



## Board of Directors Candidates

### Self-Reflection of Leadership and Governance Competencies

#### Introduction

As the American Nurses Association (ANA) implements its mission, *nurses advancing our profession to improve health for all*, the association will continue to need a diverse pool of leaders who possess both leadership and governance competencies that enable them to lead effectively and strategically.

- *Leadership Competencies*: ANA collaborated with the Center for Creative Leadership® to define a set of leadership competencies<sup>1</sup> and associated behaviors for advanced leaders<sup>2</sup> in three distinct domains: Leading Yourself, Leading Others, and Leading the Organization. While anchored in ANA's *Scope and Standards of Practice*, these competencies transcend specialty or profession.
- *Governance Competencies*: There are key governance competencies<sup>3</sup> that are needed for members of the ANA Board of Directors to discharge their duties effectively. As fiduciaries of the association, members of the ANA Board of Directors must act at all times in the association's best interest, oversee financial and operational performance, and safeguard the association's resources.

#### Voluntary Self-Reflection of Competencies

The Nominations and Elections Committee encourages individuals interested in seeking election to the ANA Board of Directors to engage in a voluntary self-reflection of their leadership and governance competencies to a) determine the degree to which they possess the competencies that have been deemed important to serve successfully and efficiently, and b) identify competency areas that they may wish to develop more fully before seeking election to the ANA Board of Directors.

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<sup>1</sup> See Appendix A for definitions and concepts related to competence.

<sup>2</sup> The competencies for advanced leaders are derived from the Center for Creative Leadership® Competency Library and included in ANA's *Competency Model*, which was developed for ANA's Leadership Institute.

<sup>3</sup> The governance competencies were derived from the following three sources: *Competency-Based Governance: A Foundation for Board and Organizational Effectiveness* (February 2009) and *The Guide to Good Governance for Hospital Boards* (December 2009) both published by the American Hospital Association's Center for Healthcare Governance and *Board Member Competencies* developed by Judith A. Oulton for the International Council of Nurses (2011).



## Self-Reflection: Leadership Competencies

*Instructions: Read the behaviors listed under each leadership competency and reflect on whether you consistently demonstrate the indicated behaviors.*

LEADING YOURSELF		
COMPETENCY	YES	NO
<b>Adaptability</b>		
Thinks “out of the box” and adjust to changes easily		
Understands their impact on situations and people		
Senses accurately when to give and take when negotiating new approaches		
<b>Integrity</b>		
Acts in accordance with stated values		
Follows through on promises		
Uses ethical considerations to guide decisions and actions		
<b>Self-Awareness</b>		
Compensates for their weaknesses		
Capitalizes on their strengths		
Learns from their experiences and make needed adjustments in their behavior		
Takes care of himself/herself and is aware of their feelings		
LEADING OTHERS		
COMPETENCY	YES	NO
<b>Communication</b>		
Communicates organizational goals effectively		
Inspires through the presentation of information		
Involves others, listens, and builds commitment		
<b>Conflict</b>		
Negotiates adeptly with individuals and groups		
Manages conflict and confrontations effectively and skillfully		
<b>Relationships</b>		
Builds productive working relationships with co-workers and external parties		
LEADING THE ORGANIZATION		
COMPETENCY	YES	NO
<b>Business Acumen</b>		
Understands the perspectives of different functional areas in the organization		
Has a firm grasp of external conditions affecting the organization		

<b>COMPETENCY</b>	<b>YES</b>	<b>NO</b>
<b><i>Change</i></b>		
Supports activities that position the organization for the future		
Offers novel ideas and perspectives		
<b><i>Courage</i></b>		
Takes a stand when others disagree; goes against the status quo		
Perseveres in the face of opposition		
<b>COMPETENCY</b>	<b>YES</b>	<b>NO</b>
<b><i>Influence</i></b>		
Promotes an idea or vision and persuades		
Persuades and motivates others		
Influences superiors skillfully		
Delegates effectively		
<b><i>Problem Solving</i></b>		
Makes timely decisions		
Understands complex issues readily		
Develops solutions that effectively address problems		
<b><i>Vision and Strategy</i></b>		
Understands, communicates, and stays focused on the organization's vision		



## Self-Reflection: **Governance** Competencies

Read the behaviors listed under each governance competency and reflect on whether you consistently demonstrate the indicated behaviors.

OFFICERS AND DIRECTORS-AT-LARGE		
COMPETENCY	YES	NO
<b><i>Board Experience</i></b>		
Has served on public sector, private sector, or not-for-profit boards; has experience with good governance policies		
Acts in the best interest of the association as a whole and not that of a special group or interest		
Understands and accepts that a board of directors speaks with one voice		
Serves as an ambassador and advocate of the organization and the profession		
Understands the importance of continuous self-improvement through participation in professional development		
<b><i>Governance Experience</i></b>		
Familiar with an organization’s governing documents (Articles of Incorporation, Bylaws)		
Understands the difference between the role of management and the role of governance		
Understands the fiduciary responsibilities of a board of directors: Duty of Care, Duty of Loyalty, Duty of Obedience (or Fidelity to Purpose)		
Has experience in board governance (e.g., bylaws review, policy development)		
<b><i>Committee Experience</i></b>		
Has experience serving on a committee		
<b><i>Risk Management and Assessment</i></b>		
Understands the elements of risk management: nature and sources of enterprise risk and risk management strategies		
Ensures that appropriate systems are in place to manage risks		
COMPETENCY	YES	NO
<b><i>Strategic Planning</i></b>		
Contributes, evaluates, and implements strategic plans		
Develops mission, vision, and core values		
Sets strategic direction		
Provides strategic oversight		
Focuses on longer term goals and strategic outcomes		
Employs performance oversight, management, and measurement systems to assess organizational performance		
<b><i>Strategic Thinking</i></b>		
Applies complex concepts, develops creative solutions, and adapts previous solutions in new ways		

COMPETENCY	YES	NO
<b>Strategic Organizational Management Experience</b>		
Implements and evaluates decisions that enable the organization to achieve long-term objectives		
<b>Business/Corporate Planning Experience</b>		
Has experience in business/corporate planning for public/private sectors, or not-for-profit boards		
<b>Financial/Investment/Accounting Knowledge</b>		
Understands financial operational management		
Interprets balance sheets and income and cash flow statements		
Understands the proper application of internal controls		
Provides input to and appropriately challenges budgets and financial statements		
Has knowledge of other considerations and issues associated with auditing requirements for public/private sectors, or not-for-profit boards		
<b>Human Resources/Executive Personnel Performance Review</b>		
Understands human resources, considerations and issues for executive recruitment, compensation structures, and performance review		
<b>PRESIDENT (in addition to the competencies for Officers and Directors-at-Large)</b>		
<b>COMPETENCY</b>	<b>YES</b>	<b>NO</b>
<b>Board Leadership</b>		
Has experience serving as a board chair, committee chair, or serving in other leadership positions		
Experienced in long-term planning and priority setting		
Skilled at policy development and advocacy		
Skilled at keeping the board focused at a governance <i>rather than</i> management level		
Encourages active, equitable participation at meetings through managing time effectively, keeping the discussion on topic, and clarifying decisions		
Creates a climate where feedback on performance is given and received to continually improve personal, board, and organizational performance		
Establishes and maintains effective relationships with board members, management, and stakeholders		

## Appendix A: Definitions and Concepts Related to Competence

A number of terms are central to the discussion of competence:

- An individual who demonstrates “competence” is performing at an expected level. The Institute of Medicine (IOM, 2003), defined professional competence as “*the habitual and judicious use of communication, knowledge, technical skills, clinical reasoning, emotions, values, and reflection in daily practice for the benefit of the individuals and community being served.*”
- A *competency* is an expected level of performance that integrates knowledge, skills, abilities, and judgment.
- The integration of knowledge, skills, abilities, and judgment occurs in formal, informal, and reflective learning experiences.
- Knowledge encompasses thinking, understanding of theories, professional standards of practice, and insights gained from context, practical experiences, personal capabilities, and leadership performance.
- Skills include communication, interpersonal, and problem-solving skills.
- Ability is the capacity to act effectively. It requires listening, integrity, self-awareness, emotional intelligence, and openness to feedback.
- Judgment includes critical thinking, problem solving, ethical reasoning, and decision making.
- *Interprofessional* refers to the shared relationship among individuals, groups, and organizations from different disciplines. The synergies created through groups, committees, and projects that comprise individuals from different disciplines; the impact of teamwork.
- *Interdisciplinary* as used in this context refers to cross disciplines of health and health care (e.g., medicine, pharmacology, nursing) and business (e.g., leadership, communications, finance).
- *Transformational leadership* includes the competencies required to inspire and stimulate followers to achieve extraordinary outcomes and in the process, develop their own leadership capacity. They help followers grow and develop into leaders by responding to needs, empowering the individual, and aligning the goals and objectives across the span from follower/subordinate to leader to organization.
- *Formal learning* most often occurs in structured, academic, and professional development practice environments, while informal learning can be described as experiential insights gained in work, community, home, and other settings.
- *Reflective learning* represents the recurrent thoughtful personal self-assessment, analysis, and synthesis of strengths and opportunities for improvement. Such insights should lead to the creation of a specific plan for professional development and may become part of one’s professional portfolio.