

**Nurses perspectives about leadership and their leadership styles  
preferences**

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## **ABSTRACT**

The main topic of this research is Nursing Leadership and leadership styles. The purpose of this study is to explore the Brazilian nurses' perspective about leadership and their leadership styles preferences.

This study aims to address the research question "What are the Brazilian nurses' perspectives about leadership and their leadership style preferences?". In other words, it intends to clarify the Brazilian nurses attributes and attitudes inside the healthcare environment as a leader, with the goals of exploring Brazilian nurses' point of view about leadership and investigate their leadership preferences. This qualitative research utilised an inductive approach, following the interpretivism philosophy with a descriptive and exploratory character. The data collection instrument was a semi-structured face-to-face interview with 16 Brazilians nurses. The data analysis applied was the Thematic codes analysis.

The research finds that for Brazilian nurses, knowledge and experience about management and nursing is crucial to be a good leader. The nurses also commented that leadership for them includes many duties, such as delegating tasks or supervising. The sample believes that nurses are leaders since the beginning of their careers due to their position in the hospital. For them, an exemplary leader must be humble and flexible, and nurses must develop their inherent characteristics as a leader. Due to those opinions, this research has evidenced that the most predominant leadership styles of the Brazilian nurses are Transformational and Shared owed to the positive impact that these two approaches can make on the healthcare team. Seeing that, this study would suggest that nurses invest in further studies in relation to nursing management and leadership to improve their effectiveness within the healthcare environment and the quality of the assistance offered to the patient.

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## **CHAPTER ONE:**

### **INTRODUCTION**

#### **1.1. Introduction**

Research has shown that the relationship between effective leadership and success is positive. It has clarified the possible explanations for these benefits, according to Curtis et al. (2011) a good leader is able to generate a working environment which has a positive effect on the team, and in the case of the health industry, to the patient.

Seeing this connection between effective leadership and positive outcomes, health organisations have the responsibility and main objective of providing a high quality standard of care. Like all businesses at present times, the health industry is facing high levels of competitiveness and in order to keep up with other business, health organisations have to offer differentials that will up standard aspects of health care assistance. With the goal of improving the assistance in general, companies are identifying the necessity to have good leaders in all departments, including in the nursing field (Yahaya and Ebrahim 2016; Curtis et al., 2011).

Nurses perform different functions within healthcare organisations, although care-giving and patient care activities are the most evident. Nurses have other duties which are as fundamental as offering care assistance, although the ultimate goal of all nurses and health companies is to offer highly qualified care to the patients. Another role of nurses is management. They are required to understand leadership concepts and most important, gain and apply leadership skills (Lanzoni and Meirelles, 2011).

Nowadays the world is changing drastically and rapidly. Nurses represent the vast majority of employees within health institutions, so the institution's resourcefulness and development are directly linked to the efficiency of these professionals. Currently, the concept of leadership has been associated with



increased productivity. Nurses are responsible for promoting a favorable atmosphere in their workplaces through good planning and establishment of efficient management skills, therefore having a positive impact on the success of the organisation (Curtis et al., 2011).

Some studies have indicated that leadership can be learned, trained and improved. Bennett et al. (2010) emphasised that a leader needs to possess good leadership concepts and leadership styles in order to apply the best approach according to the situation. Therefore, encouraging the learning of leadership will consequently improve nursing expertise. Additionally, providing insight to nurses about the Brazilian nurses perspectives on leadership and leadership style preferences would make a valuable contribution to the next generation of nurses who are aiming to reach leadership positions (Blaney, 2012).

The purpose of this study is to assist nurses' understanding of the leadership field and encourage them to investigate their leadership styles applied to their management activities. Consequently, improving their actions and attitudes in managerial functions as a leader (Blaney, 2012).

Finally, the study aims at understanding the nurses perspectives about leadership and their leadership style preferences in their day to day role. This qualitative study will analyse the data collected from semi-structured interviews with nurses based on the theoretical framework about leadership styles within a healthcare environment.

## **1.2. Research Aim**

The main purpose of this study is to understand the nurses perceptions and attitudes related to leadership. The study will also investigate the main leadership style applied within a health environment from a nurse's perspective, aiming at contributing towards the leadership nursing field.

### **1.2.1. Specificity of the aim and objective of research**

- ❑ Investigate the nurses perspectives about leadership.

- ❑ Investigate the nurses attitudes as a leader.
- ❑ Classify their leadership styles with the ones described in literature.
- ❑ Contribute to nurses knowledge about leadership

### **1.3. Relevance of the study**

Nursing staff have the largest number of employees within healthcare organizations such as hospitals, nursing homes and other primary medical centers. This shows how important it is for nurses to be trained and well-orientated about their roles inside the company, encouraging them to do their functions efficiently and develop their own skills and qualifications daily (Curtis et al, 2011).

Regardless of the fact that nurses are always strongly attached to their assistencial function (the nursing care duties), nurses are also engaged with managerial functions and need to develop leadership roles from the very beginning of their careers (Curtis et al, 2011).

### **1.4. Potentiality**

This study emphasises the importance of nurses being recognised as a leader and strengthen the nurse's' role as a leader considering that, in the majority of the time, nurses are associated exclusively with the nursing care duties. Furthermore, this research will promote the need for nurses to continuously update their own knowledge, mainly in the leadership field.

### **1.5. Paper Structure**

The presented research was divided into 5 chapters to facilitate the reader flow and maintain an organised structure of ideas. The first chapter contemplates the introduction of the research matter, the main objective, the academic relevance and potentiality. Additionally, an overview about the subject and reasonable reason explaining why this study is important. The second chapter considers the main and complementary literature review to the best understanding of the leadership subject.

The third chapter presents the methodology of this study and the steps accomplished to validate the data collection and analysis. The fourth chapter aggregates the findings from this study, a discussion linking back to the pertinent literature providing valuable insights and answering the research question. Finally, the fifth chapter will conclude the research highlighting the main findings and contributions.

## **CHAPTER TWO:**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter introduces the principal matter of this research, providing a theoretical support for the researcher and the reader. Firstly, the concept of leadership is outlined, followed by the overview of leadership styles, their theories and several definitions. Secondly, this chapter develops on the information available regarding leadership in the healthcare environment. There will also be an overview of what is nursing profession like in Brazil, their attributes and career path. To conclude, the chapter evaluates the importance of knowing about leadership, and a sum up of the subject.

#### **2.2. Leadership concept**

The term leadership refers to the ability of managing people and conflict with effectiveness, always willing to achieve the primary target determined by the company or an individual (Lanzoni and Meirelles, 2011).

With the purpose of gaining place and trust from their team, there are several leadership styles that may guide the leader on how to manage the daily situations in their workplace. Therefore, management duties can be facilitated with the use of diverse types of leadership, as mentioned by Hitt et al. (2014) in agreement with Sullivan and Decker (2005). Management positions require these key competences as a leader such as how to delegate functions and tasks, monitoring and appraising staff properly, motivating and inspiring them, and also communicating effectively to be able to negotiate and find better solutions for conflicts.

#### **2.3. Leadership Styles**

The leadership subject became one of the most acclaimed matters of research in the last few decades. Seeing the importance of improving professional relationships, profits, quality in services and so on, it was understood the influence of knowing more about leadership and the benefits of exploring this extensive subject. Therefore, as a result of several studies on this subject it is possible to categorise the leadership styles found into the academic literature as follows.

### **2.3.1. Types of Leadership Style**

The Transformational leadership style was brought out by Al-Sawai (2013) and Bennett et al. (2010). They defined that the leader is meant to be seen as an inspiration to be followed and this approach results in motivating employees to fight for the same goal that both leader and company has. Aligned with Sullivan and Decker (2005), they evaluated that transformational leadership motivate employees engagement, and also lead them to reach their own personal progress in the interest of a common objective.

Al-Sawai (2013) also mentioned the Collaborative style where the leader establishes clear communication with employees providing deep information about company concerns and objectives. This author also discussed other leadership styles that are similar. For example, the Distributed leadership style is the first, which means that the leader who distributes power and their responsibility would gather better results. It is also named as Shared style, where the decision-made is defined by a strong relationship between leaders and followers. Sullivan and Decker (2005) also complemented that the Shared leadership is simply delegating responsibility and claiming that sharing the decision-making process is preferred to achieve better solutions. Likewise, Al-Sawai (2013) mentioned the Ethical Leadership style, which consists of a leader beliefs and a conduct code with staff towards reaching the company target.

Concerning management in nursing, Sullivan and Decker (2005) listed out contemporary leadership theories. These are particularly salient for this research by

virtue that they present a strong association and counterbalance with more modern authors such as Blaney (2012) and Al-Sawai (2013) and their respective leadership theories.

Following Sullivan and Decker (2005), there is the Quantum style that is based on the Chaos Theory, where leaders are more likely to accept changes as a main opportunity to reformulate and improve procedures and attitudes towards their goals. Another style quoted was the Relational leadership, aimed to improve personal relations by virtue of enhancing the care assistance. Sullivan and Decker (2005) also defines the Servant leadership style, which is based on the principle that some people need to be commanded, consequently someone needs to lead.

Another author that categorized the leadership styles was Bennett et al. (2010), lined up with Sullivan and Decker (2005), brought more leadership styles such as the Charismatic, as identified by the name itself, is based on the natural ability of influencing people and aggregate followers, sometimes, even empowering more the team by itself. Followed by the Transactional leadership, supported by the exchange theory, where the leader identifies the main motivational factor which influences the followers and takes advantage of a productive exchange, it could be financial benefits, career plan, personal development and so on.

Bennett et al. (2010) added to the literature more valuable characteristics of leadership. The Autocratic style is based on the hierarchical power within the company; Bureaucratic is where the nurses are meant to follow the protocols and standards defined by the hospital or competent organizations of health, the World Health Organization, for example. The Democratic style, where the functions and duties are shared in order to achieve the group goal. And at last, the Situational leadership, where the attitudes will be dependable of employees' trust.

#### **2.4. Leadership in health environment**

The health care environment usually is a large and complex structure composed by countless professionals from the most diverse areas of knowledge, that are working together with one main objective that is to improve the care given to

their patients. However, as a massive business they also have individual targets in their different department, area and so on. Consequently, different types of managers will be necessary to keep the business working properly and improving continuously. As leadership is directly related to the business profitability and success, companies in the healthcare market need to be aware of new concepts and knowledge about this subject (Al-Sawai, 2013).

### **2.5. Leadership in nursing**

As indicated by Sullivan and Decker (2005) nurses are often working with professionals and non-professionals which demands knowledge about communication and management skills to define the most appropriate manner to manage the situations. Blaney (2012) suggests that nurses have to be aware of developing leadership styles for the sake of improving management procedures related to patients, patients' families, healthcare professionals, doctors, pharmacists, nurse technicians, administrative sectors and so on.

