

Leadership Nursing Contributions Learning from Experiences

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Abstract

This research proposes to obtain in-depth information on leadership in nursing management, in order to recognize the areas of opportunity for improvement and guarantee quality care management. The objective of the study was to understand and interpret the experiences expressed about leadership by the nursing team. The research method is qualitative, to obtain this information the focus group or discussion group technique was used. The participants were 60 nursing professionals who worked in different shifts and inpatient services. The findings that were obtained from the experiences of the nurses interviewed were arranged in four categories that characterize the positive aspects of leadership, which are listed below: Active listening, emotional intelligence, strategic planning capacity, and the ability to develop the people in charge. Conclusions the recognition from the nurse's subjectivity on the perception of leadership provided positive suggestions for the collective construction in the improvement of care management.

Keywords: Nursing; Leadership; Care Management

Introduction

Leadership is a shared responsibility, and nursing in all areas of its practice must maximize its potential; New leadership catalyzes growth in nursing education, management, and practice, with the collective energy of shared leadership, forming strong networks and relationships that ultimately lead to excellence in nursing practice [1,2].

Cardift., *et al.* Use a person-centered leadership approach that includes reflection, leading, evaluating a change in practice and deepening knowledge about the development of management, highlighting attributes such as being open, patient, optimistic, being aware of the context and be committed to the response and goals of those you lead [3,4].

In Argentina, for several decades, a traditional leadership has been manifested, in a vertical format in the contexts of health and nursing organizations. In recent years, this model has tried to move towards a more participatory approach, of capacity development within work teams, not only focused on administrative matters. Progress has been made towards achieving autonomy, but there are still barriers that limit the interior of organizations, blurring the image of professional leadership [5-7].

In this scenario and taking into account the results of an investigation on the work environment in the health institution where the present investigation was carried out, the results showed areas of improvement in the leadership style, communication and professional recognition, among others. From there, and as a way of approaching the understanding of the phenomenon, the initiative arises to carry out a qualitative research with a focus group technique, in order to be able to listen comprehensively to the nursing professional and carry out a deep analysis from their perspectives.

To understand people's behavior in the research setting, two theories were used: Lewiny's [8] field theory and Festynger's [9] theory of cognitive dissonance. They both explain how human cognition works. The objective was to understand and interpret the experiences and experiences expressed about leadership by the nursing team in a private health institution.

Methodology

This research has been developed from the perspective of qualitative methodology, specifically of a phenomenological type. Sixty nurses participated, out of a total of 89, who did not participate due to maternity leave, illness, vacation and personal unforeseen events. They carried out their daily work in a private sanatorium, in the morning, afternoon and night shifts in different services. They were made up of 6 groups of 10 members each, they were selected according to Patricia Benner's Theory from [10] "Beginner to Expert", the groups being made up in a heterogeneous way according to their level of professional competence. The technique to collect the information was Focus Groups, with an open and semi-structured group interview, where discussion and exchange of experiences were pursued, guided by a moderator. The call to participate in the Focus Groups was made in writing, two weeks in advance. All the groups had the same moderator, who led the discussion, maintained a cordial atmosphere during the meeting, always guiding the subject under study. The meetings were held in the month of July-August 2019, each session lasted between 60 and 90 minutes. The field work was carried out in the facilities of the institution, so as to facilitate participation. It was agreed to preserve the confidentiality of the meetings, maintaining the anonymity of what was expressed by the participants, with the signing of a consent.

The analysis of the data obtained emerged from the recording, the transcription of the meetings was textual, to guarantee the fidelity of the perceptions expressed. It consisted in relating the expressions of the participants in such a way that those experiences that arose in a recurring way, as a result of the discussion, were visualized and that represented the feelings of the participants. Each of the groups discussed within themselves based on guiding questions, as triggers, addressing the phenomenon under study. The level of participation was significant; the entire nursing staff expressed their opinions and experiences, highlighting the importance of these spaces.

Interpretation of the findings

Leadership is related to the autonomous exercise of the profession and is understood as a collective phenomenon where one person influences others in order to achieve common goals, with emphasis on the delivery of high quality care [11]. The role of leader encompasses a figure capable of promoting people's creativity and influencing them, becoming a benchmark of the group.

In order to understand and interpret the experiences of the nurses interviewed, the reports were arranged into four categories: Active listening, emotional intelligence, capacity for strategic planning, and the ability to grow and make the people in their charge grow, which are described below. continuation.

First Category: Active listening. Active listening consists of attending to the totality of the message that is received, that is, paying attention not only to what is said (the content) but also to "how it is said", paying attention to the non-verbal and para-verbal elements, look at him, spend time with him, make him see that we take his opinions into account [12,13]. The term active listening emphasizes more on the aspect of attention and feedback that is made in the middle of a communication and is understood [14].

Narratives: "... I think that since you are in charge of this, you have to have an ear for your entire group, for any query, let's say, both in nursing or with things that happen..."

"... And that, as the boys say, that leaders have to know how to listen, that they are willing to help you and if they do not know, it has also happened to me, that, if I did not know, next to one, they started looking the problem to get ahead, it is impossible to know everything..."

