

# Klinisch leiderschap ontrafeld: Het fundament van klinisch leiderschap

Professor dr. Ellen Vlaeyen

Studiedag Klinisch leiderschap: Geen positie, wel invloed!

18/10/2024

**KU LEUVEN**



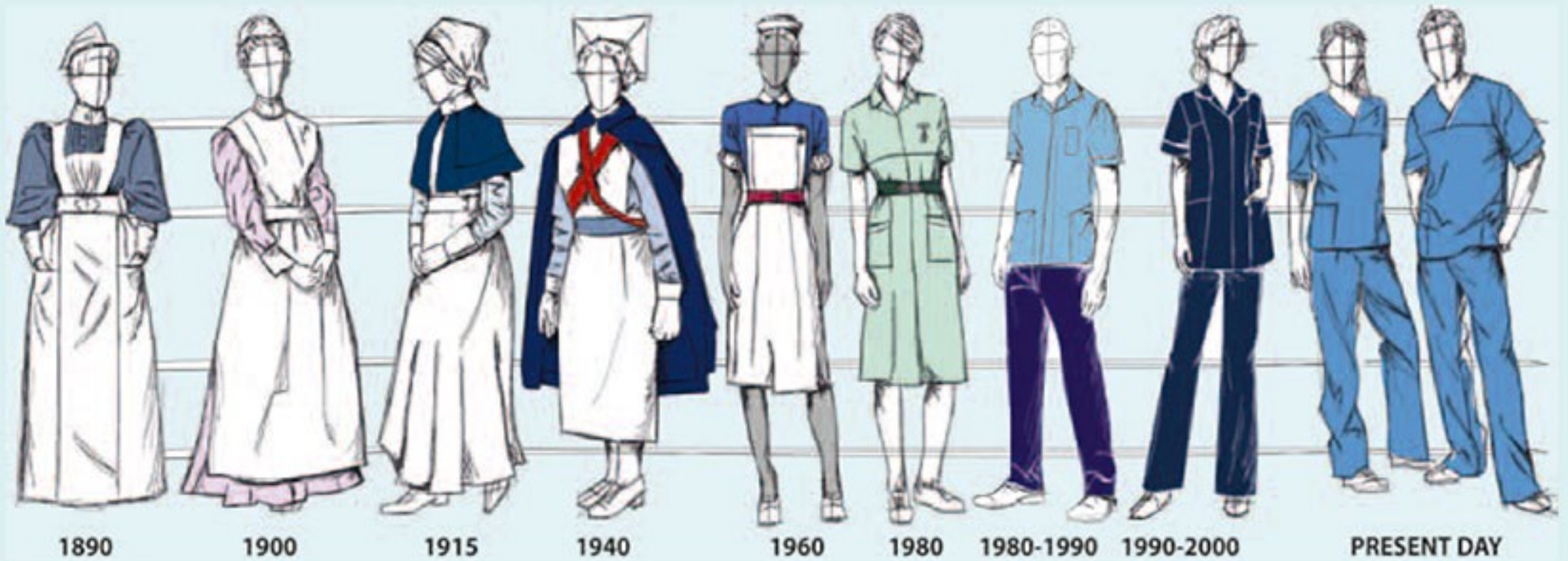


Doel?



**Klinisch  
leiderschap  
onder de loep  
nemen**

# Verpleegkunde = constant in ontwikkeling



(Catanzaro et al. 2012)



# Recente ontwikkelingen: Hervorming van het verpleegkundig beroep



Persbericht 24 april 2023

## Hervorming van het verpleegkundig beroep

Gezondheid is ons allerhoogste goed. Investeren in onze gezondheidszorg is investeren in ons allen. Van bij haar aantreden, in oktober 2020, investeerde deze regering miljarden euro's om ons door de gezondheids crisis te loodsen én ons zorgpersoneel te ondersteunen én te versterken: voor meer handen aan het bed, een betere verloning, en betere werkomstandigheden. Met betaalde opleidingen op de werkvloer moedigen we mensen buiten de zorg bovendien aan de overstap naar de zorg te maken en zorgen we ervoor dat jongeren onmiddellijk na hun studie in de zorg aan de slag kunnen. Omdat de personeelsschaarste zo acuut is, namen we ook een aantal noodmaatregelen: zo hebben we het gedurende de pandemie (tot 1 april jongstleden) voor gepensioneerden, jobstudenten en vrijwilligers financieel interessanter gemaakt om tijdelijk in te springen; voor gepensioneerden wordt dit verlengd tot 1 oktober 2023. Ondanks al die inspanningen en investeringen is het duidelijk dat - in samenspraak met alle betrokkenen in de zorg - een allesomvattend plan nodig is om onze zorgberoepen aantrekkelijker te maken in de toekomst. Samen met de sociale partners van de federale zorgsectoren werken we daarom verder aan onder meer de Toekomstagenda voor het Zorgpersoneel.

- Nieuwe visie op taken VPK (taakdifferentiatie, taakdelegatie, taakverschuiving)
- Nieuwe zorgladder (doorgroei-mogelijkheden)
- De bekwame helper

# Recente ontwikkelingen: Verschillende rollen

## *Algemene zorg:*

Niveau 4 = zorgkundige

Niveau 5 = **basisverpleegkundige** (= nieuw beroepsprofiel in de verpleegkunde)

Niveau 6 = verpleegkundige **verantwoordelijk voor algemene zorg**

## *Gespecialiseerde zorg:*

Niveau 6 = gespecialiseerde verpleegkundige

## *Advanced Practice Nursing:*

Niveau 7 = verpleegkundig specialist

Niveau 8 = **klinisch verpleegkundig onderzoeker** (= nieuw beroepsprofiel in de verpleegkunde)

# Recente ontwikkelingen: Hervorming van het verpleegkundig beroep – Aanpassing WUG

BELGISCH STAATSBLAD — 08.03.2024 — MONITEUR BELGE

31107

FEDERALE OVERHEIDSDIENST VOLKSGEZONDHEID,  
VEILIGHEID VAN DE VOEDSELKETEN  
EN LEEFMILIEU

[C – 2024/001909]

