

Medical-Surgical Nursing Certification Board
BOARD COMPETENCIES

UNIVERSAL COMPETENCIES (Required for all board members)	DEFINITION/CRITICAL BEHAVIORS
1. Strategic Thinking and Strategic Planning	<p>The ability to be future thinking and formulate a vision of what the organization should look like and how to get there within a changing environment.</p> <ul style="list-style-type: none">) Participates in strategic thinking by using insight and intuition to develop unique opportunities that create value for certificants and the organization.) Demonstrates knowledge and understanding of the key internal and external factors shaping the future of medical-surgical nursing practice and certification.) Articulates legislative and regulatory changes that effect nursing practice and health care delivery.) Sets strategic priorities that position the organization for long-term success.) Aligns strategies with resource allocation.) Supports the strategic plan and uses it as a blueprint for the organization’s work.) Communicates the strategic direction/plan to certificants and other stakeholders.) Demonstrates confidence in the benefits of change and provides direction for overcoming resistance to change.) Continually reevaluates strategic initiatives and objectives within the context of the environment,
2. Governance	<p>The ability to align the strategic priorities of MSNCB with the needs and values of the medical-surgical nurse and other stakeholders to accomplish the mission of the organization.</p> <ul style="list-style-type: none">) Demonstrates a commitment to the mission, vision, values, and goals of MSNCB.) Demonstrates and understanding of and adheres to MSNCB’s governance documents, e.g., bylaws, policies, and charters.) Demonstrates an understanding of the needs of the clinical nurse, employers, health care consumers, and other stakeholders.) Seeks input from stakeholders and integrates knowledge into promoting certification.) Engages in activities to promote certification and recertification.) Serves as an advocate for the medical-surgical nurse in all areas of the health care environment.

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3. Decision Making	<p>The ability to use a systematic approach to reach a decision using both critical and creative thinking.</p> <ul style="list-style-type: none">) Incorporates a strategic approach to decision making.) Understands the various types of decision making and the benefits/limitations of each.) Recognizes and respects the contributions of all members of the group.) Able to synthesize diverse elements to reach a conclusion.) Demonstrates an understanding of the importance of using data, information and insight for knowledge-based decision making.) Embraces the concept of decision by consensus to foster collaboration and “whole group thinking”.) Shares responsibility for decisions and demonstrates loyalty to Board decisions.) Communicates decisions effectively to certificants and other stakeholders.
4. Financial Literacy and Stewardship	<p>Understands the basic principles of business and finance to allow responsible planning and management of resources.</p> <ul style="list-style-type: none">) Able to read and interpret basic financial reports and budgets.) Aligns the allocation of resources with the strategic plan.) Influences long-term financial plans to fund organizational growth.) Oversees the development of revenue sources and understands their implications.
5. Effective Communication and Information Management	<p>The ability to clearly and concisely articulate information both orally and in writing to a variety of audiences, and the ability to listen and comprehend in a non-judgmental manner. The capacity to use appropriate tools to facilitate communication.</p> <ul style="list-style-type: none">) Makes clear and convincing oral presentations.) Conveys information, ideas, and positions in writing in a clear and organized manner.) Adapts communications to the intended audience.) Responds to others in a manner that reflects an understanding of the content.) Is well prepared for board meetings.) Adds value to the discussion and is able to focus at the governance level of issues.) Uses verbal and non-verbal communication for respectful exchange of information.

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	<ul style="list-style-type: none">) Possesses basic computer competency including e-mail, document management, and common word, spreadsheet and presentation programs.
6. Relationship Building	<p>The ability to build trusting, collaborative relationships grounded in mutual respect.</p> <ul style="list-style-type: none">) Builds and maintains relationships with stakeholders.) Has the ability to relate to a wide range of people and establish mutually beneficial relationships.) Engages in networking behavior at professional meetings and professional or social events.) Builds networks of individuals with similar goals.
7. Mentoring/Team Building	<p>Develops others in a manner that is intentional and utilizes appropriate needs assessments and methods. Able to form and develop highly functioning teams to accomplish a set of goals and objectives.</p> <ul style="list-style-type: none">) Possesses strong interpersonal and leadership skills.) Willing to assist new board members and other volunteer leaders to learn their role and the culture of the organization.) Articulates the value of succession planning and puts appropriate strategies in place to assure continued maturation of the organization.) Seeks opportunities to develop leadership attributes in others.) Focuses on leading the organization and supports the staff's role in managing it.) Promotes positive working relationships with staff and internal teams.) Demonstrates awareness of how personal behaviors contribute to and effect the team (e.g., preparation for and participation in board meetings, responsibility and accountability for assigned roles/tasks).) Serves as liaison to MSNCB Committees/Task Forces as assigned. Assists group to establish goals, objectives and priorities, and directs communication to/from the board.) Role models leadership behavior and takes responsibility for the success of the group.) Promotes inclusiveness and diversity of ideas; encourages or facilitates conflict resolution.) Builds cooperation and cohesiveness.) Sets realistic expectations and holds team members accountable for results.) Removes or reduces barriers to success.

