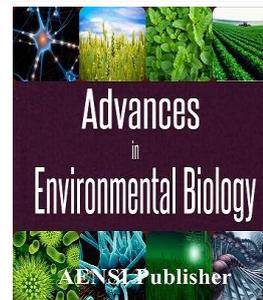




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The Effect Organization Learning on the Part of the Nurse's Leadership Style

¹Shahnaz Rezamand and ²Maryam Karimi

¹Master of nursing Student, Department of Nursing and Midwifery faculty, Isfahan (Khorasgan) Branch, Islamic Azad University, Isfahan, IRAN.

²Master of nursing Student, Department of Nursing and Midwifery faculty, Isfahan (Khorasgan) Branch, Islamic Azad University, Isfahan, IRAN.

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ABSTRACT

Effectiveness of operations and management skills of nursing managers, many benefits for health care organizations take the lead in this very key. Studies, training as a factor affecting the performance of leadership has been introduced and the continuous upgrading of skills in stress management. Investigators sought to organizational learning, with emphasis on the role of nursing leadership, programs and interventions and thereby, enhance their leadership performance. The purpose of this study was to determine the effect organization learning on the part of the nurse's leadership style. The study is of quasi-experimental study group, before and after the test. Data describing the effectiveness of leadership and reliability of the questionnaire is 0.95. 88 people, including 19 supervisors and 69 nurses participated in a teaching hospital of the census method. The questionnaire was completed by subjects, then the executive leadership of organizational learning content, communication and performance evaluation of lecture, group discussion and provides training scenarios and do was prepared to head. 2 months after the program was completed questionnaires by the subjects. Data using SPSS and descriptive statistics (frequency, relative frequency, mean, standard deviation) and paired t-test was used for analysis. Average score for the effectiveness of his own leadership style of head nurses' evaluations increased after intervention and the paired t test for significant differences in the mean scores from the perspective of the effectiveness of head nurses before and after the intervention ($p < 0.001$); but there was no significant difference in the views of the head.

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INTRODUCTION

Organizational learning is essential in life and the world needs more than ever felt led Lourenco. In this regard, in meeting the challenges of today's complex health professional, effective leadership in nursing and managers with flexible and adaptive leadership is essential. Effectiveness when applied to positions of leadership styles to suit every style and proportion to the applied position is called non-effective [13]. Leadership style is to understand the behavior of following the leader. [25] Effective leaders do not rely on just one style of leadership but to adapt your leadership style to suit the situation. [18,14] theories and models of leadership are different. Situational leadership model is the most important. This leadership model Hersey and Blanchard in the name of the provider of the name (Hersey and Blanchard) is known, illustrator four task-oriented leadership style is that of two main components) may explain the responsibilities of individuals or groups by the leader (and relationship-oriented) possible two-way or multi-way communication made. They believe that the leadership style depends on the level of preparedness followers and the ability and willingness of people to get ready to succeed in a particular task has been defined. They have stated that a "best" way to influence people there leaders need to be prepared according to the level of individuals, appropriate leadership style to choose, then it is the most appropriate leadership behavior for selected employees [13]. Learning organizations are phenomena that were raised at the beginning 90s. Due to the emergence of such organizations, theories and organizational change and development in the decades before so all organizations, extensive efforts have begun to survive and make fundamental changes in the structure and its foundation. Move vertically and

Corresponding Author: Maryam Karimi, Master of nursing Student, Department of Nursing and Midwifery faculty, Isfahan (Khorasgan) Branch, Islamic Azad University, Isfahan, IRAN.
E-mail: Maryam_karimi1358yahoo.com

active learning organizations. In these organizations, all the components are intimately related, and so that "Peter Drucker" These organizations will be similar to the orchestra but the important thing is that everyone is playing his instrument all of the musicians who are deeply involved with the conductor. The result is a rhythm. Today, it is the nature of learning organizations with extensive staff and with different cultures and activities are still growing. In several studies the facts and figures that can confirm that a majority of the directors of hospitals, the effectiveness of leadership is not enough; because the majority of these studies have shown that autocratic leadership style of managers, however, the changing environment of hospitals, there cannot be a dominant style of the "best way" to influence individuals [21,32], the lack of adaptability between leadership style and employee readiness existed in some studies [5,25].

