Lived Experience Of The Nursing Graduates From The Leadership And Management Program

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I. Introduction

Background of the Study

Globally, the healthcare industry is complicated and expanding quickly, and quality standards are rising. The World Bank recommended all governments adopt a national strategy and policy indicating a dedication to delivering secure, high-quality healthcare and achieving universal health coverage by 2030. (World Health Organization, World Bank Group, & OECD, 2018). The strategic vision of Saudi Arabia sets an ambitious strategy for providing top-notch healthcare services, with the goal of having the nation rank among the finest in the world by 2030. (Alluhidan et al., 2020; Alsufyani et al., 2020). All government health organizations, including the Ministry of Health and private sectors, are expected to create and implement leadership quality improvement programs to increase the sector's capacity for leadership and innovation (Alsufyani et al., 2020).

Setting and achieving an institution's goals requires leadership. It also requires acting decisively when necessary and inspiring others to give their all. In contrast to management, which focuses on overseeing operations and ensuring that everything is carried out according to policy, leadership entails inspiring followers to work toward accomplishing the leader's vision for the firm. Managers in management offer instructions, whereas leaders in leadership pose questions. Whereas management focuses on responding to changes, leadership focuses on implementing changes (Lewis, 2016).

Nursing leadership is one of the most critical parts of empowering and motivating nurses. When the entire team succeeds, nursing management and leadership are at their most effective. Since the nursing profession itself evolves and develops, effective nursing leadership must move with the times. The healthcare sector has benefited from this nursing leadership style since it has been associated with improved patient outcomes, fewer medical incidents, and increased staff retention.

Leadership among nurses and patient care are interrelated. Improved patient outcomes are correlated with effective nurse leadership. By planning, carrying out, and assessing patient care, nurse leaders play a crucial part in enhancing patient outcomes. The care delivered by healthcare teams is coordinated, delegated, and supervised by nurse leaders. Patient care is significantly impacted by nurse leaders.

A leader can motivate people to put forth extra effort to achieve organizational goals. One of the most important management responsibilities in a nursing organization is to raise the standard of healthcare provided by the division to match organizational effectiveness (Jambawo, 2018). Medical leadership is vital in the clinical setting and contributes significantly to the development of the nurse as a person or as a professional. The traits of a great leader are persistence, initiative, honesty, fearlessness, and the capacity to handle pressure. Also, managers must exercise critical thinking, collaborate well with others, and set and meet goals (Jambawo, 2018).

Developing leadership and management program concentrates on giving graduate nurses the necessary abilities, traits, and resources to confidently guide their team's and organization's performance (Wright, 2019). Their abilities can be improved, they can be supported in addressing challenges at work, and they can implement changes that are good for the patient and the organization as a whole through leadership development. With the enormous workload they must handle and ongoing organizational change, developing graduate nurses' leadership and management abilities is not a simple undertaking. However, hospital executives must see leadership development as one of the fundamental necessities and demands for the success of their organization. As a result, a number of healthcare institutions have started leadership and management programs for their leaders and those who want to become managers, which has greatly enhanced the service quality and beneficial results of these organizations.

Rationale & Significance of the Study

Nursing students must pay strict attention to detail when providing patient care, especially because patients entrust their lives to these aspiring registered nurses (RNs). "It is the responsibility of faculty members to redefine and expand their own leadership skills while mentoring and coaching clinical educators on how to teach and develop nursing graduates" (Adelman-Mullally et al., 2013, p. 33). As a result, clinical nursing educators must modify their conduct to reflect the healthcare industry's ongoing evolution. "Leaders must not only take the risk of questioning a failing process, but also foster an atmosphere in which followers feel comfortable doing the same" (Adelman-Mullally et al., 2013, p. 31-32).

Professional nurses with exceptional leadership qualities are needed in the healthcare system's complex environment and fast-moving change to meet the demanding healthcare problems. Therefore, the hospital nursing department should train graduate nurses for these positions by exposing them to leadership techniques and giving them practical experience during clinical practice.

