**Abstract formatting instructions** (abstract to be saved as a Word document)

Title

* Bold, 12pt Arial Font, Centre alignment, Capitalise main words

Authors

* 12pt Arial Font, fully justified. A line should be placed between the title and authors. Full names of authors should be listed and middle initials provided if applicable. Underline the presenting author’s name.
* Author affiliations should be numbered and shown in superscript after the last name of each author. Numbers should be separated by commas when there is more than one affiliation.
* Each affiliation should appear on a separate line and numbered.
* Double space between author affiliations and abstract text.

Abstract text

* 12pt Arial Font, justified. **Abstract text should be limited to 300 words** (excluding the title, authors, and author affiliations)

Headings

* Background
* Methods
* Findings
* Conclusions

**Abstract Template (Example)**

**Making Leadership Learning Visible:  How Clinical Nurse Leaders learn to lead in practice**

Jo M. Blog1 and John K. Smith2

1 School of Medicine, University of Tasmania, Hobart, Tasmania, 7000, Australia

2 Quality and Safety, Department of Health, Melbourne, Victoria, 3000, Australia

**Background:** Leadership ranks among one of the highest researched and debated topics in the social sciences. However, despite the large volume of scholarship on the topic, leadership and in particular leadership development within nursing practice, is not well understood. Leadership in nursing plays an important role in quality of patient care and is a driver for change, shaping the future of nursing. There is a need to ensure that leadership learning is integrated into an organisational culture. Maximising opportunities in practice to learn to lead successfully are dependent on making the processes of leadership learning visible. Learning to become a Clinical Nurse Leader (CNL) is a complex dynamic social process.

**Methods:** To comprehend how CNLs have learned to lead in practice in an acute care context, a grounded theory study was utilized. Grounded theory as an approach is particularly suitable for developing a sensitive understanding of this process. Semi-structured interviews were conducted with 15 senior nurses to enable the collection of in-depth data of naturalistic learning.

**Findings:** Results of this study indicate that the recognition of the impact of significant people, optimizing staff relationships and bringing in the personae are core issues to nursing leadership development. Most participants articulated an awareness of learning, resulting in the acquisition and implementation of new knowledge and more importantly changed behaviours, contributing to their leadership development.

**Conclusions:** This paper will present the emerging theory of learning to lead, making sense of leadership learning in practice. In addition, strategies and recommendations will be discussed to assist health care organisations to develop their CNLs.