



Nurse Manager Skills Inventory

The Nurse Manager Leadership Partnership is a collaboration between the American Organization of Nurse Executives (AONE) and the American Association of Critical-Care Nurses (AACN).



INTRODUCTION

to the *Nurse Manager Inventory Tool*

The critical influence of nurse managers in shaping healthy work environments is undeniable. Of every leadership role in health care today, a nurse manager has the most direct impact on the care and services that patients and families require throughout their health care experience. Theirs is a far-reaching role with particular impact on achieving a professional culture that successfully recruits and retains expert nurses.

In today's dynamic and complex health care environments, safe and effective care will only be assured when health care leaders can make their optimal contribution to the effort. Nurse managers must not only fulfill their daily responsibilities, they must lead the change demanded that will secure a bright future for American health care.

Nurse Manager Learning Domain Framework



To make their optimal contribution, nurse managers require well-honed skills in coaching, motivating, and leading a professional team so that safe and effective care is delivered—supported by systems where quality improvement and effective stewardship of scarce resources are complementary.

© 2006 NMLP

The *Nurse Manager Inventory Tool* captures the skills and behaviors that are envisioned for the successful nurse manager. This inventory allows the nurse manager to perform a self-evaluation that can be paired with the nurse manager's supervisor's assessment to create an individualized professional development plan. The inventory is based on the three domain model initially developed by three national nursing associations¹. The successful nurse manager must gain expertise in all three domains. This tool is presented to assist with that professional assessment and development.

1. The three national nursing associations were the American Organization of Nurse Executives (AONE), the American Association of Critical-Care Nurses (AACN), and the Association of peri-Operative Registered Nurses (AORN). In 2006, AONE and AACN formed the Nurse Manager Leadership Partnership (NMLP) to continue this leadership work.

Methodology for How to Use the *Nurse Manager Inventory Tool*

- I. The nurse manager uses the tool to review and rate himself/herself in each of the content areas, along a scale from minimal skill/experience to expert.
- II. The nurse manager's supervisor does the same, rating the nurse manager in his/her specific role.
- III. The nurse manager and supervisor meet to review the two assessments. For areas where assessments differ they can:
 - a. discuss why the perceptions differ
 - b. discuss and develop plans for improvement/professional development
- IV. The tool can become the basis for career pathway planning and delineating professional targets.

THE SCIENCE



THE ART



Managing the Business

NOVICE EXPERIENCE/SKILL COMPETENT EXPERIENCE/SKILL EXPERT PRACTICE

VI. STRATEGIC MANAGEMENT

1. **Project management** – includes understanding roles, timelines, milestones, and resource utilization; ability to develop or participate in the development of a project plan _____
2. **Business development** – includes knowing the content of a business plan _____
3. **Business plan development** – includes the ability to create a business plan for specific projects _____
4. **Presentation skills** _____
 - **Written** – includes reports, program descriptions, evaluations, and correspondence _____
 - **Oral** – includes educational presentations, project presentations, media, and meetings skills _____
5. **Persuasion skills** – includes influencing/selling skills _____
6. **Developing strategic plans** – includes various methodologies for strategic planning, such as scenario planning and environmental scanning _____
7. **Developing operational plans** – includes annual tactics that support and move the unit/department to accomplish a strategic plan _____

VII. APPROPRIATE CLINICAL PRACTICE KNOWLEDGE

(determined by specific role and institution)

1. Each role and institution has expectations regarding the clinical knowledge and skill required of the role. These expectations should be established for the specific individual based on organizational requirements. _____

Leading the People

NOVICE EXPERIENCE/SKILL COMPETENT EXPERIENCE/SKILL EXPERT PRACTICE

I. HUMAN RESOURCE LEADERSHIP SKILLS

1. **Performance management** – includes staff annual evaluation, goal setting, continual performance development, “crucial conversations,” corrective action and disciplinary processes, and termination _____
2. **Staff development** – includes staff education/needs assessment, education programming, and competency assessment (recommendations and development) _____
3. **Succession planning** – includes developing leadership capacity of staff _____
4. **Coaching and guiding skills** – includes demonstrating behaviors and role modeling _____
5. **Mentoring** – includes modeling behaviors of leadership and developing staff as mentors _____

