

# TRANSLATING THEORY INTO PRACTICE: AN IMMERSIVE LEADERSHIP COURSE FOR NURSE/MIDWIFERY UNIT MANAGERS

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## **ABSTRACT**

### *Introduction/Background*

The challenges faced by clinical leaders in practice are well recognised. This global issue has stimulated a rise in the provision of leadership courses. Yet much of the leadership knowledge gained from these courses remains at the individual level and not applied back at the point of care.

### *Aim/Purpose of the project*

The organisational aim was to empower nurse leaders at the point of care, particularly the Nurse/Midwifery Unit Managers. This presentation will report on the impact and outcomes of an organisational innovation, which supplemented a leadership program with individual leadership coaching.

### *Methods/Process/Who is being studied*

A multi-methods research design was utilised. Both quantitative and qualitative data were obtained in the evaluation of the theoretical and the coaching elements of the program. A total of 59 Nurse/Midwifery Unit Managers from the organisation participated.

### *Results/Outcome*

Results showed that both elements of the program were very positively received. In the theoretical element, leaders valued the networking opportunities and reported they were more aware of their strengths and areas to develop. The course met their expectations and they would recommend it to others. In the coaching element, all leaders attained their goals set at the beginning of the coaching experience. Additionally, all leaders reported now utilising specific theoretical concepts or leadership tools taught in the course, at the point of care. During coaching, leaders also made deliberate changes to their practice, which were mapped to the organisational Health Leads Framework.

### *Recommendations/Conclusion*

This study provides beginning information on the potential of combining coaching with leadership courses, in order to promote the application of theoretical concepts at the point of care. An organisational leadership course supplemented by coaching can be a useful vehicle for the translation of theoretical concepts into practice.

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