

NSW Health

Clinical Nurse / Midwifery
Educator (CN/ME) Leader
Success Profile

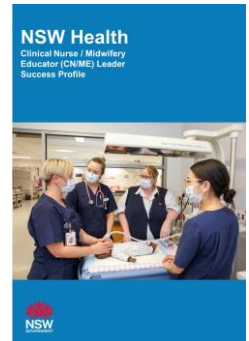


Section 1

Outlining how the Leader Success Profile was formed

How the Leader Success Profile was formed

The NSW Clinical Nurse/Midwifery Educator (CN/ME) Leader Success Profile has been developed through a structured process with key stakeholders. The insights generated have been synthesised, reviewed and iterated to inform the final Leader Success Profile.



STAKEHOLDER CONSULTATION

SUCCESS PROFILE DEVELOPMENT

Stakeholder Identification

To gain insights, the Nursing and Midwifery Office (NaMO) identified the following stakeholders to engage:

1. Clinical Nurse Educators/Clinical Midwifery Educators
2. Nursing/Midwifery Unit Manager & Nurse Educators
3. Facility DoNMs & LHD DoNMs

Stakeholder Engagement

Stakeholders were engaged via:

Structured in-depth interviews, following the Eight Step Leader Success Profile Methodology (see page 6).

...and...

Targeted focus group sessions, which further explored specific components of the Methodology (e.g. challenges and opportunities).

Analysis & Co-Design

All desktop research and stakeholder consultation data was organised into key themes and insights. These were analysed and refined in co-design sessions with NaMO.

Validate & Finalise

Validation sessions were also held with senior leaders to review and finesse insights in the LSP.

How stakeholders were engaged

The Clinical Nurse/Midwifery Educator Success Profile was co-designed through a collaborative engagement process, ensuring the Success Profile is tailored specially to the CN/ME role and reflects the current environmental context.



To gather initial data, NaMO engaged **over 400 CN/MEs** via an online survey



To ascertain key theme areas across the Success Profile, NaMO facilitated **7 x Interviews with CN/MEs**



In further exploring specific areas of interest and in understanding the true requirements for success in the role, a **focus groups** was conducted with over **50 CN/MEs** across NSW.



Validation sessions were conducted to test and refine Leader Success Profile insights, 1x validation session with Nursing/Midwifery Unit Managers (N/MUMs) and Nurse Educators and 1x validation session with Facility/LHD Directors of Nursing and Midwifery (DoNMs).

Section 2

Summarising the key Leader Success Profile findings

Understanding the Leader Success Profile

The CN/ME Leader Success Profile defines the leadership elements required to be an outstanding CN/ME in the NSW Health Service, and can be used to inform better decision making across the career and talent development lifecycle.

