them, as demonstrated in their comments about finding an alternative route to baccalaureate education should their current collaborative planning ventures not be acceptable to the decision makers--senior administrators and government personnel. Mary indicated that she would be able to live with a postponement or a delay or a phase-in, but an adamant rejection of the college role in baccalaureate nursing education would present a real dilemma.

On a personal basis, doctoral preparation was deemed to be critical for the nursing educational administrators. Barbara noted it

was imperative to get working on a doctoral program. A few administrators wished to undertake another position, one with a broader administrative mandate than that held at the time of the study. They believed that they could offer their knowledge and skills as administrators, gained from educational and experiential opportunities, to a greater number of programs. Still, there was a concern that the nursing program not be compromised in an effort to combine a number of programs under one administrator. In anticipation of seeking a broader administrative mandate, Terry did not want the reorganization of health-related programs to be detrimental to the nursing program.

Beliefs and Values. The seven nursing educational administrators believe in their diploma nursing programs, their faculties, the potential in their students, and their own abilities to administer. Further, they believe strongly in the nursing profession, in the importance of the role which nurses play in the health care system, and in moving toward baccalaureate education as entry into practice in order to prepare nurses to function in a changing society. They are aware of their personal and professional values and use those values to guide their administrative activities, missions, and relationships with others. The seven participants have a very positive orientation in working with and through others. They firmly believe that faculty members have a need for, and appreciate, opportunities to grow and to develop new skills. The nursing educational administrators espouse a team approach in achieving the mission, fostering faculty members' participation in the decisions affecting their work.

All believe they have the respect of their colleagues; they endeavour to maintain that respect through their actions and behaviours.

Strategies. Nursing educational administrators employed a number of strategies in implementing the mission. Within their own departments, the participants endeavoured to create a positive climate in which faculty and support staff members make their contributions. They encouraged faculty members to participate in the decision making processes of the program. Moreover, they fostered the growth and development of faculty members through participation in committees both inside and outside the department. Anne noted the importance of working on a one-to-one basis with faculty members in order to find out how they were progressing in terms of their own personal and professional growth and career interests.

Some of the nursing educational administrators were involved in a collaborative venture with administrators from hospital and university programs. Ruth talked about continued work with a university and about a joint proposal for a collaborative program in which the college faculty members provided a two-year transfer program. A few of the nursing educational administrators were initiating collaborative ventures while concentrating upon professional development of faculty members and gaining the support of senior administrators.

Challenges. Within their respective settings, the seven participants thrived on opportunities to freely challenge their colleagues, and to be challenged, but in a very respectful, humorous, and supportive way. Nevertheless, at times, there was a degree of frustration when the nursing educational administrators perceived that senior administrators and colleagues saw them as nurses, but not as educators and administrators. Sometimes, this reaction caused them to work harder to appear credible as administrators.

The participants accepted the challenge of convincing others to accept the mission of providing baccalaureate education for nurses within the college system. An initial first step was gaining the support and commitment of faculty members in order to make progress toward the mission. Faculty members contributed significantly in planning new courses and preparing themselves for the transition. Some of the nursing educational administrators faced the challenge of convincing others--senior administrators, board members, non-nursing colleagues, and the community at large--about the worth of the mission.

Understandings About Leadership. Implicitly and explicitly, the nursing educational administrators expressed their understandings of leadership through describing their work and providing meanings to the activities in which they engaged. For Ruth, leadership meant realizing a vision by actively working toward baccalaureate education for nurses. Carol commented, leadership connoted being "forward looking, of not being stagnant . . . being open and visionary" (3.2, ll. 139, 142).

Moreover, Carol remarked:

You can't provide leadership in nursing education without the strength of the people. . . . 'Leadership in nursing education' conveys not only the strength but also the mobilization or the empowering of the people in the organization to do some risk taking, to try out some new methods, to be prepared to fail once in awhile, but have the resourcefulness or sense of security that that's okay. (2.2, ll. 542-544, 1710-1718)

Barbara noted that both analytical and experiential processes contributed to sound management and administrative principles and, therefore, to "how I work with people, how I think, and how that affects the way I present myself in leadership situations" (3.6, ll. 628-631).

Discussion

The findings of the study serve as the basis for discussing selected aspects of the relevant leadership literature. Some observations can also be made about the conceptualization of leadership by focussing upon Immegart's (1988) contribution and the relationship of his model to the findings of the study. A discussion of theory and practice in educational administration is also prompted by the findings.

Practice of Leadership

From a position description perspective, there is the widely held expectation that an individual in any administrative post will lead the followers--managers and workers within the department and/or the organization--in meeting the organization's goals and in creating a viable future. Such a view was expressed by David McCamus, the chief executive officer of Xerox who commented, "When you take on the trappings of office, people want you to lead--spiritually and intellectually" (as quoted in Aird, Nowack, & Westcott, 1988, p. 76).