29 FEBRUARI 2024. — Koninklijk besluit tot vaststelling van de datum van inwerkingtreding van de wet van 11 juni 2023 tot wijziging van artikel 124, 1°, van de wet betreffende de uitoefening van de gezondheidszorgberoepen, gecoördineerd op 10 mei 2015, teneinde de wetgeving betreffende de uitoefening van technische verpleegkundige verstrekkingen door een mantelzorger of door een bekwame helper, hierin aan te passen, en tot vaststelling van de lijst van de technische verpleegkundige verstrekkingen die kunnen worden toegestaan aan een bekwame helper, alsook de voorwaarden voor de uitoefening ervan en de vereiste opleidingsvoorwaarden voor die toelating

SERVICE PUBLIC FEDERAL SANTE PUBLIQUE,  
SECURITE DE LA CHAINE ALIMENTAIRE  
ET ENVIRONNEMENT

[C – 2024/001909]

29 FEVRIER 2024. — Arrêté royal fixant la date d'entrée en vigueur de la loi du 11 juin 2023 modifiant l'article 124, 1°, de la loi relative à l'exercice des professions des soins de santé, coordonnée le 10 mai 2015, en vue d'y adapter la législation relative à l'exercice de prestations techniques infirmières par un aidant proche ou par un aidant qualifié, et fixant la liste des prestations techniques de l'art infirmier pouvant être autorisées à un aidant qualifié, ainsi que leurs conditions d'exercice et les conditions de formation requises pour cette autorisation


# Recente ontwikkelingen: Het gestructureerd zorgteam



federale overheidsdienst  
**VOLKSGEZONDHEID, VEILIGHEID VAN DE VOEDSELKETEN EN  
LEEFMILIEU**

[Home](#) / [Documenten](#) / Advies 2023-06 betreffende het gestructureerd zorgteam

## Advies 2023-06 betreffende het gestructureerd zorgteam

	
<b>CFPP-CTPP/2023-06/Equipe de soins structurée</b>	<b>FRPB-TCPB/2023-06/Gestructureerd zorgteam</b>
<b>Direction générale Soins de Santé</b>	<b>Directoraat-generaal Gezondheidszorg</b>
Professions des soins de santé et pratique professionnelle	Gezondheidszorgberoepen en Beroepsuitoefening
Cellule organes d'avis et réglementation	Cel adviesorganen en regelgeving
Avenue Gallilée 5/2 - 1210 Bruxelles <a href="http://www.health.belgium.be">www.health.belgium.be</a>	Gallieleaan 5/2 - 1210 Brussel <a href="http://www.health.belgium.be">www.health.belgium.be</a>



KAN ER IEMAND  
MIJN KUSSEN  
EENS OPSCHUDDEN?

DE VERPLEEGKUNDIG SPECIALIST  
IS NAAR DE EXPERTENGROEP, DE  
REFERENTIEVERPLEEGKUNDIGE NAAR  
DE VAKGROEP, DE HOOFDVERPLEGER  
NAAR DE DIENSTHOOFDENVERGADERING,  
DE BEGINNENDE VERPLEEGKUNDIGE  
NAAR DE VORMING EN DE PRO-  
FESSIONELE VERPLEEGKUNDIGE IS  
IN INTERVISIE MET DE GEVORDERDE  
VERPLEEGKUNDIGE...  
'T ZAL VOOR MORGEN ZIJN!



# Complex Adaptive Systems



- Action → reaction (Newton)
- Predictable outcomes
- Linear thinking

# Complex Adaptive Systems



- Relationships between parts are more important than the parts themselves
  - Minimum specifications yield more creativity than detailed plans
- Complexity thinking

# Complex Adaptive Systems



= Health care

Although health care depends largely on productive interaction, the organisation & management of its delivery surprisingly does not always reflect this insight

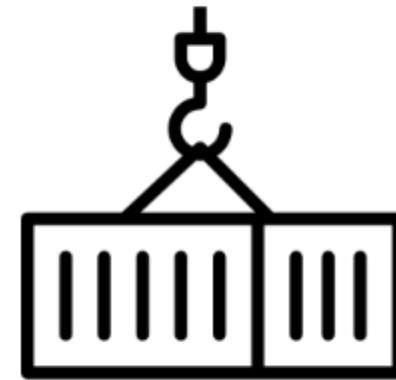
Wat is leiderschap?







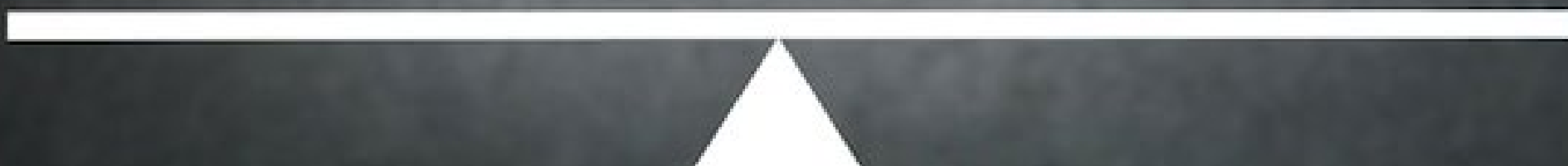
# Leiderschap: Hype or proven concept?



(Northouse, 2021; Avolio 2004)

**LEADERSHIP**

**MANAGEMENT**





**Figure 1: Comparison**

**Process**

Vision Establishment

Human Development  
and Networking

Vision Execution

Vision Outcome



on  
vision  
the vision

direction  
and  
at the vision

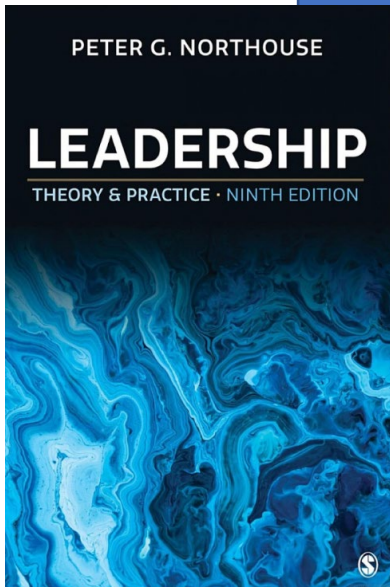
rs to change  
iving

such as new  
bor relations

# Wat is leiderschap?

*“A proces whereby an individual influences a group of individuals to achieve a common goal”*

Invloed =  
de essentie van  
leiderschap



(Northouse, 2021)