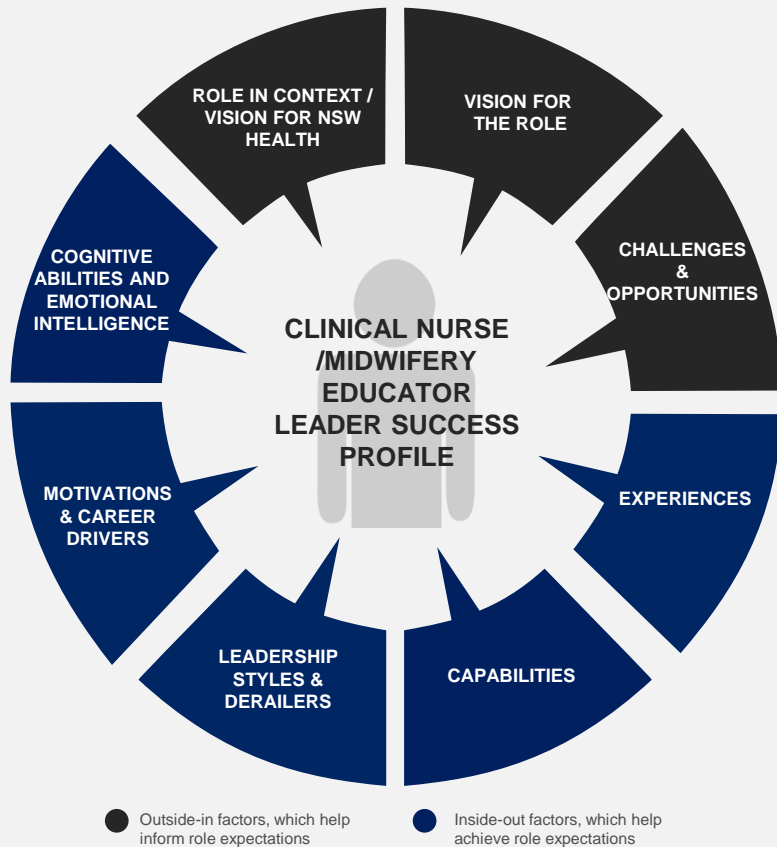


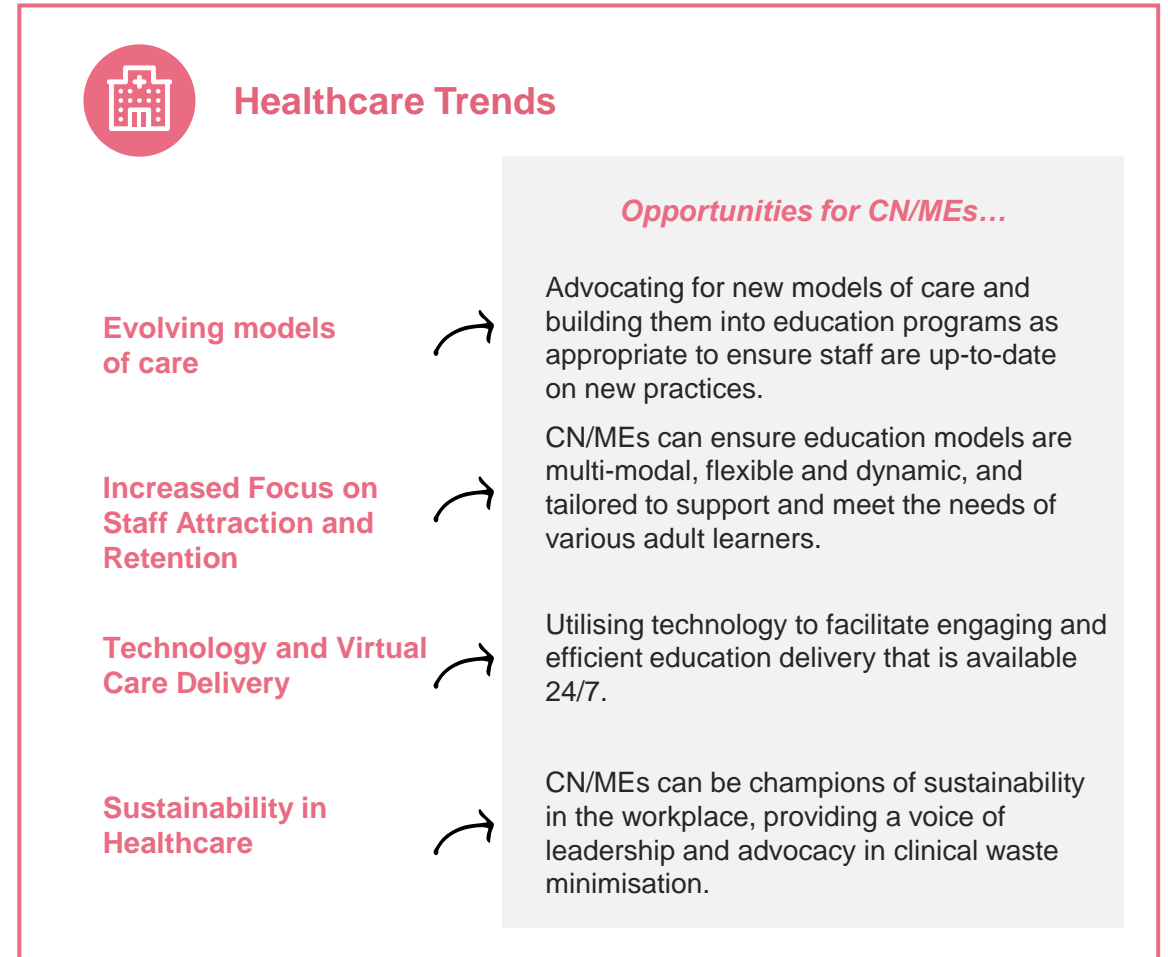
Figure 1: Leader Success Profile framework