On the one hand, it may be argued that the participants in the study were not chief executive officers like McCamus and others who have been the focus of many studies on leadership. The positions which the seven participants held were variously labelled in keeping with the administrative structure in each of the colleges. In most instances, they were one or two administrative levels removed from the president of the college. On the other hand, nursing educational administrators, regardless of their position label, undertook executive responsibilities. Hodgkinson (1978) described these responsibilities as including the determination of purpose or mission; awareness of values, both idiographic and nomothetic; policy construction; decision making

whether participatory or non-participatory; and attention to the human component of organizations. Many of the nursing educational administrators were actively working toward realizing a vision, and some of them fostered participation of faculty members in determining the mission for the program, while all of them facilitated faculty members' efforts in achieving the mission. Each of the participants stated their values openly and sought to develop common values amongst faculty members. Therefore, it may be said that the responsibilities of the nursing educational administrators were greater determinants of their leadership roles than were organizational structures and the labelling of positions. Accordingly, Diers and Krauss (1983) explained:

Thus, even in an academic institution in which the nursing education program is a department in a health science school or center and in which the dean reports to a vice-president, who reports to a president, who in turn reports to a board, the nursing dean is still the executive of the nursing school, charged with the same responsibilities and holding much the same authority as is normally thought to be executive. (p. 168)

Similarly, Selznick (1957) cautioned, "Leadership is not equivalent to office-holding or high prestige or authority or decision-making" (p. 24). The leadership role of nursing educational administrators reflected many of the characteristic activities associated with both management and administration.

Management. A primary mission for the administrators was to maintain a credible diploma nursing program. Since the diploma nursing programs were transferred from hospitals into the college settings, this mission was typically accepted as a goal mandated by the government and the community at large. "From the standpoint of social systems rather than people, organizations become infused with value as they come to symbolize the community's aspirations, its sense of identity" (Selznick,

1957, p. 19). In this manner, the primary mission of the nursing educational administrators was also a goal of the organization. However, for the nursing educational administrators, the notion of a credible diploma nursing program is a belief, while for the college administrators it is a requirement. The distinction suggests that the nature of the nursing educational administrators' commitment to the programs differed from that of the college administrators' commitment.

Much of the energy of the nursing educational administrators regarding this mission appeared to be devoted to managerial type activities. From a managerial perspective, the nursing educational administrators defined their roles in terms of seeking human, financial, and material resources to ensure that faculty members could address their teaching responsibilities. In this regard, the perspective was consistent with Hodgkinson's (1983) claim that the managerial phase of work encompasses "the mobilization and organizing of what economists call the factors of production--land, labour, and capital--around the organizational purposes" (p. 27). Accordingly, the participants in the study viewed sound management practices as an instrumental aspect of achieving their broader mission. The "day to day, short-term and long-term *managing*" (Hodgkinson, 1983, p. 27) of resources was essential to organizational maintenance and purpose. Management competence was viewed as a necessary adjunct for administering effectively.

Still, it was evident that the nursing educational administrators had moved beyond simply maintaining, that is, of *managing* a diploma nursing program. Diers and Krauss (1983) claimed that "what makes a dean [nursing educational administrator] an executive instead of simply [a manager] is a sense of the future, a vision, and a mission" (p. 176).

Nursing educational administrators, according to Diers and Krauss (1983), must be concerned about "the mission of the profession and thus the school's place in it and the values around which to organize a structure, a set of purposes, an ambiance, and even a curriculum" (p. 176). The vision of providing access to baccalaureate education for nurses within the community college demonstrated the administrative and leadership nature of their work in the department and, more importantly, in the college. Within the department, all of the nursing educational administrators endeavoured to provide leadership to faculty members seeking their acceptance and commitment to the vision of providing baccalaureate education. Outside the department, but within the college, the participants sought support from the senior administrators and board members to accept the vision of an improved nursing program.

Administration. For a few of the nursing educational administrators, ensuring external support required extensive effort on an ongoing basis. This effort was reflected in administrative rather than managerial activities. Again, talking about Canadian chief executive officers, Aird et al. (1988) remarked, "It is his [chief executive officer's] job to define corporate vision--to let people know what business the company is in, where it wants to go and how it's going to get there. It is his job to make it happen" (p. 68). The nursing educational administrators' commitment to nursing programs in a college setting differed from that of other administrators who accepted the government mandate regarding college nursing education. The participants demonstrated leadership through actively seeking to change the commitments of the other administrators.

A few of the nursing educational administrators had long dreamed of an alternative approach to basic preparation in nursing education. This dream was a result of working in nursing education and being cognizant of the changing environment. Recently, working as a collectivity of nursing educational administrators, they concluded that a longer program was needed to provide a sound basic preparation for nurse practitioners. This determination was found to have been made independently of the nursing association's goal of EP 2000, although the outcome was the same.

The findings about an administrative mission may be clarified and extended using concepts proposed by Hodgkinson (1983) and Selznick (1957). Both Hodgkinson (1983) and Selznick (1957) documented the central focus upon a mission or goals as an indicator of leadership. Hodgkinson (1983) discussed a goal paradigm, consistent with his value paradigm. Essentially, goal seeking was consistent with the four value levels and, therefore, goals derived from the grounds of value--of preference, consensus, consequences, and principle.