II. RELATIONSHIP MANAGEMENT AND INFLUENCING BEHAVIORS

1. **Communication skills** – includes active listening, feedback, inquiry, and validation _____
2. **Emotional IQ** – includes how well you know yourself and how you relate effectively with your environment _____
3. **Self awareness** – understanding one’s values, beliefs, and attitudes and how they affect your responses and behaviors _____
4. **Effective use of dialogue** – understanding and practicing the process to encourage the free flow of ideas within groups to discover insights and lead to shared meaning _____
5. **Team dynamics** – understanding the functions of group process; ability to facilitate effective groups, both for nursing and interdisciplinary/multidisciplinary groups _____
6. **Collaborative practice** – the presence of trust, respect, and good communication among colleagues; how well is this developed and supported? _____
7. **Conflict management** – understanding the process to work through opposing views in order to reach a common goal; and skill in conflict resolution _____
8. **Negotiation** – using conflict resolution techniques to maintain collaboration: isolate the facts, ask clarifying questions, reach common ground, and interpret what is said verbally and with body language; includes the use of “crucial conversations” _____
9. **Mediation** – use of a neutral party to help reach resolution; skill in functioning as a mediator _____

THE ART



THE LEADER WITHIN

Leading the People

NOVICE EXPERIENCE/SKILL COMPETENT EXPERIENCE/SKILL EXPERT PRACTICE

III. DIVERSITY

1. **Cultural competence** – includes understanding the components of cultural competence as they apply to the workforce
2. **Social justice** – includes maintaining an environment of fairness and processes to support it
3. **Generational diversity** – ability to capitalize on differences to foster highly effective work groups

| | | | | |
|--|--|--|--|--|
| | | | | |
| | | | | |
| | | | | |

IV. SHARED DECISION-MAKING

1. Includes understanding the structure and processes of shared governance
2. Implementation of shared decision-making structures and processes on the unit

| | | | | |
|--|--|--|--|--|
| | | | | |
| | | | | |



Creating the Leader in Yourself

NOVICE EXPERIENCE/SKILL COMPETENT EXPERIENCE/SKILL EXPERT PRACTICE

I. PERSONAL AND PROFESSIONAL ACCOUNTABILITY

1. **Personal growth and development** – includes education advancement, continuing education, career planning, and annual self-assessment and action plans
2. **Ethical behavior and practice** – includes practice that supports nursing standards and scopes of practice
3. **Professional association involvement** – includes membership and involvement in an appropriate professional association that facilitates networking and professional development
4. **Certification** – achieving certification in an appropriate field/specialty

| | | | | |
|--|--|--|--|--|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

II. CAREER PLANNING

1. **Knowing your role** – understanding current job description/requirements and comparing those to current level of practice
2. **Knowing your future** – planning where you want to go in your career and what you need to get there; what are the needs of health care in the future and where will you fit?
3. **Positioning yourself** – the development of a career path/plan for you that provides direction while offering flexibility and capacity to adapt to future scenarios

| | | | | |
|--|--|--|--|--|
| | | | | |
| | | | | |
| | | | | |

III. PERSONAL JOURNEY DISCIPLINES

These skills assist in developing the individual strengths of a leader.

1. **Shared leadership/council management** – includes knowledge of, and skill in, managing councils that promote shared leadership
2. **Action learning** – includes use of techniques of “action learning” to problem-solve and personally reflect on decisions
3. **Reflective practice** – includes knowledge of, and active practice of, reflection as a leadership behavior

| | | | | |
|--|--|--|--|--|
| | | | | |
| | | | | |
| | | | | |