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	<ul style="list-style-type: none">) Fosters creativity as evidenced by team outcomes.
8. Lifelong Learning	<p>Possesses a curiosity and desire to continually increase knowledge, learn more about issues, and remain current with professional topics.</p> <ul style="list-style-type: none">) Establishes ongoing processes to gather information.) Shows evidence of scanning written, electronic, and other communication venues for information that may be of use to the organization.) Shares relevant information in a timely manner.) Actively participates in board development activities.) Advocates for adoption of best practice and evidence-based information related to certification, leadership, nursing practice, and other relevant topics.
9. Personal Integrity/Ethics	<p>Possesses personal values that promote ethical behavior to do the right thing.</p> <ul style="list-style-type: none">) Uses the organization's core values to guide communication, planning and operations.) Sets aside personal agenda in deference to achieving the greater good.) Declares all potential or actual conflicts of interest.) Demonstrates the courage to act on morals and values even in the face of opposition.) Models ethical practice.) Understands the fiduciary responsibilities of a board and conducts all business in a legal manner.) Maintains confidentiality in the conduct of organizational business.) Demonstrates a value and respect for diversity.

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ESSENTIAL COLLECTIVE COMPETENCIES (To be held by one or more board members)	DEFINITION/CRITICAL BEHAVIORS
1. Financial Business Acumen	<p>The ability to develop and monitor budgets, interpret financial statements, and make sound judgments related to financial decisions.</p> <ul style="list-style-type: none">) Has experience and success in a role with considerable financial responsibility.) Possesses academic and/or continuing education in business and/or finance.) Understands the effects of environmental forces on nonprofit organizational finances.) Demonstrates financial acumen in developing and/or monitoring MSNCB budgets and financial reports.) Effectively serves as the link between the board and the financial records/processes.
2. Board/Team Leader	<p>The ability to effectively lead the board and the organization to implement its strategic initiatives achieve its strategic goals.</p> <ul style="list-style-type: none">) Understands board responsibilities in a non-profit situation.) Active participation in and contributions to a board.) Held a leadership position on an organizational board or committee.) Effectively serves as a leadership role model and resource for other board members.
3. Test Development Knowledge	<p>An understanding of the test development process including role delineation, item writing and review, item statistics, passing score methodology, validity and reliability.</p> <ul style="list-style-type: none">) Able to interpret these processes to others.) Has experience on a test development committee, preferably with MSNCB.) Has experience on a task force for item writing, role delineation, and/or passing score setting.

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Resources for Board Competencies/Evaluation (MSNCB)

1. (2014, April 16). Board Recruitment. *Webinar*. Lecture conducted from American Board of Nursing Specialties.
2. (2014, June 25). Board Evaluation. *Webinar*. Lecture conducted from the American Board of Nursing Specialties.
3. American Organization of Nurse Executives. (n.d.). *The AONE nurse executive competencies*. Retrieved from: http://www.aone.org/resources/leadership%20tools/PDFs/AONE_NEC.pdf.
4. Bader, B. (2014, July 1). Board Development: A Marathon, Not a Sprint. *Great Boards Newsletter*, 2, 5-7. Retrieved June 30, 2014 from <http://www.greatboards.org/newsletter/2014/greatboards-newsletter-summer-2014.pdf>.
5. Behan, B. (Director) (2009, August 25). Best Practices in Board Evaluation and Individual Director Evaluation. *On-line*. Lecture conducted from, St John's Newfoundland. Retrieved June 24, 2014 from: <http://www.slideshare.net/BoardAdvisor/best-practices-in-board-evaluation-and-director-evaluation>.
6. Board Development. (n.d.). Retrieved June 20, 2014, from <http://www.nonprofitexpert.com/board-development/>.
7. Board practices that separate the best from the rest. (2012) *Great Boards Newsletter*. Scottsdale, Az. Bader. Spring 2012. Retrieved from: <http://www.greatboards.org/newsletter/2012/board-practices-spring12.pdf>
8. Competency based succession planning. (November 18, 2010). *Great Boards Newsletter*. Scottsdale, AZ: Bader and Associates. November 18, 2010. Retrieved from: http://www.greatboards.org/newsletter/2010/Succession_Planning_for_Board_Members.pdf
9. Coerver, H., & