

Lessons from geese

- <http://www.youtube.com/watch?v=-xINoemDoU0&feature=related>

Growing midwifery leaders

Corli Roodt Waikato DHB

Liz James Wintec



Leadership Enabling Programme for Midwives

- Philosophical underpinnings
 - Midwifery leadership unattractive and not valued
 - Midwives need to be led by midwives
 - Need to nurture yourself first before able to nurture others
 - Need to know yourself in order to be effective in interpersonal exchanges
 - Need to be confident in own practice before leading others

Leadership is crucial to thriving amid
uncertainty, but fostering it means letting go
of outdated notions

Lester Levy (Why leadership matters)

Conception

- Feedback from Pebbles graduates that existing leadership programmes were nursing specific
- More value for midwifery specific
- Issues recruiting midwives into leadership positions
- National midwifery leadership stocktake (2009)
- Waikato DHB and Wintec partnership
- Limit to ten participants
- Open to Midland DHB staff
- Recruitment process



Gestation

- Six face to face workshops
- Over six months
- Co-facilitated
- Interactive discussion
- Specialist speakers
- Homework
- Mentor



Delivery

- Better understanding of self and others
- Able to articulate own values
- Ethical behaviour
- Better equipped to work with conflict and change
- Assertiveness



Delivery ...

- Map leadership journey
- Continue to grow professionally
- Increased awareness of big picture
- Able to articulate leadership skills
- Apply critical thinking to leadership



Critical thinking is..

Carefully defining and analysing problems
with the emphasis on questioning
information rather than merely accepting it

(Castledine, 2010)

Delivery....

- Value diversity
- Build effective teams
- Effect of power
- Be a resilient professional
- Work life balance
- Ability to nurture self and others





Postnatal

- Ticket out of class
- Verbal feedback

Take a moment to think about today. What was the most important thing you learnt?

What have you learnt that you can incorporate into your practice immediately?

What surprised you the most?

What question remains unanswered for you following our session today?

What would you like to spend more time learning about?

Graduation

- Participants presented their learning
- Attended by CE, Director of Nursing & Midwifery, senior managers of participating DHB, midwifery leaders



Formal external evaluation

- Questionnaire
 - Reported boost to confidence
 - “loved the structure of the course....great to have various quizzes to identify, make us more aware of our personality types....reflections were good”
- Focus group planned but insufficient uptake



Recommendations

- Clarify programme fit in Midland region
- Assess current needs
- Seek support for continuation of programme
- Be clear about programme content to both participant and Charge Midwife/mentor
- Opportunity to demonstrate transfer of learning to practice
- Aim is building leadership capacity not designated leadership role
- Alumni sessions

References

- Cammock, P. (2003). *The dance of leadership*. Auckland, New Zealand: Pearson Education
- Castledine, G. (2010). Critical thinking is crucial. *British Journal Nursing, 19,4*.
- Lester L. (2011) Why leadership matters. *University of Auckland Business Review, 14,1*.
- Future Workforce District Health Boards New Zealand. (2009). *Midwifery Leadership and Professional Development Stocktake*.
- Seligman, M. (2011). Building resilience. *Harvard Business Review*. p.100-106.

Leading is



- Self awareness
 - Courageous conversations
- Self responsibility for transformation
 - Find your voice
 - We are part of the big picture
- Be understanding of each other
- Leadership happens relationally
 - Clarify your values

Robyn's story

Many years ago I was a leader for a young mothers support group. Quite unwittingly I upset one of my committee members. She didn't know how to handle it, but told one of her friends, who then took it upon herself to let me know. I was horrified to find that I'd upset her. I felt sick in the stomach, didn't sleep, and worried about it like a dog with a bone. This state of anxiety went on for a few days. Finally plucking up all my courage, I rang her.

There didn't seem any point in beating around the bush, so straight to the point, I said: Sue, I'm very sad to hear I've upset you. I do apologise – I had no idea that what I said as a throw-away line would be so inappropriate.”

It was the last thing she expected to hear. At first she was embarrassed to find that her complaint had been reported. I assured her I wasn't upset about hearing; I was upset that I'd distressed her.

Then she put herself in my shoes. To my surprise, I found myself being praised! The injured party became the supporter!

“Thank you so much for calling. I don't think I would have been brave enough to do what you've just done. I'd have been so mortified.”

The best learning was, as soon as we began to talk, the knot in my stomach went away. The days before I picked up the phone were far more stressful and distressing than what came after. Every since then, in both a personal and business context, I've been a believer in cleansing the wound of any misunderstanding as quickly as possible.

From Pearce & Steiner, (2004). Getting a grip on leadership. Auckland, NZ: Reed Publishing. p. 174

To deal with conflict:

- Don't back yourself into a corner – look for a win-win solution.
 - Don't exaggerate
 - **Act quickly to correct a problem**
 - Disagreement and problems handled quickly are only a conversation; left too long, conflict escalates.
 - Fear of conflict freezes us; action releases us.
 - Many don't address conflict because they don't want to admit it exists
 - Decide your goals in relation to the issue
 - Work out why its happening
 - Be non-threatening and inclusive in your dialogue.
 - Anticipate problems and have a Plan B.
 - Use the 'I' message
 - Allow the other person to retreat with dignity
 - Be prepared to let a seriously unhappy person go
 - Beware of manipulative people – get rid of them as fast as you can.
-
- From Pearce & Steiner, (2004). Getting a grip on leadership. Auckland, NZ: Reed Publishing. p. 200

What have I learned?

- What have been my three most significant life lessons?
- What have been my worst failures (as I saw them at the time).
- Who are or have been my role models or influences?
- How would my closest friend describe me?
- Who loves or has loved me? And what can I learn from them?
- Who has definitely not loved me and what can I learn from them?

From Pearce & Steiner, (2004). Getting a grip on leadership. Auckland, NZ: Reed Publishing. p. 30-32

Change happens

- They keep moving The Cheese

Anticipate Change

- Get ready for The Cheese to move

Monitor changes

- Smell The Cheese often so you know when it is getting old

Adapt to change quickly

- The quicker you let go of the old Cheese, the sooner you can enjoy new Cheese

Change

- Move with The Cheese

Enjoy change!

- Savour the adventure and enjoy the taste of new Cheese

Be ready to change quickly and enjoy it again

- They keep moving The Cheese