To fulfil this goal, a team leader role was added to the clinical experience as part of a nursing leadership and management program. This study contributes to the body of knowledge in nursing about how to help nursing graduates build their initial leadership abilities. The information gathered also emphasizes the value of including leadership experiences within the program's curriculum; clinical teachers may also learn about how graduate nurses see the leadership experience. The study's author believed it would help people comprehend the lived experiences of graduate nurses in leadership positions. The incorporation of leadership experience in the nursing curriculum may be encouraged by the aforementioned experiences.

Statement of the Research Problem

What are the lived experiences of Nursing Graduates from the Leadership and Management Program in Saudi Arabia?

Purpose of the Study

This study aims to provide a descriptive understanding of the lived experiences of Nursing Graduates from the Leadership and Management Program in Saudi Arabia.

Research Question

1.   What are the experiences of Nursing Graduates from the Leadership and Management Program in Saudi Arabia?
2.   How do nursing graduates perceive that they acquire Leadership and Management skills that shape their roles?

II.   Literature Review

The healthcare industry is subject to ongoing development, quickly evolving complex medical treatments, and a surge in patients who have many, complex health issues. As a result, RNs are forced to assume more responsibility, fill leadership roles, and make countless decisions on behalf of their patients. Due to these difficult adjustments, nursing students who are about to graduate must be ready to take on leadership roles and/or positions with the necessary competencies as soon as they begin their RN duties. Hence, nursing education must integrate leadership content throughout the nursing program in order to adequately educate nursing graduates for these tasks.

In the US, there are more than 2.7 million registered nurses (RNs). According to the 2000 National Survey of Registered Nurses, approximately 86% of registered nurses in the United States are white, with the remaining 13% belonging to other racial/ethnic groupings (Hill et al.,2005). For patients to receive high-quality treatment, nursing leadership is crucial, especially given that nurses now make up the single largest healthcare discipline.

Carroll (2006) described leadership as a "process of influence" (p. 3) that is not just reserved for those in conventional positions of power. The group's aims are achieved thanks to the leader's influence. Positive relationships between leaders and followers, which encourage a mutually beneficial relationship exhibiting communication, ideas, and respect, are a necessary component of effective leadership.

Several people passed away or suffered harm, according to the 2013 Francis Report, as a result of hospitals' weak organizational culture and leadership. With the help of this data, it was determined that the Mid Staffordshire wards with the highest proportion of care failures had weak leadership and poor treatment. A culture of successful leadership in the health care sector is also linked to better patient outcomes, increased job satisfaction, and lower staff turnover, according to nursing leadership study.

Many problems affect the National Health Service (NHS), including declining funding and an aging population. Leadership, however, is not something that can be taken for granted. Previous research has shown, according to Matza et al. (2018), that nursing training programs do not adequately equip nurses for leadership

roles. Poor nursing leadership may be a result of the discrepancy between the demands of clinical responsibilities and proper educational preparation. Hence, it is crucial to acknowledge the importance of nurses and nurse leaders in inpatient treatment as well as the overall business culture. In this article, we will cover what it means to be a nursing leader, what it takes to be a great nurse, what makes a great nurse, and how nursing schools prepare their students for leadership roles.

According to Nelson et al. (2021), the success and development of the nursing profession depend on the presence of minority nurses in leadership positions. Her reputation as a highly acclaimed educator is widespread across the nursing community. Throughout her career, Nelson has constantly acted as a mentor and an advocate for minority nurses who want to succeed in the nursing field. Nelson (2021) argues that because there are so few minority nurses working in the sector, the nursing profession does not represent the trend of the expanding population of people of color.