Sullivan and Decker (2005), Arzouman (2015) and Eaton (2000) agreed that nurses are fundamental leaders in all types of health care environments, therefore nurses are meant to embrace leadership knowledge and leadership skills regardless of their current nursing positions, whether student, nurse or nurses with specific specialties.

Since 2009, the International Council of Nurses has introduced the leadership development opportunity for senior nursing level. This necessity was pointed out in all regions of the world. Blaney (2012), Hitt et al (2014) and Sullivan and Decker (2005) highlighted the necessity of knowing leadership styles to grant an effective management situation.

Once nurses are working in the healthcare environment, they will have to make decisions and have attitudes towards solutions, promotion of social agreement and cooperation, whether supported by leadership knowledge or not. Apart from the personal skills that nurses need to apply in their everyday situations, nurses are reaching head positions due to their practical knowledge about caring and

management. Consequently, the necessity of accumulating wisdom and expertise in leadership becomes a priority (Sullivan and Decker, 2005 and Blaney, 2012).

Furthermore, being conscious about the leadership characteristics and manners of leading with their daily duties may facilitate an efficient approach for each situation (Bennett C et al, 2010). This scientific connection between knowledge about leadership and nurses progress, will motivate institutions to ensure that nurses are knowledge-oriented and efficient as leaders.

There is still little research in the nursing leadership field considering that the healthcare environment is changing considerably at a high speed. Seeing that, it is fundamental to pay attention and try to contribute to nurses efficiency through understanding and exploring their perspective and experience in leadership (Al-Sawai, 2013).

## **2.6. Importance of knowing about leadership**

Yahaya and Ebrahim (2016) and Hitt et al. (2014) discuss the importance of using a proper leadership style for each situation, revealing as well that it is directly related to the assurance of high profits, productivity and effectiveness of a company, and also to be a step ahead of the competitors. Yahaya and Ebrahim (2016) also emphasized that leadership concept has been continuously studied over 50 years and still there is too much to be discovered.

Leadership is often related to motivation, and indeed there is a strong relationship between them. It has been proved by Bass et al (2003), Yahaya and Ebrahim (2016) and many other authors who have highlighted that depending on the leadership style the leader applies to a given situation, it can be decisive in the motivational field. Thus, the leader attitude can easily motivate and inspire employees, leading them to develop their best to achieve the company's common goal. Leadership also reflects an important connection with employee satisfaction, where researchers can evaluate the relevance of leadership skills (Hitt et al., 2014).

Giltinane (2013) clarified the relationship between leadership styles and acquaintance in leadership, and explained how they complement each other. He



highlighted that everybody can have an intrinsic leadership personality and has the ability of leading someone in any particular situation, however, this also needs to be combined with knowledge, therefore, continuously studies are required.

Having an overview of leadership styles that are being used in healthcare settings by nurses can highlight the opportunity of developing influential skills aiming to use the correct style for each situation, promoting improvements for patients and to others (Mauri, 2017 and Sullivan and Decker, 2005). Nursing environments are full of challenges, the health environment is very challenging and requires a lot of effort and dedication (Sullivan and Decker, 2005 and Blaney, 2012).

### **2.7. Nursing in Brazil**

As mentioned by Neves and Mauro (2000), the training of people to provide nursing care assistance in Brazil has begun around 1890. In the early 20th century, due to an expansion of the Brazilian coffee industry and an extensive international activity, new diseases began to emerge in the country. Consequently, the country saw the necessity of a substantial reform in the Brazilian health care assistance.

At that time, the physician responsible for the Brazilian National Department of Public Health asked for an North American organisation help. They went over to Brazil, examined the Brazilian Health industry and developed several guidelines towards improvement. One of their recommendations was to establish a modern nursing school in Brazil in order to improve the health assistance, originating the School of Nursing Anna Nery, guided by 20 North American Nurses (Neves and Mauro, 2000).

This school was integrated with the University of Brazil, and consequently their methods based on the Nightingale assistance doctrine became a model to other nursing schools around the country (Neves and Mauro, 2000).

Around the 50th decade, the nurses roles in this organisation started to change due to a shift from social care assistance to hospital centre care assistance. The new hospital speciality department required different functions for nurses, developing as defined by Neves and Mauro (2000) into "practical nurses and nurses

of the armed forces". Thus, nurses auxiliaries needed to study for 5 years in basic school and one year being trained by nurses, while professional nurses needed 9 years in the basic school and three to four years in the nursing school. The studies included diseases, hospital healthcare experiences, scientific studies about human society, management and teaching to train the nurses auxiliaries. The course was delivered by lectures from medicine and other healthcare professionals, social science and nurses.

In the 1970's the nursing technician courses were introduced in Brazil. The new program consisted of nursing education along with the high school level, after 8 years of middle school. Thus, the Brazilian nursing categories were divided by their years of studying which consequently defined the complexity and knowledge levels of each category. Also, this emphasises the hierarchical structure of the Nursing field in Brazil (Neves and Mauro, 2000). In practice it means that even without previous work experience, nurses who hold a degree in nursing enter the labour market being manager, only because of the years of education rather than merit or experience.

Thus, in Brazil, the professional nurses who have gone to college are the ward manager and lead the team of nurses technicians and auxiliaries, who are being trained and report to those professional nurses (Neves and Mauro, 2000). Considering this Brazilian overview of nursing categories changes, the universities felt the necessity to expand the complexity, adding new postgraduate courses to nursing, where the nurse was able to improve and deepen their knowledge in new scientific fields, such as in the management and leadership, for example (Neves and Mauro, 2000).

Nowadays, students become motivated to enrol in professional nurses and nurses technicians due to political programmes that promote high education for all. Consequently, nurses auxiliaries are almost extinguished from the nurse categories, and this ended up on changing the healthcare institutional framework for nurses. Most of healthcare organisations and departments are compound by professional nurses and their team, the vast majority only nurses technicians (Göttems, Alves and Sena, 2007).

## **2.8. Conclusion**

Leadership skills must be inherent for professional nurses currently working in the Brazilian healthcare industry. Considering that the nursing college degree does not emphasise this area as the nursing practice requires, this research aims to investigate the nurses perspectives about leadership, promoting a valuable understanding of leadership in the nursing field. Consequently, this research would contribute to the Healthcare industry, helping this department to progress, through financial success and effectiveness in the health care assistance offered.

## **CHAPTER THREE:**

### **RESEARCH METHODOLOGY**

#### **3.1. Overview**

This chapter presents the path of this study to examine the research question, aims and objectives and defines the methods utilised to conduct the study. This investigation was drawn upon an interpretivist philosophy, using an inductive and qualitative approach. The research strategy utilised was exploratory and descriptive. Additionally, this chapter shows the research strategies applied and also the data collection and analysis technique used.

#### **3.2. Introduction**

Knowing about the research methodology is extremely important because it enables options to apply the best approach to meet the study objective, analyse the data collected fully and validate the research path (Saunders et al., 2009).

#### **3.3. Research Objective**

The main purpose of this study is to understand nurses perceptions in relation to leadership and investigate from their perceptions the main leadership styles applied in a healthcare environment. This study is relevant for businesses, because leadership is an important skill managers acquire to improve their actions and team continuously, and also to perform their roles better.

The research question of this study is “What are the Brazilian nurses' perspectives about leadership and their leadership style preferences?”, with three sub objectives, as follows:

- ❑ Investigate the nurses perspectives about leadership.
- ❑ Investigate the nurses own individual approach to leadership.
- ❑ Classify their leadership styles with the ones described in literature.

### **3.4. Research Philosophy**

Methodology can be defined as the philosophy that will enhance knowledge and provides evidence of how it was conducted in a systematic manner. The research philosophy is important assisting this study and to define the best methods to be applied as elucidated by the authors Saunders et al. (2009). This study also followed the recommendations for conducting research as set out by Saunders et al. (2009) and provides new knowledge in the nursing leadership field.

There are four main epistemological research philosophies: positivism, interpretivism, realism and pragmatism. Considering the research question that is investigating human perception, and gaining a deep understanding of their point of view, the approach elected to greatly contribute to the enhancement of knowledge was interpretivism.

Interpretivism is one of the philosophical approaches that considers social differences and contest laws that implies generalization (Saunders et al., 2009). This approach involves subjectivity, in exploring how people understand and define a subject and how situational environments may influence their thoughts (Grbich, 2007).

In this manner, the Interpretivism approach is aligned to the researcher's objective of understanding individual's perspective in more depth and to explore their manner of giving meaning to a specific subject, considering their relevant knowledge and life experience in a healthcare environment. The main reason for this choice is to gather as much in-depth detail as possible about leadership investigating the nurses point of view.

### **3.5. Research Approach**

There are two research approaches, inductive and deductive. They are extremely important to serve as a guide during the entire research and will give support to how the research will be accomplished (Saunders et al., 2009). Aiming to

achieve the most reliable and accurate execution of this research, the study follows an inductive approach in order to carefully examine the data. It may also find new knowledge and theories related to nurses' leadership style in a health environment.

Another important characteristic of the inductive approach that motivates the researcher to apply them to this study was the objective of the research in exploring the subjectivity of this subject by itself, rather than generalise the findings (Saunders et al., 2009).

### **3.6. Research Strategy**

The research strategy has an important impact on how the research is going to be developed while also clarifying what exactly the study is aiming to achieve. Once the strategy is defined it supports the development of a research framework (Saunders et al., 2009).

As explained by Saunders et al. (2009), there are three main purposes for researchers, being characterized as exploratory, descriptive and explanatory, where considering the research question you can define the status of the research. This study involved an exploratory and descriptive aspect, where the main objective is to describe the nurses' attitude towards leadership, along with exploring and investigating the leadership style used by this expert group.

### **3.7. Research Choice**

The research choice can be described in three manners: Mono-methods, where the research will have one type of data collection and their respective analysis, or Multi-methods when in order to fully answer your research question two different methods of data collection are applied or two data analysis techniques are applied which are restricted to following either qualitative or quantitative. The last method is Mixed-methods which is when the research adopts quantitative and qualitative techniques and procedures at the same time (Saunders et al., 2009).

Aiming to completely answer the research question from this study, the Mono-methods qualitative approach was chosen i.e. one data collection (face-to face interview) and one data analysis technique (thematic analysis).

### **3.8. Research Techniques and Procedures**

#### **3.8.1. Data collection**

The interview was a semi-structured questionnaire, characterized when the researcher has a guide to ensure that all important topics are covered, this guide can be bullet points or even questions, however, the wording of the questions can be modified to follow the flow of the conversation. Besides the fact that this approach is widely used because it is very advantageous to the researcher in gathering deep information from each interview in a more flexible way (Robson, 2011). It was used to lead the interview and allow the participant to talk about leadership and maintain the focus on their own opinion, perspectives and life-experience about the main subject.

The advantage mentioned by Robson (2011) which was experienced during this research, as that the practice of holding face-to-face interviews resulted in clearer messages behind the words. As explained by Robson (2011) when you are looking at the person and noticing their nonverbal and verbal communication, their impressions and beliefs about the main subject may become clearer, and also the study can be enriched through more questions that will support the provision of more detailed answers for the analysis.

