

Core Competencies	Sample Behaviour	Relevance for Point-of-Care Leadership
<p>1.3.1 Nurse leaders foster norms and practices that support broad participation in knowledge development, sharing, and dissemination</p>	<ul style="list-style-type: none"> ■ Cultivate a work environment that actively encourages innovation and evaluation (Ballein Search Partners, 2003) ■ Foster opportunities for individuals to think and learn (Tucker & Edmondson, 2003) ■ Foster nurse-to-nurse sharing of clinical and leadership expertise ■ Create opportunities for staff to assess work systems and devise new ones (Tucker & Edmondson, 2003) ■ Promote and support nursing research ■ Promote and support developing and using evidence-based guidelines (Kitson, Harvey & McCormack, 1998; Udod & Care, 2004) ■ Acknowledge the value of different modes of knowledge generation and uptake ■ Align incentives to reinforce and facilitate uptake of knowledge management practices (Davenport et al., 1998) ■ Manage personal growth by objectively challenging behaviour and beliefs (Gelinias & Manthey, 1997) 	<ul style="list-style-type: none"> ■ Applies nursing process in leading the care of the patient/client (Reid & Dennison, 2011) ■ Provides opportunities to share knowledge on patient/client progress (Reid & Dennison, 2011) ■ Leads and shares interventions for patients and clients through patient-care conferences (Reid & Dennison, 2011) ■ Manage personal growth by objectively challenging behaviour and beliefs (Gelinias & Manthey, 1997)
<p>1.3.2 Nurse leaders provide technical, informational, and educational infrastructure to support learning (Ballein Search Partners, 2003; Davenport et al., 1998; Hansen, Nohria & Tierney, 1999; Ward, 2002)</p>	<ul style="list-style-type: none"> ■ Provide support for education and continuing career development (Ballein Search Partners, 2003; Kramer & Schmalenberg, 2002) ■ Create organizational partnerships that facilitate continuing education ■ Seek out and use knowledgeable experts in and external to the organization (Rycroft-Malone et al., 2002) ■ Provide access to a variety of literature and information (Udod & Care, 2004) ■ Encourage use of decision-support tools 	<ul style="list-style-type: none"> ■ Assesses reports, lab results, to evaluate patient/client status and shares knowledge with other team members (Reid & Dennison, 2011) ■ Consults with experts to achieve optimal care and outcomes for patient/client (Reid & Dennison, 2011)

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<p>1.3.3 Nurse leaders create environments where communication is open, and teamwork and the contribution of others' knowledge is valued (Ballein Search Partners, 2003)</p>	<ul style="list-style-type: none"> ■ Examine internal communication patterns (Upenieks, 2003c) ■ Recognize cultural differences in communication and how perceptions of hierarchy may influence communication ■ Encourage collaborative problem solving (Pielstick, 1998; Upenieks, 2003c) ■ Establish structures and processes to encourage discussion of issues or ideas (Ballein Search Partners, 2003) ■ Promote flow of information and ideas at multiple levels through informal and formal practices ■ Showcase successes 	<ul style="list-style-type: none"> ■ Engages with other health-care professionals to improve efficiency in existing organizational processes (Ott et al., 2009) ■ Provides open, timely communication to patient/client and family and the interprofessional team (Reid & Dennison, 2011) ■ Recognizes patient/client family cultural differences in communication and the influence perceptions of hierarchy may have on communication (Reid & Dennison, 2011) ■ Encourages collaborative problem solving (Pielstick, 1998; Upenieks, 2003c)
<p>1.3.4 Nurse leaders instill a learning approach for continuous quality improvement⁶</p>	<ul style="list-style-type: none"> ■ Provide effective feedback (DeLong & Fahey, 2000; Ferguson-Paré 1998; Ferguson-Paré et al., 2002; Gelinias & Manthey, 1997; Severinsson, 1996; Upenieks, 2003a) ■ Articulate, critically review, generate and validate knowledge through critical reflection on practice (Berwick, 1996; Titchen, 2000) ■ Inspire creative thinking ■ Engage management and staff in improving quality of care and ensuring effective allocation of resources (Ballein Search Partners, 2003) ■ Enable nurses to take action ■ Instill a strong sense of individual responsibility for quality monitoring ■ Provide time to discuss and address underlying causes of problems ■ Use critical reflection to generate and validate knowledge 	<ul style="list-style-type: none"> ■ Facilitates problem solving, decision making and improvement of patient flow (Ott et al., 2009) ■ Provides effective feedback (DeLong & Fahey, 2000; Ferguson-Paré 1998; Ferguson-Paré et al., 2002; Gelinias & Manthey, 1997; Severinsson, 1996; Upenieks, 2003a) ■ Engages interprofessional team in improving quality of care and ensuring effective allocation of resources (Ballein Search Partners, 2003) ■ Demonstrates a strong sense of individual responsibility for quality monitoring at point-of-care (Reid & Dennison, 2011) ■ Provides time for patient/family to discuss plan of care ■ Uses reflective practice to generate and validate knowledge (Reid & Dennison, 2011)

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<p>1.3.5 Nurse leaders establish mechanisms for continuous monitoring of organizational process and changes</p>	<ul style="list-style-type: none"> ■ Promote use of nursing-related performance and client outcome measures in benchmarking (Ballein Search Partners, 2003) ■ Get frontline staff involved in benchmarking and developing best practices (Ballein Search Partners, 2003; Gifford, 2002) ■ Use data and quality frameworks for monitoring and decision making ■ Examine the best practices of other organizations and professions (Upshur, 1997) ■ Monitor results of changes and set up accountability mechanisms ■ Review and record past organizational successes and failures (Beaulieu, 1997) 	<ul style="list-style-type: none"> ■ Participates in benchmarking and implementing best practices (Ballein Search Partners, 2003; Gifford, 2002)

The most significant leaders for improving direct care are the individuals providing direct care.

~ (Cook, 2001)

