

# LEADERSHIP DEVELOPMENT COACHING PROGRAMME FOR NURSES AND MIDWIVES BROCHURE

10 hours  
**10 CEUs**  
Lifelong benefits



Coaching is a proven development tool for individuals and leaders alike and has been shown to improve performance, enhance effectiveness, reduce stress and increase resilience. Leadership Development has been shown to improve the effectiveness of individual healthcare professionals and of the healthcare sector as a whole.

Leadership skills are transferable to other roles, sectors and even to your personal life, resulting in you making even more of an impact on the lives of those around you than you do already.

This Nurse Leadership Coaching Programme is delivered by Lisa Nolan of Aslan Coaching. It is applicable to nurses at all levels; it will build solid leadership skills for those in junior roles, giving them a springboard for future career development, and it will fill any gaps for nurses in more senior positions and help them to become effective and indispensable leaders, who in turn develop and nurture future clinical leaders.

Lisa Nolan  
RGN, RM  
Healthcare Leadership Coach

To arrange free discovery session  
Tel: 042-9692403  
e-mail: [Lisa@virtualadmin.ie](mailto:Lisa@virtualadmin.ie)  
[www.aslancoaching.ie](http://www.aslancoaching.ie)

*“For us who nurse, our nursing is a thing which, unless we are making progress every year, every month, every week, take my word for it, we are going back...”*  
*Florence Nightingale*

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Lisa Nolan

NMBI PIN  
34133



Bord Altranais agus  
Cnáimhseachais na hÉireann  
Nursing and Midwifery Board  
of Ireland

26<sup>th</sup> September 2016

**Re: Category 1 Approval**

Dear Ms Nolan

Thank you for your correspondence requesting Category I approval for the below programme. I confirm that Bord Altranais agus Cnáimhseachais na hÉireann post-registration Category 1 approval valid for **two years** from the date hereof is granted as outlined:

Name of course	Course Grouping	Approved from/to	NMBI CEUs
Leadership Development Coaching Programme for Nurses and Midwives	45,48,53,70,71, 72,76,83,93,100	26 <sup>th</sup> September 2016 – 26 <sup>th</sup> September 2018	10

The Nursing and Midwifery Board of Ireland (NMBI) granted Continuing Education Units (CEUs) as specified above. Only registered nurses and registered midwives shall receive CEUs.

Programme facilitators must utilise and reference relevant NMBI publications, which direct and guide nurses' and midwives' professional practice. *The Scope of Nursing and Midwifery Practice Framework* (NMBI 2015) provides nurses and midwives with professional guidance and support on matters relating to the scope of their clinical practice, which is paramount for programmes of education that incorporate clinical skills and competency assessment.

I wish to advise that Bord Altranais agus Cnáimhseachais na hÉireann does not support or endorse any pharmaceutical products/companies in providing nurse/midwife education.

Wishing you every success with the programme.

Yours sincerely,

Judith Foley  
A/Chief Education Officer  
Education Department

# Introduction

The Irish healthcare system and healthcare professionals are confronted continually by workforce challenges, crucial decisions that have life or death consequences, changing patient expectations and demands, financial constraints, time pressures, issues related to quality and safety, politics and scrutiny.

The importance of effective clinical leadership in addressing these demands and ensuring a high quality safe healthcare system has been proven through research, reiterated by thought leaders and healthcare professionals alike and cited in government reports in many countries. The HSE encourages staff members to seek coaching because “Professional Coaching brings many benefits; fresh perspectives on personal challenges, enhanced decision-making skills, greater interpersonal effectiveness, and increased confidence.”<sup>5</sup>

History books and records are littered with biographies of the heroes of nursing; nurses whose leadership changed their world and ours by extension. From the midwives who attended royalty across Europe in the 14<sup>th</sup> Century, to the many who were burned at the stake or hanged for ‘witchcraft, to Mary Todd Lincoln (a F.L.O.T.U.S. in her time), Florence Nightingale, Clara Barton (who founded The Red Cross) and many others who have been lauded not only for their service to the sick and dying, but also their transformational innovative approaches to organizational systems and processes, that continue to underpin nursing care today.

Studies show that many nurses who work today ‘at the coalface’ do not believe that they are clinical leaders<sup>16</sup>. However, thought leaders beg to differ, saying that it is precisely that contact with patients that makes them true ‘clinical leaders’ and, in fact, the best placed people to initiate and sustain real changes that have a measurable impact on patient care. In fact, it has been said that there is an ‘urgency’ for healthcare organisations to identify clinical leaders and encourage their courage in spearheading innovation, and for the nurses to recognize themselves as such, in order for meaningful changes and improvements in healthcare provision.

