

Core Competencies	Sample Behaviour	Relevance for Point-of-Care Leadership
<p><b>1.2.1</b> Nurse leaders understand and practice the concepts and principles of empowering behaviour</p>	<ul style="list-style-type: none"> <li>■ Critically reflect on personal use of empowering behaviour</li> <li>■ Seek feedback on their own behaviour</li> <li>■ Share power with others</li> </ul>	<ul style="list-style-type: none"> <li>■ Critically reflect on personal use of empowering behaviour (Reid &amp; Dennison, 2011)</li> <li>■ Seek feedback on their own behaviour (Reid &amp; Dennison, 2011)</li> <li>■ Share power with others (Reid &amp; Dennison, 2011)</li> </ul>
<p><b>1.2.2</b> Nurse leaders optimize nurses' opportunities for autonomy and personal and professional growth.</p>	<ul style="list-style-type: none"> <li>■ Demonstrate confidence in others by delegating effectively (CNO, 2002; Hui, 1994; McGilton et al., 2004; Nespoli, 1991; Upenieks, 2003a; Walston &amp; Kimberly, 1997).</li> <li>■ Coach, mentor and guide (CNO, 2002; Ferguson-Paré et al., 2002; Gelinás &amp; Manthey, 1997; Pederson, 1993; Upenieks, 2003a, 2003c)</li> <li>■ Provide both negative and positive feedback constructively (Parsons &amp; Stonestreet, 2002; Six, 2004; Tucker Scott, 2004)</li> <li>■ Use experience as a learning opportunity (CNO, 2002; DeLong &amp; Fahey, 2000; Garvin, 1993)</li> <li>■ Provide opportunities for development of knowledge, skills and judgment. (Bousfield, 1997; DeLong &amp; Fahey, 2000; Englebart, 1993; Ferguson-Paré, 1998; Gasper, 1992; Nespoli, 1991; Severinsson, 1996; Upenieks 2003a)</li> <li>■ Encourage use of judgment, risk taking and innovation (Ballein Search Partners 2003; Upenieks 2002a)</li> <li>■ Develop policies and processes that enable full scope of practice (Chik Foong Loke, 2001)</li> </ul>	<ul style="list-style-type: none"> <li>■ Leads education for patients through the use of appropriate teaching resources (Reid &amp; Dennison, 2011)</li> <li>■ Uses experience as a learning opportunity (CNO, 2002; DeLong &amp; Fahey, 2000; Garvin, 1993)</li> <li>■ Coaches, mentors and guides (CNO, 2002; Ferguson-Paré et al., 2002; Gelinás &amp; Manthey, 1997; Pederson, 1993; Upenieks, 2003a, 2003c)</li> <li>■ Provides both negative and positive feedback constructively (Parsons &amp; Stonestreet, 2002; Six, 2004; Tucker Scott, 2004)</li> </ul>

Excerpt from the RNAO *Developing and Sustaining Nursing Leadership*, (2<sup>nd</sup> edition, 2013), page 38-40.