# Wat is leiderschap?

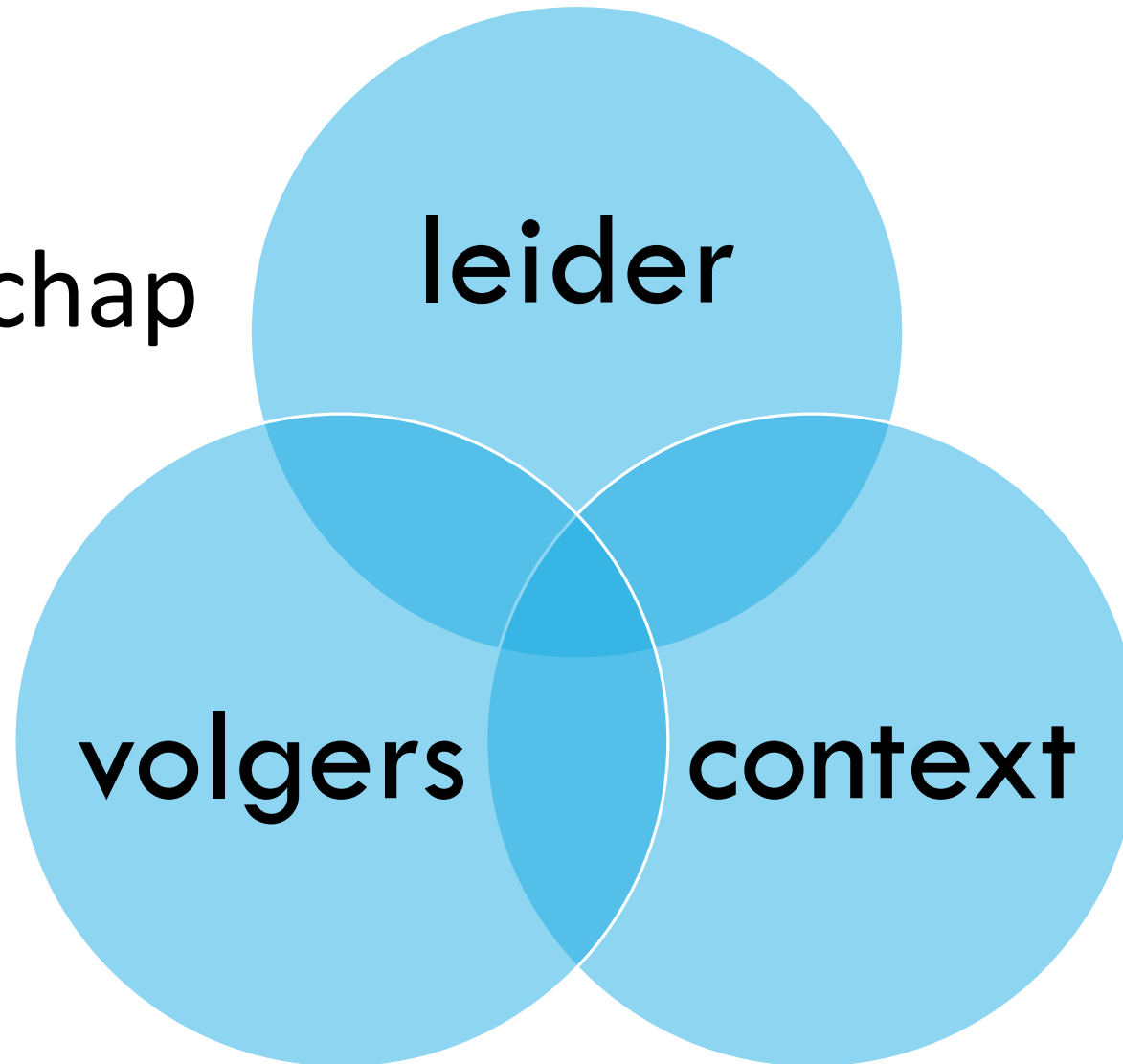
*“Leadership is to see the present for what it really is, see the future for what it could be and then, take action to close the gap.”*



(Cummings)



Effectief leiderschap



# Levels van conceptualisatie van leiderschap



Yukl. G. (2020) *Leadership in Organizations*. Pearson Education

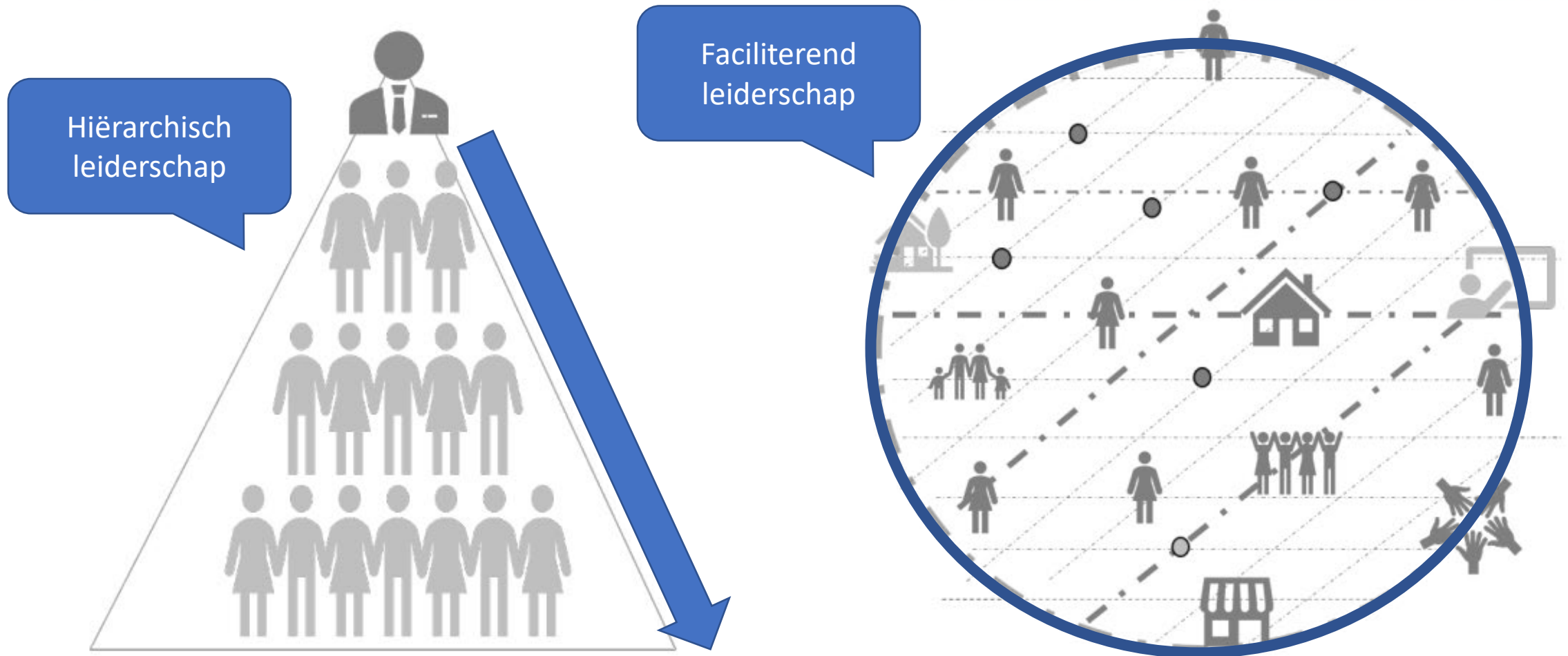
# Who's the leader?