Good leadership should be practiced by every person in a healthcare team. It is not just the responsibility of the unit or team manager to be a good leader. Sound leadership qualities and practices benefit everyone; the person, their peers, their direct reports, their managers, the healthcare system and, crucially,

patients themselves. Leadership is often (and best) described as a lifelong journey, not a single destination.

This programme has been designed so that it is applicable to nurses at all levels. It will build solid leadership skills for those in junior roles, so that they will quickly become the effective clinical leaders our healthcare sector so badly needs. It will fill any gaps for nurses in more senior positions and help them to become effective and indispensable leaders who nurture and develop clinical leaders in their teams.



## Benefits of undertaking this programme

10 CEUs	Develop your own Leadership Style	Resilience
Fulfilment	Renewed love of your job	Calm inner strength
Making a Difference	Transferrable skills	Manage inner critic
Continuing Professional Development	Personal Development	Enhanced job satisfaction
More effective communications	Lead teams effectively	Deeper self-awareness

# What does this programme cover?

Personal purpose, values and drivers (to increase self-awareness).

Identifying personal strengths and areas to be developed (to identify personal learning goals).

Leadership Styles and The Five Levels of Leadership, and how they can be applied in the healthcare setting.

Primal Leadership / developing Emotional Intelligence.

Address inner critic and self-limiting beliefs (to increase self-efficacy and performance in nurse role)

Mindfulness and grounding (as tools to manage work-related stress).

Developing resilience (as a tool to manage stress and ability to manage / welcome change).

Reflection, journaling, deep questioning, practising new behaviours, feedback, accountability (to embed new learnings).

<i>Discovery (½ hour)</i>	<i>Discovery Session, Learning Goals. (No fee)</i>
Session 1: (1 ½ hours)	Life Purpose, Values, Drivers, Strengths and Weaknesses.
Session 2: (1 ½ hours)	Leadership Styles and Levels
Session 3: (1 ½ hours)	Emotional Intelligence, Primal Leadership
Session 4: (1 ½ hours)	Inner critic, self-limiting beliefs, grounding, mindfulness and resilience.
Session 5: (1 ½ hours)	Session open for working on any specific healthcare leadership issue that the coachee would like to address.
Session 6: (1 hour)	Wrap up, reflect, consolidate, plans going forward.
Session 7: (1 ½ hours)	Follow up 2-3 months later.

10 hours of contact time.

# How Effective Nurse Leadership Impacts Positively On Patient Care

Research has shown that the general mood of healthcare teams matter:

1. Empirical, experiential and anecdotal evidence suggests that reflection has the potential to prepare emotionally-capable nurse leaders. <sup>3</sup>
2. "Effective ward leadership has been recognised as being vital to high-quality patient care and experience, resource management and interprofessional working." (from the Francis Report, NHS, 2013) <sup>4</sup>
3. An RCN study confirmed the role and leadership of the ward sister as absolutely fundamental to the standards of nursing care on each hospital ward. <sup>6</sup>
4. Positive leadership at ward level and above appears to be a prerequisite for effective action relating to control infection practices. <sup>7</sup>
5. Emotionally intelligent nurse leadership characterized by self-awareness and supervisory skills highlights positive empowerment processes, creating a favourable work climate characterized by resilience, innovation and change.<sup>8</sup>
6. Healthcare requires leadership styles that specifically have patient care at their core. "In contrast to managerial leadership, which operates through hierarchical superior-subordinate organisational relationships, clinical leadership has a collegiate orientation and a focus upon the patient or service interface." <sup>9</sup>
7. 100,000 deaths each year in US hospitals are caused by routine medical errors. "Often these mistakes could have been prevented if only the command-and-control culture in most medical organisations had been acknowledged and changed" <sup>10</sup>
8. Better quality 'people management' has been shown to reduce mortality, decrease morbidity and improve the quality of life of HSE Service Users. <sup>11</sup>
9. Evidence links aspects of a nursing workforce (such as job satisfaction, quality of the work environment including leadership) with mortality. <sup>12</sup>
10. High performing ward managers achieve 36% lower staff turnover, 57% reduction in staff absenteeism, 40% lower drug errors, (and potentially life threatening drug errors were 50% higher where there was a low performing ward manager). These high performing managers used a wide variety of leadership styles with their teams, and applied each style appropriately according to the situation and particular team member. <sup>13</sup>
11. Moving away from the dissonant leadership styles that were commonly embedded in the culture of healthcare settings in the past, would help 'cut medical errors drastically' (Physician report to the Academy of Medicine). <sup>14</sup>