On the other hand, the disadvantage presented by Robson (2011), and also seen in this research was that the interviewing can be more time consuming.

Consequently, a semi-structured instrument for a more focused interview was developed (see appendix 1), it was used as a guidance tool during the face-to-face interviews which were conducted by video call. The interviews were conducted via FaceTime, in order to provide a more comfortable and easy way of contacting nurses from Brazil. The semi-structure interview was adopted to provide support in leading

the interview, but at the same time, allowed the participants to talk freely about their opinions and examples of leadership experiences as explained by Robson (2011). This approach meant I could get deeper information about their mindsets and attitudes in relation to leadership. The goal was to gather as much reliable data from each nurse interviewed as possible. Every interview accomplished was recorded with the interviewees' consent. The sixteen interviews conducted resulted in sixteen quality transcriptions ready to be analysed.

### **3.8.2. Data Analysis**

This research utilised one approach to analysing the data, the thematic coding analysis. This was done because having understood the different qualitative analysis available in the literature, the thematic analysis was the most eligible and favorable to reach the objective of this study.

The Thematic coding analysis are divided by several steps as elucidated by Robson (2011).

The first step is to divide the data collected into codes. To do this the researcher has two ways of defining the codes, the codes may arise after having read about the main subject in the literature and/or may occur when the researcher is reading through the interviews transcribed as similar quotations may appear, revealing pattern related to one specific subject that will be defined as a code as well.

Thus, the codes will define the central themes found and the citations pattern will be connected by these main codes. During this process the researcher needs to be aware of new codes that may emerge. The study may start with a small number of codes, however these are likely to increase along with the analysis. The code may even change or become too broad, therefore, some researchers see the necessity of subdividing these codes into Sub-themes(sub-codes).

As result of this careful analysis the overview of the study findings will be established and will also serve as a strong support to the final analysis and interpretation of the study (Robson, 2011).



Considering Robson (2011) and the steps recommended to conduct this analysis the researcher used the theoretical literature review about leadership styles to lead the analysis Thematic coding approach (McCabe and Sambrook, 2014).

The first step was to define the main themes and during the analysis process I observed that I needed to rename some themes while also adding new ones, in order to provide clearer and more organised research to the reader and to support further interpretation and discussion. Followed by the second step of reading and becoming more familiar with the interview transcript, the researcher identified the subthemes related to main theme. As a result a table was constructed with the purpose of organizing the findings and consequently, underpinning all the themes and subthemes in sequence together.

Likewise the software MAXQDA 12 was used as a tool to facilitate and organise the data analysed. The analysis was accomplished through meticulous reading of the final results of five themes, sub divided into their respective 21 subthemes.

### **3.9. Research Sample Size**

The research gathered a non-probability sample, because the sample was not randomly selected, thus a more intuitive sample needed to be selected (Saunders et al., 2009). As a result convenience sampling applied to this research, this is where the research sample is chosen where easy access to the participant is considered, regardless of the fact that the only requirement is that the participants are Brazilian nurses actively working in a health environment (Robson, 2011).

The nurses selected to take part in the interviews were recruited with a Facebook advertisement. Sixteen nurses were interviewed, aged between 25 and 58 years old, with nursing work experience varying from 4 years up to 20 years. Most of the interviewees were female, comprising of a total of 14 along with 2 male nurses. The names and details will be kept anonymous, as well as the recording and transcriptions.

### **3.10. Research Validity and reliability**

Following the explanation from Saunders et al. (2009), reliability is well defined and protected by a strong and concise establishment of the data collection and analysis. Therefore, in this research the technique applied was the semi-structured face-to-face interview, this approach was accomplished following structured steps and the interview was recorded and transcribed word for word to ensure for the purpose of analysis that the context and true meaning was not lost.

Additionally, the interview took place by video call and the participants were well accommodated in locations that were convenient for them and in a way that encouraged them to express their opinions, knowledge and life experience. Emphasis was placed on ensuring they felt comfortable and were confident that they had privacy and this ensured they were not afraid to speak their mind. The importance of the participant being able to speak their mind was highlighted by Saunders et al. (2009) as this could impact on the credibility of the data collected.

### **3.11. Ethical considerations**

The research followed the Ethical Guidelines and Procedures for Research involving Human Participants. This study supported 3 main principles of participants protection, which are, confidentiality, details about the nature of this research and the main goals. In regards to the Categorization of Ethical Risk, this investigation is within category A, which means that it offers minimum ethical risk to the participant (NCI Ethical Guidelines).

### **3.12. Conclusion**

This study achieves a high standard of research methodology as the researcher followed the recommendations provided in the literature in an effective manner, managing constraints and enriching the outcomes to promote reliable and valuable research.

## **CHAPTER FOUR:**

### **FINDINGS AND ANALYSIS**

#### **4.1. Overview**

This section introduces the data analysis carried out in this research, which used the thematic coding approach. The subsections of this chapter were divided according to the five themes, which are leader duties, hierarchical structure, nurses as a leader, leader characteristics and determinants to be a leader. Each of them are elaborated below.

#### **4.2. Data Analysis**

The second part of this study was focused on applying the thematic analysis as explained in the chapter 3, aiming to identify the main Themes and their respective subthemes to enrich the understanding of Brazilian nurses' views about leadership.

##### **4.2.1. Theme 1: Leader Duties**

The first part of the interview was set up to explore the subject of leader duties according to the interviewees perspective. They were asked to provide an example of their professional experience related to leadership. Following on from their feedback, the sub themes that emerged were, Solving Conflicts and Resistance, People Management, Making Decisions, Delegating Tasks and Supervising, explained in more detail below.

##### **4.2.1.1. Solving Conflicts and Resistance**

This subtheme from Leader duties came up many times in different ways during the interview. The interviewees' opinions differed considerably in relation to how leaders should manage an issue. Four main attitudes to managing a problem

were mentioned in the interviews, which were: negotiating, explaining, arguing and the use of authority. Some participants even suggested that the combination of them all could be used to solve a problem in a better way.

Considering that nurses duties can include planning the assistant nurses' shifts, their working hours and days off along with several other decisions that can impact directly to their team, they usually opt to solve any resistance by offering a deal, as mentioned by Interview 3 "I always try to make a deal with my team, I am always trying to show them a benefit if they do what I need to get done in the time that is needed, because our goal is the same: offer a high quality of nursing care assistance"(I3).

Also, explaining the reason on their decision is in the most part extremely popular with nurses, where they can show their team that they have no choice or that they have a strong justification for their request: "I try to show them why I am doing that, I am taking that decision like that because I have no choice, or because somebody needs to do it, or because you are more able to than the other, for example, in resistance of one delegated task. " (I8). Besides the fact, that explaining can be aligned with the awareness of the team of reaching their common goal, elucidated by Interview 12 "My strategy always will show them the big picture of my actions, giving them the exact reasons, the importance of doing it and how this will influence how we reach our common goal" (I12).

Additionally, the explanation can involve arguing as well, such as mentioned by the interview 7 "First, I explain my reasons and why I am acting like that, and then I like to understand them, so I ask them for their reasons and how we could solve this together" (I7), as reinforced by interview 3 and 6, respectively: "I also ask them why they are resistant to doing the task, if they have another opinion or even option that they think works better, if they have a good argument I will certainly think about it and maybe change my mind and go with them" (I3), "I always ask them to give me reasons or explain their opinion and I ask them to give me options of how to solve the issue, whether they present problems related to resistance or conflicts" (I6).

The explaining topic involved bargaining, as elucidated in this following quotations: "I would give several benefits in exchange of doing what I delegate, even when they complain because it might be too hard I explain the necessity for doing the task and try to offer a bigger break or day off, for example." (I14).

The interviewees advised that there are occasions when explaining why something needs to be done (when coming up against objections) is not effective and they are forced to use authority: "I would explain my view, my reasons and try to understand their fears and self-doubt in doing something that I need them to get done, I would try my best to give them tools to understand their functions, if they don't have arguments and it is part of their job they have to do it. Sometimes you have to use your authoritarianism and say that that is it and end of story" (I16) or "I would ask immediately why they disagree and show them that my decision is based on strong knowledge and experience or just say that the superiors passed it on to me, without options." (I13). The interviewees opinions about using their authority was definitely to use as their last choice, the Interview 1 was extremely evident "It's tough, you definitely avoid, but sometimes you have to use your hierarchical power and say no and put an end to the conflict, or even worst you have to pass to your superiors"(I1), and also "First, I explain my reasons and why I am acting like that, and then I like to understand them, so I ask them for their reasons and how we could solve this together. After all this effort to solve the problem giving reasons, if the team workers still do not understand and refuse to do it, you have to be more incisive, you have to use your authority maybe if appropriate also give a warning" (I7).

Authority also appeared in the interviews as a result of conflict that happens repetitively, "Conflict that happens a lot, so if the same conflict occurs over and over I would pass to my superiors and wait for their decision"(I14). And they also define that the use of authority may vary according to the personality of whom you are dealing with, as quoted by interview 12: "Occasionally you will have to use the authority that you have depending on the person that you are dealing with, some of them are more understanding and others more stubborn" (I12).

Particularly, two interviewees brought up an important characteristic of their approach related to conflicts where their answer emphasized the promotion of autonomy to their team (nurses technicians) to solve their own problems before taking any of the actions like negotiating or explaining, for example: "Occasionally I don't think you are using your authority when you have to interfere, as a leader, in some situations, you have to mediate the conflicts, however, I don't really get involved, usually, I say to them to solve between themselves and let me know how they solve it" (I13) and "You can leave them to solve their own problems and just get involved if they couldn't solve by themselves" (I14)

#### **4.2.1.2. People Management**

One of the sub themes that emerged from the first Theme of Leader Duties was the People Management, where the reportees, such as the nurses technicians and the bookkeepers, had their duties managed daily by their leaders, in this case the nurses. The establishment of a professional relationship is key to ensuring high quality assistant to the patient. Furthermore, nurses are dealing daily with multidisciplinary professionals such as nutritionists, physiotherapists, physicians and pharmacists and consequently, the nurses are responsible for managing the patient's timetable in order to guarantee the patient's availability to ensure the appropriate professionals can attend to them.

For this reason, people management it is one of the most important and worrying duties for nurses, this requires great effort as the nurses need to lead individuals with different personalities, culture and so on, as mentioned difficulty Interview 1 "What is important to the leader, is the people management skills, there are so many different professionals and personalities, that you have to have different approaches to each one. People are always different, they have different knowledge, different culture, so you have to think about how to pursue each one, you are leading people and their feelings, we are not leading machines" (I1). In fact, the people management topic was brought up by every nurse interviewed several times during the talk, emphasizing the fundamental relevance of this topic, "You have to

coordinate people from other specialties, this may require more communication skills and knowledge because you need to manage the people around you in the ward, even the patients you have to get them educated and ready to understand the things that you ask them to do it." (I2).