**Old leadership paradigm**



**New leadership paradigm**



**Figure 1** – Pyramid structure and systemic-complex approach to leadership. Santa Maria, RS, Brazil, 2021.



**Individual**

Formal/Assigned role

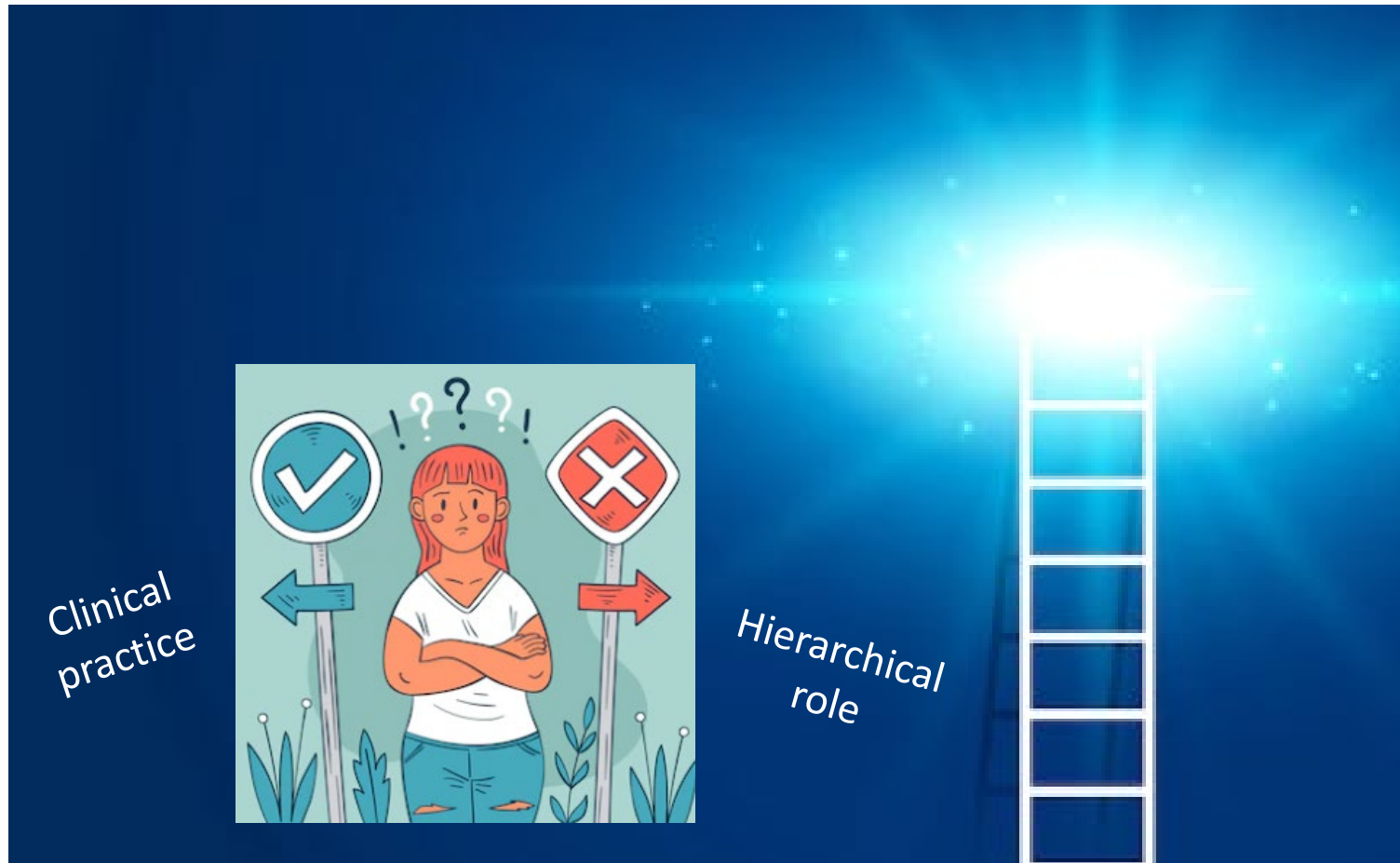
Informal/Emergent role

**Collective**

Shared influence process

# What is clinical leadership?

- Need to re-evaluate clinical leadership



(Stanley et al.  
2006 & 2017)

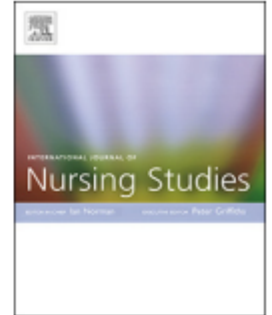


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Contents lists available at [ScienceDirect](#)

## International Journal of Nursing Studies

journal homepage: [www.elsevier.com/locate/ijns](http://www.elsevier.com/locate/ijns)



### Leadership styles and outcome patterns for the nursing workforce and work environment: A systematic review



Greta G. Cummings<sup>a,\*</sup>, Kaitlyn Tate<sup>a</sup>, Sarah Lee<sup>a</sup>, Carol A. Wong<sup>b</sup>, Tanya Paananen<sup>a</sup>,  
Simone P.M. Micaroni<sup>a</sup>, Gargi E. Chatterjee<sup>a</sup>