It has been shown that mentoring is a potential strategy for career progression in a variety of fields, including business, education, and nursing (Smith et al., 2022). For instance, it's common practice to use mentoring to entice new students and staff. It has been discovered that mentoring has a positive impact on the growth of potential leaders in the nursing profession. In an important learning experience, Smith & Sweet, (2019) outlined what many nursing students describe when they realize the enormous responsibility of being a nurse. This affects their ability to intervene in these circumstances effectively. Clinical practice projects must be incorporated into nursing education programs' curricula in order to stress and guide the development of leadership abilities in the healthcare setting. Healthcare institutions and nursing education programs must take the initiative to prepare nurses to take on leadership roles (Baker, 2021). In the practice of nursing education, students gain practical experience initially in a skills lab and subsequently during clinical rotations at healthcare facilities. Seeing head nurses at healthcare facilities can help nursing students enhance their leadership abilities. Yet, as they learn to form familiar impressions and use reliable clinical evaluations, they must also gain skills of involvement when working with patients, families, and other professionals in clinical settings (Smith & Sweet, 2019).

Moreover, there has been little research on leadership abilities and the transfer of skills from bedside nurses to nursing executives, according to Aungsuroch et al. (2021). The phenomenological study's author hoped it would spark ongoing discussion among nursing graduates about leadership and management training.

Theoretical Framework

The theoretical basis for this study was the integrated model of leader traits, behaviors, and effectiveness (IMoLB), created by Derue et al. (2011). This paradigm is divided into three primary categories: effectiveness of leadership, leader behaviors, and leader traits and characteristics. Demographics, task competency, and interpersonal qualities are all factors that make up a leader's traits and characteristics. These characteristics include both innate qualities and traits that have developed as a result of events in life.

III.   Methods

Design

This study aimed to learn more about and explain the experiences of Nursing Graduates from the Leadership and Management Program in Saudi Arabia. The study used a phenomenological descriptive design to conduct a qualitative study. Phenomenology was chosen for this thesis because it allows researchers to perceive a person's life experience in the light of their environment (Polit & Beck, 2017). The phenomenon investigated in this research was the lived experience of Nursing Graduates from the Leadership and Management Program. After conveying the study design and describing the research environment, the researchers went through a series of steps to discover the phenomenon, including participant recruiting, data gathering and preservation, data analysis, and maintaining trustworthiness (Polit & Beck, 2017).

Sample and Setting

The study involved a total of 15 participants who were nursing graduates registered nurses who were still working at the bedside. For phenomenological research Creswell (1998) suggested 5–25 participants, while Morse (1994) recommends six. There were 2 male and 13 female nurses with current or having had recent experience in a government hospital in Saudi Arabia. The participants' career standing and experience records contributed to the data's credibility (Forero et al., 2018; Morse, 2015). A non-probability convenience sampling method was used to recruit nurses who meet the inclusion and exclusion criteria were. The inclusion requirements were that the participants should be working full time, still working within the hospital. A participant who did not meet the inclusion criteria were excluded from the study.

Ethical Consideration

The procedure was reviewed by an internal review board. Informed consent was received in the form of digital consent. A questionnaire were given digitally and was digitally captured, transcribed, and archived in a secure location. The participants were told that their contributions would be kept private and that they could leave at any time. Each participant's response was viewed as essential and considered as significant. The sessions were designed to allow participants enough time to think about and focus on their experiences.

Data Collection Procedure

Open-ended questionnaire through online with the participants were used (Braun et al., 2021). The participant was seated at a square table in a conference space. A reflexive journal was maintained. Participants were told that answering could be done in 30 minutes, but they were not restricted from answering longer if they so preferred.

Five open-ended questions were employed as proposed by Forero et al. (2018):

1.	After attending the Leadership and Management Program, please describe your experiences in the terms of : Your self- confidence as a leader in any group activities

2.	After attending the Leadership and Management Program, please describe your experiences in the terms of : Your relationship with co-workers and superiors

3.	After attending the Leadership and Management Program, please describe your experiences in the terms of : Your ability to deal with any issue in the clinical area

4.	After attending the Leadership and Management Program, please describe your experiences in the terms of : Your capacity to have a work and life balance

5.	After attending the Leadership and Management Program, please describe your experiences in the terms of : Your ability to meet the expectations and achieve the outcomes expected from your work area

Data Saturation

Distribution of the online questionnaire were done to the point of data saturation, where no new information emerged.