They also mentioned that it requires time and experience, because the more time you spend with our team workers you start to know them better, consequently, how to manage each individual, "People management is extremely hard, but with the time you start to get to know people and your team's reactions" (I4)

Moreover, people management was also related directly with the leader results and effectiveness: "The leader needs to recognize who he is leading, and take the best of each reportee, recognizing their strengths and working to them"(I16) and "It is important to get to know your team very well, analyse their personality, in order to be able to manage them in an effective way" (I5). Also, this knowledge may have a direct impact in how effective you will be as a leader with every staff member: "Your attitude will depend on every different characteristic that you lead with" (I6) and "After knowing every single person that you are leading, you will have different approaches with every single one, one might require more explanation, other more authority and so on" (I8).

#### **4.2.1.3. Making Decisions**

This subject also emerged several times, and the leader's duty was associated with the nurses' function of being a decision maker, however, they are more likely to adopt a shared decision to find solutions, for example, as quoted in the interview "About making decision, I like to share this duty and listen to my colleagues opinions"(I5), they also mentioned that usually they prefer to be democratic and let everybody express their point of view, however emergency situations require immediate action: "I would prefer to work with shared information, and then, everybody can give opinion and we define things together, apart from an emergency, then I have to think fast and just act" (I7) and "I do really practice the shared

decision making, usually I share the information and we all discuss what to do, except if the situation requires a fast response"(I15)

The interviewees had elucidated that it is best to involve their team in their decisions in the healthcare environment because the nurses say that this motivates the team workers individually, and also recognises their importance to the team, making them feel valued within the work: "Usually, I give them options, if they don't like I ask their opinion and solutions, and let them decide by themselves what would be the best choice to them, I let them to come up with some ideas, it's good for them to be involved in the decisions, make them feel an important part of the team, and in fact they are"(I13).

The famous term of empowering employees in order to enable them to make decisions appeared as well: "I do motivate my team, empowering them with knowledge for them to make their own decision. I am there to advise them if they need advice, but I will also give them options. I like to be seen as a member of the team, I might have more experience and qualifications but we're all here to reach the same goal" (I15)

#### **4.2.1.4. Managing Tasks**

This topic appeared as one of the biggest responsibilities for nurses, to organise the work and delegate all the tasks involved in the patient's care which need to be provided by the workforce: "You have to manage their shifts and tasks daily, besides the fact you will define their priorities" (I10) and "I think this is the main role for nurses, we have to delegate so many activities, this is where negotiation and communication become so important" (I2).

It is important to voice one single interviewee that had an opposite opinion about delegating functions: "In my opinion leaders don't delegate, the leader has to do every task with their team, I am part of the team so I do everything that they do, so my role is to be beside them, helping, managing the situations that may appear, not just delegating"(I16).



#### **4.2.1.5. Supervising**

Supervising was very strongly related to leadership duties and was revealed by the nurses interviewed as a crucial part of their function as leader, "Once you delegate fundamental tasks to achieve the goal you have to check if the person responsible is doing the task and how they are doing it, if you didn't supervise you will not know how it is progressing and the team work might never get finished or even be successful... It is part of your job, you have to guide and give directions to them, I like to do it, and lead them to the right way" (I1) and "You always have to be aware of what they are doing and guide them through the best way of doing the delegated task... The team always need a leader, a guider, this is our function, guiding and supervising" (I10).

They also associated relevance of being an active supervisor, "It is essential to have the control, to know everything that is happening around you, in your department, company, everything" (I2) and "The leader needs to show to the team how to do something, giving them instruction or even advice of how best do a task, for example... One of the leader's roles is to lead, including guiding and supervising" (I15).

#### **4.2.2. Theme 2: Hierarchical Structure**

The second theme that was highlighted by several interviewees was the Hierarchical Structure which was divided into two sub themes, the Company Structure, indicating that nurses leadership is based on the traditional Organizational Structure and Protocols i.e. the company rules that need to be followed and/or applied.

##### **4.2.2.1. Company Structure**

The nurses are hired to be the leader, to manage a small group of nurses technicians and every single professional that will establish a professional connection with the patient's set on their ward, "I am surrounded by people that need

to be managed, my company hired me to manage them [nurses technicians] and they know that I'm the leader that is going to respond to the superiors... Our hospital environment has strong roots in traditional structure, the nurses technicians have to report to me and do what I ask for because I know what the patients and the company needs or wants, so they [nurses technicians] know that" ( I11) and "We are leaders because we have to coordinate our team of staff to grant a good harmony in our ward, they [nurses technicians] know that we are there to lead them" (I14) and "My team see me as their leader, because the management in my company advised them that they have to report to me" (I15).

#### **4.2.2.2. Protocols**

The protocols are predefined rules that the company usually introduce to their staff, inside the healthcare industry. Studies have been performed and key steps were identified to be taken in situations that may often occur across a no. of key areas, i.e. Health and Safety, Human Resources and Medical Safety in the health industry, for example, if a patient falls, there are protocols to be followed to minimize the patient's injuries. Therefore, once one of these situations that are covered by the protocols arise, the nurse in charge needs to follow the steps recommended by the company and easily deal with the situation. However, sometimes due to the fact that nurses are leading human beings some cases will need a more personal and differentiated approach. Clearly defined rules/protocols can narrow the nurse's role as a leader, as mentioned by the interviewee this can be the negative side of protocols for nurses as leaders: "I use a lot the protocols and rules, but sometimes I feel like I'm cutting their initiative of thinking and being creative in finding solutions"(I13).

Furthermore, this broadening can cause frustration to the leader, in this case as the nurse interviewed reflected, "I have so much to learn with everybody around me but the company requests that I just follow the rules for all my duties as manager of delegating functions and tasks. I have a protocol to be follow and even though I had to supervise, guide and give advice to my staff relating to my patients

well-being, I also have protocols to follow and superiors to respond to. So, I have leader duties, and my company put me out there to be respected as a leader in my ward but I have to follow strict rules." (I11).

Nonetheless, one of the interviewees brought out an important and beneficial view about protocols for nurses once you are leading with conflicts, sometimes the protocols and rules can serve as a substantial and helpful support: "If I tried to solve a problem and couldn't do it I would apply the company rules" (I15).

### **4.2.3. Theme 3: Nurses as a leaders**

This Theme was brought up naturally during the conversation, as all the participants identified nursing as a leader's position, this theme led to two subthemes that the interviewee defined related to the fact that the nurses are leaders by Gift and by Developing leadership skills.

#### **4.2.3.1. Gift**

A unique interviewee brought out that people can actually born with leadership skill, such as "I think that some people born like that, born gifted with leadership skills" (I1).

#### **4.2.3.2. Developing**

All the interviewees agreed that leadership can be learned and needs to be improved continuously.

Most of the interviews assume that leadership can just be achieved uniquely and exclusively developed through great effort, the leader needs to study, continuously broadening their knowledge about leadership daily, so, "Be a leader it is hard but you can be trained, you can study, read and prepare yourself to be a leader" (I4).

Additionally, they declared that leadership is a non-stop process of learning: "Leadership is a continuous enhancement process, you never stop learning" (I5) and

"I had to be trained for it, now I can say I know a tiny bit about how to react in some situations, but I still have a long way to go" (I12).

They suggested that even if you have some good leader characteristics every case is different and you must prepare yourself and keep acquiring information and experience "You have to keep studying and training, you never have too much knowledge" (I6). Many of the interviewees declared that they are aware of the fast changes not just in the health environment but also in the leadership subject, therefore, "I do so many leadership courses and read to catch up with the new concepts and I try to apply them here" (I8). Besides emphasizing the importance of studying and keeping up with the knowledge available, they brought the attention to leadership knowledge being aligned with experience, "I think experience will make you a leader, in your everyday role you are gathering knowledge and experience to become a really good leader" (I9). They even evidenced that it is impossible for someone to know how to best to lead every single person in different situations, as result they infer that there is no knowledge or concept that you can follow every time to solve every different issue because everything is really changeable, "You have to study about and develop your own and news skills, nobody can manage every situation all the time" (I11).

#### **4.2.4. Theme 4: Leader Characteristics**

Several leader characteristics have been quoted. The adjective was introduced for the interviewees in order to elucidate the main attributes that a leader would demonstrate.

##### **4.2.4.1. Committed**

The very first attribute mentioned was the necessity for a leader to be committed to their goals, mainly the company goals, "A good leader is defined by his commitment" (I13).

#### **4.2.4.2. Respectful**

A good leader has respect for all work colleagues, independent of his position or power within the company, "Essential for a leader is to be respectful, treat everybody kindly and respectfully" (I9) and "The leader needs to be kind and well-educated to treat every single person in their job well, without judging or being disrespectful"(I10)

#### **4.2.4.3. Honest**

Honesty was voiced along with the necessity of establishing a reliable relationship with the team, "You have to be clear and honest, you will need them to trust you" (I9) and "Be transparent, always tell you team workers the truth it is crucial" (I15).

#### **4.2.4.4. Effective Communicator**

It is fundamental to be an effective communicator in order to establish a clear, adequate and productive communication channel with everyone "It is important to be careful of what are you going to say and how you are going to say it, not to hurt or insult anybody, the goal is to avoid misunderstanding in what you say" (I5).

The communication adjective was also associated with favorable relationships at work such as "A real good relationship is established in a good conversation, you have to get to know who you work with and promote a reliable relationship"(I7) and "You have to analyse who you are you speaking to, to define the best way of saying something and get the real message across in your words, this will influence how the individual receiving the message will see you and trust on you."(I13)

It was voiced as the cause of problems, "Communication is the base of the nurse and nurses' technicians relationship, if you don't do it clearly you may have problems" (I2)

#### **4.2.4.5. Humble/Listener**

This characteristic was mentioned by several interviewees, it was related as a necessary quality to improve, or even, to establish a successful relationship with people around them, not only from their team, "I am always really humble, I think when you are humble people are more likely to hear and trust in you... It's essential to be humble and show them that you are really interested in their opinion and the information that they can add" (I3). More interviewees believed that there is a link between between a leader being humble and having a good relationship with people, "Stay beside them really demonstrating how humble you are, and how you are always willing to learn more, make them comfortable with you... A good leader it is continuously worried about listening to every member of the team. Being humble and putting myself into the shoes of a team member influenced my team to accept me as a leader, therefore, I have a great relationship with my co-workers" (I4) and "I usually put myself in the same place that they are, always showing them that we are all there to work together" (I9).

The fact of a leader being humble and a good listener can have a favorable effect on the leader and their reportees relationship, consequently, they voiced that the team motivational state of mind can be improved, "You have to first of all, learn how to listen your team, they will always have something to say and you need to be aware of that, once they are heard they feel like part of the team, the decisions and so on" (I7).