Theoretical:

Organizational Learning:

Learning is a lifelong process, has several definitions. From the standpoint of the individual, learning, access to information, understanding and skill acquisition. In terms of organizational learning, to obtain traditions, visions, strategies and knowledge transfer centers. Of course, both approach, learning innovation, recognition, creativity, discovery and production of new knowledge along. Fayv1 and Laylz of organizational learning as "the discovery and correction of errors" are mentioned. Organizational learning, long-term activity that is competitive conditions in terms of utility. Learn the key factor for an organization that wants to remain in the new world economy. Peter Senge believes that the only long-term source of sustainable competitive advantage for organizations to learn faster than your competitors, and if the organization is to achieve this, competition from other organizations will be more effective and efficient. Perspective of organizational learning occurs when information is collected for the purpose of developing new facts, analyze them, it creates a new perspective through communication, education and dialogue and interaction to transfer all organizational levels. I.e., organizational learning how to learn or element of knowledge in an organization deals.

Organizational Leadership:

One of the major tasks has been placed in charge of management, leadership of the organization. The foundation of a leader of his influence on the organization's members and the population is driving progress and achieve the targets produce and this is a manager at the head of institutional duties. The definitions of the organization's leadership are often based on the effect and influence the performance of organization approach is to create maximum efficiency. Most of the leaders of the organization, strategies and programs for long-term care and within organization specific activities that have significant value once, assigned to the relation of the three major responsibilities of each leadership style are:

Create a favorable framework for change creating a sense of ownership and commitment to the people organization to balance the consolidation of the existing and innovative approaches to achieve the desired status style of leadership or management determines the atmosphere and culture of the organization and strategies of the organization. Leadership style set of attitudes, traits and skills of managers the operating system is based on four values, confidence in staff, leadership tendencies and the nature of the activity and the sense of security in ambiguous situations are formed. Researchers have proven that they can distinguish leaders in organizations towards each other. Strong leadership and a unique ability to create a unique corporate culture and its employees suggest that the optimal way to recognize and the fact that they want their leaders to identify the organization to reach the ideal situation is depicted by the organizational wisdom, cooperation and partnership. Research on organizational behavior have different styles of leadership, for example, can be an effective leader, transformational leadership, servant leadership, charismatic leadership, strategic leadership and named. Also, studies have shown that organizational success depends on effective leadership is based on the behavior and leadership style is created. Effective leadership components such as motivation, delegation of authority, team empowerment, and continuous improvement of performance, quality perspective, inspiring and mentoring divided. Moreover, experience shows that parameters such as emotional intelligence, extroversion, risk, intelligence, cognitive biases, organizational culture and business environment and the impact of leadership style and leadership style, there is a significant relationship between these factors. Leadership style is indicative of how they interact with their employees in this connection it should be noted that a particular leadership style is not appropriate for all situations a manager can be in different situations and different styles of leadership for your organization chooses. Since the leadership style practiced by managers in organizations and one of the factors affecting creativity, motivation, job satisfaction and increase the effectiveness and efficiency of the organization; we identify and evaluate different styles of leadership and the importance of its applications and their recognition is important.

Literature:

Research shows that the use of the learner's first nurse managers can improve the quality of care, empowerment and effective protection of nurses; secondly, many of the managers' skills are not fully developed

and applied [8,16]. In this regard, Cohen [6] reports that, unfortunately, nurse managers to provide leadership behaviors and support nurses are empowered [6]. Dehghan Nayeri and others [9] in a qualitative study suggest that nurses, increase your productivity and nursing team depends on knowledge management knowledge management knowledge and why management training courses for all managers, supervisors need to consider nursing as [9]. Al shuaiby [2] believes that the wrong choice of leadership style due to non-effective leadership of the organization and inadequate management of information and knowledge is a barrier for Leadership [2]. Cummings Wong [7] led to a systematic study of the literature to determine the relationship between patient and nursing leadership efficiency found descriptive essay about there being 7 the results indicate the existence of a relationship behaviors leadership positions in nursing and patient outcomes have been receiving services [30]. Patient satisfaction and effective use of human resources are also found two cases of successful leadership and effective organization [18]. The results Purcell and Milner [26] found that managers were admitted after passing the organizational learning their responsibilities And its function is not known until after not knowing what to do to meet the health and argued that organizational learning courses to enable them to improve their department's clinical competence. [26] The results of Wilson [31] also showed that organizational learning programs can also improve the quality of nursing work life, commitment to organization of nursing and nursing management to enhance trust [31]. The significance of organizational learning can be designed from the Swearingen and Korikoloma [27] noted for organizational learning, beginner to advanced levels defined and believes it should be possible for nursing leadership training and then to identify the impact of teaching and learning improvement leaders; continuous evaluation of the training process is done [27]. Creating a favorable environment for the empowerment of nurses' clinical activating the managerial skills and abilities they need to perform head [20]. However, due to organizational problems manpower available, interested enough to make maximum use of their abilities and you do not know the purpose of the organization; including the problems of organization, leadership style is used by managers [3]

MATERIALS AND METHODS

This is a single-group study, before and after. Head all the research community comprised of hospitals and nursing staff. Head features at least 6 months of work experience in managerial jobs at this location and the characteristics of the nursing staff at least 6 months experience in the sector of employment; the ability to comment on the questionnaire applied to have their head nurse leadership style. In this study, a number of research groups from all and according to their willingness to participate in the study were determined. All 19 subjects were recruited as Head of Research and the nursing staff are qualified, they were willing to cooperate were determined in 83 patients before intervention; after the intervention, 69 nurses completed the questionnaire. Independent variable on the dependent variable of organizational learning and effectiveness indicators and leadership style and adapt their head. Standard questionnaire is "The effectiveness of leadership and adaptability" (Adaptability Description) Leadership Effectiveness. This self-report questionnaire the nurses' LEAD-self and the LEAD-other. Head nurses' self-assessment questionnaire and a questionnaire were completed by nurses. Each of the 12 questionnaires describing the situation and respond to any situation, there are four; each of the responses indicated a leadership styles Hersey and Blanchard's situational leadership theory is defined in four styles:

- S1: instruction / guidance (function above graph, the relationship between low orbits)
- S2: Feasibility / manager) task-oriented and relationship-oriented high)
- S3: corporate / conservative (low task-based, relationship-oriented)High,
- S4: Empowering) task-oriented and relationship-oriented low)placed.

Head and nursing staff should be read after each occasion the questionnaire, one of four distinct behaviors to the nearest represent the position of the head is elected. The demographic characteristics of nurses and head nurses at the beginning of each questionnaire were given. For example, a situation questionnaire evaluation and interpretation of analysis are listed below. Location: The staff is friendly conversation and you do not pay attention to their situation. Their performance is declining rapidly. You...? A (the use of harmonized guidelines and stressed the need to run away. B (gets ready for discussion but does not impose itself. C (after discussion with staff determines your goals. (D deliberately avoided any involvement from you. Analysis position on top of the group with the ability and desire) prepare (low. The most appropriate style for the most unfavorable position of leadership style grammar and style in this position of leadership style are delegated. Thus, according to the definition of leadership behaviors, the "A" style command) 3. The adaptability and efficiency score of 2+ (option "B" participatory style) score of 1 to 1. The effectiveness of adaptation (option "the "justification style) score of 2 on compliance and effectiveness +1 score (and the" T "style delegate) score of 0 to 2. The applicability and effectiveness is. This was any other situation analysis. It is worth mentioning the questionnaire used in this society, the reliability of 0.94) self (and 0.95) evaluation of personnel (in this climactic [24] is used.

He used to estimate the reliability of the studies, in order to assess the leadership style of head with tool LBDQ and measuring the variables by means of LEAD, reliability was calculated using the Pearson correlation test.

Effectiveness and adaptability of leadership, based on the inventory is determined by LEAD. Each of the options is rated at +2 to -2. Based on the total score obtained, the effectiveness of effective leadership style 2 level (+24 to + 1) and Ineffective (-24 to -1) is placed. Leadership style adaptability in 3 levels: low (0-23), adaptability medium (24-29) and high adaptability (30-36) is placed. After receiving a letter of introduction from university research management, ethics committee approval and permission from the president of the hospital, all managers and staff of the hospital nurses were invited to participate in the study and after their approval; nurses' self-assessment tool was available under the Code. Participants were assured that the information will remain confidential.

The questionnaire was completed by subjects. After coordination with the educational supervisor, supervisors, is program formulation and implementation of organizational learning based on training needs assessment was conducted. This Pourfarzad et al [25] to evaluate the performance of the leading teaching hospitals showed head 2.76% of supervisors in this study had not participated in any kind of organizational learning before the study, said the study was considered the basis of preliminary according to the results, performance improvement, leadership and organizational learning program was targeting. The program is designed for one-day theoretical and practical training, organizational learning and was considered the leader. The content provided in section 3 focuses on the issues of communication, performance evaluation heresy and Blanchard's situational leadership theory. Two key components of leadership behaviors in leadership positions is "task-oriented and relationship-oriented". Since the task-oriented behavior in the evaluation of the performance of such duties to tell the staff is ... More relationship-oriented behaviors and principles of effective communication on issues such as feedback, active listening, etc., at the beginning of the meeting, issues related to the performance evaluation of communication and expression. The situational leadership, fitness levels and styles of leadership style appropriate to define and implement a personal fitness level were analyzed. In addition determining the content of each section, each speaker to deliver experiences and current views on the subject of the importance of learning. Teaching methods focus groups and provide training to supervisors Boklt scenario was performed. Researchers used the planning of organizational learning leadership behavior analysis, two examples of leadership positions that are prepared to face it head and for the further implementation of development programs were implemented at the end of the training session. Researchers to develop and introduce several clinical situations) training scenarios (with the finding in the research, discussions with supervisors and observe their performance multi-position design, appropriate to the situation and the conflict with the position of head of paid and the following two clinical situations in organizational learning.

Clinical setting 1: participative style and your delegation as head of the problems encountered are as ineffective performance evaluation process. So that this problem, as well as a major challenge from the perspective of other head and try solve this problem. In your opinion, according to the head of the hospital's ability and willingness to solve the problem of how to behave, how to be a leader? Leadership Behavior Analysis: According to accept the problem and is defined by the majority of supervisors and expressed their willingness to solve this problem and direct involvement in the process of evaluating the performance of management category, using participatory and empowering style can be the most appropriate choice. To the head of participatory ways of meeting their employees benefited Comments after analyzing the current situation, to investigate the causes, solutions and their problem-solving process and even to nurse satisfaction with the outcome of evaluation, part of the monitoring and corrective feedback during the wet nurses deserve to be delegated; in addition to addressing vulnerabilities during the evaluation of several approaches have been tested and the results are more realistic estimate.

Clinical status 2: Leadership style and grammatical justification recently new nurses do is enter your sector.

Leadership behaviors by you (head) in this situation, how should it be?

Leadership Behavior Analysis: According to the novice nurse, task-oriented behaviors head should be high. For example, say Duties, novice nurses familiar with the current standard of care, guidance and direct supervision to ensure a properly functioning and behavior in relation to the above graph, such as feedback, encouraging and to promote the performance takes place, so the nurse is in need of guidance and support. To demonstrate the feasibility of the design and style of command and were faced with a situation where the majority of supervisors were investigated. In this position, the researchers new nurses into the work they have been defined. Leader behavior by supervisors to guide and support the nurse was challenged. Quantity and quality assessment sessions were used to assess the success of the program. Get all the feedback from supervisors) to complete a special form designed by the Office of Continuing Medical Education (indicating understanding trained and their positive view of the need to repeat or expand the contents of the scenarios were seen. After running the program with more emphasis on the implementation of routine surveillance supervisors And lack of emphasis on the experimental study period Boklt within 2 months, questionnaires were completed by subjects. After collecting the questionnaires is the sum of the scores. The results using the SPSS16 and descriptive statistics (frequency, prevalence, mean, and standard deviation) paired t-test was used for analysis.

Results:

Head 2.84% female, 4.47% aged 35 to 40 years. The mean and standard deviation is 75.17 ± 45.4 respectively. The 7.95% of nurses were female and the majority of them (29%) were aged 25 to 30. 21.8 ± 86.9 \pm SD of them were determined. The effectiveness of leadership style of head nurses' practices before and after the intervention compared with 40 (58%) 63 (3.91%) increased. 7.94%, in view of their head (self) before and after the intervention was effective leadership style (Table 1).

Table 1: Distribution of subjects by determining the relative effectiveness of leadership style of head both before and after the intervention.