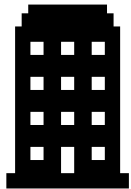
<sup>a</sup> *Edmonton Clinic Health Academy, University of Alberta, 11405 87 Ave. NW, Edmonton, AB, T6G 1C9, Canada*

<sup>b</sup> *Arthur Labatt Family School of Nursing, University of Western Ontario, Room 3306, FIMS & Nursing Building, London, Ontario, N6A 5B9, Canada*

Relationele LS stijlen

Taakgerichte LS stijlen

# Relationeel leiderschap



- Empowerend en innovatief klimaat
- Hogere productiviteit
- Attractievere werkomgeving
- Minder veiligheidsproblemen



- Hoger personeelswelzijn
- Meer jobautonomie
- Meer personeelsbehoud- en aanwerving
- Meer samenwerking en innovatie



- Meer persoonsgerichte zorg en kwaliteit van leven
- Minder ongewilde letsels en medicatie fouten
- Positief psychosociaal klimaat



Wat is klinisch leiderschap?  
Wat is het niet?



# For inspiration ... some quotes about clinical leadership



“Leadership is not just something reserved for the few, an elite. It is within us all and distributed leadership is a vital part of what it takes to make an organization work and succeed. We are all leaders in our own way...”

Anne Marie Rafferty

# For inspiration ... some quotes about clinical leadership



“For me outstanding clinical leaders are experts in their field, who share their passion and knowledge, who motivate and support their team members and provide positive direction no matter how challenging the situation.”

Janelle Boston

# What is clinical leadership?

Nursing

Medical

Dentistry

Pharmaceutical



(Stanley et al. 2017; Rocchiccioli et al 1998; Berwick et al. 1994; Inglehart et al. 2013; Stanton et al 2010; Bender 2016)

# What is clinical leadership?

- “*Clinical leadership* is characterized by direct involvement in clinical care, while constantly influencing others to improve the care they provide”
- *Clinical leaders*
  - Leaders in clinical settings

# What is clinical leadership?

- Clinical leadership is putting the clinician at the heart of shaping and running clinical services, so as to deliver excellent outcomes for patients and populations, not as a one-off task or project, but as a core part of clinicians' professional identity



(McKinsey Quarterly; Stanton et al. 2020)

# What is clinical leadership?

- Clinical leaders are clinical experts in their field and are followed because they match their actions with their values and beliefs about quality patient care





# What is clinical leadership?

- To motivate, to inspire, to promote the values of the NHS, to empower and create a consistent focus on the need of patients being served. Leadership is necessary not just to maintain high standards of care, but to transform services to achieve even higher levels of excellence



# Key elements in clinical LS

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## Clinical leadership

Clinical expertise

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Effective communication & interpersonal skills

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Empowerment & respect for others

---

Team work or team building

---

Drive change, make care better & provide quality care

---

Vision

---

# Attributes less likely in clinical LS

---

Attributes

Controlling

---

Not visionary

---

Not shapers

---

# Attributes more likely in clinical LS

---

## Attributes

Clinical competence and knowledge

---

Approachability

---

Empowering / motivator

---

Supportiveness

---

Inspires confidence

---

Integrity / Honesty

---

Role model

---

Effective communicator

---

Visible in practice

---

Copes well with change

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(Stanley et al. 2017; Cook et al. 2001; Clark et al. 2008; Scully et al. 2014; McLellan et al. 2015; Rolfe et al. 2006)