They also identified the connection with being humble and gathering more knowledge and experience in their daily work, "Many times, even when I know a lot about the subject or if I have lived that situation and I know how to proceed, I like to listen to my staff, and see what they think, how they think, and then I can learn from them" (I11) and "You have to be certain that it is impossible to know everything, and your team is there to work together, everyone can learn from each other" (I13).

Furthermore, they emphasised how important it is to encourage participation and contribution to the team from every team member involved, "It is essential know

the importance of listening to your co-workers without judging and be patient when they are saying something that you don't agree with. The thing is, not only listen to them, but also, keep motivating them to bring their knowledge" (I12).

#### **4.2.4.6. Flexible**

The flexibility also appears several times through different interviewees, in general they connect this attribute with the benefit of learning, " I have to be flexible, I like to hear everybody's opinion, sometimes their ideas can be better than mine, I don't mind to change my mind for good reasons" (I2) and "It is important to consider everybody's idea, we are a team, I need to be flexible" (I4). Seeing the contribution that flexibility can have, the nurses also highlighted the connection of being flexible with a positive impact in the people management, "You have to be adaptable and flexible to do a good job in people management" (I7) and "If someone didn't agree with you it is a great opportunity for you analyse the things seeing it from the other side, can enrich your knowledge... You can try what they suggest first and then try your approach, you have to be flexible when leading people" (I15).

#### **4.2.4.7. Be an example**

Several interviewees highlighted virtue as being an example of an extremely important characteristic to be recognized in a leader, "In my opinion, it's essential for a leader to be the example, in everything, the attitude, the way of speaking and acting, they will follow you so you have to do everything correctly" (I2). Additionally, be a good example will help to promote movements towards improvements in general, taking the principle that people will do what they have seen in their leaders, "We are the mirror of our team, they will act like I do, respect generates respect, good attitudes generates good attitudes and so on"(I12) and "If you are a good leader, you will become their example to follow" (I14).

One more interesting point that they highlighted as an example of leadership, is the connection between imperfections from the leader's personality or actions that

may have a negative effect on the team, "As a leader, you have to learn how to avoid showing your fears and defects, otherwise they can be afraid to following you" (I4).

#### **4.2.4.8. Friendly (able to establish a good relationship)**

It was mentioned by the interviewees that a good relationship is essential to execute their job as a leader. At least in nursing it appears to be extremely desirable to be recognized as a leader, as evidenced by Interview 7, "If you don't have a good relationship with your co-workers you are not a leader, at least, you won't be recognized as one"(I7). It is also, beneficial to the company and team goals be achieved, "To make your work doable and pleasurable you have to have a good relationship with your colleagues, all of them" (I3).

Being friendly and able to establish a good relationship was highly associated with the fact that you need to praise and value the work of your co-workers, as mentioned by Interviewee 3: "I would say that to have a good relationship you have to compliment your team all the time when they get the things done properly" (I3), reinforced by other nurses interviewee 5,"A good leader needs to be concerned with the harmony in the work field, everybody works better when they are doing what they like, when they are recognized for what they are doing and where you feel comfortable to talk and be themselves" (I5).

#### **4.2.4.9. Empathic**

The empathic attribute was mentioned several times in order to attest the leader's responsibility of treating people kindly, being always committed to their well-being and harmony within their teams "The leader needs to be empathetic, be compassionate with others' feelings" (I2), "A really good leader is empathic and committed with the responsibility of understanding other's perceptions, culture and so on." (I12) and "You have to put yourself in somebody else's shoes all the time to understand them and do not make them do what you wouldn't like to do yourself " (I14).



#### **4.2.4.10. Be inspirational**

The interviewees also highlighted the inspirational topic from the Leader Characteristics, where they defined being inspirational as a key part to the nurse being recognized as a leader by their colleagues and team workers. They establish the correlation of inspirational people being respected and naturally followed, "I do believe that you have to inspire your team workers, you have to show them that we are all working together with the same goal and my job is to help and so on. Once you inspire them, you can easily motivate them to do the things with you and for you."(I15).

#### **4.2.5. Theme 5: Determinants to being a leader**

The last theme emerged was defined as the determinants to being a leader from the participant's point of view, and Experience and Knowledge was highlighted as subthemes.

##### **4.2.5.1. Experience**

Experience was highlighted as a key point to be a leader, "Experience will help you to make the decision in the proper time, and do it at the right time is important when leading in a health environment"(I10). Likewise, the lack of experience can cause harmful problems, personally or/and professionally, "It is a challenge to lead, without experience it is even more challenging, you can gain experience but initially it is harder, people can be tough on you" (I4).

Another interesting point brought up by one of the interviewees was a not so positive side of having many years of experience in that you can allow yourself to trust only in your own opinion, such as "I have 14 years of experience in my functions, I have lived a lot and I know how to manage many situations just because of that, you learn a lot from life problems and finding the solutions. However, sometimes you can become too self-confident and stop listening to others, so, you have to be aware of that" (I13).

#### **4.2.5.2. Knowledge**

The interviewees usually associated knowledge as a determinant to be a leader, as you can be automatically recognized as a leader, "If you have a knowledge and know how to express all this expertise, people will see you as a leader" (I1). Following the interviewees conclusions, they also judge knowledge as a facilitator to be the leader, "You have to show them that you have knowledge to do what you are doing, that all your attributes and decisions are as a result of a strong scientific base, knowledge conquers confidence and trust"(I2).

Additionally, knowledge will be determinant to apply the most correct decision and justification for your actions, "The knowledge will empower you to make the best decisions, as well will help you to easily support your ideas, opinions and even orders" (I4), "If you have the knowledge you have no problem in explaining your point of view, scientific justification are always the most effective ones"(I5) and "The knowledge will definitely facilitate a nurse, to be seen as a leader"(I11).

As they said, knowledge is recognized in a positive manner by people in general, "Knowledge brings people to you, people like to be surrounded by intelligent and knowledgeable person, even more when this person is your leader" (I12).

As the interviewed participants are leaders from a health environment the risk of not having the knowledge was related several times with a matter of life and death, "If you don't know how to do something you can't order someone to do it, you need to know to guide, to supervise, to do every leader's function... In a health environment if you are the leader you have to have knowledge, people will need your knowledge, your knowledge can cost a life, and you respond for your team"(I16) and "To be seen as a leader you have to back up your orders every time, the knowledge is the best back up. This gives us the opportunity to justify, explain why it is an important the task that I'm asking for and the consequences of not

completing the order... Knowledge will be the guarantee of a good job execution, the care assistance needs that" (I7).

It also guarantees the leader will execute their duties effectively, "If you don't have knowledge you can't guide or supervise, manage the tasks, so, without knowledge you can't do your job as a leader properly, and the people will notice that, you will have no confidence at all and your team will not trust you, so you will have terrible relationships, I think one thing is always linked with another, but the knowledge is the key for everything"(I8) and "The knowledge will always be your support, you will support your ideas and opinions with knowledge, the more knowledge you demonstrate to your team, the more confident they will be about you and your job as a leader" (I9).

And the final observation highlighted by one interviewee that needs to be considered was that the lack of experience can result in problems related to being recognized as a leader, "The lack of knowledge will rise many problems like low self-confidence, low level of reliability between you and co-workers, if your team know more than you do, you won't be the leader, never" (I11).

### **4.3. Relationship to the research aims**

- To explore Brazilian nurses perspectives about leadership
- To investigate Brazilian nurses attitudes as a leader
- To define their leadership styles preferences

#### **4.3.1. Discussion**

Taking into the account the findings evaluated above, a few considerations will take place in order to clarify the valuable analysis insights generated by these results that will support the main question of exploring Brazilian nurses' perspectives about leadership based on the literature.

Considering the first Theme of Leader Duties, the responsibilities mentioned were also considered in other similar studies, evidencing that the nurses obligations as a leader are compulsory. As quoted by Curtis et al., (2011), professional nurses

that work in a health environment are naturally involved in a multidisciplinary team, where delegating and supervising actions are some of the attributes nurses require, as well as promoting great people management in order to ensure harmony in their workplace that will consequently bring benefits to the patients and quality of the care assistance.

Moreover, the people management is also mentioned as a fundamental tool to manage the nurse's duties, as efficient people management will enable the nurse for example to evaluate correctly which function to delegate to whom, that will best execute that specific task. This will result in the team working together with the view of reach their common goal.

The second Theme was Hierarchical Structure, and was also identified by other research as elucidated by Neves and Mauro, (2000), where nurses are institutionally empowered leaders, with the purpose of guiding and supervising the nurses technicians.

From the third Theme: Nurses as leaders, two sub-themes arose, the gifted and developed leader characteristics and it was unanimously believed that these can be inherent characteristics however they still need to be developed. Where the authors Doody and Doody (2012) evaluated the four determinants for nurses to be recognized as a leader, within these 4 fundamental pieces the concern about continuous learning and improving the skills and abilities was voiced.

Proceeding to the fourth Theme from the findings i.e. Leader Characteristics, which were also considered by Doody and Doody (2012), these authors mentioned about the importance of being knowledgeable, leading by example and being inspirational. Additionally, both Ruben and Gigliotti (2016) aligned with Doody and Doody (2012) also evidenced the relevance of a leader being able to establish a good relationship with the team worker and use as their primary and efficient tool the communication. Effective communication is more than a simply a leadership instrument, it provides support to all of the others duties a nurse has, such as making decisions, delegating and building a strong and beneficial relationships in their workplaces.

Following Curtis et al., (2011) and in consonance with this study findings, a friendly relationship between the leader and the reportee will influence positively, in a manner that the reportee will be more likely to follow the leaders' orders and requests due to this reliable bond, revealing this fundamental benefit of being able to make friendly relationships.

The last Theme in this research is the Determinants to be a leader, where two decisive subthemes, knowledge and experience, were pointed out as essential in order to be recognised as a leader. This was also evidenced by several authors in the literature, mainly in a healthcare environment where these determinants can have a direct link to someone's life or death. Therefore, Doody and Doody, (2012) and Curtis et al, (2011) agreed that knowledge and experience are fundamental to build reliability and confidence of the staff reporting into the nurses, for the purpose of this study, the nurses technicians.

Having investigated the Brazilian nurses perspective of leadership, this study has also aimed to identify the Brazilian nurses' leadership style preferences. Thus, the table below summarises the leadership styles based on the literature reviewed, and has the purpose of providing support to a possible connection between the characteristics mentioned by the nurses interviewed and the leadership styles presented in the table.

Leadership Style	Main Characteristics
Transformational	Inspirational, motivating employees engagement, lead to reach their own personal progress in the interest of a common objective
Collaborative/ Distributed/ Shared/ Democratic	Provide deep information about company concerns and objectives in order to clarify them, and also

	empowering people, delegate responsibility and share the decision making functions and duties
Ethical	Follows the conduct code
Quantum	See changes as great opportunities to reformulate and improve procedures
Relational	Based on establishing a strong and effective relationship with employees in order to improve professional attitudes.
Servant	Occurs when someone needs to be lead, consequently, someone needs to be the leader
Charismatic	Natural ability of influencing people and aggregate followers
Transactional	Productive exchange, can be financial, benefits rewardings, career plan or personal development.
Autocratic	Hierarchical power
Bureaucratic	Leaders need to follow protocols and standards defined.
Situational leadership	When the leader position will be established depending on the reliability that the leader has with their reportees.