The Leader Success Profile details the following

- 1 The **role in context** and vision for NSW Health, to provide direction on what future leaders need to achieve.
- 2 The **vision for the role**, to provide insight into what future CN/MEs need to strive for.
- 3 The **key challenges and opportunities** CN/MEs will face in leading health into the future.
- 4 The **experiences** leaders will need to have gained to successfully overcome leadership challenges.
- 5 The **capabilities** required to be an outstanding CN/ME and successfully navigate the context they are operating in.
- 6 The **leadership styles and derailers** that should be understood to best support success within the CN/ME role.
- 7 The ideal **motivations** of leaders aligned with the NSW Health direction and values.
- 8 The ideal level of **cognitive abilities and emotional intelligence** to effectively navigate role requirements and environment.

Role in context

CN/MEs are operating in a unique environment, influenced by both general societal trends and the rapidly evolving healthcare sector.



Vision for the role

Defining the future purpose and direction for the Clinical Nurse/Midwifery Educator

*“Clinical Nurse and Midwifery Educators **promote safe, high-quality and person-centred healthcare** by engaging nurses, midwives and the wider team in **evidence-based clinical education** at the point of care.*

*CN/MEs **role model best clinical practice** while **professionally developing** self and others and **facilitating change and transformation**. They are empathetic and approachable clinical leaders who **empower the workforce** by building **trusted relationships** and **responding to a wide range of educational needs.**”*

“All things we implement and role out are drivers for delivery of safe patient care, everything we do revolves around this”

- CNE

“[The CME role] is quite an influential role for the junior midwives, in becoming midwives that we want to work with in the future”

- CME

“We have the ability to influence culture and practice and provide another layer to nursing practice”

- CNE

Vision for the Role

The vision statement is underpinned by three core elements: engage nurses, midwives and the wider team in evidence-based clinical education, role model best clinical practice, and empower the workforce.

Engage nurses, midwives and the wider team in evidence-based clinical education

- CN/MEs develop, deliver and maintain education pathways that support the learning needs of new and existing nursing and midwifery staff as well as the wider team.
- CN/MEs tailor education strategies to the unique needs of the wide range of adult learners, ensuring staff are equipped with the knowledge and skills to deliver safe, high-quality healthcare and to work at the top of their scope of practice.

*“Safe and quality care should be the forefront of all we do. **Evidence-based practice should direct education.**”*
- CN/ME

*“Clinical education is constantly evolving and **CN/MEs need to be delivering up to date education to ensure high quality care.**”*
- CNE

Role model best clinical practice

- CN/MEs act as visible clinical leaders for nursing and midwifery staff, as well as the broader team.
- Role modelling best clinical practice both through education delivery and through their presence on the clinical floor.
- CN/MEs play a key role in driving change management and transformation for the organisation, identifying, leading and supporting opportunities for quality improvements and innovation, to enhance education and clinical practices on an ongoing basis.
- Working directly with nurses and midwives in developing skills and knowledge and ensuring staff are working at the top of their scope of practice

*“**Role modelling is incredibly important and I think that transformative leadership is powerful when done correctly.** Leading by example and supporting your staff shows that you can do it.”*
- CN/ME

*“**Our role is to role model and mentor an exceptionally high standard of nursing care and practice through the provision of fair and consistent clinical education.**”*
- CNE

Vision for the Role

Empower the workforce

- CN/MEs are clinical leaders who work in collaboration with the wider leadership team, empowering the workforce as they work towards a shared vision.
- CN/MEs build trusting and supportive professional relationships with staff, supporting them throughout all aspects of their careers and promoting collaboration and engagement among the workforce.
- Supporting staff with diverse backgrounds, learning requirements and experiences, analysing and adapting education approaches to empower staff in their roles and throughout their education needs.

*“It’s important to be an **approachable leader** as it facilitates a **good learning environment** for staff. It’s important to empower staff and encourage learning.”*
- CN/ME

*“**Feeling empowered** makes a lot of **difference to a person** and provides better outcomes for themselves and patient care.”*
- CN/ME



Key experiences

For the greatest success, CN/MEs will need to draw on their previous experiences and gain additional experience in multiple areas. The following **experiences** have been identified as critical by key NSW Health stakeholders and are supported by example experience indicators, which are provided for reference. These experiences can be applied regardless of location and setting, and may be gained in the CN/ME role or prior to entering the role.