Selznick (1957) commented, "A wise leader faces up to the characteristics of his organization, although he may do so only as a prelude to designing a strategy that will alter it" (p. 70). The mission to work toward baccalaureate nursing education as preparation for entry into practice originated with the nursing educational administrators rather than the organization. Indeed, the mission was found to be more a goal to foster further development of the nursing profession than it was to enhance the nursing program or the college, the organization in which the current program was located. In this regard, Hodgkinson (1983) commented, "While organizations are goal-

seeking entities it is, in fact, very rarely the case that there is simplicity, unity and clarity of goal or function" (p. 131).

Noting a difference between idiographic and nomothetic goals, Hodgkinson (1983) suggested that in addition to organizational goals, "there coexist and interact the private agendas, the individual idiographic values which are traded daily in the organizational marketplace" (p. 131). This mission was not one that lent itself to easy trading amongst a number of alternatives (although there were options as to how the mission could be accomplished); nor was it a personal, isolated whim of the nursing educational administrators or their faculty members. Commitment to this mission was evident in the comments of the nursing educational administrators who would seek an alternative administrative approach to realizing increased access to baccalaureate education for nurses if their initial collaborative plans were unacceptable to senior administrators and government. However, "the leader is interested in the commitment of his followers because he seeks their loyalty, identification and involvement [the three referents of commitment]" (Hodgkinson, 1983, p. 216). Although the mission stemmed from the vision of the nursing educational administrators, they had to work with and through their faculty members and senior administrators as well as through their collaborative planning ventures if there was any hope of accomplishing this mission.

Valuing a Commitment. Hodgkinson (1983) commented, "To the extent that the leader monitors values to that extent he is also engaged in monitoring commitment" (p. 215). From a perspective of monitoring commitment, it was necessary to gain the support of senior administrators and board members before being able to make substantial

progress toward the mission. Gaining acceptance is not always an easy process. Perhaps because this mission is more a professional goal than it is an organizational goal was in part the reason why some nursing educational administrators faced such dilemmas in developing appropriate strategies to convince others--faculty members, senior administrators, nursing and non-nursing colleagues, and the community at large--about the worth of the mission. Does this mission then fall into the category of idiographic goals, using Hodgkinson's (1983) terminology? Is it simply an idiographic mission when not only the nursing educational administrator but also faculty members support the mission? Indeed, however labelled, a few nursing educational administrators were dealing with the implications of promoting a mission which was somewhat at odds with the organizational goals of the college. The whole notion of providing a degree granting program was a current college-wide level policy issue to be considered by the organization, not just for nursing programs but for other programs as well.

The findings about personal missions suggest that they may be placed at a Type III value level in accordance with Hodgkinson's (1983) definition in that they are a preference of the individual nursing educational administrator. To the extent that obtaining the credential of the doctorate is a professionally accepted and mandated requirement for nursing educational administrators, this personal goal may be classified as either a Type IIA (consequences) or Type IIB (consensus) value and goal. The personal missions of seeking another administrative position, one which would allow a broader mandate of administrative responsibility, may, on face, be deemed to be a preference--Type III--value and goal. But seeking to continue administering the nursing

program may demonstrate a commitment to nursing and, perhaps, might be a Type I value and goal. While Hodgkinson (1983) might readily place desire for personal advancements within the Type III value, it is a moot point as to whether a personal mission to take on a broader administrative mandate--one that provides a continuation of a commitment to a profession--falls within this value level. Or, indeed, does the commitment component allow the personal mission to be elevated to a Type I value level?

Leadership may be perceived as a broad concept, permeating both the concepts of management and administration. For the nursing educational administrators, management activities appeared to be both time-consuming and important but secondary to administrative activities. Administrative activities offered challenges as the participants sought to obtain acceptance and commitment from faculty members and other administrators in realizing a vision of baccalaureate education within the college settings. While the participants clearly differentiated between managerial and administrative activities, they appeared to understand their work in a holistic manner rather than as a number of distinct roles. Their commitment to the nursing profession--to make progress toward the mission and vision--added an element of leadership to activities which were unique when interacting with faculty members or senior administrators. The participants understood that they were providing leadership by engaging in managerial and administrative activities.

Conceptualization of Leadership

Imegant (1988) stated that "There really are no commonly accepted conceptualizations, and there is very little of what could really be

called leadership theory to guide inquiry" (p. 272). Accordingly, Immegart (1988) suggested a broad conceptualization of leadership as noted in Chapter II. These comments and Immegart's (1988) suggestion to undertake the study of leadership from a naturalistic perspective stimulated this researcher to choose the topic of leadership.

Implied in Immegart's (1988) model is the notion that values, events, and situations as defined by the leader are instrumental to determining the "directions, goals, objectives, or boundaries of action" (Immegart, 1988, p. 274). Ultimately these determinations or decisions stimulate a set of activities, namely, "leading and work [and further] results or outcomes" (Immegart, 1988, p. 274). Ethics and culture also impact upon the setting of goals and activities. Additionally, the environment and expectations affect all components--the goals, activities, and results.

The general purpose of this study was to attempt to derive insights into leadership by interpreting the descriptions and meanings which nursing educational administrators attach to various aspects of their roles. Accordingly, they were prompted to express the underlying assumptions, beliefs, values, thoughts, and feelings which they held about their roles. In doing so, they discussed the meaning which they gained from the work that they do as nursing educational administrators. Their values emerged, explicitly and implicitly, as they mentioned programmatic and personal missions, specific activities in which they engaged, their relationships with faculty members, and the organizational environment.

