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The research evidence for values based leadership: Congruent leadership explored

Aim: To identify who the clinical leaders are and to explore and critically analyze the experience of being a clinical leader.

Background: Results from 6 studies will be presented. These started in 2001 and comprise data gathered in 2 countries over the following 17 years. Limited literature and fewer studies pointed to insight only from the management paradigm. These 6 studies explain another leadership theory that point toward a new way to understand clinical leadership.

Research Design: Each of the 6 studies employed a qualitative methodology (either Grounded Theory or Phenomenology). Each study secured a Human Research Ethics Committee approval. Studies involved a wide range of healthcare professionals (predominantly nurses), involved both male and female respondents, and took place in either, the UK and Australia between 2001 and 2015. Questionnaire data were analyzed with the aid of the SPSS program and the in-depth qualitative data used NVivo data analysis software.

Results: Results offer a wide range of data. The data points to an understanding of the common characteristics of clinical leaders. These are approachability, clinical competence, values and beliefs have driven, supportive, motivator, inspiring confidence, effective communicator, visible in practice and a role model. The attribute most commonly not identified as a clinical leader characteristic is that of 'controlling'. The results from the studies outlined above have also led to the development of a new leadership theory: Congruent Leadership (Stanley, 2008, & 2016). This theory suggests that leaders demonstrate a match (congruence) between the leader's values and beliefs, and their actions.

Biography

David has contributed significantly to nursing and midwifery education since he began teaching Enrolled Nurses in South Australia, in 1987. Since then, David has developed into a consummate professional educator who is student focused and driven to maintaining high quality, supportive, clinically relevant and up-to-date learning experiences in a range of presentation/learning formats.

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