Education and Development

Support the development of staff through education in line with best evidence-based practices; includes delivering education to staff and facilitating others to partake in education delivery.

Quality and Safety Measures

Support the provision of safe care and deliver services in accordance with national standards and supervise, mentor and support the workforce to promote a culture of quality and safety.

Facilitating and Supporting Change and Transformation

Work with staff and managers to successfully embed practice change and workplace culture transformation

Orientation of New staff

Facilitate the orientation of new or transitioning employees, inclusive of students and other learners, and clinically and professionally supporting/supervising them where appropriate.

People Leadership

Provide appropriate supervision and guidance at the point of care and act as a clinical leader to inspire, motivate and encourage the workforce to achieve their goals.

People Challenges

Provide guidance and support to people and staff with identified practice issues, and enable processes that support best practice and a positive learning culture within their unit/ward/facility.

Development of Others

Provide coordination and support for all nurses and midwives, ensuring they are able to apply their learning to clinical practice in a supported environment

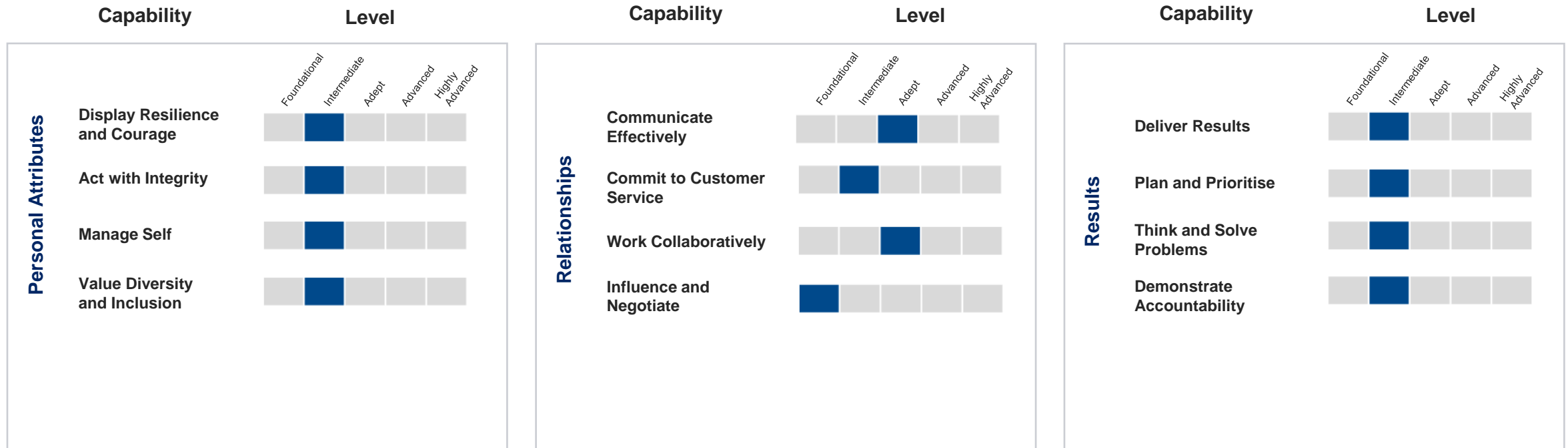
Clinical Teaching

Assess, plan, develop, implement and evaluate clinical teaching and education programs that are evidenced-based and meet identified learning gaps and priorities