Tabulation and Analysis of the Data

The benefits of recording frequently occurring trends have been demonstrated by Braun et al. (2014), as well as later studies by Kalu and Bwalya (2017), as it promotes the recognition of recurrent patterns and concepts, as well as guaranteeing that participant experiences are entirely included in the data analysis process (Alhamidi and Alyousef, 2020). We transcribed the dialogue, carefully read the records, and then defined and coded the emerging themes per these recommendations. The data analysis procedure was based on the method proposed by Silver and Lewins (2014), with NVivo 12, a qualitative thematic analysis software application, being used. Any themes or subthemes that emerged from this review were discussed in-depth with an experienced peer researcher's help.

Rigor

The criteria used for assessing the trustworthiness of the research are based on those developed by Lincoln and Guba (1985), and include credibility, transferability, confirmability, and dependability. Credibility will be ensured through data triangulation using multiple key informants (Gerrish & Lacey, 2010), which will be based on an in-depth understanding of the research topic from the subjective responses of the participants to the research questions (Morse, 2001). Further, as credibility refers to the meaningfulness of findings as well as having them well-presented, the researcher will ensure to present a comprehensive overview of the findings to maintain credibility (Sundler et al., 2019). Transferability will be guaranteed by uncovering the meaning of the feelings and actions of the participants which will add new information to what is already known (Holloway & Wheeler, 2009; Sundler et al., 2019), based on the accounts of their experience of the provision of trauma care in the conflict area. Dependability and confirmability will be established through maintaining a reflexive journal (Roberts & Priest, 2010). Additionally, this study will demonstrate that the thematic analysis of data will be conducted in an accurate, dependable, and in-depth manner through recording, organizing, and disclosing the methods of analysis with sufficient details to allow the readers to decide whether the process is credible based on the recommendations of Nowell et al. (2017). Furthermore, the study will ensure the trustworthiness of data analysis by following the six phases of thematic analysis as detailed in the analysis section of this protocol.

IV. Results / Findings

After reviewing and deliberations using the data and results of the analysis by the panel, four main themes emerged. These themes are comprised of four theme clusters. The four main themes illustrate the lived experience of experiences of Nursing Graduates from the Leadership and Management Program in Saudi Arabia (See Table 1).

Main Themes	Subthemes
Increase self-confidence	Having self-esteem
Complexity of the Team Leader Role	Organizing Task
	Conflict management
	Inspire and Influence others
	Good follower
	Effective Communication Skills
Achieving the Expected Outcome	Teamwork
	Time management

Increased Self-Confidence
The students' self-esteem levels rise, their self-confidence follows suit, and as their belief in their own abilities rises, so do their leadership orientation, task- and relationship-oriented conduct. Remarks made by the participant 3 that after the program they have gained great experienced and boost their sef-esteem.
"It boosted my self confidence in doing any task and improved how I see myself as a leader, which is to motivate and inspire not only myself but also all the team members I worked with in a group."

Complexity of the Team Leader Role
Participants who identified various facets of the team leader role theme defined it as having different expectations and obligations. The majority of participants were able to name specific nursing tasks and abilities they used as well as how they came to understand how to organize nursing tasks and projects. They stressed how crucial it was to support their fellow employees in finding solutions. The participants emphasized their understanding of the intricate duties of professional nursing care. They said they had a general overview of the entire unit and oversaw and directed colleagues' and the team's professional nursing care of their patients.

Organizing Task
The participants discussed the many duties and abilities they believed a team leader should possess. She gave a succinct summary of her position by outlining the intricate web of duties she had to fulfill as a leader:
"Learned a lot about risk managements, facilitating and presiding a meeting, scheduling, budgeting, new hire orientation, performance management, etc. I got a deeper knowledge of the above topics which made it easier to apply in the area."

