





Développer la compétence « leadership » chez les étudiants infirmiers Developing leadership competence in nursing students

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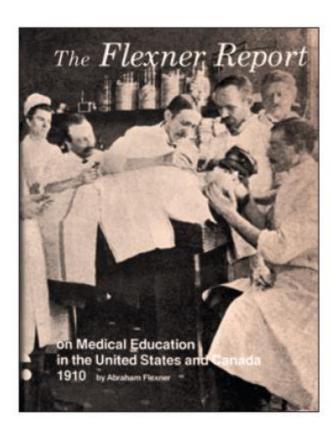


Outline

- Recommendations from the Lancet report 2010
- CanMeds roles
- WHO Europe priority actions
- Global Advisory Panel on the Future of Nursing GAPFON
- Leadership vs management
- Leadership qualities



Overall strategy for Education Health Professionals



Flexner-report 1910



Lancet-report 2010 (Frenk et al.)



Recommentations from the Lancet report (1)

The Lancet Commissions



THE LANCET

Health professionals for a new century: transforming education to strengthen health systems in an interdependent world



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Transformative learning

	Objectives	Outcome
Informative	Information, skills	Experts
Formative	Socialisation, values	Professionals
Transformative	Leadership attributes	Change agents

Lancet-report 2010 (Frenk et al.)



Recommentations from the Lancet report (2)



Interdependence in education



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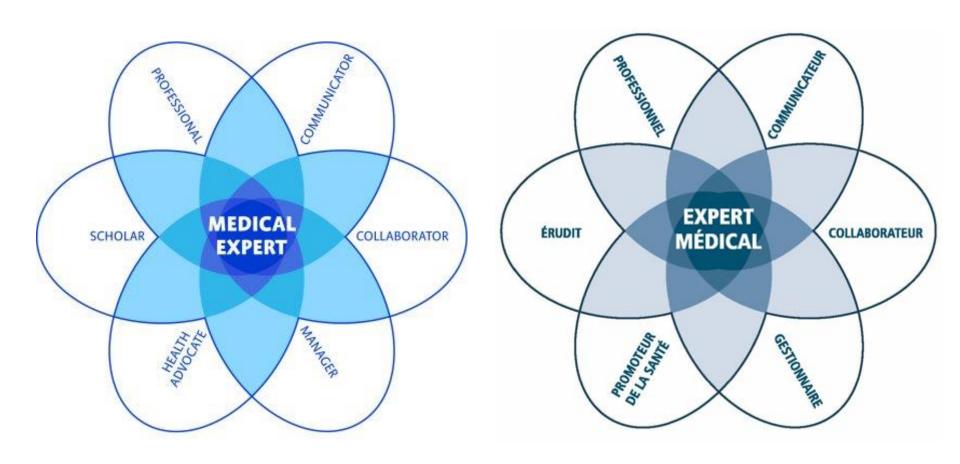
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Post-secondary education Pre-secondary Practice Model education Doctor of Medicine (MD) Nursing Dominant Common Teamwork ▶ Public health Other Core and specific Systematic Interprofessional Teamwork Common competencies teamwork Core and specific Systematic Transprofessional Teamwork Common competencies teamwork Community health workers

Lancet-report 2010 (Frenk et al.)



CanMeds Roles Framework





WHO-Europe Priority Actions

WHO-Europe: European strategic directions for strengthening nursing and midwifery towards Health 2020 goals (Sept 2015)









WHO-Europe – strategy Enabling mechanisms



- 1. Regulation
- 2. Research
- 3. Partnerships
- 4. Management & Leadership

Box 8. Management and leadership

Leadership opportunities and **management** structures that engage nurses and midwives at all levels are essential to realize the full potential of nursing and midwifery workforce.

Objective 12: strengthen nurses' and midwives' inclusion in health policy and service delivery decision-making at local, government and international levels.



Global Advisory Panel on the Future Of Nursing & Midwifery GAPFON - 2016

- Sigma theta tau
- Worldwide stakeholder consultation with WHO regional office reps, CEOs, CNO, DoH, Deans, ...
- On global health issues/ professional issues

THE GAPFON MODEL"





Nursing and Midwifery

- Cultivate and position leaders at all levels.
- Establish and participate in intersectoral collaboration to strengthen health systems & improve population health outcomes.
- Lead coalitions to address equity and health issues.
- Develop and mentor the next generation of leaders.





- Ensure accreditation of nursing and midwifery education programs.
- Develop education for interdisciplinary and collaborative work in communities and healthcare settings.
- Advocate for educational programs to be transformative, innovative and current for changing populations and service models.
- Promote postgraduate education for nurses and midwives.