Effectiveness	Nursing staff		Matron	
	Step ago	Next step	Step ago	Next step
Effective	40(58%)	63(91/3%)	18(94/7%)	18(94/7%)
Non-effective	29(42%)	6(8/7%)	1(5/3%)	1(5/3%)
Sum	69(100%)	69(100%)	19(100%)	19(100%)

Table 2: Determine the effectiveness of leadership style in the head before and after the intervention

Effectiveness	Nursing staff		Matron	
	Step ago	Next step	Step ago	Next step
	X \pm sd	X \pm sd	X \pm sd	X \pm sd
	1/66 \pm 6/34	6/65 \pm 4/76	6/78 \pm 4/23	8/36 \pm 5/11
Paired t-test	P<0/001 t=5/03		P=0/39 t=-0/87	

However, the average score of the effectiveness of intervention increased head at a later stage; the results of the analysis using a paired t test showed difference between the mean scores before and after intervention to prove the effectiveness of the head. In this regard, the average score for the effectiveness of leadership style of head nurses of 1.66 ± 6.34 to 6.65 ± 4.76 increased the paired t-test showed no significant difference between before and after the intervention ($p < 0.001$) (table 2) Head nurses' leadership style adaptability of the method was further intervention at a later stage than before; why the low adaptability of 81.2% to 55/1% decrease and increase the adaptability of medium to 43.5% (Table 3). Table 4 also shows that the mean of the adaptability of the leadership of head nurses from 19.93 ± 4.56 to 22.63 ± 3.37 has improved. Paired t test showed a significant difference between the mean scores from the perspective of the effectiveness of head nurses there before and after the intervention ($p < 0.001$); however, in their view, there was no significant difference ($p = 0.35$).

Table 3: Distribution of subjects by determines the relative frequency adaptability leadership style of head both before and after the intervention.

Adaptability	Nursing staff		Matron	
	Step ago	Next step	Step ago	Next step
	Frequency %	Frequency %	Frequency %	Frequency %
Adaptability High	1(1/4%)	1(1/4%)	0(0%)	2(10/5%)
Adaptability average	12(17/4%)	30(43/5%)	9(47/4%)	8(42/1%)
Adaptability down	56(81/2%)	38(55/1%)	10(52/6%)	9(47/4%)
Sum	69(100%)	69(100%)	19(100%)	19(100%)

Table 4: Comparison of adaptability determination and leadership style in the head before and after intervention by way of self and nurses'

Adaptability	Nursing staff		Matron	
	Step ago	Next step	Step ago	Next step
	X \pm sd	X \pm sd	X \pm sd	X \pm sd
	19/39 \pm 4/56	22/63 \pm 3/37	23/31 \pm 3/43	24/63 \pm 3/97
Paired t-test	P<0/001 t=-4/71		P=0/39 t=-0/95	

Discussion:

Schilling [28] states that the leaders of the three factors required for effective leadership, leadership behavior, indeed, their employees and the work environment and focus on improving the efficiency of their behavior [28] the results of the analysis using a paired t test showed difference between the mean scores from the perspective of the effectiveness of head nurses before and after treatment were observed; so that if 8 5% of nurses were expressed in the pre-intervention the head has an effective leadership style, then the 91.3% had improved; however, the majority of supervisors) (7.94%) in their view) self (before and after the intervention was effective leadership style. In other words, the effectiveness of the report by the head is 36.7% over the nursing staff before the intervention. However, the average score of the effectiveness of intervention increased head at a later stage; the results of the analysis using a paired t test showed difference between the mean scores before and after intervention to prove the effectiveness of the head there (Table 1 and 2), the authors of the study, the findings of the self-incompatibility and nurses' self-reports on the effectiveness of interventions before they head. However, assessment of head nurses' means the following observation and nursing experience, lead to greater acceptance and credibility of the results of this study will enhance the effectiveness of the intervention. The head 5 teaching hospitals in Isfahan Pourfarzad et al study [25], self-efficacy scores than nurses were measured; the independent t-test, a significant difference in the effectiveness of leadership style was

shown from two perspectives. Results McElhaney [11] also showed nurses, managers have reduced the effectiveness of the leadership style of managers have set; should be noted that self-evaluation is always the desire to "see above". The findings confirm that there is no significant improvement in the way of self-efficacy before and after the intervention; you can pour the study Zaeimipour [32] noted that the training of educational programs, despite the increase in efficiency scores did not show significant results.

The results of the present study were to answer the question of who "adapt their leadership style head teaching hospital of the view and nursing staff how?" Showed that the growth adaptability) promotion means (after intervention practices and nurses' self exists; this difference is statistically significant difference between mean scores of Supervisors adapt their views before and after the intervention. Hersey and Blanchard's situational leadership theory using the adaptability of an individual's leadership style, however, is also based on this theory, each size is greater flexibility and adaptability in leadership style, consequently resulting in the organization will be more effective [13]. Nassar [23] also suggests that success depends on the flexibility and adaptability of nursing management leadership styles in different situations Joost [17] acknowledges that due to the front of the head with a paradigm shift in health care, they need to further adapt to new realities to guide and influence the behavior of the caregiver.