From the study findings it was possible to evaluate the relationship between the interviewees opinions and life experience of leadership with the leadership styles summarized above. The Brazilian nurses preferred styles were a combination of two main styles, the Transformational and Shared leadership styles.

Several studies revealed that Transformational was one of the most applied in the health environment and this study's findings agreed with this literature. Where Doody and Doody, (2012) argued that even though the Transformational Leader is the preferred choice for leaders in a healthcare environment, these leaders also have a tendency to apply the Shared characteristics. It is believed that in a health environment the leader has a fundamental role to guide and the supervise every single person on the team, ensuring that the reportees are trained and developed to make their own decisions. To get the best out of their team the leader needs to share their knowledge and experience along with motivating them to support the delivery of a strong individual and team performance. Additionally, as quoted by Curtis et al. (2011), the process of empowering your direct reports demands great expertise from the leaders.

To conclude, this study emphasises the indispensability for Brazilian nurses of being knowledgeable and experienced to be genuinely recognized as a leader. It is also important for them to encourage their team to be the best version of themselves though motivational and beneficial relationships.

#### **4.4. Research Implication**

This research helped to bring attention to leadership in nursing and the necessity to explore the leadership field for nurses. The study also contributes to nurses knowledge about leadership and motivates nurses to continuously develop themselves in the field of leadership and nursing, and perhaps, encourages researchers to do more in-depth studies into this fascinating subject. In summary, there are still plenty of opportunities to explore this vast subject of leadership.

#### **4.5. Research limitation**

The research was conducted with a reduced number of nurses and one exclusive nationality, consequently their perspective may be influenced for several circumstances that are different worldwide. The main difference, would be the differences in Brazilian nurses education and their roles inside a hospital that differ from European countries, but are similar to North America (Neves and Mauro, 2000).



## **CHAPTER FIVE:**

### **CONCLUSION AND RECOMMENDATIONS**

#### **5.1. Introduction**

This last chapter will summarize the findings and provide an overview of what this study has discovered and reinforced during the process of research.

#### **5.2. Summary**

This research evaluated Brazilian nurses attitudes related to leadership, two main points came along with the contemporary literature mentioned by Hitt, Black and Porter (2014) and Curtis et al. (2011) about leadership, where knowledge and experience are constantly attached to the leadership effectiveness.

Moreover, the Transformational and Shared styles of leadership are pointed out as the most desirable and most commonly applied by Brazilian nurses, this could be explained by the great outcomes that these two approaches produce in the health care work setting (Doody and Doody, 2012).

#### **5.3. Conclusion**

The research shows that Brazilian nurses, not only recognize themselves as leaders but also are recognized by others as they have to manage a group of nurse technicians and all the other multi professionals that interfere in the ward functionalities (Lanzoni and Meirelles, 2011). Besides the fact that the Brazilian nurses main perspective about leadership is that experience and knowledge are essential to be a great leader. These findings also emphasises the importance for nurses to study in-depth about leadership, motivating not only nurses to keep themselves learning through courses, readings and post graduations, but also and most important, motivating the nursing schools to give seriously attention to management as a subject (Dyess et al., 2016; Besen et al., 2017).

Furthermore, the Brazilian nurses leadership styles preference are the Transformational and Shared leadership, the possible explanation that may correspond to these findings is that Transformational and Shared Leadership style have well-known advantages that contribute directly to the work force in the healthcare setting. In this manner, the fact that the leader opted to share the decisions, listen to the team workers ideas and opinions, showing true interest and considered their judgement and impressions may stimulates their autonomy based on knowledge, and will positively impact the team workers (Curtis et al., 2011). This positive impact will be seen in the leader and reportees relationship through reliability, harmony in the workplace and feeling of full satisfaction related to the work environment. Consequently, these great outcomes will influence the proper functioning inside the ward, therefore, providing the company with better use of their human and structural resources, and also positive repercussion in the company's success (Hitt, Black and Porter, 2014).

Another important factor that can be directly related to this study is that the Health Industry is nowadays, a massively profitable business divided into a vast number of departments with completely different functions and attributions that sustain the company. As a result of this, nurses are the fundamental part of this Health enterprise and are also facing new challenges, having the necessity to keep themselves improving and updating their knowledge daily, due to the changeable and complex environment that they are work in (Dyess et al., 2016; Neves and Mauro, 2000).

Overall, this study has reinforced the notability that nurses attributions go beyond the simple function of caring for the patient's well-being through technical procedures. They have the fundamental role of managing the entire health care process and the people working in it. In this manner, it is crucial promote the attention to Nursing in the Leadership field (Lanzoni and Meirelles, 2011).

#### **5.4. Recommendations**

This research would suggest nurses to improve their knowledge about leadership constantly, and also always be aware of their attitudes, knowing that their attitudes as a leader of how to manage every situation in their day-to-day activities will have an impact into the quality of the care assistance provided.

More researches in the leadership field should explore the impact of nurses with knowledge about leadership and their respective team satisfaction, seeing that researches from other fields have verified the connection between knowledgeable and prepared actions as leader and employees satisfaction. Furthermore, as studies have established the relationship between leadership effectiveness and business progress, this research would suggest for other studies to define a way of highlighting the leadership consequences in the client satisfaction (Hitt, Black and Porter, 2014).

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## Appendices

### Appendix 1. Interview request form

The interview is going to be recorded in order to grant the possibility of consulting the data collected in the analysis path. Therefore, the content is absolutely confidential, as well as the interviewee identity.

Thank you for participating in this research.

Interview questions. Questionnaire used by Rogers R. (2012), adapted in a manner that the questions are the same, however, due to the leadership focus on my research, the communication questions it was deleted and this question served as a guide

1. What issues most affect your daily work life as a leader?
2. Considering this issues mentioned, are there any that seem to require more negotiation than others?
3. Can you think of any instances where you needed to exercise your authority in order to get something done?
4. If yes, how did you handle it?
5. What happens if someone disagrees with your decisions?
6. I know nurses are often thought of by the public as “leaders” would you characterize yourself as a leader? If so, what do you think makes you a good leader?
7. When you encounter conflict over to a goal you are pursuing do you have any set strategies you employ to accomplish your goal?
8. Do the strategies differ according to who is resisting?
9. Can you recall a particularly challenging event or interaction at work and how you dealt with it? Would you consider it to have had a good or bad outcome?

10. Do you ever have to do collaborative work in teams or groups? Can you provide an example of how you were particularly valuable to the outcome?
11. If I have any follow-up questions, can I email you?



## Appendix 2. Interview Transcript

These tables introduces every quotation related to the leadership from the transcription of each participant, divided by their respective code and sub-themes that the interviewees highlighted. Each interviewee was named with a number in order to keep their confidentiality as protected by the Ethical Considerations.

### I. Interview 1

<b>First Theme: Leader Duties</b>	
<b>Sub-Themes</b>	
<b>Solving Conflicts and Resistance</b>	"It's tough, you definitely avoid, but sometimes you have to use your hierarchical power and say no and put an end to the conflict, or even worst you have to pass to your superiors"... "The assistant nurse comes and offer to cover someone that is missing from the shift today, for example, but at the same time, she asks for a weekend off, because everything it is given and taken"... " I support my arguments with real data to make clear my reasons"
<b>People Management</b>	"The people management is the nurses' biggest challenge"... "What is important to the leader, is the people management skills, there are so many different professionals and personalities, that you have to have different approaches to each one. People are always different, they have different knowledge, different culture, so you have to think about how to pursue each one, you are leading people and their feelings, we are not leading machines"
<b>Managing Tasks</b>	"The teamwork in nursing is essential, I do have to delegate tasks because I couldn't be able to do everything by myself"

<b>Supervising</b>	"Once you delegate fundamental tasks to achieve the goal you have to check if the person responsible is doing the task and how they are doing it, if you didn't supervise you will not know how it is progressing and the team work might never get finished or even be successful... It is part of your job, you have to guide and give directions to them, I like to do it, and lead them to the right way"
<b>Third Theme: Nurses as a Leader</b>	
<b>Sub-Themes</b>	
<b>Gift</b>	"I think that some people born like that, born gifted with leadership skills"
<b>Developing</b>	"If you are not gifted it is really hard to learn how to be one, but you can develop through studying, because, for example, you will need many leader skills to be a nurse"
<b>Fourth Theme: Leader Characteristics</b>	
<b>Sub-Themes</b>	
<b>Humble/ Listener</b>	"I like to listen to everyone around me and consider their opinion in my decision"
<b>Be an example</b>	"You have to show how to do, be the example"
<b>Be inspirational</b>	"You have to find a way to inspire your team, if you don't inspire them, they won't listen to you"
<b>Fifth Theme: Determinants to be a leader</b>	

<b>Sub-Themes</b>	
<b>Knowledge</b>	"If you have a knowledge and know how to express all this expertise, people will see you as a leader"

## II. Interview 2

<b>First Theme: Leader Duties</b>	
<b>Sub-Themes</b>	
<b>Solving Conflicts and Resistance</b>	"I try to avoid to use of authority, try to understand them, but if it is necessary I will be authoritarian"
<b>People Management</b>	"You have to coordinate people from other specialties, this may require more communication skills and knowledge because you need to manage the people around you in the ward, even the patients you have to get they educated and ready to understand the things that you ask them to do it."
<b>Managing Tasks</b>	"I think this is the main role for nurses, we have to delegate so many activities, this is where negotiation and communication become so important"
<b>Supervising</b>	"It is essential to have the control, to know everything that is happening around you, in your department, company, everything"
<b>Fourth Theme: Leader Characteristics</b>	
<b>Sub-Themes</b>	
<b>Effective Communicator</b>	"Communication is the base of the nurse and nurses' technicians relationship, if you don't do it clearly you may have problems"

<b>Humble/ Listener</b>	"You have to listen your team workers, they always have something to add"
<b>Flexible</b>	"I have to be flexible, I like to hear everybody's opinion, sometimes their ideas can be better than mine, I don't mind to change my mind for good reasons"
<b>Be an example</b>	"In my opinion, it's essential for a leader to be the example, in everything, the attitude, the way of speaking and acting, they will follow you so you have to do everything correctly"
<b>Friendly</b>	"I think it is important to establish a good relationship with your co-workers, I particularly have no difficulty of doing that, I'm good in communicating and people like me"
<b>Empathic</b>	"The leader needs to be empathetic, be compassionate with others' feelings"
<b>Fifth Theme: Determinants to be a leader</b>	
<b>Sub-Themes</b>	
<b>Knowledge</b>	"You have to show them that you have knowledge to do what you are doing, that all your attributes and decisions are as a result of a strong scientific base, knowledge conquers confidence and trust"

