### Core Competencies

#### 1.2.1 Nurse leaders understand and practice the concepts and principles of empowering behaviour

- Critically reflect on personal use of empowering behaviour
- Seek feedback on their own behaviour
- Share power with others

#### 1.2.2 Nurse leaders optimize nurses’ opportunities for autonomy and personal and professional growth.

- Demonstrate confidence in others by delegating effectively (CNO, 2002; Hui, 1994; McGilton et al., 2004; Nespoli, 1991; Upenieks, 2003a; Walston & Kimberly, 1997).
- Coach, mentor and guide (CNO, 2002; Ferguson-Paré et al., 2002; Gelinas & Manthey, 1997; Pederson, 1993; Upenieks, 2003a, 2003c).
- Provide both negative and positive feedback constructively (Parsons & Stonestreet, 2002; Six, 2004; Tucker Scott, 2004).
- Use experience as a learning opportunity (CNO, 2002; DeLong & Fahey, 2000; Garvin, 1993).
- Encourage use of judgment, risk taking and innovation (Ballein Search Partners 2003; Upenieks 2002a).
- Develop policies and processes that enable full scope of practice (Chiok Foong Loke, 2001).

### Sample Behaviour

- Critically reflect on personal use of empowering behaviour (Reid & Dennision, 2011).
- Seek feedback on their own behaviour (Reid & Dennision, 2011).
- Share power with others (Reid & Dennision, 2011).

### Relevance for Point-of-Care Leadership

- Leads education for patients through the use of appropriate teaching resources (Reid & Dennision, 2011).
- Uses experience as a learning opportunity (CNO, 2002; DeLong & Fahey, 2000; Garvin, 1993).
- Coaches, mentors and guides (CNO, 2002; Ferguson-Paré et al., 2002; Gelinas & Manthey, 1997; Pederson, 1993; Upenieks, 2003a, 2003c).
- Provides both negative and positive feedback constructively (Parsons & Stonestreet, 2002; Six, 2004; Tucker Scott, 2004).
### Core Competencies Sample Behaviour Relevance for Point-of-Care Leadership

#### 1.2.3 Nurse leaders optimize access to and use of data and information required to function effectively (Upenieks, 2002a)

- Share information about ongoing organizational initiatives and future plans (Ray et al., 2002; Upenieks, 2002a)
- Critically apply knowledge grounded in nursing theory and research (Antrobus & Kitson, 1999; Clifford, 1998; CNO, 2002; Upenieks, 2002a)
- Foster development, sharing and application of knowledge and evidence-based strategies (Antrobus & Kitson, 1999; Davenport, DeLong & Beers, 1998; Ferguson-Paré et al., 2002)
- Share expertise and facilitate access to expertise of others (IOM, 2004)

- Utilizes systems and technology at the point-of-care to facilitate evidence-based care and improved outcomes for patient/client (Reid & Dennison, 2011)
- Monitors and collects indicators to assess the safety and quality of patient/client care (Reid & Dennison, 2011)

#### 1.2.4 Nurse leaders create the conditions for nurses to access and use support, feedback and guidance from superiors, peers and subordinates

- Seek to understand thinking, learning and working styles of others (Antrobus & Kitson, 1999; Pederson, 1993)
- Tailor leadership styles to individuals and situations (Cardin, 1995; Ferguson-Paré, 1998; Pederson, 1993)
- Create structures and processes that enable interactions
- Support nurses affected by work events or experiences

- Acts as liaison person between interprofessional team members and consultant for other nurses (O’Connor, Theol & Chapman, 2008)
Developing and Sustain Nursing Leadership Core Competencies | Sample Behaviour | Relevance for Point-of-Care Leadership

### 1.2.5 Nurse leaders facilitate nurses’ access to and appropriate use of resources— the materials, money, supplies, equipment and time necessary to fulfill their roles
- Minimize bureaucratic constraints to resources (Aiken, Sochalski& Lake, 1997; Hanna, 1999; McClure, Poulin, Sovie & Wandelt, 2002; Upenieks, 2002a)
- Remove barriers to achieving outcomes (Upenieks, 2003a)
- Provide and use necessary budgetary support, training time and decision support tools to accomplish goals and objectives (CNO, 2002; Ferguson-Paré et al., 2002; Ferguson-Paré, 1998; Registered Nurses Association of British Columbia, 2001; Upenieks, 2002a, 2003a; Strebel, 1996; Walston & Kimberly, 1997)
- Establish mechanisms to monitor and achieve manageable workloads
- Respond to changing needs and priorities

- Identifies ways to save costs at the point-of-care (Reid & Dennision, 2011)
- Implements system-wide initiatives that improve quality, effectiveness and efficiency (Reid & Dennision, 2011)
- Delegates and uses resources appropriately at the point-of-care (Reid & Dennision, 2011)

### 1.2.6 Nurse leaders enhance the meaningfulness of nursing work
- Promote the contribution of nursing to patient/client and organizational outcomes (Clifford, 1998; Nespoli, 1991; Upenieks, 2002a, 2003a)
- Design roles that have discretionary decision-making, visibility and are relevant to key organizational processes (Kanter, 1993)
- Create access to a network of alliances both in and external to the organization

- Promote the contribution of nursing to patient/client and organizational outcomes (Clifford, 1998; Nespoli, 1991; Upenieks, 2002a, 2003a)

### 1.2.7 Nurse leaders enable participation in decision making (Campbell, Fowles & Weber, 2004; Erickson et al., 2003; Ferguson-Paré, 1998; Hanna, 1999; Nespoli, 1991; Robinson, 2001; Skelton Green, 1996)
- Solicit broad input from others (Ferguson-Paré, 1998; Hanna, 1999; Nespoli, 1991)
- Create structures and processes that enable participation in decision-making
- Honour decisions with support (Robinson, 2001)

- Provides and acquires appropriate information for decisions relevant to the patient/client (Reid & Dennision, 2011)
- Is an advocate for patients and their families in the hospital and with other community-based services (O’Connor et al., 2008)