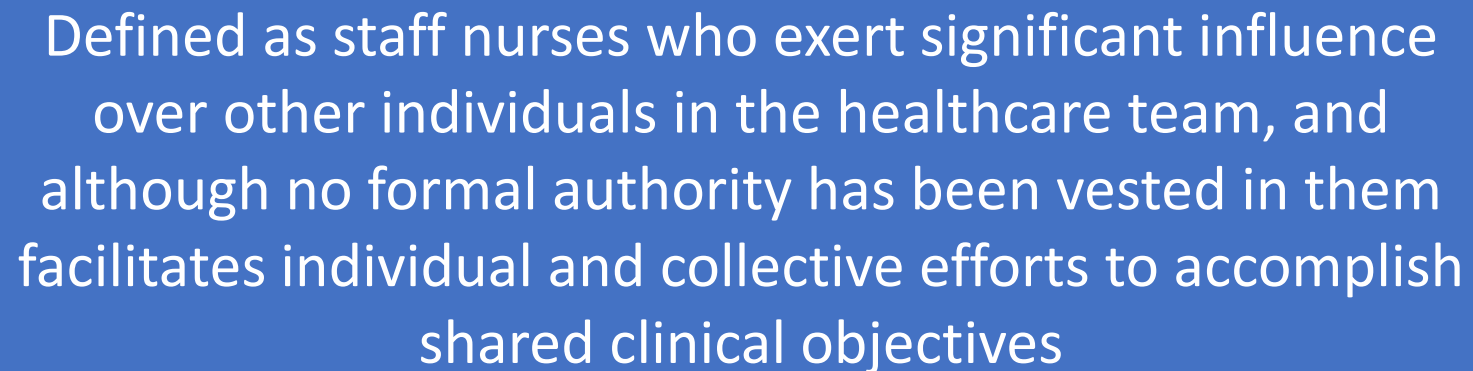
TABLE 2. CHARACTERISTICS OF CLINICAL LEADERSHIP FROM REVIEW SAMPLE PAPERS

Leader characteristics: Clinical focus	Leader characteristics: Follower/team focus	Leader characteristics: Personal qualities
<ul style="list-style-type: none"> <li>• anticipate problems and work towards preventing them<sup>5</sup></li> </ul>	<ul style="list-style-type: none"> <li>• acknowledge colleagues' values<sup>4</sup></li> </ul>	<ul style="list-style-type: none"> <li>• abiding codes of professional conduct<sup>2</sup></li> </ul>
<ul style="list-style-type: none"> <li>• circumspect and rapid thinking skills<sup>9</sup></li> </ul>	<ul style="list-style-type: none"> <li>• act as a key resource person<sup>5</sup></li> </ul>	<ul style="list-style-type: none"> <li>• adapt leadership style according to context<sup>5</sup></li> </ul>
<ul style="list-style-type: none"> <li>• clarity in decision-making<sup>2</sup></li> </ul>	<ul style="list-style-type: none"> <li>• act as a role model<sup>5</sup></li> </ul>	<ul style="list-style-type: none"> <li>• advocate<sup>6</sup></li> </ul>
<ul style="list-style-type: none"> <li>• clinical competence<sup>6,7,8</sup></li> </ul>	<ul style="list-style-type: none"> <li>• actively listen<sup>4</sup></li> </ul>	<ul style="list-style-type: none"> <li>• being secure in life<sup>9</sup></li> </ul>
<ul style="list-style-type: none"> <li>• clinical decision-making skills<sup>9</sup></li> </ul>	<ul style="list-style-type: none"> <li>• approachable<sup>1,8,10</sup></li> </ul>	<ul style="list-style-type: none"> <li>• consistent<sup>10</sup></li> </ul>
<ul style="list-style-type: none"> <li>• clinical knowledge<sup>7,8</sup></li> </ul>	<ul style="list-style-type: none"> <li>• bargaining skills<sup>9</sup></li> </ul>	<ul style="list-style-type: none"> <li>• copes well with change<sup>6,8</sup></li> </ul>
<ul style="list-style-type: none"> <li>• clinical management skills<sup>9</sup></li> </ul>	<ul style="list-style-type: none"> <li>• celebrate colleagues' achievements<sup>4</sup></li> </ul>	<ul style="list-style-type: none"> <li>• creativity – engaging actively with surroundings to seek new ways of working<sup>3</sup></li> </ul>
<ul style="list-style-type: none"> <li>• clinically competent<sup>8,10</sup></li> </ul>	<ul style="list-style-type: none"> <li>• commit to patient centred care<sup>4</sup></li> </ul>	<ul style="list-style-type: none"> <li>• duty/responsibility<sup>6</sup></li> </ul>
<ul style="list-style-type: none"> <li>• competence to practice<sup>2</sup></li> </ul>	<ul style="list-style-type: none"> <li>• considers relationships valuable<sup>6</sup></li> </ul>	<ul style="list-style-type: none"> <li>• dynamic, driven<sup>1</sup></li> </ul>
<ul style="list-style-type: none"> <li>• critical thinker<sup>4</sup></li> </ul>	<ul style="list-style-type: none"> <li>• constructive communication of factual information<sup>5</sup></li> </ul>	<ul style="list-style-type: none"> <li>• emotional maturity<sup>9</sup></li> </ul>
<ul style="list-style-type: none"> <li>• decision-maker<sup>7,8</sup></li> </ul>	<ul style="list-style-type: none"> <li>• develop cooperative relationships<sup>4</sup></li> </ul>	<ul style="list-style-type: none"> <li>• engage in reflective practice<sup>4</sup></li> </ul>
<ul style="list-style-type: none"> <li>• enact solutions to overlooked problems<sup>5</sup></li> </ul>	<ul style="list-style-type: none"> <li>• directing and helping<sup>8</sup></li> </ul>	<ul style="list-style-type: none"> <li>• explore other possibilities while questioning established ways<sup>5</sup></li> </ul>
<ul style="list-style-type: none"> <li>• expert knowledge<sup>1</sup></li> </ul>	<ul style="list-style-type: none"> <li>• effective communication<sup>9</sup></li> </ul>	<ul style="list-style-type: none"> <li>• expressing self with confidence &amp; involvement in patient situations<sup>5</sup></li> </ul>
<ul style="list-style-type: none"> <li>• goal setting<sup>2</sup></li> </ul>	<ul style="list-style-type: none"> <li>• effective communicator<sup>1,7,8,10</sup></li> </ul>	<ul style="list-style-type: none"> <li>• flexibility<sup>8,9</sup></li> </ul>
<ul style="list-style-type: none"> <li>• knowing the role, doing the job<sup>1</sup></li> </ul>	<ul style="list-style-type: none"> <li>• effective use of communication skills<sup>2</sup></li> </ul>	<ul style="list-style-type: none"> <li>• flexible<sup>6</sup></li> </ul>
<ul style="list-style-type: none"> <li>• managerial and leadership skills<sup>2</sup></li> </ul>	<ul style="list-style-type: none"> <li>• empowerment/motivator<sup>7,8</sup></li> </ul>	<ul style="list-style-type: none"> <li>• follow through on promises<sup>4</sup></li> </ul>
<ul style="list-style-type: none"> <li>• problem solver<sup>1</sup></li> </ul>	<ul style="list-style-type: none"> <li>• engaged communication<sup>4</sup></li> </ul>	<ul style="list-style-type: none"> <li>• having a vision for the future<sup>2</sup></li> </ul>
<ul style="list-style-type: none"> <li>• specific clinical practice skills [advanced nursing care; patient education; coordination; problem-solving]<sup>9</sup></li> </ul>	<ul style="list-style-type: none"> <li>• enhance own and team competencies<sup>5</sup></li> </ul>	<ul style="list-style-type: none"> <li>• highlighting – challenged the status quo, were persistent and shared their new knowledge with others<sup>3</sup></li> </ul>
<ul style="list-style-type: none"> <li>• specific knowledge [clinical; leadership &amp; management; general]<sup>9</sup></li> </ul>	<ul style="list-style-type: none"> <li>• establish therapeutic relationships<sup>4</sup></li> </ul>	<ul style="list-style-type: none"> <li>• identify own leadership style<sup>5</sup></li> </ul>
<ul style="list-style-type: none"> <li>• systematic thinking<sup>9</sup></li> </ul>	<ul style="list-style-type: none"> <li>• facilitating good practice in patient care delivery<sup>2</sup></li> </ul>	<ul style="list-style-type: none"> <li>• integrity<sup>6,8</sup></li> </ul>
<ul style="list-style-type: none"> <li>• use evidence-based rationale<sup>4</sup></li> </ul>	<ul style="list-style-type: none"> <li>• guides<sup>6</sup></li> </ul>	<ul style="list-style-type: none"> <li>• lead changes and propose different approaches from status quo<sup>5</sup></li> </ul>
<ul style="list-style-type: none"> <li>• utilising evidence-base practice in care delivery<sup>2</sup></li> </ul>	<ul style="list-style-type: none"> <li>• human relationships<sup>9</sup></li> </ul>	<ul style="list-style-type: none"> <li>• learning enthusiasm<sup>9</sup></li> </ul>
<ul style="list-style-type: none"> <li>• work to achieve goals<sup>4</sup></li> </ul>	<ul style="list-style-type: none"> <li>• influencing – help others to see and understand situations from various perspectives<sup>3</sup></li> </ul>	<ul style="list-style-type: none"> <li>• non-judgemental<sup>1</sup></li> </ul>
	<ul style="list-style-type: none"> <li>• initiate collaboration for quality patient-centred care<sup>5</sup></li> </ul>	<ul style="list-style-type: none"> <li>• organised<sup>10</sup></li> </ul>