### III. Interview 3

<b>First Theme: Leader Duties</b>
<b>Sub-Themes</b>

<b>Solving Conflicts and Resistance</b>	"I always try to make a deal with my team, I am always trying to show them a benefit if they do what I need to get done in the time that is needed, because our goal is the same: offer a high quality of assistance"... "I also ask them why they are resistant to doing the task, if they have another opinion or even option that they think works better, if they have a good argument I will certainly think about it and maybe change my mind and go with them"
<b>People Management</b>	"Sometimes, it is so hard to coordinate everybody that I have to say that I go along with them to give support, at least in their first time of doing some tasks"
<b>Managing Tasks</b>	"The nurses know what are the priorities and what are not, so you as the leader have to manage their [nurses technicians] activities and delegate"
<b>Humble/ Listener</b>	"I am always really humble, I think when you are humble people are more likely to hear and trust in you... It's essential to be humble and show them that you are really interested in their opinion and the information that they can add"
<b>Friendly</b>	"To make your work doable and pleasurable you have to have a good relationship with your colleagues, all of them"... "I would say that to have a good relationship you have to compliment your team all the time when they get the things done properly"

#### IV. Interview 4

<b>First Theme: Leader Duties</b>
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<b>Sub-Themes</b>	
<b>Solving Conflicts and Resistance</b>	"If you tried everything, like talking, explaining, convincing and didn't work, you have to use the power that you have inside the company or the pertinent punishment/ warning"
<b>People Management</b>	"People management is extremely hard, but with the time you start to get know people and your team' reactions"
<b>Third Theme: Nurses as a Leader</b>	
<b>Sub-Themes</b>	
<b>Developing</b>	"Be a leader it is hard but you can be trained, you can study, read and prepare yourself to be a leader"
<b>Fourth Theme: Leader Characteristics</b>	
<b>Sub-Themes</b>	
<b>Humble/ Listener</b>	"Stay beside them really demonstrating how humble you are, and how you are always willing to learn more, make them comfortable with you... A good leader it is continuously worried about listening to every member of the team. Being humble and putting myself into the shoes of a team member influenced my team to accept me as a leader, therefore, I have a great relationship with my co-workers"
<b>Flexible</b>	"It is important to consider everybody's idea, we are a team, I need to be flexible"... "I don't have problems with different opinions from mine, I just need a good justification and reasons, if it is worth I will consider and rethink my strategy"
<b>Be</b>	"As a leader, you have to learn how to avoid showing your fears"

<b>an example</b>	and defects, otherwise they can be afraid to following you"
<b>Fifth Theme: Determinants to be a leader</b>	
<b>Sub-Themes</b>	
<b>Experience</b>	"It is a challenge to lead, without experience it is even more challenging, you can gain experience but initially it is harder, people can be tough on you"
<b>Knowledge</b>	"The knowledge will empower you to make the best decisions, as well will help you to easily support your ideas, opinions and even orders"

## V. Interview 5

<b>First Theme: Leader Duties</b>	
<b>Sub-Themes</b>	
<b>Solving Conflicts and Resistance</b>	"The strategy is to offer another day off, make deal with them [nurses technicians] is a good strategy to solve resistance"... "I would ask them reasons, try to understand their fears and opinions and aks them for the solutions"
<b>People Management</b>	"It is important to get to know your team very well, analyse their personality, in order to be able to manage them in an effective way"
<b>Making Decisions</b>	"About making decision, I like to share this duty and listen to my colleagues opinions"
<b>Third Theme: Nurses as a Leader</b>	

<b>Sub-Themes</b>	
<b>Developing</b>	"Leadership is a continuous enhancement process, you never stop learning"
<b>Fourth Theme: Leader Characteristics</b>	
<b>Sub-Themes</b>	
<b>Effective Communicator</b>	"It is important to be careful of what are you going to say and how you are going to say it, not to hurt or insult anybody, the goal is to avoid misunderstanding what you say"
<b>Friendly</b>	"A good leader needs to be concerned with the harmony in the work field, everybody works better when they are doing what they like, when they are recognized for what they are doing and where you feel comfortable to talk and be themselves"
<b>Fifth Theme: Determinants to be a leader</b>	
<b>Sub-Themes</b>	
<b>Knowledge</b>	"If you have the knowledge you have no problem in explaining your point of view, scientific justification are always the most effective ones"

## VI. Interview 6

<b>First Theme: Leader Duties</b>	
<b>Sub-Themes</b>	
<b>Solving Conflicts and Resistance</b>	"I always ask them to give me reasons or explain their opinion and I ask them to give me options of how to solve the



	issue, whether they present problems related to resistance or conflicts"
<b>People Management</b>	"You have to make effort of knowing in-depth every staff to guarantee the proper approach to each of them"... "Your attitude will depend on every different characteristic that you lead with"
<b>Third Theme: Nurses as a Leader</b>	
<b>Sub-Themes</b>	
<b>Developing</b>	"You have to keep studying and training, you never have too much knowledge"
<b>Fourth Theme: Leader Characteristics</b>	
<b>Sub-Themes</b>	
<b>Humble/ Listener</b>	"You will have the necessity of listening to the other members from your team"
<b>Flexible</b>	"I have to be flexible and analyse every point of view that comes from my team"

## VII. Interview 7

<b>First Theme: Leader Duties</b>	
<b>Sub-Themes</b>	
<b>Solving Conflicts and Resistance</b>	"First, I explain my reasons and why I am acting like that, and then I like to understand them, so I ask them for their reasons and how we could solve this together"... "After all this effort"

	to solve the problem giving reasons, if the team workers still do not understand and refuse to do it, you have to be more incisive, you have to use your authority maybe if appropriate also give a warning"
<b>Making Decisions</b>	"I would prefer to work with shared information, and then, everybody can give opinion and we define things together, apart from an emergency, then I have to think fast and just act"
<b>Fourth Theme: Leader Characteristics</b>	
<b>Sub-Themes</b>	
<b>Effective Communicator</b>	"A real good relationship is established in a good conversation, you have to get to know who you work with and promote a reliable relationship"
<b>Humble/ Listener</b>	"You have to first of all, learn how to listen your team, they will always have something to say and you need to be aware of that, once they are heard they feel like part of the team, the decisions and so on"
<b>Flexible</b>	"You have to be adaptable and flexible to do a good job in people management"
<b>Friendly</b>	"If you don't have a good relationship with your co-workers you are not a leader, at least, you won't be recognized as one"
<b>Fifth Theme: Determinants to be a leader</b>	
<b>Sub-Themes</b>	
<b>Knowledge</b>	"To be seen as a leader you have to back up your orders every

	time, the knowledge is the best back up. This gives us the opportunity to justify, explain why it is an important the task that I'm asking for and the consequences of not completing the order... Knowledge will be the guarantee of a good job execution, the assistance needs that"
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### VIII. Interview 8

<b>First Theme: Leader Duties</b>	
<b>Sub-Themes</b>	
<b>Solving Conflicts and Resistance</b>	"I try to show them why I am doing that, I am taking that decision like that because I have no choice, or because somebody needs to do it, or because you are more able to than the other, for example, in resistance of one delegated task. "...I like to justify my reason with strong evidences in different ways to make them really understand"
<b>People Management</b>	"After knowing every single person that you are leading, you will have different approaches with every single one, one might require more explanation, other more authority and so on"
<b>Third Theme: Nurses as a Leader</b>	
<b>Sub-Themes</b>	
<b>Developing</b>	"I do so many leadership courses and read to catch up with the new concepts and I try to apply them here"
<b>Fourth Theme: Leader Characteristics</b>	

<b>Sub-Themes</b>	
<b>Humble/ Listener</b>	"It is important to listen to them, I always do"
<b>Fifth Theme: Determinants to be a leader</b>	
<b>Sub-Themes</b>	
<b>Knowledge</b>	"If you don't have knowledge you can't guide or supervise, manage the tasks, so, without knowledge you can't do your job as a leader properly, and the people will notice that, you will have no confidence at all and your team will not trust you, so you will have terrible relationships, I think one thing is always linked with another, but the knowledge is the key for everything"

### IX. Interview 9

<b>First Theme: Leader Duties</b>	
<b>Sub-Themes</b>	
<b>Solving Conflicts and Resistance</b>	"I think is always given and taken, I keep reminding them"... "Related to conflicts I show them my side, my opinion, my reason, explaining really"
<b>Third Theme: Nurses as a Leader</b>	
<b>Sub-Themes</b>	
<b>Developing</b>	"I think experience will make you a leader, in your everyday role you are gathering knowledge and experience to become a

	really good leader"
<b>Fourth Theme: Leader Characteristics</b>	
<b>Sub-Themes</b>	
<b>Respectful</b>	"Essential for a leader is to be respectful, treat everybody kindly and respectfully"
<b>Honest</b>	"You have to be clear and honest, you will need them to trust you"
<b>Effective Communicator</b>	
<b>Humble/ Listener</b>	"I usually put myself in the same place that they are, always showing them that we are all there to work together"... "Being humble and putting myself just like a member of the team influenced my team to accept me as a leader, as a consequence I have a great relationship with my co-workers"
<b>Fifth Theme: Determinants to be a leader</b>	
<b>Sub-Themes</b>	
<b>Knowledge</b>	"The knowledge will always be your support, you will support your ideas and opinions with knowledge, the more knowledge you demonstrate to your team, the more confident they will be about you and your job as a leader"

## X. Interview 10

<b>First Theme: Leader Duties</b>
<b>Sub-Themes</b>

<b>Solving Conflicts and Resistance</b>	"I tried to understand their reasons for reacting badly like that, and then ask them for solutions, usually, I like to explain carefully the reasons and importances of doing what I am asking for"
<b>Managing Tasks</b>	"You have to manage their shifts and tasks daily, besides the fact you will define their priorities"
<b>Supervising</b>	"You always have to be aware of what they are doing and guide them through the best way of doing the delegated task... The team always need a leader, a guider, this is our function, guiding and supervising"
<b>Fourth Theme: Leader Characteristics</b>	
<b>Sub-Themes</b>	
<b>Respectful</b>	"The leader needs to be kind and well-educated to treat every single person in their job well, without judging or being disrespectful"
<b>Fifth Theme: Determinants to be a leader</b>	
<b>Sub-Themes</b>	
<b>Experience</b>	"Experience will help you to make the decision in the proper time, and do it at the right time is important when leading in a health environment"

