Sigma Theta Tau International
Honor Society of Nursing

Lived Experiences of Internationally Educated Nurses Holding Management Positions In USA: A Descriptive Phenomenological Study

Lilian A Allen, Ph.D., RN.
<table>
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<tr>
<th>Faculty Name</th>
<th>Lilian A Allen, Ph.D., RN.</th>
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<tr>
<td>Conflicts of Interest</td>
<td>None</td>
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<td>Employers</td>
<td>Saint Xavier University School of Nursing, Chicago, Illinois, USA.</td>
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<td>University of Illinois Hospital &amp; Health Sciences System, Chicago, IL.</td>
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<td>Sponsorship/Commercial Support</td>
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**Session Goal:**

- To share the lived experiences of IENs holding management positions in the United States health care organizations

**Session Objectives:**

- Nurse Leaders will apply the findings and recommendation from this study to assist IENs in attaining and successfully being part of the management/leadership team within their various organizations.
Internationally Educated Nurses (IENs) are major part of United States Health Care workforce (Wolcott, Llamado, & Mace, 2013).

The presence of IENs in the US is in response to the need for nurses to alleviate the nursing shortage affecting health care organizations (Wilson, 2007).
Nurses who were born and received their initial nursing licensure in countries other than the United States before immigrating to the United States.
IENs are an integral part of the U.S. health care industry (Xu, Zaikina-Montgomery, & Shen, 2010).

The United States Health care Industry employs IENs to ease the nursing shortage (Pittman, 2013).

IENs face many challenges as they arrive including acculturation, passing and obtaining license to practice as registered nurses.
General Problem:
- Many IENs prefer to work at bedside than to hold management positions (Wheeler & Foster, 2013)

Specific Problem:
- It is unclear the obstacles and support experienced by IENs in management positions.
Purpose of the Study

* To explore the lived experiences of seven IENs holding management positions in U.S. health care organizations.
Research Questions

- What are the lived experiences of IENs holding management positions in U.S. health care organizations?

Research Sub-question
  - What obstacles and supports, if any, do IENs experience in management positions in U.S. health care organizations?
Purnell’s Model of Cultural Competence
(Purnell, 2013)

Primary characteristics of culture: age, generation, nationality, race, color, gender, religion

Secondary characteristics of culture: educational status, socioeconomic status, occupation, military status, political beliefs, urban versus rural residence, enclave identity, marital status, parental status, physical characteristics, sexual orientation, gender issues, and reason for migration (sojourner, immigrant, undocumented status)

Unconsciously incompetent: not being aware that one is lacking knowledge about another culture
Consciously incompetent: being aware that one is lacking knowledge about another culture
Consciously competent: learning about the client’s culture, verifying generalizations about the client’s culture, and providing culturally specific interventions
Unconsciously competent: automatically providing culturally congruent care to clients of diverse cultures

Model created by Eory D. Purnell, PhD, RN, FAAN. Reprinted with permission.
Methodology and Design

- Qualitative Research Method
- Descriptive Phenomenological Design
  - Use of Colaizzi’s seven step phenomenological process.
Significance to Nursing

- Presenting the Importance of IENs in Management
- Policymakers will gain insight into IENs experiences
- The need to improve negative recruitment practices
- Create opportunities for IENs to participate in governance
A total of 7 IENs participated in this study.

- Purposive Sampling
- Snowball Sampling

Setting

- Chicago Metropolitan and Suburban hospitals.
Inclusion and Exclusion Criteria

- IENs who received their initially nursing license in countries outside of the United States.
- IENs who have been in management position for at least one year.
- IENs who are willing to participate in a face-to-face interview.
Data Collection and Analysis

- Invitational flyer distribution
- Participants Responses
- Purposive and Snowball sampling
- Invitational e-mail
- Contacts Established
- Face-to-face interviews schedule
- Data analyzed using Colaizzi’s seven-step process

- Step 1: Listening to audiotape, transcribing, reading and rereading
- Step 2: Extracting Significant Statements
- Step 3: Formulating meanings
- Step 4: Identifying themes
- Step 5: Describing Comprehensively
- Step 6: Exhaustive statement
- Step 7: Participants verification
# Themes and Subthemes

<table>
<thead>
<tr>
<th>Themes</th>
<th>Subthemes</th>
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<tr>
<td><strong>Theme 1:</strong> The role of supervisors in IENs’ acceptance of management positions</td>
<td>- Hesitancy to accepting a management position</td>
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<td>- Making change</td>
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<td><strong>Theme 2:</strong> Challenges regarding job responsibilities</td>
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<td><strong>Theme 3:</strong> Cultural differences</td>
<td>- Acceptance and respect</td>
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<td>- Discrimination</td>
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<td><strong>Theme 4:</strong> Language and communication</td>
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<td><strong>Theme 5:</strong> Work relationships and support</td>
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<td><strong>Theme 6:</strong> Educational opportunities</td>
<td>- Committees and resources</td>
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<td>- Support of IENs’ involvement</td>
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Research Findings

* As Related to Research Question
  * Role of Managers in IENs acceptance
  * Second thought
  * Professional and Personal Opportunities
  * Difficult, yet rewarding experience

* As Related to Theoretical Framework
  * Cultural Relevance
  * Identification with Birth Countries
  * Communication Difficulties
  * Diversity
  * Workforce Issues
  * Changes in Secondary Characteristics.
Research Findings as Related to Previous Research

- Nurse-Leaders Roles (Sherman & Eggenberger, 2008)
- Availability of Resource (Hoxby et al., 2010)
- Stress related to Job (Wheeler & Foster, 2013)
- Feeling of Isolation and Alienation (Cho et al., 2011)
- Communication Barrier (Primeau et al., 2014)
- Need for work relationship and support (Ndolo & Etowa, 2014)
- The Value of Educational opportunities (Babenko-Mould & Elliott, 2015)
Implications of The Findings

- Insightful for IENs hoping to become managers
- Program creation by policy makers
- Organizational professional development
- Need to address organizational bureaucracy
- Cultural and diversity coexistence training
- Existence of discrimination in any form
**Recommendations for Leaders**

- Support for IEN staff nurses
- Cultural awareness
- Accent-modification programs
- Professional mentoring
- Reassess job responsibilities
- Involvement and Inclusiveness

**Recommendations for Future Research**

- Expanding the research geographically
- Nurse-leaders perception of IENs readiness for leadership
- A mixed method study of IENs and U.S. educated nurses
- The role of race in leadership/management positions by IENs
- Determine whether IENs left management positions because of discriminatory practices
Limitations and Reflection

Limitations
- Recruitment
- Research Approach
- Sample size and selection process
- Scarcity of previous research on the topic
- Research bias: addressed by bracketing

Reflection
- Extraordinarily fulfilling
- Common characteristics
- Living the American dream
- Participants shared sincere experiences
Any Questions


References