### Core Competencies

**1.1.1 Nurse leaders demonstrate and model integrity and fairness**


### Sample Behaviour

- Reflect on own values and goals; share them openly (Gillespie & Mann, 2004; Hanna, 1999; King, 2000; Levasseur, 2004; Severinson & Hallbeerg, 1996; Six, 2004; Walston & Kimberly, 1997)

- Set clear, high performance standards (Baird, 1995; Leach, 2005; Levasseur, 2004; Nespoli, 1991; Parsons & Stonestreet, 2002)

- Take responsibility and admit mistakes openly (Six, 2004; White, 2000)

- Keep commitments (McGilton et al., 2004; Nespoli, 1991; Skarlicki & Dirks, 2002; Upenieks, 2003a)

- Consistently display ethical behaviour (Lowe, 2004; Mayer et al., 1995; Rousseau & Tijorwala, 1999; King, 2000; Perra, 2000)

- Gather data and look at all sides of issues (Upenieks, 2003a)

- Make policies and practices explicit and transparent and apply them consistently (Skarlicki & Dirks, 2002)

### Relevance for Point-of-Care Leadership

- Reflect on own values and goals; share them openly (Gillespie & Mann, 2004; Hanna, 1999; Levasseur, 2004; King, 2000; Severinson & Hallbeerg, 1996; Six, 2004; Walston & Kimberly, 1997)
### Core Competencies

#### 1.1.2 Nurse leaders demonstrate care and respect and personal concern for others

- Seek and acknowledge multiple perspectives and opinions (Antrobus & Kitson, 1999; Gillespie & Mann, 2004; Nespoli, 1991; Perra, 2000; Severinsson & Hallbeerg, 1996; Skarlicki & Dirks, 2002)
- Listen without judgment or criticism (Severinsson, 1996)
- Seek to understand what matters to others and respond appropriately (Nespoli, 1991; Lowe, 2004; Severinsson & Hallbeerg, 1996)
- Share knowledge of system issues and perspectives and problems openly and honestly (McGilton et al., 2004; Ray, Turkel & Marino, 2002; Ward, 2002; White, 2000)
- Acknowledge the value of others and celebrate their successes (Englebart, 1993; King, 2000; Leach, 2005; Skarlicki & Dirks, 2002; Tucker Scott, 2004; Upenieks, 2003a; White, 2000)
- Respect and model work-life balance (Fletcher, 2001; Upenieks, 2003a; Parsons & Stonestreet, 2002)

#### 1.1.3 Nurse leaders create a sense of presence and accessibility (Bousfield, 1997; Ferguson-Paré, 1998; Fletcher, 2001; Severinsson & Hallbeerg, 1996; Tucker Scott, 2004; Upenieks, 2003a; Ward 2002)

- Communicate and make personal contact frequently (Bunderson, 2001; Gillert & Chuzischvili, 2004; Skinner & Spurgeon, 2005)
- Maintain visibility and accessibility to others (Baird & St-Amand, 1995; Ray et al., 2002; Registered Nurses Association of British Columbia, 2001; Severinsson & Hallbeerg, 1996)
- Routinely interact with patients to monitor, assess and prioritize patient needs (Reid & Dennision, 2011)
- Provide evidence-based discharge education to improve clinical outcomes and decrease re-admissions (Ott et al., 2009)

#### 1.1.4 Nurse leaders communicate effectively

- Communicate clearly, openly, honestly and frequently (Cadman & Brewer, 2001; Ferguson-Paré, 1998; Ingersoll, Fisher, Ross, Soja & Kidd, 2001; McGilton et al., 2004)
- Listen interactively and demonstrate understanding of the opinions of others (Antrobus & Kitson, 1999; Gillespie & Chuzischvili, 2004; Nespoli, 1991; Perra, 2000; Severinsson & Hallbeerg, 1996; Tucker Scott, 2004; Ward, 2002)
- Develop and use skills in cross-cultural communication (Grinspun, 2000)
- Communicate patient findings based on clinical assessment (Reid & Dennision, 2011)
- Communicate with the patient, family and interprofessional team to determine needs and changes other than those specific to the patient’s medical diagnosis (Reid & Dennision, 2011)
- Develops and utilizes communication skills targeted to teams, lateral integration of care needed for safe patient care (Reid & Dennision, 2011)