One aspect that is not identified explicitly in Immegart's (1988) model is the important interrelationship between a leader and other

individuals within an organization. The seven nursing educational administrators emphasized the role which faculty and support staff members had in determining specific programmatic missions or goals, participating in decision making activities, and achieving the stated missions or goals. While there was no question that the nursing educational administrators possessed a strong personal orientation to values, they recognized the need to accept that others may or may not share those same values. There was a need to cultivate a common base of values; for example, some faculty members had to be persuaded to accept baccalaureate education as a mission.

For the most part, through their discussions, the participants addressed the concepts as depicted in and, provided support for, Immegart's (1988) model. In conjunction with the situational context, the nursing educational administrators, and the activities which they performed, the relationship with followers appeared to be an essential component in conceptualizing leadership, based upon the comments from the participants in the study.

Theory and Practice in Educational Administration

Throughout the development of theory in educational administration, both scholars and practitioners have questioned how adequately theory influences behaviour and contributes to improvements to practice. One view emphasized a need to develop theory which clearly describes and explains practice and another view suggested practitioners ought to shape their actions and behaviours in harmony with theoretical principles (e.g., R. Evans, 1984). A potential solution for bridging this theory-practice gap lies in the approach to theory development. Proponents of naturalistic inquiry (e.g., A. E. House, 1978; Lincoln &

Guba, 1985; Williams, 1986) suggested that by focussing upon real life events and experiences of administrators, it should be possible to gain a better understanding of what is involved in being an administrator.

Certainly some practitioners recognized a gap between theory and personal practice. In describing what they did, several nursing educational administrators noted a difference between their actions and what educational administration theory, or theory in general, might endorse. For instance, at one point, a nursing educational administrator decided to share with faculty and support staff members a sense of frustration in being restrained regarding the mission. This activity of self-disclosure would not be widely supported by administrative theory (e.g., Yeakey et al., 1986). Nevertheless, regardless of the tenets of administrative theory, nursing educational administrators occasionally responded in terms of intuition and feelings. Principles--the grounding of Type I values--derive, as Hodgkinson (1983) suggested, "from such rationally intractable phenomenological entities as conscience and intuition" (p. 39). If Type I values are transrational (not irrational) then responding intuitively--despite a knowledge that theory would suggest acting differently--may demonstrate a Type I level of functioning.

Further, a number of writers (e.g., Larsen, 1984; Ortiz & Marshall, 1988; Shakeshaft, 1987a, 1987b) have recently questioned the applicability to women of research and theory based predominantly upon male subjects, especially as this research is applied to the female administrator. Differences have been noted between what existing theory holds to be true for the male administrator and what has been found regarding female administrative practices (e.g., Edson, 1987, 1988).

Nursing educational administrators in this study, like women in educational administration, focussed upon building a positive climate, curriculum development, interpersonal relationships with faculty members and students, and interaction with community and professional colleagues (e.g., Ortiz & Marshall, 1988; Shakeshaft, 1987b). The attention given to curriculum issues by the participants may be attributed in part to maintaining a credible diploma nursing program (i.e., having to remain current) and in part to the movement toward baccalaureate education. In another example, all of the nursing educational administrators tended to use power in the empowerment of others--through fostering the participation of faculty members in decision making and college-wide committee work. However, from a theoretical perspective based upon a male culture, the use of power was often linked to a limiting or restrictive connotation, such as authority, influence, or force (e.g., Tetenbaum & Mulkeen, 1987).

Nursing educational administrators credited an eclectic approach in an educational administration program as well as work experiences with providing a strong foundation for problem solving. In particular, the participants believe the study of educational administration offers a substantial learning ground in preparation for *doing* administration. Not only did the theoretical concepts in a master's program provide useful background information but also collegial contacts; a few colleagues served as resources in problem solving. The theoretical bases underlying problem solving seems relevant to a large part of the work of nursing educational administrators.

Another concept from theory which was central to the activities of each of the nursing educational administrators was decision making.

Many writers claim that decision making is the essence of administrative functioning (e.g., Andruskiw, 1983; Conway, 1983; Griffiths, 1969; Hodgkinson, 1983; Selznick, 1957; Yeaworth, 1983; Yura et al., 1986). Griffiths (1969) noted that "the specific function of administration is to develop and regulate the decision-making process in the most effective manner possible" (p. 139). Selznick (1957) proposed that leaders in carrying out their tasks "may require [making] only a few critical decisions over a long period of time" (p. 37). The nursing educational administrators frequently described decision making activities. Although each of the participants assumed responsibility for decisions in certain contexts, generally, they encouraged faculty members to participate in the decision making processes. Empowering faculty members, through decision making involvement, fostered skill development, ownership, and commitment to the missions. Other researchers have also found that women administrators attempt to empower followers through decision making involvement (e.g., Brown, 1983; Conway, 1983; Fagin & McGivern, 1983; Sovie, 1987).

Implicitly and explicitly, the seven nursing educational administrators referred to themselves as leaders; they referred to one another as leaders. Implicitly, they described the missions, their relationships with other faculty members, students, senior administrators, nursing and non-nursing colleagues--and their activities as providing leadership to their individual diploma nursing programs as well as the profession of nursing. Explicitly, the participants discussed meaning in their work as leaders through their visions of providing access to baccalaureate education, their philosophies of

working with and through people to accomplish goals, and the significance of followers to effect change.