# What is clinical leadership?

## Different study examples

- Staff nurse clinical leadership: a concept analysis

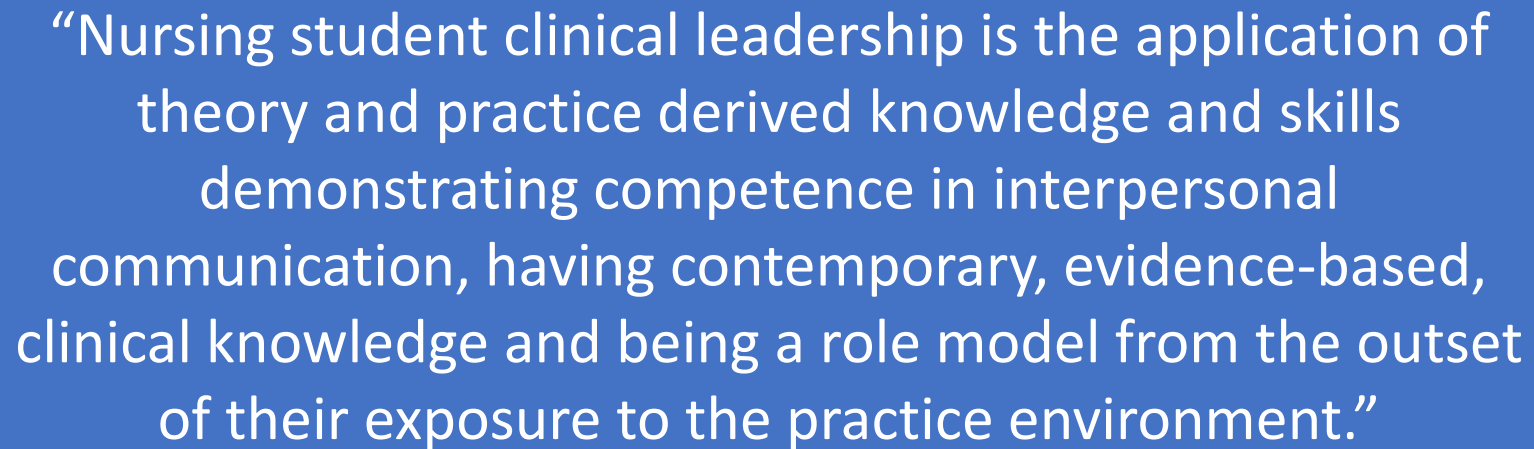


Defined as staff nurses who exert significant influence over other individuals in the healthcare team, and although no formal authority has been vested in them facilitates individual and collective efforts to accomplish shared clinical objectives

# What is clinical leadership?

## Different study examples

- Clinical leadership in nursing students: a concept analysis



“Nursing student clinical leadership is the application of theory and practice derived knowledge and skills demonstrating competence in interpersonal communication, having contemporary, evidence-based, clinical knowledge and being a role model from the outset of their exposure to the practice environment.”



