THIRD EDITION

CLINICAL LEADERSHIP IN NURSING AND HEALTHCARE

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Dr David Stanley, RN, RM, Gerontic Cert, Grad Cert HPE, Dip HE (Nursing), BN, MSc (Health Sciences), TF, NursD.

David began his nursing career at the Whyalla and District Hospital, South Australia in 1980. These were the final days of PTS (preliminary training school) training and capping ceremonies, and he entered nursing without much thought about its history or future. He completed his

training as a Registered Nurse and Midwife in South Australia and worked through his formative career in a number of hospitals and clinical environments. In 1993, he completed a Bachelor of Nursing at Flinders University, Adelaide (for which he was awarded the University Medal) and worked for a short time on Thursday Island before volunteering to teach midwifery for several years in Africa. Following this wonderful experience, he moved to the UK and worked as the Coordinator of Children's Services in York and as a Nurse Practitioner in the Midlands. He completed a Master of Health Science degree at Birmingham University, and after a short return to Australia, where he worked in Central Australia for Remote Health Services in Alice Springs, he returned to the UK in 2001 to complete his Nursing Doctorate at Nottingham University. There he undertook research in the area of clinical leadership. While he studied, he worked as a Senior Lecturer at University College Worcester (now Worcester University). Returning to Australia in 2006, he worked at several universities in Perth and then Charles Sturt University, NSW, before moving to the University of New England, where he was a Professor in Nursing.

David's career has taken him to several countries (Thailand, China, Singapore, Tanzania, Zimbabwe and the UK), where he has worked in a range of different roles. His professional interests have focused on leadership and management, aged care, the experience of transition to university for first-year nursing students, physical assessment, the experience of men in nursing and the impact the media has had on the nursing profession. He has also retained a long interest in international nursing issues and supports the benefits of nurses and midwives learning more by exploring other parts of the world with clinically focused practice opportunities. David has arranged or been part of several international clinical

practice opportunities to the Philippines, Tanzania and Thailand and has supported other international trips in a number of roles associated with international coordination. He is currently an Adjunct Professor in Nursing at Charles Sturt University and Research advisor for the Fiji National University.

Preface

In the first edition of this book, Janelle Boston, an experienced clinician and educator in Perth, Western Australia, offered the following paragraph as part of her contribution:

> In today's rapidly changing clinical environment and ever-increasing junior workforce, it is essential to develop and maintain strong nursing leaders who will be able to foster our future nurses for generations to come. As a Clinical Liaison Support Practitioner working with undergraduate nursing students, I believe it is important to lead by example striving for the best possible outcomes in clinical excellence by providing ongoing opportunities for professional growth in learning and development. 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.

We include this again here because although this book has developed to become increasingly focused on the wider healthcare team, we are sure Janelle is on to something and feel that it is important to lead by example and support the clinical leaders who are experts in their field, and who share their passion. This book is for them.

The third edition of this book is the culmination of a considerable effort to understand clinical leadership (and followership) and reflects the authors' professional interest in this topic. The book is primarily based on several extensive research projects that considered who clinical leaders are, why they are seen as clinical leaders, what the

characteristics of clinical leadership might be and the experience of being a clinical leader. It is also based on our years of involvement in clinical leadership, as senior clinicians, academics, researchers and educators, dealing with the issue of clinical leadership from a practical, applied position or as an educator and researcher. Collectively, our aim has been to try to understand and share our understandings with clinically focused health professionals from a range of disciplines.

David's interest is also firmly based on his own experience of being a nurse and midwife. He recalls rejoicing in the pleasure of working with effective, wonderful and inspiring clinical healthcare leaders. A number of names come easily to mind: Sister Johnson and Paul Fennell, both of whom I had the joy of working with when I was a student and then a registered nurse at the Whyalla and District Hospital in South Australia; Sister Barbra, Sister Helen, Doctor Mike and Doctor Monica, from my days as a volunteer in Zimbabwe at the Murambinda Mission Hospital; and Christina Schwerdt and Penny Rackham from my short stay as an educator on Thursday Island. There are many, many others; but I also recall the depths of facing shift after shift with ‘leaders’ who were never at the bedside, always at meetings or only showed up on the ward to criticise and ridicule (I won't name any, but sadly their names come quite crisply to mind too). Likewise, Clare can recall the joy of working in clinical teams where values-based leadership led to shared understandings and a shared passion for improvement, meaning that patient care was of the highest standard. However, like David, she can also readily recall the damaging effect of poor leadership that rewarded those who maintained the status quo and punished those who wished to innovate, with deleterious effects on staff morale and, importantly, patient outcomes. Alison's interest in leadership has developed through her clinical nursing

career and her time working with health and social care teams, and her awareness of how leadership impacts the dynamics of teams and cultures in practice. She has continued to focus on leadership in her research and is particularly interested in how students are prepared for leadership, and how experiencing both positive and negative styles of leadership can influence others in practice.