Conclusions

Since the aim of naturalistic inquiry is to develop an idiographic body of knowledge, generalizations are inappropriate, indeed, impossible. Instead, Guba and Lincoln (1982) proposed delineating the knowledge gained from the individual case in a series of *working hypotheses*. Moreover, Cronbach (1975) stated, "When we give proper weight to local conditions, any generalization is a working hypothesis, not a conclusion" (pp. 124-125). Further, Lincoln and Guba (1985) cautioned that working hypotheses "are tentative both for the situation in which they are first uncovered and for other situations" (p. 124). With these comments in mind, the following working hypotheses are offered based upon the findings of the study.

1. The processes of leadership, administration, and management are inextricably intertwined in an organizational setting. Each process involves activities that are both unique to itself and common to the other processes, so that persons who are engaged in one process may also be engaged in the others.
2. The essence of leadership and of leading involves both having a conception of a desired future state--having a vision--and influencing others to accept a mission--a task or set of tasks intended to realize the vision and thus, to achieve the desired future state.
3. The transformation of a vision into a mission involves both seeking support and commitment from, as well as providing

- guidance and direction to, organizational members. Put another way, leadership involves reciprocal relationships between the leader and followers.
4. In an organization, opportunities for leadership vary with hierarchical level. Positions at upper levels of the administrative structure provide more opportunities and occasions for engaging in leadership activities than do those positions at lower structural levels.
 5. Personal, professional, organizational, and societal values all shape the definition of a vision and a mission.
 6. Values are basic to both leadership and followership. Only those visions which represent desired future states will be valued by leaders. Only those visions which are consistent with the values of followers will generate commitment to a mission.
 7. Leadership in organizations inevitably involves accommodating the idiographic goals of followers with the nomothetic mission.
 8. In an organization, the extent to which persons in administrative positions consciously endeavour to exercise leadership--to make visions explicit and to generate commitment--varies across individuals. Situational factors influence the appropriateness and relative effectiveness of variations in the exercise of leadership.
 9. Leadership in organizations is enhanced by technical, managerial, and administrative competence as well as personal credibility with members of the organizations.

Intentionally, women as leaders engage in activities that demonstrate competence and maintain credibility. Moreover, women as leaders tend to focus their efforts upon activities which are different from those in which men as leaders tend to engage.

10. The quality of leadership is enhanced by critically active reflection upon beliefs and values.

Implications

A number of implications for educational administrators and future research were derived from the findings and conclusions of the study.

Implications for Educational Administrators

In order to provide leadership, educational administrators need to be sensitive to the demands, expectations, and opportunities for doing so within an organization. Being cognizant of organizational needs enhances the opportunity of educational administrators to identify a need for a vision--one that is consistent with nomothetic goals. Having defined a vision, educational administrators can best address the transformation of a vision into a mission by assessing possible constraints within the organizational environment. Also, in striving to achieve a vision--now a mission--educational administrators can collaborate with one another to develop appropriate strategies to address particular challenges.

Reflection upon beliefs and values is central to leadership. Educational administrators should endeavour to understand and acknowledge their own beliefs and values just as they should be aware of the beliefs and values of organizational members. By determining the extent to which values implicit in the vision and mission are consonant

with values held by members of the organization, educational administrators place themselves in a better position to gain commitment to the mission which they seek from followers. It is necessary to be both realistic and challenging in establishing the activities to achieve the mission.

Moreover, educational administrators should reflect upon their personal missions and the activities which they undertake to achieve them. For instance, the literature on women in administration indicates that women in leadership positions do function differently than men. Particular groups of administrators such as nursing educational administrators stand to gain an understanding of their unique role and contribution as women and leaders through understanding what they know to work in practice.

Educational administrators, as leaders in an organizational setting, should be prepared to model their leadership role and to mentor other staff members as a means of promoting the development of leadership abilities within the organization. This strategy affords personal and professional growth opportunities for staff members while empowering staff members to actively assist in promoting the mission. Commitment to nomothetic goals also stands to be strengthened.

Implications for Future Research

Future research should explore the perceptions of superordinates and subordinates who work with educational administrators in order to enrich and clarify the understandings that administrators have about the leadership aspects of their roles. The interactive nature of the work of nursing educational administrators, as indicated in the findings of the study, provides a base for pursuing the followers' perspective. But

it is similarly necessary to focus upon the superordinate's view of leadership provided by administrators at the upper levels in the organization's hierarchy. One outcome of such inquiries may be an alternative view of upper level positions than the *career ladder stepping-stone* image common in leadership situations.

Longitudinal studies of educational administrators are needed to provide a more complete and comprehensive view of their work. For example, extensive in-depth study of the activities of educational administrators over extended periods of time is needed to foster the development of a theory of leadership relating to such aspects as forming a vision, communicating and gaining commitment to a mission, and to achieving a desired future state.