# What is clinical leadership? Different study examples

- Clinical leadership in nursing students: a concept analysis

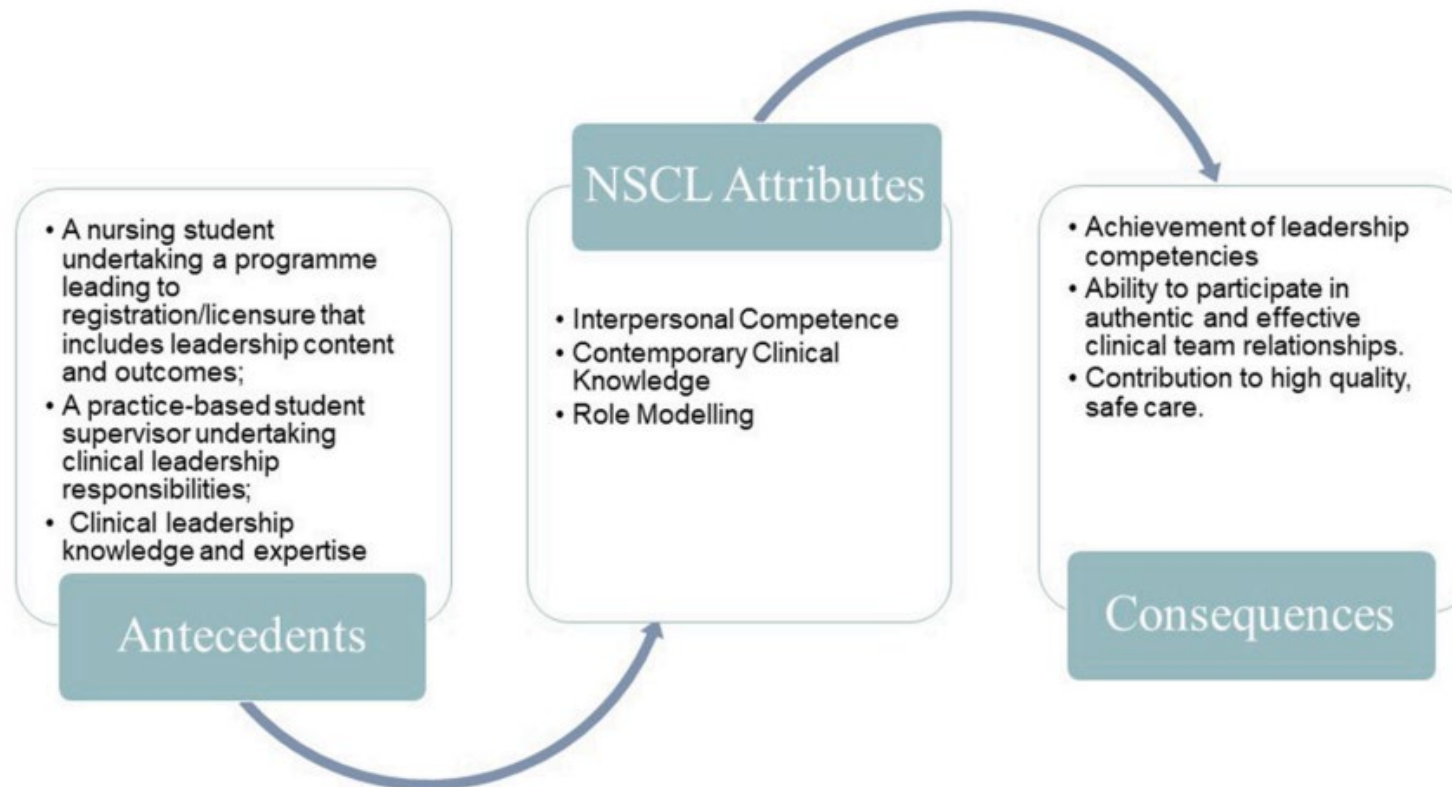


Fig. 1. Antecedents attributes consequences of NSCL.

# Wat is klinisch leiderschap?

## Different study examples

- Clinical leadership in nursing homes

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DOI: 10.1002/nop2.2166

EMPIRICAL RESEARCH QUALITATIVE

NursingOpen  WILEY

### Clinical leadership in nursing homes: A qualitative study of healthcare professionals' perspectives on concept and characteristics


Sabrina Nachtergaele<sup>1,2</sup>  | Nele De Roo<sup>1,2</sup> | Jolien Allart<sup>1,3</sup> | Patricia De Vriendt<sup>1,3,4,5</sup> | Mieke Embo<sup>1,6</sup> | Elise Cornelis<sup>1,3</sup>



FIGURE 1 Visual of the clinical leadership model of care.  
(Nachtergaele et al. 2024)

# Clinical leadership



## COMPETENTIEGEBIEDEN

- ① **Klinisch expert en behandelaar:** de verpleegkundig specialist als autonoom verpleegkundig expert en klinisch behandelaar
- ② **Communicator:** de verpleegkundig specialist als communicator met patiënten, hun omgeving en andere professionals
- ③ **Gezondheidsbevorderaar:** de verpleegkundig specialist als coach en counselor en als deelnemer aan / voortrekker in het maatschappelijk debat
- ④ **Samenwerker:** de verpleegkundig specialist als bevorderaar van interprofessionele samenwerking
- ⑤ **Onderzoeker:** de verpleegkundig specialist als onderzoeker en implementator van evidence informed praktijkvoering en als opleider en begeleider van andere professionals
- ⑥ **Organisator van kwaliteitsvolle zorg:** de verpleegkundig specialist als initiator, innovator, coördinator en organisator van kwaliteitsvolle zorg
- ⑦ **Klinisch en professioneel leider:** de verpleegkundig specialist als klinisch en professioneel leider en rolmodel in de professionalisering van

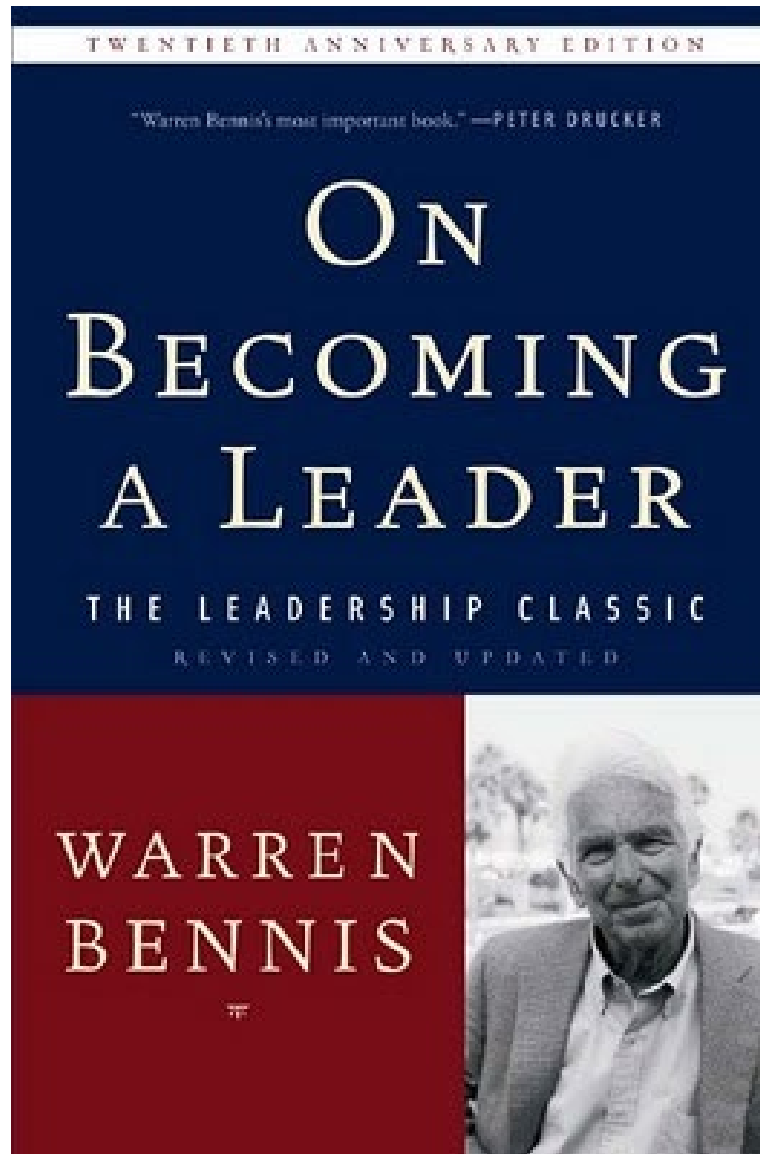


CONGRATULATIONS  
YOU GOT A **LEADER!**



1/3 aangeboren  
2/3 aangeleerd

(Slide courtesy of professor Marc Verschueren; Avolio et al., 2005)



*“Becoming a leader is becoming yourself”*  
Warren Bennis



(Warren Bennis, 1989; Ignatius 2015, Harvard Business Review)