Collectively, we were drawn to investigate this topic because of our long association with the nursing profession and other healthcare disciplines. We have held a long and passionate interest in clinical leadership, particularly from the perspective of promoting better healthcare. We have sought to understand and promote greater clinical leadership and healthcare empowerment and support the development of insight into clinical leadership that can have positive impacts on the quality of care provided to patients and clients in a plethora of healthcare environments.

Clinical Leadership in Nursing and Healthcare was written for healthcare professionals who act principally in direct client/patient care. It will also be useful for students studying health-related courses at undergraduate and postgraduate levels, and for nurses and other healthcare professionals in roles of increasing autonomy, such as nurse practitioners and specialist health providers, health professionals studying leadership (or management) and anyone who wants to maximise their contribution to healthcare.

The purpose of the text is to motivate and inspire, as well as to offer guidance and support for clinical leaders (or aspiring clinical leaders) to take change and innovation forward and to initiate greater quality in care or therapies and treatments by basing these on their professional

values. There are many books about management (and leadership) for nurse managers or healthcare managers, and, while their contribution to the health service is great, this book was not necessarily written with these professionals in mind. If you are a manager of some sort and you have this book in your hand now, by all means read on, as we are sure there are lessons and messages in the text for any health professional. However, our hope when we sat to write *Clinical Leadership in Nursing and Healthcare* was to generate an understanding of leadership for clinical leaders: leaders at the bedside or who remain 'hands on' in their interaction with clients or patients; leaders who might not have the badge, or the title, or the confidence, or the realisation, but who are leaders in the health service, nonetheless. These are leaders in the eyes of the people who follow them (their junior colleagues, their senior colleagues, patients or clients, other professionals, students and learners, qualified practitioners or yet-to-be-qualified practitioners), although they might not realise it themselves. These are the key leaders who can and will have a vast impact on the provision of quality healthcare, innovation and change within the health service.

The book presents the information in three parts. First it addresses the topic of clinical leadership and leadership in general. Much of what healthcare professionals know about leadership is based on insights and writings from the management paradigm. The first section redresses this by outlining why clinical leadership and quality or innovation are linked. It also discusses what leadership means by describing the theories that underpin what we know about leadership. As well, it describes the difference between leadership and management; looks at the attributes and value of followers; offers a description of the characteristics of clinical leaders; and sets out a number of

theories of leadership that point to a values-based approach to leadership, including a new theory: congruent leadership. This theory, developed from research specifically undertaken with a range of health professionals, is directly relevant for bedside, clinical leaders to gain an understanding about what leadership means.

The second part of the book deals with the ‘tools’ for developing effective clinical leadership skills and insights. Chapters in this part offer information about organisational culture, managing change, decision making, team working, reflection, creativity, motivation and inspiration, networking, delegation, how to deal effectively with conflict, the relevance of quality initiatives and project management for clinical leaders and the use of evidence-based practice. These topics are all provided so that clinical leaders can orchestrate successful change and innovation and focus on their values or lead effective quality initiatives.

The final part of the book addresses issues that put clinical leadership into context. The topics relate to gender, generational groups, power, politics, empowerment, oppression, leading in challenging times or during times of crisis and how clinical leaders can (using a *congruent leadership* or a *values-based* style) have positive impacts on the quality of healthcare and lead their patients or clients, colleagues, team mates, co-workers, organisation and the heath service in general towards a better tomorrow.

Within most chapters there are ‘Clinical Leader Stories’ – these offer an example of clinical leadership in practice from the view of a clinician. Most were provided by students undertaking clinical leadership courses or as part of the undergraduate degrees. Thank you to the many students who gave their permission to use these stories.