Immegart's (1988) model may help to expand and clarify the number of variables, dimensions or concepts associated with the conceptualization of leadership. Continued areas of inquiry as outlined above should be conducted using the model proposed by Immegart (1988). In a similar vein, conducting more research from an interpretive approach may yield insights into the understandings and meanings which administrators have about the leadership aspects of their roles--the *what* and *why* of their actions and behaviours. An anticipated outcome from such a mode of inquiry is a holistic rather than a dimensional perspective on leadership.

Reflections

In this final section, the researcher reflects upon two particular aspects of the study--the process of undertaking interpretive research and the concept of leadership. Regarding both aspects, the researcher addresses the question "What did I learn from doing this research?"

Interpretive Research

From this activity, it became clear that gaining access to participants was an initial and important step. One colleague had mentioned me that nursing educational administrators were often invited to participate in research and may not be receptive to yet another request. Another colleague was convinced that nursing educational administrators would be delighted to discuss different aspects of their roles in an interview format. In my situation, the latter perspective proved to be correct. Each participant expressed immediate interest in the study and maintained that interest throughout. In many ways, their commitment to the study mirrored the commitment that they hold for nursing education and the profession. As the first round of interviews concluded, I remember feeling in awe of the commitment that each participant espoused--implicitly and explicitly--toward the work, faculty members, students, and the mission of providing a high quality diploma nursing program. I wondered, "If I were in their position, would a researcher perceive me similarly--as being so committed?"

With such a receptive beginning, collecting data was exhilarating. Each of the interviews was a pleasant and fruitful experience, even though there was a draining or tiring aspect related to travelling long distances to so many sites. I began to realize that I was privileged to have access to the administrators and to have them speak so freely in responding to the interview questions. In returning three times to each site to collect data, the interview process allowed both the researcher and each of the participants to speak spontaneously. More importantly, the interviews enhanced the opportunity for seeking clarity regarding comments and gaining increased insight into the individual participants

both as persons and administrators within their unique organizational environments.

While I found that the process of transcribing the tape-recorded interviews consumed an incredible amount of time, a number of benefits emerged. Listening to the tapes reminded me of the tones, inflections, and specific words of the participants. To me, it was the first significant step in being true to the participants' conversations and the need to transcribe with care in order to glean understandings and meanings accurately. Interestingly, during data analysis, I found that making sense out of, and deriving meaning from, the transcripts occasionally necessitated listening to the tapes again in order to make an alteration in punctuation--despite my careful attention during the transcribing process. Nevertheless, I found a growing need for grammatical changes to be consistent with the differentiation between the spoken word of conversation and the written word of text. Further, once the writing of the stories was underway, it seemed reasonable to alter sentence structure as the important concepts and themes emerging from the data took shape. Still, I felt the pressure of a persistent need to accurately represent the multiple realities of the seven nursing educational administrators.

A computer software program was a real blessing in the data analysis phase, specifically in the task of coding and collating categorical materials. The program directions were straightforward and easy to apply throughout the various stages. I especially appreciated that all transcribed materials contained a succinct indicator of the interview and the participant without naming the individual involved. It gave me reassurance to have each line of the coded transcript

distinctively numbered, thus enhancing the opportunity to quickly refer back to the original documents. At times, it was almost overwhelming to work with the tremendous volume of pages of coded printouts. The line numbers, therefore, served as a vital link from the coded segments back to the unifying whole of the original transcript.

After coding a few transcripts, I learned that adding a new code called "quote" allowed easy retrieval of those key comments which appeared to be especially significant in the initial reading. The more I read and re-read the transcripts, the more drawn I was to the insights which the participants revealed in their conversations. In other words, it appeared as though the words of the nursing educational administrators provided not just the information or facts about their activities, but deeper, personal insights into, and meanings about, their philosophies of themselves, followers, education, nursing, and life in general. The individuality of the different participants also became very apparent since these notions surfaced quite differently across the individuals and their conversations.

The Concept of Leadership

From my understanding, research on administrators and leaders has been approached infrequently from the interpretive paradigm. Yet, the interpretive perspective, through interviewing participants face-to-face, appeared to offer a unique opportunity for me to study such a complex phenomenon as leadership. For instance, the free-flowing, interactive, conversational style of inquiry tends to foster a sharing of experiences toward a revealing and holistic expression of the concept under study. Clearly, throughout the interviews, both the participant

and I became actively engaged in learning about the concepts we were discussing.

Several writers acknowledged the important role of values in the work of administrators and leaders. I anticipated that both values and beliefs would be significant to the nursing educational administrators, in fact, I sought implicitly to get at the underlying values and beliefs. But I was surprised at how frequently the participants brought values into the conversation. They seemed critically aware of, and very comfortable with, espousing their values and the need to integrate their values with those of followers and other administrators. I wondered how easy it would be for other senior administrators in the colleges and administrators in general to discuss their values in a research situation.

I recall thinking that many of the nursing educational administrators had been reluctant to accept their positions. They were reluctant despite being confident in their abilities to do the job and having a sense for what needed to be done. Do administrators often feel hesitant about assuming their roles? Each of the nursing educational administrators also conveyed both implicitly and explicitly a very strong commitment to nursing. Was it this commitment to a profession that provided the participants with the energy required to deal with the demands of their administrative roles? Was this commitment to nursing also the source of innovative and creative ideas necessary to envision an improved future state for nursing education? These questions led me to wonder whether this commitment to nursing was responsible for the stamina to deal with opposing views and the resourcefulness to deal with

financial, human, and material constraints? How may this commitment to nursing relate to their desire to translate a vision into a mission?