NSW Public Sector Capability Levels

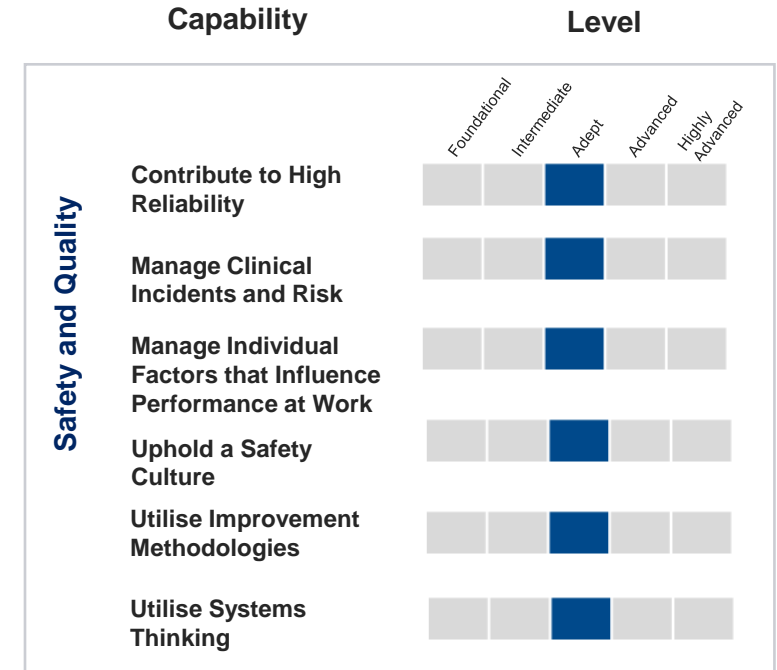
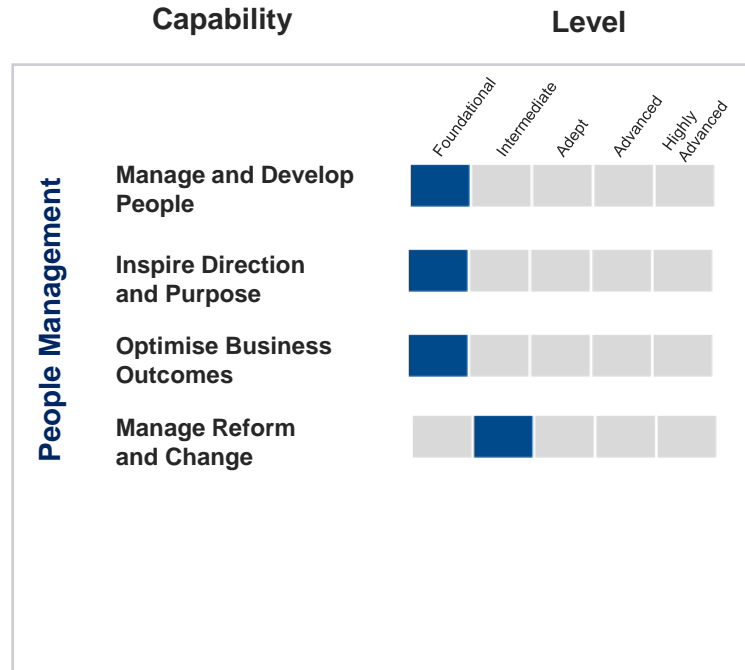
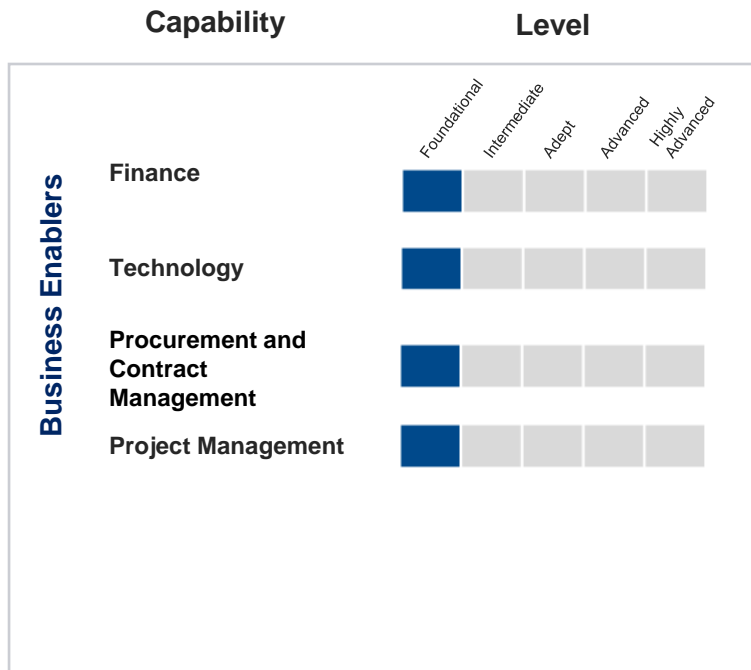
To enable the greatest success for CN/MEs in NSW Health, the following capability proficiency levels outline what an individual can aspire to. The capabilities list the ideal characteristics and experiences of an outstanding leader in the role. An individual can develop and where possible meet these capability levels over time, rather than when they first start in the role.