Conflict Management
Many participants stated that they had been exposed to and educated on both the positive and bad aspects of their coworkers' personalities. With relation to working with coworkers in the clinical practicum who had various methods of approaching their work, Participant 3 made an impressive remark.
"Well i learned how to handle conflict in the department and i know jow to use emotional intelegence"

Inspire and Influence others
The majority of informants concurred that they learnt how to influence and motivate people to work effectively through this training. The job itself and advancement were internal motivators, but relationships with coworkers, supervision, working conditions, and team work were external motivators. The following statement is how the informants put it:
"It boosted my self confidence in doing any task and improved how I see myself as a leader, which is to motivate and inspire not only myself but also all the team members I worked with in a group."
And participant 12 said that *"All my co-workers and superiors and MDR team maintained good relationships and friendly manner."*

Good follower
Few participants perceived that to be a good leader, one must start as a follower. One Participant 4 have a strong remark
"Learning to think out of the box is one of the things I learned during the program and you need to be proactively focused and aware of the things that might or might not happen during this process. So when it comes to dealing any issues in the clinical areas, I always follow the PPM and the organization's guidelines, policies and procedures."

Effective Communication Skills

Numerous participants mention having outstanding communication abilities as one of their biggest qualities, either briefly or in-depth. Partipant eight shared: *"Fostering good communication skills in dealing any clinical issues. It equipped me to get the job done using the right tools in managing the issues in the clinical area."* Another participant stated: "I became more sensitive to the needs of others and aware of my strengths and weaknesses that empowered me to improve the way I treat and communicate to others properly. I learned to listen more and talk less, to understand more and judge less and most importantly to work not alone but as a team."

Achieving the Expected Outcome

All nurse leaders are then expected to adjust to the current strategies in general leadership, by applying the necessary skills and knowledge to guarantee enhanced capacity in all healthcare settings, and achieve expected outcome. Participant stated that:

"I believe i was able to meet the expectations and achieve a good outcomes according to my unit expectations. I was able to manage my unit accordingly and as a result my unit KPI was decreased and with less reported incidences."

Teamwork

Some of the participants highlighted how they were able to support one another on their teams and collaborate in the clinical setting. As a result, they began to value and develop the idea of teamwork. The participants notably mentioned working with their coworkers and other healthcare professionals in their unit when they discussed this topic. In her leadership capacity, participant 4 discussed how she coordinated teamwork.

"I was able to deal with some issues clinically and collaborate with the other health care team about patient care plan and management."

Time Management

Time management is essential because nurses have a lot of duties and obligations due to their hectic nursing shifts, caring for numerous patients, and involvement in leadership roles. The participants appeared to understand that they had numerous duties to do and that they needed to manage their time correctly. The participants appeared to have focused primarily on the lessons learnt from the program as real nurses.

"I have learned in how to manage my time when it comes to doing my task at work and at home but this seemed to be a struggle for me at the moment because of some personal circumstances and the current demands and change of schedules at work. Regardless of the busy schedules, I still find ways to enjoy myself specially with my family at home and I guess the things that I learned during the program helped me to keep on going."

V.   Discussion

Reading and examining the research's findings led to the discovery of something significant. Participants discussed the various facets of their experience that suggested and showed a nurse leadership role. Leadership in nursing is important in a variety of situations and at all levels because it improves patient safety and the standard of care (IOM. 2011). The descriptions of participant experiences included discussions of the specifics of the leadership role and its duties.

Prior to participating in the program, the participants had not taken a leadership-related class. Participants were only exposed to a leadership experience once, when they took part in a straightforward, unstructured leader position as part of their clinical practicum. Participants in the current study, however, were able to understand, act appropriately, and articulate the obligations required in a leadership position despite not having previously had any formal experiences or programs related to leadership in nursing.