Leadership remains a complex phenomenon to me. I have an understanding about how seven nursing educational administrators appear to perceive their opportunities to provide leadership, what beliefs and values they bring to their roles as administrators, the commitment they hold for their profession, their philosophies of working with and through others, and the activities they undertake to implement strategies to realize specific goals and to accept challenges, as well as the strategies they employ to transform a vision into an achievable mission. I found leadership to be a concept that is easy to discuss yet elusive to describe.

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APPENDIX A

Interview Items--Interview #1

As a beginning, would you describe the various work experiences which you have had prior to accepting your current position?

Would you discuss your educational preparation; for instance, which programs of study have you taken and where?

What is important to you in your personal life?

What is the title of your position? What does your role as "Chairperson/Director/Administrator" of this college nursing program entail? What functions, activities, tasks do you personally undertake?

What did you take into consideration before reaching the decision to enter the area of administration? (personal motivation, expectations, specific goals?)

What unique opportunities do you think you have in your position as an administrator of a nursing education program?

Tell me about your nursing program in this college. What features distinguish this college program from nursing programs at other colleges?

During the time that you have held your current position, what changes have you noted taking place in this program?

What professional goals do you have that may be separate from your personal goals? To what extent do your professional and personal goals coincide?

We have talked about many things today and you have shared some very interesting stories, upon reflection, what further comments would you like to make?

Do you have any questions of me at this time?

Interview Items--Interview #2

Do you have any particular objectives that you wish to accomplish during your tenure as the administrator of this nursing program?

How did this notion of the mission develop? What stimulated your decision?

How do you plan to realize this mission? Can you give examples of the activities which you think are necessary to accomplish this mission?

How important is this mission to you? What are the alternatives to your view of this mission?

How does this mission relate to your personal goals? Can you explain by giving an example?

What internal or external factors may assist you in the achievement of your mission?

What obstacles have you encountered in working toward this objective (or mission--internal, external)? Do you sense any resistance to meeting the objective (mission)? Explain.

What stimulates you the most in undertaking your role as a nursing educational administrator, and specifically, the objective (mission) with this nursing program (family, spouse, church, friends, colleagues, president)? In other words, what keeps you going?

What sources or types of influence do you tend to employ to get things done? How do you get others--your faculty members, colleagues, superordinates, or subordinates--to fulfill your objectives toward meeting the mission?

Have you ever felt uncomfortable about your use of power or influence to accomplish your objectives, that is, your positional power or influence? Can you explain by way of an example?

Do you have any questions of me at this time?

Interview Items--Interview #3

How do you try to communicate the objective (mission) to your faculty members? (discuss, describe, give examples of activities)

How do your faculty members react to the notion of this program's future? How do you get this sense of agreement from among your faculty members to support this mission?

Do you sense any reluctance among those individuals (e.g., colleagues, board members, government personnel, college personnel, or college president) who are important to the success of the mission? How do you manage this resistance? Why do you employ that strategy?

What do you do to gain support? How effective do you think you are in gaining support? Do you have any concerns about the various strategies that you use to gain support?

Can you think of instances when you have encountered any conflicts between your beliefs and what your job requires of you? How did you feel when that happened? Why do you think you went along with the compromise?

What are the circumstances which can cause you to feel under pressure to comply with specific direction with which you disagree? How do you (would you) respond to these circumstances?

What aspects of your administrative role give the most meaning to your life? Why do you say that? Can you explain/describe that idea further?

What rewards do you obtain from you work?

Is there any aspect of your role as a nursing educational administrator which has not been discussed but which you consider relevant to our discussion?

Do you have any questions of me at this time?

APPENDIX B

SYNOPSIS: 1.1.1-1-2

Experientially, you have participated within the nursing profession as a staff nurse, teacher, and [listing of other professional positions]. Currently, you are [a nursing educational administrator] in a college setting. Your educational preparation includes the following: [descriptive list of educational preparation and degrees earned].

While pursuing an administrative career for you has been rather serendipitous, you have consciously selected a challenge in your role. Creating and implementing a new nursing program to meet the needs of [your community] is evidence of the challenge you seek. Indeed, to realize this goal, it was necessary for you to independently develop the curriculum, hire faculty members, screen students, as well as participate in the design of the facilities, and the selection of furnishings and equipment. Having accomplished those tasks, you maintain the [nursing program at the college] through the following activities: financial allocations, professional development for yourself and faculty members, faculty assignments, attending myriad meetings, involvement in provincial nursing committees, and public relation activities, particularly within your community. The faculty members tend to be young, enthusiastic, energetic, and generally inexperienced relative to teaching. Over the years, they have contributed to changes in the curriculum, usually the content areas. The students--young high school graduates or mature individuals--have been successful both in the program and in writing the RN examinations. Although the majority of students are from [your region], a few have come from both Canadian coasts to take the nursing program.