Head nurse and 288 participants from 42 Pourfarzad et al [25] to evaluate the adaptability of leadership style of head teaching hospitals, it was estimated that the majority of subjects) and head nurse (low adaptability to the head are determined and independent t-test, showed a statistically significant difference between the results, so that the head of his leadership style more consistent with the known position. Which was consistent with the results of the present study; the head adaptability scores) were calculated based on test instructions (from weak performance in selecting the appropriate style based on the location and the staff are ready to be sent in before the intervention. Also, a very small percentage of supervisors were able to climb the high adaptability) Table 3 and 4. (The authors describe analysis results indicate that organizational learning is effective on the leadership of the head, although significant differences between the mean scores of effectiveness and supervisors and adapt their views before and after the intervention.

Following the results of the study suggest that interventions to learn in different ways with different time on different levels of nurse managers employed and its effects on skill upgrading functions were measured and their leadership, including Mahmoudi Rad study [22] showed that the application of business models based on the expectations of management competence in nursing has the effect was [17]. 4 days 2 weeks apart from each other with the critical leadership skills to first-line nurse managers by Weston et al. 2008, improve leadership competencies in all aspects of their views and supervisors were concerned; furthermore, the evaluation found that supervisors before the first line managers' leadership competencies) contributors (the higher of them were measured [29] Meetings learn supervisors 4 times during a month with the topics of eadership and management in nursing by Khdayaryan [19] and return the completed application form to the weekly self-assessment led to believe that he felt the presence of top managers, competent and qualified professional for control, monitoring and evaluation, partnership opportunities, identify and explain the correct professional expectations, and provide the support needed to be created to pay tribute to the work of nurses [19].

Finally, Komingz and colleagues conducted a comprehensive review in 2008 as factors affecting the nursing leadership and the company is a leader in educational activities among these factors; so that all 9 studies referred to in this section refer to the impact of educational interventions have the findings with pre and posttest of skills and leadership competencies measured or observed by their performance evaluated and published with varying degrees of efficiency when training) 3 days to 18 months (and ways of learning and teaching in the planning studies. Then Kvmynz authors quoted above studies noted that the duration and training programs play a major role on the expiry date and effective leadership behavior is highlighted. In this study, however, was but of short duration training programs in addition to the lectures, discussion of educational practices and provide scenarios and provide training to supervisors were Boklt. Also supporting the pursuit of stability superior managers use effective leadership style of head and the continuing effects of the training have been effective. Due to the fact that the audience learn in this study were head in planning this move for change in knowledge there supervisors and performance feedback for correction and improve the quantity and quality of managerial practices by the supervisors before the intervention took place; in other words, the behavioral changes observed from the perspective of nurses is subject to the obligation to implement the functions of the head had been taught; however, there is a change in behavior, motivation regulatory and supervisors in order to change the behavior of supervisors, no doubt, can result in better efficiency.

Conclusion:

The findings of this study showed the program is led by the head of organizational learning leads to improved performance from the perspective of nursing staff and enable them to play a more effective treatment has on various occasions. So education is an inevitable necessity; but according to the current situation described yet the ideal situation is defined in scale efficiency and adaptability researchers distance away and this was probably due to the short period of training, there was no monitoring program for supervisors and

managerial experience, skills upgrading courses by 9 of the head (47.4%) know; in order to address the planning of training and development of all hospital managers to develop management and promote nursing leadership will result in a more appropriate the ultimate health is essential to achieving development goals and can be stated strongly that the results and achievements of managers, qualified rehabilitation personnel would be subordinate. Due to the fact that this study was conducted as a single group, it suggests that the study and the control groups, longer duration of intervention and monitoring program will be implemented in conjunction with other interventions. Personality differences such as the level of interest in learning and applying them to head and acceptance of the need to change in order to stabilize it and understand its behavior by nurses, the individual judgments in questionnaires, and the organizational culture and climate of the uncontrollable variables that were used in this study and one of the limitations of the study are discussed. Other restrictions are loss of nurses after the intervention. Furthermore, in order to reduce bias caused by the head of the personnel working in the morning or even the presence of researchers and other staff nurses were allowed the opportunity to complete and submit the questionnaire.

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