



Core Competencies as a Means of Decreasing Incivility

Ann Eckhardt, PhD, RN

Lydia Bertschi, DNP, APRN

Mitzi Timan, BA

Victoria Folse, PhD, APRN



Incivility and bullying defined

- Bullying

“Repeated, unwanted, harmful actions intended to humiliate, offend, and cause distress in the recipient” (Professional Issues Panel on Incivility, Bullying, and Workplace Violence, 2015)

- Incivility

“One or more rude, discourteous, or disrespectful actions that may or may not have a negative intent behind them” (Professional Issues Panel on Incivility, Bullying, and Workplace Violence, 2015)

- Horizontal violence

Nurses engaging in abusive behavior toward one another



Background

- History of incivility in nursing
 - Nurses Eat Their Young
- Incivility in the workplace
 - Magnet vs. non-Magnet
 - Importance of leadership
- Incivility in academia
 - Incivility among faculty and staff
 - Incivility among students
 - Incivility between students and faculty



Faculty to Faculty Incivility

- Incivility is a problem in all areas of higher education
- Over two-thirds of nursing faculty report moderate to severe levels of incivility
- Stress and demanding workloads contribute to incivility



Impact of Incivility

- Burnout/turnover
- Poor mental health
- Decreased work performance
- Reluctance to collaborate
- Impaired cognitive performance
- Psychological harassment
- Stress



Korn/Ferry Leadership Architect

- Framework for developing a shared language
- Helps articulate mission critical skills





School of Nursing Retreat

- Twice a year all nursing colleagues come together for a retreat
- Multiple retirements and many new faculty created an opportune moment to consider our shared goals and values



The Process

- School of Nursing Mission
 - The School of Nursing extends the University's liberal arts tradition to prepare exceptional thinkers, compassionate professionals, and leaders for nursing and global health care.
- Teams of faculty and staff worked in small groups
- Mission critical competencies identified by each team and then verified by a full group discussion



Core Competencies

- Building effective teams
- Customer focus (e.g., Student focus)
- Drive for results
- Ethics and values
- Integrity and trust
- Managing vision and purpose
- Organizational agility
- Strategic agility



Shared language

- Generation of the core competencies created a shared language
- Incoming faculty and staff are oriented using core competencies



Share vision

- Core competencies created a more focused vision
- All faculty are accountable for upholding the competencies in their work with students and other faculty



Current use by Faculty

- Core competencies are reviewed annually during the fall retreat
- Annual individual and team goal development



Current use by the Director

- Provides foundation for new faculty and staff orientation
- Underscores reflections on achievement of individual and team goals
- Frames difficult conversations with students
- Serves as common language when resolving conflicts between and among faculty, staff, and/or students



Core Competencies and Incivility

- Shared competencies = shared language
- Shared language decreases incivility
- Shared commitment promotes civility



Next steps

- Monitor need to update competencies
- Continue to encourage a culture of civility



Questions?

- Ann Eckhardt, PhD, RN
aeckhard@iwu.edu



Resources

- Casale, K. R. (2017). Exploring nurse faculty incivility and resonant leadership. *Nursing Education Perspectives, 38*, 177-181. doi: 10.1097/01.NEP.0000000000000171
- Clark, C. M. (2013). National study on faculty-to-faculty incivility: Strategies to foster collegiality and civility. *Nurse Educator, 38*(3), 98-102. doi: 10.1097/NNE.0b013e31828dc1b2
- Clark, C. M., Olender, L., Kenski, D., & Cardoni, C. (2013). Exploring and addressing faculty-to-faculty incivility: A national perspective and literature review. *Journal of Nursing Education, 52*, 211-218. doi: 10.3928/01484834-20130319-01
- De Villers, M. J., & Cohn, T. (2017). Performance potential special: Incivility in nursing practice. *Nursing Management, 48*(10), 42-51. doi: 10.1097/01.NUMA.0000522183.31780.76
- Laschinger, H. K. S., Cummings, G. G., Wong, C. A., & Grau, A. L. (2014). Resonant leadership and workplace empowerment: The value of positive organizational cultures in reducing workplace incivility. *Nursing Economic\$, 32*, 5-15, 44.
- Peters, A. B. (2014). Faculty to faculty incivility: Experiences of novice nurse faculty in academia. *Journal of Professional Nursing, 30*, 213-227. doi: 10.1016/j.profnurs.2013.09.007
- Phillips, G., MacKusick, C. I., & Whichello, R. (2018). Workplace incivility in nursing: A literature review through the lens of ethics and spirituality. *Journal of Christian Nursing, 35*(1), E7-E12. doi: 10.1097/CNJ.0000000000000467
- Professional Issues Panel on Incivility, Bullying, and Workplace Violence. (2015). American Nurses Association position statement on incivility, bullying, and workplace violence. <https://www.nursingworld.org/~49d6e3/globalassets/practiceandpolicy/nursing-excellence/incivility-bullying-and-workplace-violence--ana-position-statement.pdf>
- Rawlins, L. (2017). Faculty and student incivility in undergraduate nursing education: An integrative review. *Journal of Nursing Education, 56*, 709-716. doi: 10.3928/01484834-20171120-02