As [a nursing educational administrator], you have had unique opportunities such as developing programs and extensive community involvement (e.g., in various membership capacities on boards, in groups, and associations). You appear to thrive on these opportunities. Although the size of the community reflects positively on the class size, increased community interest and support as well as access to community resources for clinical experiences, there is at least one drawback to the community size. [The community] does not afford the availability of well-educated and experienced individuals for faculty positions. Nevertheless, your faculty members and students continue to stimulate positive changes within your nursing and health-related programs. This year marks the initial class of the *extended* program. Your faculty members are becoming increasingly involved with continuing education programs (e.g., Nursing Refresher Program, Post-RN Program). Further, increased negotiation with the universities may eventually result in nursing degree programs being available within the college setting. In keeping with the latter objective, your professional goal revolves around advocating the baccalaureate degree as entry to practice. You obviously enjoy the challenges of your administrative role in nursing. Nursing is exciting to you as you actively participate in decision making as a nursing educational administrator and collaborate with provincial nursing colleagues about the future requirements of the nursing profession in order to better serve the community. Very importantly, you demonstrate a sense of humour, essential to the demanding role which you have.

You have some concern that there is a lack of understanding among college colleagues about the unique features of nursing programs. Other colleagues do not share the responsibilities of having to combine the teaching role with the administrative role, having to arrange clinical placements, keeping abreast of community agencies, liaising with provincial counterparts, and being knowledgeable about the changes occurring within the your profession. There is an incredible growth occurring in nursing today, so many changes. The lack of understanding can potentially lead to conflict and so you are instrumental in disseminating accurate information about nursing to colleagues and the community at large.

November 6, 1988

APPENDIX C

\$-COLLE	\$-NSG		
	of a very strong external network,	951	//
	[Hmmm.] particularly in occupational	952	//
	health. But I think for some of the	953	//
	work I have done in general nursing	954	//
§-COLL	§-PROF		
	too. And you know, that's not	955	//-§
	something that I've really thought of	956	// /
	a great deal as far as, but I have a	957	// /
	sense, I have some very strong, or I	958	// /
	have some really good, and this is	959	// /
	really only, not only just recently,	960	// /
	but certainly developed more in the	961	// / /
*-WOMEN	*-QUOTE		
	last perhaps three years. And that	962	// / /-*
	was the collegial support which	963	// / / /
	transcends that professional friend	964	// / / /
	and I think of [name] as someone where	965	// / / /
	I've expressed and she has and other	966	// / / /
	people too, is "It can be quite lonely	967	// / / /
	in positions like this." Because, one	968	//-§-§ /
	being the only female, [Hmmm.] in	969	// /
	the management, a little bit different	970	// /
	than <i>the boys going to the bar</i> , kind	971	// /
	of thing. Secondly, that I'm not	972	// /
	looking for the socialization aspect	973	// /
	of my job like some, I think, more	974	// /
\$-FAM			
	commonly men do. [Yes.] Because I'm	975	//-§ -§
	in a very stable marriage and support	976	// /
	system, I'm, this isn't my whole life	977	// /
§-COLL	§-PROF		
	sort of thing. [Yes.] And it's only,	978	//-§-§
	as I say, the last two or three years	979	// /
	that I have developed stronger bonds	980	// /
	with professional colleagues, but I	981	// /
	think of that as a strong support	982	// /
	system which I may not have even	983	// /
	thought of prior to a few years ago	984	// /
	when I, you know, sort of had to	985	// /
	collegial peer relationship within the	986	// /
	college. [Yes.] I have, but that to	987	// /
	me is very important. [Absolutely.]	988	// /
	So, I think those are the major ones	989	// /
\$-FAM			
	externally. Certainly family, I've	990	//-§-§
	always had a very, very strong sense	991	// /
§-EXAMPLE	§-MEANING		
	of support. (laughing) A funny	992	// /-§
	little incident I will tell this, it	993	// / /
	was just so meaningful. I was	994	// / /

APPENDIX D

Example of Referencing Participant's Comments

The information within the parenthesis at the conclusion of a quotation from the participants is consistent with the labelling scheme used to distinguish one tape-recording, transcript, and synopsis, from another. As mentioned in Chapter III, numbers designated the interview (1 to 3), participants (1 to 7), and tapes (1 to 2), and sides of tapes (1 to 2). Further, each line of the transcripts were numbered prior to coding the data. In referring to a quotation of the individual participants, the interview, participant, and line numbers were used. Two examples are provided.

In Barbara's words, "I do this job, but it's not me. And I build on the other parts of me to make sure that I don't envision when I leave this job that I'll be any less a person" (1.6, ll. 1156-1161).

(1.6, ll. 1156-1161) indicates that the quotation was taken from the first interview, of the sixth participant and further, the quotation appeared on lines 1156-1161 of the typed transcript.

I guess, to me--and it's always been that way--people are more important than anything else. There's nothing material that is more important to me than people and relationships. So, consequently, if things go wrong with people, those are the things that can hurt me the most. (3.1, ll. 1149-1157)

(3.1, ll. 1149-1157) indicates that the quotation appears within the story, so that the participant is known to be Anne. In other chapters, when all of the participants may be mentioned in providing examples, the name of the participant has been added to the parenthetical information. This particular quotation from Anne was taken from the third interview, first participant, and appeared on lines 1149-1157 of the typed transcript.