"... is what we just talked about, the issue that sometimes they do not listen to and sometimes they listen to the versions and criticisms more and do not go to the source to ask what happened..."

"... that he can listen, that he can dialogue with us, which is not the same as asking you to do something..."

Second Category: Emotional intelligence. It is the ability to manage one's own feelings and emotions and those of others [15]. It refers to the ability of a person to use emotion proactively, both their own emotions and those of others, around them, and both consciously and subconsciously, as a tool to improve reasoning and decision-making [16]. Goleman distinguishes five skills that, together, make up Emotional Intelligence which can be learned and allow the development of competencies to be a leader, such as knowing one's own emotions, managing and managing emotions, one's own motivation, recognizing emotions in others and managing ones relationships [17].

Narratives: "... you must take into account not to make a difference, if for example the leader dislikes me, not make a difference... if you dislike me professionally, you have to put aside the outside problem and give him confidence that he can follow you..."

"... The companions can leave us... but the leader has to have the capacity for that moment, to surpass, bear and contain. Mostly contain the moment when the patient is sick..."

"... It seems to me that out there it seems that they have favorites with certain people, preferences and in reality we are all a team and we all work together. They address a certain person in a way... I think that difference is made there..."

"... and that creates enmity between peers, because if one is seeing that one is more favored than the other, then unconsciously one begins to move away from that person..."

"... She would have to be able to overcome the bond, friendships and be able to explain, for example, if you need a day, why not... you end up believing that because she is such a friend she gives her the day and out there she doesn't have to see with that..."

Third Category: Strategic planning capacity. It is a process in which the mission of the main objectives and the policies to achieve the goals of any organization are determined. It can be established by scenarios, since they take into account the uncertainty in the long term, both externally and internally in the same institution [18,19].

Narratives: "... you must know the strengths and weaknesses of a person to see where it can best work... that they accompany you when you start something new..."

"... exactly... in action it is needed, in practice... in that, if I have a new reference, that it remains more stable, not that it is coming and going, doing everything..."

"... that they know the patients as well, their complexity... foresee that the patient can decompensate, is that so..."

"... In the event that the training, take into account that we were on duty that night, otherwise there is no way..."

"... I believe that a good leader must have confidence in the group first and know how to organize the guard so that this guard can comply with everything and not pass the job to the next..."

Fourth Category: Ability to grow and make the people in their charge grow. This ability is reflected by managing, teaching, delegating functions and creating opportunities for all [20]. Leaders are those capable of growth, and to the same extent, either by promoted actions, by assuming the role of facilitator or by setting an example, they make those who follow them grow too [21-23].

Narratives: "... He must know how to provide knowledge, transmit it, support you, help you..."

"... I think it is also capable of absorbing the interest that you can give it... it also has this capacity. That leader has that ability to say: Well, this person is really caring..."

"... The leader feels, grows, when he sees that the partner or the person next to him also grows... Unity seems important to me there, which is not that he sees everything from above to those below, but that he sees a whole..."

"... You have to be able to do that... to teach, to be able to say" don't do it like that ", but with good foundation... it happened to me once and it served me for life..."

Discussion

When comparing the findings with other investigations, the importance of the leader's profile stands out, in the sense that it manages to generate resonance in its collaborators and reliability [24].

In relation to the perspective of the active listening category, the results show it with a leading role in the construction of capable leaderships; This is also highlighted by Spanish authors where this attitude influences the improvement of communication between professionals [25,26].

The results of this study referring to emotional intelligence are in line with those found by other authors who consider emotional perception as one of the skills integrated into emotional knowledge, demonstrating its implication when it comes to predicting the leader's behavior [27].

When reviewing the findings regarding strategic planning, they show that it helps leadership in decision-making and in professional recognition and acceptance of it. Colombian and Spanish authors agree that management teams must have the capacity and authority to make decisions and manage strategic planning processes, which contribute to strategic thinking [28-30].

The theme of leadership related to the ability that allows the group to grow and exert positive influences for the transformations, nuances that are widely developed in most of the articles found [31-33].

Conclusion

Active listening in leadership according to the experiences of the nursing staff is based on the following premises:

- Eliminate misunderstandings between colleagues on the work team and even indications between leader-group and vice versa.
- Be empathetic, build trust.
- Allow modifying, innovating, changing, improving, anticipating strategies favoring participatory leadership.

Emotional intelligence in leadership according to the experiences of the participants is based on the following premises: Develop capacity for emotional containment, possess emotional self-awareness, Recognize emotions in interpersonal relationships.

Strategic planning in leadership according to the experiences of nurses is based on the following premises:

- Elaboration of clear, defined objectives and publicizing the results.
- Distribution of human resources according to service needs.

The ability to grow and make the people under their leadership grow according to the experiences of the nursing staff is based on the following premises:

- The leader must be a role model.
- The leader must assume a facilitator role.
- Encourage the participation of all team members.

This study and its findings for the researchers represented a large work area for the future, due to the meanings, to then take them to action, to concrete facts and to be able to obtain the concretion of participatory and satisfied teams.

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