

Core Competencies	Sample Behaviour	Relevance for Point-of-Care Leadership
<p><b>1.5.1</b> Nurse leaders identify and acknowledge values and priorities (Gaudine &amp; Beaton, 2002; May et al., 2003; Storch et al., 2002; White, 2000).</p>	<ul style="list-style-type: none"> <li>■ Use values clarification to identify own values, values of others and the values of organization (Cronkhite, 1991; Gaudine &amp; Beaton, 2002; Norrish &amp; Rundall, 2001; Storch et al., 2002; White, 2000; Wieck et al., 2002)</li> <li>■ Separate personal values from professional responsibilities (Gaudine &amp; Beaton, 2002)</li> <li>■ Share and communicate vision, values and priorities explicitly (Cronkhite, 1991; Ferguson-Paré et al., 2002; Heeley, 1998; Levasseur, 2004; White, 2000; Wieck et al., 2002)</li> <li>■ Articulate a process to define the values and vision of nursing in an organization (Storch et al., 2002)</li> <li>■ Understand that values evolve over time in response to life experiences (Rokeach, 1973)</li> </ul>	<ul style="list-style-type: none"> <li>■ Use values clarification to identify own values, values of others and the values of organization (Cronkhite, 1991; Gaudine &amp; Beaton, 2002; Norrish &amp; Rundall, 2001; Storch et al., 2002; White, 2000; Wieck et al., 2002)</li> <li>■ Separate personal values from professional responsibilities (Gaudine &amp; Beaton, 2002)</li> </ul>
<p><b>1.5.2</b> Nurse leaders acknowledge and incorporate multiple perspectives in decision-making (Heeley, 1998; Hurst, 1996; Norrish &amp; Rundall, 2001; White, 2000)</p>	<ul style="list-style-type: none"> <li>■ Gather information from multiple sources</li> <li>■ Use decision-support tools (Gelinias &amp; Manthey, 1997)</li> <li>■ Identify and communicate the values that underpin the decision (White, 2000)</li> <li>■ Be sensitive to multiple pressures including finances, power and politics (Norrish &amp; Rundall, 2001)</li> <li>■ Identify the consequences of emphasizing one perspective over another (Heeley, 1998; May et al., 2003)</li> <li>■ Use clinical and professional nursing knowledge in making decisions (Krecji, 1999; White, 2000)</li> <li>■ Identify ethical and moral issues (Storch et al., 2002)</li> <li>■ Know when to speak up and when to pull back (Krecji, 1999; Tucker Scott, 2004)</li> </ul>	<ul style="list-style-type: none"> <li>■ Seeks confirmation of professional decisions by consulting peers (O'Connor et al., 2008)</li> </ul>

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<p><b>1.5.3</b> Nurse leaders help others to understand conflicting perspectives and decisions</p>	<ul style="list-style-type: none"> <li>■ Acknowledge and name conflicting perspectives (Heeley, 1998; Hurst, 1996; Storch et al., 2002) and identify their interdependencies (Hurst, 1996)</li> <li>■ Assist others with clarifying and expressing values and views (CNA, 2003; Gaudine &amp; Beaton, 2002; Storch et al., 2002; White, 2000)</li> <li>■ Understand that cultural diversity influences perspectives</li> <li>■ Discuss why one perspective is valued or selected over another (Heeley, 1998)</li> <li>■ Create shared accountability and build collaborative relationships (CNO, 2002; Heeley, 1998; Hurst, 1996; Norrish &amp; Rundall, 2001; White, 2000)</li> <li>■ Help others understand the business aspects of health care (White, 2000)</li> </ul>	<ul style="list-style-type: none"> <li>■ Provides advice on appropriate care (O'Connor et al., 2008)</li> </ul>
<p><b>1.5.4</b> Nurse leaders employ strategies to advance priority initiatives while maintaining other valued initiatives and perspectives</p>	<ul style="list-style-type: none"> <li>■ Develop flexible practices to respond to changing priorities (Hurst, 1996)</li> <li>■ Promote and reward flexibility and innovation related to achieving balance (Hurst, 1996)</li> <li>■ Focus on goals and what can be achieved (Gaudine &amp; Beaton, 2002)</li> <li>■ Explore alternative ways to address challenges (Thompson &amp; Bunderson, 2003) such as using technology (White, 2000)</li> </ul>	<ul style="list-style-type: none"> <li>■ Shares expertise and provides insight on new care techniques (O'Connor et al., 2008)</li> <li>■ Leads patient care by setting priorities and adjusts care to reflect them (Reid &amp; Dennison, 2011)</li> </ul>
<p><b>1.5.5</b> Nurse leaders advocate for the necessary resources to accomplish goals and objectives (May et al., 2003)</p>	<ul style="list-style-type: none"> <li>■ Provide data to demonstrate need for resources</li> <li>■ Provide required staffing, supports, time and equipment (CNO, 2002; Ferguson-Paré et al., 2002; Registered Nurses Association of British Columbia, 2001; Upenieks, 2003a, 2003b)</li> <li>■ Align resources with priorities and professional standards over the long term (May et al., 2003; Upenieks, 2003a)</li> </ul>	<ul style="list-style-type: none"> <li>■ Facilitates debriefing sessions for staff and contributes to their knowledge (O'Connor et al., 2008)</li> <li>■ Collects data to advocate for resources (Reid &amp; Dennison, 2011)</li> <li>■ Identifies equipment and staffing needs (Reid &amp; Dennison, 2011)</li> </ul>

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<p><b>1.5.6</b> Nurse leaders demonstrate accountability and take responsibility for outcomes</p>	<ul style="list-style-type: none"> <li>■ Monitor effects of decisions on patients/clients and staff resources and quality (Fletcher, 2001; Heeley, 1998; Norrish &amp; Rundall, 2001, White, 2000)</li> <li>■ Identify and monitor indicators of imbalance (Hurst, 1996)</li> <li>■ Identify the people most sensitive to negative impacts and seek frequent feedback (Hurst, 1996)</li> <li>■ Promote the accountability of others</li> </ul>	<ul style="list-style-type: none"> <li>■ Monitor effects of decisions on patients and clients</li> </ul>

RECOMMENDATIONS