## **XI. Interview 11**

<b>First Theme: Leader Duties</b>
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<b>Sub-Themes</b>	
<b>Solving Conflicts and Resistance</b>	"I try to understand their side, and see what I can do to solve, but usually I can convince them that what I am doing is the right way"
<b>Supervising</b>	"You as a nurse have to show them the way and see where they are going, how they are doing"
<b>Second Theme: Hierarchical Structure</b>	
<b>Sub-Themes</b>	
<b>Company Structure</b>	"I am surrounded by people that need to be managed, my company hired me to manage them [nurses technicians] and they know that I'm the leader that is going to respond to the superiors... Our hospital environment has strong roots in traditional structure, the nurses technicians have to report to me and do what I ask for because I know what the patients and the company needs or wants, so they [nurses technicians] know that" "As far as I am concerned, the concept of leadership can be recognized as authoritarian and I think nurses have to be like that because the company put ourselves out there as a superior, the ward manager, the nurses technicians see us like that, so it is hard to take away from that, they will come and ask you what should do and how to do it"
<b>Protocols</b>	"I have so much to learn with everybody around me but the company requests that I just follow the rules for all my duties as manager of delegating functions and tasks. I have a

	protocol to be follow and even though I had to supervise, guide and give advice to my staff relating to my patients well-being, I also have protocols to follow and superiors to respond to. So, I have leader duties, and my company put me out there to be respected as a leader in my ward but I have to follow strict rules."
<b>Third Theme: Nurses as a Leader</b>	
<b>Sub-Themes</b>	
<b>Developing</b>	"You have to study about and develop your own and news skills, nobody can manage every situation all the time"
<b>Fourth Theme: Leader Characteristics</b>	
<b>Sub-Themes</b>	
<b>Humble/ Listener</b>	"Many times, even when I know a lot about the subject or if I have lived that situation and I know how to proceed, I like to listen to my staff, and see what they think, how they think, and then I can learn from them"
<b>Fifth Theme: Determinants to be a leader</b>	
<b>Sub-Themes</b>	
<b>Knowledge</b>	"The knowledge will definitely facilitate a nurse, to be seen as a leader" ... "The lack of knowledge will rise many problems like low self-confidence, low level of reliability between you and co-workers, if your team know more than you do, you won't be the leader, never"



## XII. Interview 12

<b>First Theme: Leader Duties</b>	
<b>Sub-Themes</b>	
<b>Solving Conflicts and Resistance</b>	"My strategy always will show them the big picture of my actions, giving them the exact reasons, the importance of doing it and how this will influence how we reach our common goal"... "Sometimes I try to make them aware of their importance and in the common goal of offering high quality of assistance instead of keeping arguing"... "Occasionally you will have to use the authority that you have depending on the person that you are dealing with, some of them are more understanding and others more stubborn"
<b>Third Theme: Nurses as a Leader</b>	
<b>Sub-Themes</b>	
<b>Developing</b>	"I had to be trained for it, now I can say I know a tiny bit about how to react in some situations, but I still have a long way to go"
<b>Fourth Theme: Leader Characteristics</b>	
<b>Sub-Themes</b>	
<b>Humble/ Listener</b>	"It is essential know the importance of listening to your co-workers without judging and be patient when they are saying something that you don't agree with. The thing is, not only listen to them, but also, keep motivating them to bring

	their knowledge"
<b>Flexible</b>	"If the other person is giving to me better options, I can admit and change the strategy"
<b>Be an example</b>	"We are the mirror of our team, they will act like I do, respect generates respect, good attitudes generates good attitudes and so on"
<b>Empathic</b>	"A really good leader is empathic and committed with the responsibility of understanding other's perceptions, culture and so on."
<b>Fifth Theme: Determinants to be a leader</b>	
<b>Sub-Themes</b>	
<b>Experience</b>	"Experience brings to you the self-confidence and the progress related to knowledge, relationship skills and so on, that you need to know as a leader"
<b>Knowledge</b>	"Knowledge brings people to you, people like to be surrounded by intelligent and knowledgeable person, even more when this person is your leader"

### **XIII. Interview 13**

<b>First Theme: Leader Duties</b>	
<b>Sub-Themes</b>	
<b>Solving Conflicts and Resistance</b>	"I would ask immediately why they disagree and show them that my decision is based on strong knowledge and

	<p>experience or just say that the superiors passed it on to me, without options."... "Occasionally I don't think you are using your authority when you have to interfere, as a leader, in some situations, you have to mediate the conflicts, however, I don't really get involved, usually, I say to them to solve between themselves and let me know how they solve it"</p>
<b>Making Decisions</b>	<p>"Usually, I give them options, if they don't like I ask their opinion and solutions, and let them decide by themselves what would be the best choice to them, I let them to come up with some ideas, it's good for them to be involved in the decisions, make them feel an important part of the team, and in fact they are"</p>
<b>Second Theme: Hierarchical Structure</b>	
<b>Sub-Themes</b>	
<b>Company Structure</b>	<p>"Sometimes you don't really agree with your superiors, but you also have to follow their rules, so you pass to your team and report, this is also taken as a leader action"</p>
<b>Protocols</b>	<p>"I use a lot the protocols and rules, but sometimes I feel like I'm cutting their initiative of thinking and being creative in finding solutions"</p>
<b>Third Theme: Nurses as a Leader</b>	
<b>Sub-Themes</b>	
<b>Developing</b>	<p>"I have been reading and studying a lot about leadership, otherwise, I would have never been able to be here and do what I am doing"</p>

<b>Fourth Theme: Leader Characteristics</b>	
<b>Sub-Themes</b>	
<b>Committed</b>	"A good leader is defined by his commitment"
<b>Effective Communicator</b>	"You have to analyse who you are you speaking to, to define the best way of saying something and get the real message across in your words, this will influence how the individual receiving the message will see you and trust on you."
<b>Humble/ Listener</b>	"You have to be certain that it is impossible to know everything, and your team is there to work together, everyone can learn from each other"
<b>Fifth Theme: Determinants to be a leader</b>	
<b>Sub-Themes</b>	
<b>Experience</b>	"I have 14 years of experience in my functions, I have lived a lot and I know how to manage many situations just because of that, you learn a lot from life problems and finding the solutions. However, sometimes you can become too self-confident and stop listening to others, so, you have to be aware of that"

#### XIV. Interview 14

<b>First Theme: Leader Duties</b>	
<b>Sub-Themes</b>	
<b>Solving Conflicts and</b>	"I would give several benefits in exchange of doing what I

<b>Resistance</b>	delegate, even when they complain because it might be too hard I explain the necessity for doing the task and try to offer a bigger break or day off, for example."... "Conflict that happens a lot, so if the same conflict occurs over and over I would pass to my superiors and wait for their decision"... "You can leave them to solve their own problems and just get involved if they couldn't solve by themselves"
<b>People Management</b>	"You will have to change your approach depending on every personality that you come across, everybody is different. There are people that are more flexible and easy going, but there are people that are going to be more difficult to lead"
<b>Second Theme: Hierarchical Structure</b>	
<b>Sub-Themes</b>	
<b>Company Structure</b>	"We are leaders because we have to coordinate our team of staff to grant a good harmony in our ward, they [nurses technicians] know that we are there to lead them"... "You will ask them to do what they know that they have to do, you have to manage their priorities that they can't see, and you as nurses that studied more about pathologies, know, I meant in emergency cases, for example."
<b>Fourth Theme: Leader Characteristics</b>	
<b>Sub-Themes</b>	
<b>Be an example</b>	"If you are a good leader, you will become their example to follow"
<b>Empathic</b>	"You have to put yourself in somebody else's shoes all the

	time to understand them and do not make them do what you wouldn't like to do yourself"
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### XV. Interview 15

<b>First Theme: Leader Duties</b>	
<b>Sub-Themes</b>	
<b>Solving Conflicts and Resistance</b>	"I would explain my reasons and try to convince them to reach a common sense of everything"... "Sometimes you had to use your authoritarianism and say that is it, you [nurses technicians] have to do it"... "If you tried to solve and couldn't I would apply the company rules"
<b>People Management</b>	"People are different, and they have different situations in their life, as a leader you have to be aware of every characteristics and changes in your staffs life may interfere in their jobs/functions, and you, the leader, you have to know how to lead with every different situation, you have to be emotionally prepared and smart"
<b>Making Decisions</b>	"I do really practice the shared decision making, usually I share the information and we all discuss what to do, except if the situation requires a fast response"... "I do motivate my team, empowering them with knowledge for them to make their own decision. I am there to advise them if they need advice, but I will also give them options. I like to be seen as a member of the team, I might have more experience and qualifications but we're all here to reach the same goal"

<b>Supervising</b>	"The leader needs to show to the team how to do something, giving them instruction or even advice of how best do a task, for example... One of the leader's roles is to lead, including guiding and supervising"
<b>Second Theme: Hierarchical Structure</b>	
<b>Sub-Themes</b>	
<b>Company Structure</b>	"My team see me as their leader, because the management in my company advised them that they have to report to me"... "My company hired me to be the leader, managing their duties and supervising them"... "When I signed to this role I knew my duties as a leader"
<b>Protocols</b>	"If I tried to solve a problem and couldn't do it I would apply the company rules"
<b>Fourth Theme: Leader Characteristics</b>	
<b>Sub-Themes</b>	
<b>Honest</b>	"Be transparent, always tell you team workers the truth it is crucial"
<b>Flexible</b>	"If someone didn't agree with you it is a great opportunity for you analyse the things seeing it from the other side, can enrich your knowledge... You can try what they suggest first and then try your approach, you have to be flexible when leading people"
<b>Be inspirational</b>	"I do believe that you have to inspire your team workers, you have to show them that we are all working together with

	the same goal and my job is to help and so on. Once you inspire them, you can easily motivate them to do the things with you and for you."
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## XVI. Interview 16

<b>First Theme: Leader Duties</b>	
<b>Sub-Themes</b>	
<b>Solving Conflicts and Resistance</b>	"I would explain my view, my reasons and try to understand their fears and self-doubt in doing something that I need them to get done, I would try my best to give them tools to understand their functions, if they don't have arguments and it is part of their job they have to do it. Sometimes you have to use your authoritarianism and say that that is it and end of story"
<b>People Management</b>	"The leader needs to recognize who he is leading, and take the best of each reportee, recognising their strengths and working to them
<b>Making Decisions</b>	"I think everybody is able and have to give an opinion, and as a leader I can evaluate them and use them to reach a good strategy where everybody participated"... "I learned that a boss say to their team what to do and a leader do with them together"
<b>Managing Tasks</b>	"In my opinion leaders don't delegate, the leader has to do every task with their team, I am part of the team so I do everything that they do, so my role is to be beside them,



	helping, managing the situations that may appear, not just delegating"
<b>Fourth Theme: Leader Characteristics</b>	
<b>Sub-Themes</b>	
<b>Humble/ Listener</b>	"If one person from your team couldn't do the task, you can just be flexible and negotiate with other person"
<b>Fifth Theme: Determinants to be a leader</b>	
<b>Sub-Themes</b>	
<b>Knowledge</b>	"If you don't know how to do something you can't order someone to do it, you need to know to guide, to supervise, to do every leader's function... In a health environment if you are the leader you have to have knowledge, people will need your knowledge, your knowledge can cost a life, and you respond for your team"