# Learning methods of this programme

The leadership training provided in this programme via one-to-one coaching is underpinned by the following theories from psychologists and thought leaders, and research from neuroscientists: *(refs available)*

- Person-centred approach and unconditional positive regard for the client (Carl Rogers).
- People are naturally creative, resourceful and whole (Co-Active Coaching).
- Primal Leadership (Daniel Goleman)
- Leadership Style Inventory, (LSI), the Hay Group.
- The Five Levels of Leadership (John C Maxwell).
- Malcolm Knowles's theories on adult learning, i.e. adults learn best when:
  - 1) They understand why something is important to know or do.
  - 2) They have the freedom to learn in their own way.
  - 3) Learning is experiential.
  - 4) The time is right for them to learn.
  - 5) The process is positive and encouraging.
- Emotional Intelligence is known to greatly enhance a leader's effectiveness. Programmes that build leadership skills, including emotional intelligence, need to target the correct part of the brain to ensure embedded learning and sustainable change that will last long after this programme has ended. Emotional intelligence is born largely in the neurotransmitters of the brain's limbic system, which governs feelings, impulses, and drives. Research indicates that the limbic system learns best through motivation, extended practice, and feedback. Research has also shown that emotional intelligence training programmes that only target the neocortex, (which governs analytical and technical ability and grasps concepts and logic) can even have a negative impact on people's job performance. To enhance emotional intelligence, leadership programmes must target the limbic system in order to help people successfully break old behaviours and establish new habits. This process takes much more time than conventional training programs because the emotional centres of the brain must be engaged (i.e. the basal ganglia). It also requires an individualized approach, such as through one-to-one coaching. <sup>17</sup>
- Change takes time. The process of changing old undesirable habits is one that can be taught, but must be practised habitually in order for a new preferred habit to become the automatic default response. This is achieved by actively and purposefully engaging the pre-frontal cortex, through coaching, practice, self-awareness and reflection.
- Personal Learning Goals set by individuals have been shown to lead to greater improvement than performance goals set by organisations. Setting development goals that matter takes a person from merely thinking about change to making concrete steps that prepare for the change. <sup>15</sup>

# LISA NOLAN - BIOGRAPHY



Diploma in Business, Executive and Personal Coaching (Coach Institute of Ireland).  
RGN (NMBI Ireland),  
RM (NMC UK),  
Dip. H.E. in Midwifery (Kingston University, UK),  
Diplomas in Executive PA and Legal (Pitman Training)  
Memberships: AMAC, LBCAI  
MD, Aslan VA and Coaching Ltd.

Having first qualified as a general nurse and subsequently as a midwife, Lisa has worked in a diverse range of clinical settings including general hospitals, a street clinic in Calcutta, a private hospital in London, the world-renowned Royal Marsden Clinic and GP practices in Dublin.

A move to the administrative side of healthcare brought Lisa into admin/managerial roles in private clinics and the non-profit sector (nurse education) where she drafted and implemented sound governance policies and mentored rotating Board Members in their new roles and responsibilities. After building up a successful Virtual Executive Assistant business, Lisa then established Aslan VA and Coaching Ltd to offer a wider and expanded range of services to healthcare professionals, business owners and individuals.

Now a Business, Life and Healthcare Leadership Coach, her coaching practice is firmly grounded in Carl Rogers' ethos of 'unconditional positive regard' for her clients. Her coaching approach is also underpinned by a deep knowledge of how physical and mental health is woven into every aspect of our personal and working lives. This insight enables her to help clients recognise and manage stress, make their health and wellbeing the cornerstone of every aspect of their lives, ground themselves and their leadership practices in their core values, reacquaint themselves with their life purpose, and design and implement meaningful changes that will last long after the coaching process has ended.

She has a special interest in health literacy and combines her nursing and coaching knowledge with I.T. skills to design creative ways to fill the gaps between what healthcare professionals say and what their patients hear. For free health literacy tools visit [www.virtualadmin.ie](http://www.virtualadmin.ie) Lisa is a regular contributor to nursing and medical journals, websites and blogs, writing about new approaches and technology that enhance health literacy and inspire the motivation that's needed to self-manage one's health. She is a strong advocate of best practices in patient care, quality of life and dignity at the end of life. Human rights and protecting the vulnerable are also major core personal values.