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**Excerpt from the RNAO Developing and Sustaining Nursing Leadership, (2nd edition, 2013), pg 31-34.**
### Core Competencies

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<tr>
<th>Sample Behaviour</th>
<th>Relevance for Point-of-Care Leadership</th>
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</table>
| 1.1.5 Nurse leaders manage conflict effectively (Bunderson, 2001; Drucker, 1990; Dunham-Taylor, 1995; Fox et al., 1999; Walston & Kimberly 1997) |  - Understand the constructive and destructive effects of conflict  
  - Acknowledge and address the conflict; develop and use a range of conflict resolution skills (Lambert & Nugent, 1999) |
| 1.1.6 Nurse leaders build and promote collaborative relationships and teamwork (CNO, 2002; Disch, Walton & Barnsteiner, 2001; Englebar, 1993; King, 2000; Kouzes & Posner, 1995; Lambert & Nugent, 1999; Registered Nurses Association of British Columbia, 2001; Storr 2004; Ward, 2002) |  - Seek and acknowledge broad input (Bunderson, 2001; Cadman & Brewer, 2001; Englebart, 1993;)  
  - Recognize the legitimacy of other’s interests and discuss how interests are aligned (Gelinas & Manthey, 1997; Skarlicki & Dirks, 2002; Six, 2004)  
  - Explore uncertainties and fears (Porter O’Grady, 1992)  
  - Build consensus  
  - Give and receive help and assistance  
  - Evaluate effectiveness of working together  |
| 1.1.7 Nurse leaders demonstrate passion and respect for the profession of nursing, its values knowledge and achievements (Clifford, 1998; Ferguson-Paré, 1998; Ferguson-Paré, Mitchell, Perkin & Stevenson, 2002; Gillespie & Mann, 2004; Nespoli, 1991; Ray et al., 2002; Registered Nurses Association of British Columbia, 2001; Thompson & Bunderson, 2003; Tucker Scott 2004; Upenieks, 2003a; Ward, 2002) |  - Demonstrate strong commitment to caring, justice, honesty, respect and integrity (White, 2000)  
  - Advocate for quality care and quality practice settings placing patients/clients first (Clifford, 1998; CNO, 2002; Ferguson-Paré et al., 2002; Hanna, 1999; Storch, Rodney, Pauly, Brown, & Starzomski, 2002; Upenieks 2003a; Ward, 2002; Storch et al., 2002; White, 2000;)  
  - Acknowledge and promote nurses’ contribution to patients/clients, organizations and communities (Antrobus & Kitson, 1999; Clifford, 1998; Nespoli, 1991; Storch et al., 2002; Upenieks, 2003; Ward, 2002)  |

**RECOMMENDATIONS**

Excerpt from the RNAO *Developing and Sustaining Nursing Leadership*, (2nd edition, 2013), pg 31-34.
### Core Competencies

1.1.8 Nurse leaders demonstrate role competence (Boyle, Bott, Hansen, Woods & Taunton, 1999; Gillespie & Mann, 2004; Mayer et al., 1995)

### Sample Behaviour

- Maintain and apply current knowledge of nursing science, leadership and other relevant knowledge (Bousfield, 1997; Severinsson, 1996)
- Address concerns and issues (Adams, 1994; CNO, 2002; Fletcher, 2001; Levasseur, 2004; Nespoi, 1991; Upenieks, 2003a)
- Participate actively in decision-making opportunities
- Take responsibility for actions and outcomes
- Communicate successes to create confidence (McGillis et al., 2005; Skarlicki & Dirks, 2002)

### Relevance for Point-of-Care Leadership

- Apply evidenced-based practices at the point-of-care while assessing, implementing and evaluating care (Reid & Dennison, 2011)