“You need to act with integrity, to always be professional, refer to policies and procedures and be a role model to staff.”
– CN/ME

“It is all about collaboration and team. The CNC, Educator and NUM should work together with a shared vision. You can’t lead in isolation.”
– CNE

NSW Public Sector Capability Levels



“CN/MEs should have foundational business enabler capabilities. It is everyone’s responsibility to use resources appropriately.”

- DoNM

*“The healthcare profession is ever changing and best practices need to be applied and followed based on current evidence and guidelines. **Encouraging small changes will help.**”*

- CNE

“Patient safety is the key role of all nurses. It is innate. It is intertwined into everything we do.”

- CNE

Leadership style

The below leadership styles are the personality attributes most appropriate to support leadership success for CN/MEs.

Resilient

Promotes and role models clear judgement and critical thinking ability in stressful situations

“Hospitals are often high pressure environments and as a leader you need to model [resilience] to ensure your colleagues also remain calm. Ensures good clinical decision making.”

CN/ME

Interpersonal Sensitivity

Creates a person-centred workplace that is socially and psychologically safe for all

“You need to be approachable as a CNE, staff will look to you for advice and if you are not approachable this can compromise both education and patient safety.”

-CN/ME

Learning approach

Detail-oriented, organised, conscientious, responsible and dependable. Willing to admit mistakes and rarely impulsive or spontaneous.

“It’s the CNEs responsibility to educate staff, so in turn we need to be learning oriented and seeking new information.”

CNE

Sociability

Outgoing and strong communicator

“A degree of charisma, confidence and relatability is required to engage learners in face to face or online learning. A lot of learning requires a socially safe environment..”

CN/ME

Potential derailers

The following attributes represent possible derailment tendencies which are capable of impeding success for a CN/ME.

Sceptical

Under stress or pressure, they can appear to be judgemental and cynical

“Sceptical people are likely to drive people away, so it is difficult to learn from them.”

CN/ME

Excitable

Under stress or pressure, they can swing from enthusiasm to being flustered, emotional and reactive.

“CNEs need to be calm and level headed. [Excitability] can derail the whole team, [we] need them to be a calming influence, not fuelling the fire.”

CNE

Leisurely

Under stress or pressure, they can be inefficient with time and appear uninterested and unmotivated to lead the team.

“Passive aggression does not foster good relationships”

CN/ME

Colourful

Under stress or pressure, they can become disrespectful and distracting from other priorities such as learning or care delivery

“Disrespectful staff can sabotage and be disruptive to the team”

CN/ME

Potential motivators

CN/MEs will likely possess the following motivators and values that drive them to be an outstanding leader.

Enjoyment

Works with enjoyment and enthusiasm and motivates and influences others to have passion for the role

“Enjoyment is a necessity of the CN/ME role to remain positive and influential”

CN/ME

Altruism

Desires to help others and contribute to society and the nursing and midwifery profession. Influences positive changes to the standard ways of working

“CNEs should be above the line in role modelling best practice .”

CNE

Recognition

Values recognition of achievement as a driver for progression and development. Provides positive reinforcements in overcoming challenges

“Positive reinforcement to help overcome the challenges staff have and feel they are making a difference and improving so they keep going.”

CN/ME

Cognitive abilities and emotional intelligence

The following ratings define the ideal levels of cognitive ability and emotional intelligence for CN/MEs leaders to successfully lead their teams to deliver.

Numeric reasoning

Ability to analyse complex numerical data and draw logical conclusions.



Verbal reasoning

Ability to analyse verbal or written communication and make decisions or inferences from the data.



Logical reasoning

Ability to quickly analyse patterns and trends within new or unique sets of data.



Emotional intelligence

Ability to recognise, understand and influence own and others' emotions.



*“For me, **emotional intelligence is a pivotal for a CN/ME** . We should be aiming for very strong in that space.”*


- DoNM

*“**Communication is the main part of our role.** We need to be able to listen to people and respond properly.”*

- CNE

*“In addition to analysing patterns, **CN/MEs need to have a creative element** – pulling together information for lesson plans or presentations”*

- LHD DoNM



“If you are motivated it is amazing how you can inspire a staff member to progress in their career. I love that I have been a part of the professional journey of some truly amazing nurses.”

- CNE