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<p><b>1.2.3</b> Nurse leaders optimize access to and use of data and information required to function effectively (Upenieks, 2002a)</p>	<ul style="list-style-type: none"> <li>■ Share personal and organizational vision and values (Cadman &amp; Brewer, 2001; Ferguson-Paré, 1998; Hanna, 1999; Ingersoll et al., 2001; King, 2000; Lageson, 2001; Levasseur, 2004; Nespoli, 1991; Walston &amp; Kimberly, 1997)</li> <li>■ Share information about ongoing organizational initiatives and future plans (Ray et al., 2002; Upenieks, 2002a)</li> <li>■ Critically apply knowledge grounded in nursing theory and research (Antrobus &amp; Kitson, 1999; Clifford, 1998; CNO, 2002; Upenieks, 2002a)</li> <li>■ Foster development, sharing and application of knowledge and evidence-based strategies (Antrobus &amp; Kitson, 1999; Davenport, DeLong &amp; Beers, 1998; Ferguson-Paré et al., 2002)</li> <li>■ Share expertise and facilitate access to expertise of others (IOM, 2004)</li> </ul>	<ul style="list-style-type: none"> <li>■ Utilizes systems and technology at the point-of-care to facilitate evidenced-based care and improved outcomes for patient/client (Reid &amp; Dennison, 2011)</li> <li>■ Monitors and collects indicators to assess the safety and quality of patient/client care (Reid &amp; Dennison, 2011)</li> </ul>
<p><b>1.2.4</b> Nurse leaders create the conditions for nurses to access and use support, feedback and guidance from superiors, peers and subordinates</p>	<ul style="list-style-type: none"> <li>■ Seek to understand thinking, learning and working styles of others (Antrobus &amp; Kitson, 1999; Pederson, 1993)</li> <li>■ Tailor leadership styles to individuals and situations (Cardin, 1995; Ferguson-Paré, 1998; Pederson, 1993)</li> <li>■ Create structures and processes that enable interactions</li> <li>■ Support nurses affected by work events or experiences</li> </ul>	<ul style="list-style-type: none"> <li>■ Acts as liaison person between interprofessional team members and consultant for other nurses (O'Connor, Theol &amp; Chapman, 2008)</li> </ul>

RECOMMENDATIONS

Core Competencies	Sample Behaviour	Relevance for Point-of-Care Leadership
<p><b>1.2.5</b> Nurse leaders facilitate nurses’ access to and appropriate use of resources– the materials, money, supplies, equipment and time necessary to fulfill their roles</p>	<ul style="list-style-type: none"> <li>■ Minimize bureaucratic constraints to resources (Aiken, Sochalski&amp; Lake, 1997; Hanna, 1999; McClure, Poulin, Sovie &amp; Wandelt, 2002; Upenieks, 2002a)</li> <li>■ Remove barriers to achieving outcomes (Upenieks, 2003a)</li> <li>■ 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 &amp; Kimberly, 1997)</li> <li>■ Establish mechanisms to monitor and achieve manageable workloads</li> <li>■ Respond to changing needs and priorities</li> </ul>	<ul style="list-style-type: none"> <li>■ Identifies ways to save costs at the point-of-care (Reid &amp; Dennison, 2011)</li> <li>■ Implements system-wide initiatives that improve quality, effectiveness and efficiency (Reid &amp; Dennison, 2011)</li> <li>■ Delegates and uses resources appropriately at the point-of-care (Reid &amp; Dennison, 2011)</li> </ul>
<p><b>1.2.6</b> Nurse leaders enhance the meaningfulness of nursing work</p>	<ul style="list-style-type: none"> <li>■ Promote the contribution of nursing to patient/client and organizational outcomes (Clifford, 1998; Nespoli, 1991; Upenieks, 2002a, 2003a)</li> <li>■ Design roles that have discretionary decision-making, visibility and are relevant to key organizational processes (Kanter, 1993)</li> <li>■ Create access to a network of alliances both in and external to the organization</li> </ul>	<ul style="list-style-type: none"> <li>■ Promote the contribution of nursing to patient/client and organizational outcomes (Clifford, 1998; Nespoli, 1991; Upenieks, 2002a, 2003a)</li> </ul>
<p><b>1.2.7</b> Nurse leaders enable participation in decision making (Campbell, Fowles &amp; Weber, 2004; Erickson et al., 2003; Ferguson-Paré, 1998; Hanna, 1999; Nespoli, 1991; Robinson, 2001; Skelton Green, 1996)</p>	<ul style="list-style-type: none"> <li>■ Solicit broad input from others (Ferguson-Paré, 1998; Hanna, 1999; Nespoli, 1991)</li> <li>■ Create structures and processes that enable participation in decision-making</li> <li>■ Honour decisions with support (Robinson, 2001)</li> </ul>	<ul style="list-style-type: none"> <li>■ Provides and acquires appropriate information for decisions relevant to the patient/client (Reid &amp; Dennison, 2011)</li> <li>■ Is an advocate for patients and their families in the hospital and with other community-based services (O’Connor et al., 2008)</li> </ul>