Leaders or managers?





The difference

Manager

- Focuses on the present
- Prefers stability
- Orients towards short term
- Focus on procedure
- Ask "what" and "how"
- Prefers to control
- Is happy in complexity
- Uses the rational mind
- Works within context of the organization

Leader

- Looks towards the future
- Appreciates change
- Orients toward the long term
- Engages in a vision
- Asks "why" and "what"
- Knows how to delegate
- Prefers to simplify
- Trusts intuition
- Works within social and environmental contexts



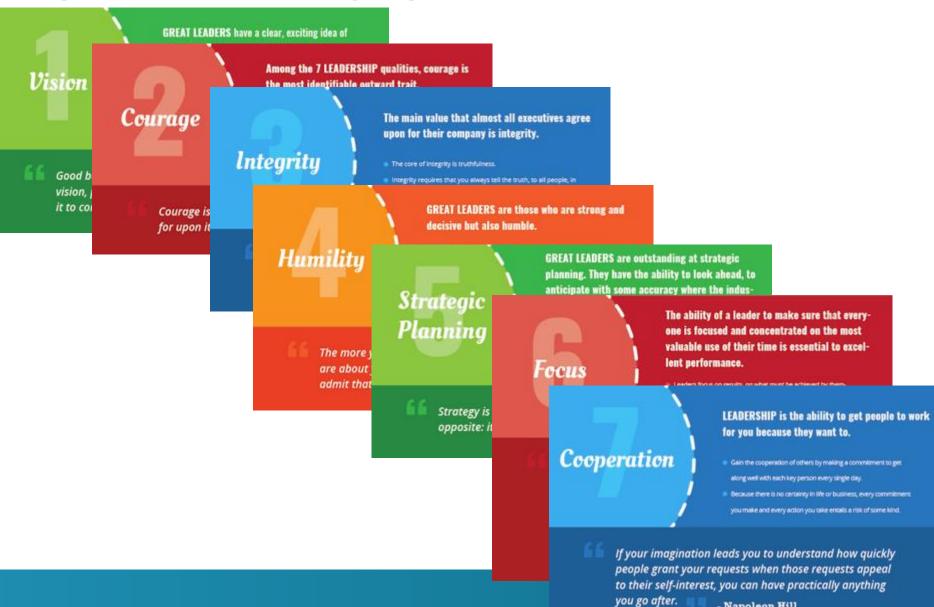
The difference

MANAGERS

LEADERS



Top 7 Leadership qualities



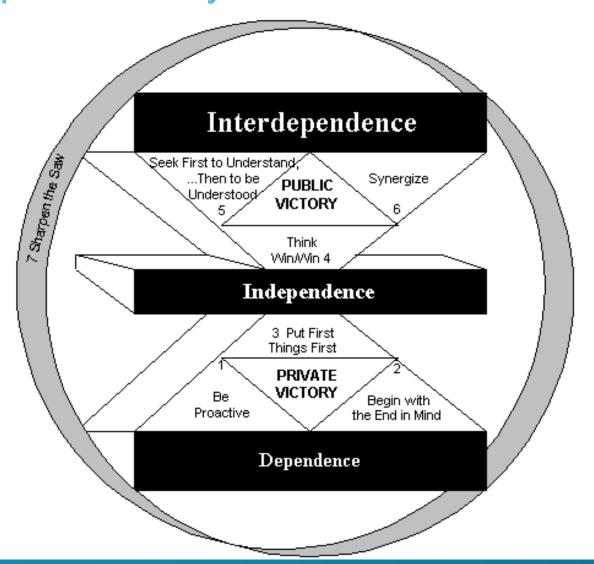
- Napoleon Hill

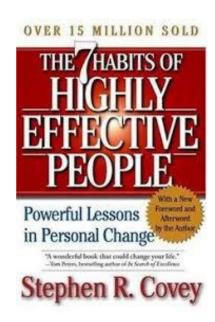
Teaching leadership in curriculum

- Help them in creating vision
- Be a role model
- Give time and space
- Help them to be more effective
- Put them in charge
- In all courses



7 habits of highly effective people Stephen Covey







Conclusion

- There is a need for <u>leadership</u> in the nursing curriculum
- For <u>all</u> nurses and in <u>all</u> courses
- Starting with personal development self inspection
- From values to vision
- Building a (disciplinary) future self
- On how we make a difference
 As a person,
 As a profession



Merci for votre attention

Thank you for your attention

