TITLE An Educational Program to Promote Emotional Mastery Skills in Nurse Managers

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OBJECTIVE The purpose of this project was to determine the effectiveness of designed and implemented emotional mastery curricula for front-line nurse managers (FLNM)

METHODOLOGY
This project was set in a community medical center in New Jersey. Ten female front-line nurse managers (FLNM) were asked to be the subject of the study. About 90 percent of the participants were between 41 and 60 years old, seven were Caucasian. 70 percent had both bachelors and masters degrees and have been practicing nursing for more than 20 years. The FLNMs were put through a set of courses meant to teach them emotional mastery, based on Mackoff’s (2011) six elements of emotional mastery. After each session the FLNMs provided feedback to evaluate how effective they thought the course was and how much they have adapted the principles thoughts. Participants completed the Leadership Practices Inventory at the start of the program and again at the program’s conclusion.

KEY FINDINGS
All five leadership practices increased over time, with the smallest difference (2.8%) for Encourage and the largest difference (11.12%) in Challenge, with increases for Inspire at 7.6 percent, Enable at 7.1 percent and Model at 3.4 percent.