The nursing graduates faced a variety of difficulties as they made the transition from nurse to leadership roles. The need for effective orientation, teaching soft skills like communication with doctors and other coworkers, and practicing critical thinking are all mentioned in current literature. Critical thinking can be developed by increasing the number of patients a nurse cares for during their clinical rotations in nursing school. McGarity et al. (2020) found a strong correlation between learning style, academic success, and the growth of critical thinking abilities. The nursing education must cover teaching nurses how to think critically and lead others (McGarity et al., 2020; Shirazi & Heidari, 2019). Patient outcomes are improved by nurses with leadership qualities (Chappell & Richards, 2015). The core of nursing education is centered on the delivery of instructional programs (Moore et al., 2018). Competent nursing graduates must be equipped with leadership abilities to guide future nurses and other stakeholders in order to give future registered nurses with high-quality nursing education. Nurses must have the skills necessary to practice contemporary nursing and have the potential to be leaders in order to successfully guide colleagues and nursing graduates (Blake et al., 2022). Nursing school administrators have stated that nursing clinical instructors must have leadership abilities in addition to clinical ability to be effective clinical instructors.

The study's participants possessed the vision and capacity to inspire change. Specifically, the work of Kouzes and Posner (2011) in the Exemplary Leadership model, the characteristics and behaviors of the

successful nurse leaders that emerged during the thematic analysis align well with transformational leadership. The theory offers an intriguing framework for the research findings, addressing the current nursing focus and revealing an unexpected discovery of leadership operationalized within nurse leadership practice in four European island nations. Furthermore, in the AACN draft of the e-envisioned Fundamentals (AACN, 2020), domains are defined as "wide identifiable areas of competence that, when examined in the aggregate, create a descriptive framework for the practice of nursing" (p. 11). A solid framework for competency-based education is offered by the domains. Leadership is described in that document's Domain 10 as "Personal, Professional, and Leadership Growth" (p. 12). Participation in activities and self-reflection that promote personal health, resilience, and well-being as well as lifelong learning as well as activities that assist the development of nursing expertise and the assertion of leadership are all described in the domain descriptor (p. 12).

The nursing field is at a crossroads in the contemporary healthcare environment. With a complicated healthcare system that is implementing solutions quickly to improve individual and community health, nursing professionals must accept both broad and detailed duties for patients and communities facing a variety of health circumstances (IOM, 2011). These gains may be influenced by nurses. "If the objective of a reformed healthcare system is to be fulfilled, strong leadership is vital" (IOM, 2011, p. 9). According to Grossman and Valiga (2017),Nurse leaders are essential to the processes of reforming healthcare. The study's findings highlight how the participants gained a critical awareness of the necessity for nursing leadership abilities.

Finally, according to the participants' descriptions, the study's findings highlighted several crucial and fundamental aspects of nurse leadership, including the duties that come with holding a leadership position. Participants in the role were in a position to manage task conflicts and provide the desired results. They discussed the need of commending one another for providing exceptional patient care and made numerous remarks to that effect. It's significant that they acknowledge the great nursing care provided through cooperation. Realizing the value of collaborative effort is a crucial component of leadership (Cable & Graham, 2018).

Limitation of the study
The study does not include any direct opinions from other members of the healthcare team or the organization and is restricted to the shared experiences of the nurses in the chosen context.

VI.   Recommendation & Conclusion
This study sought to understand the lived experiences of nursing graduates who had completed a leadership and management program as they made the move from clinical nurse to leadership positions while working in a hospital's acute care setting. The program demonstrated toward nursing graduates promotes favorable results, which enables them to be an effective leader, according to the study's key findings. The nursing grads would benefit from exposure to leadership responsibilities and overseeing colleagues before graduation.

Evaluation can also help a program get better and give a foundation for presenting results that are supported by idea. The stakeholders, participants, funders, and others are then informed about these findings. Effective assessment gives information for decision-making that influences program modification, growth, or even discontinuation. Also, a lot of grant programs demand program assessment data. These researchers discovered that there were no tools available for evaluating leadership programs that were based on research. So that decision-makers in leadership programs can gather data to assist in their endeavors.

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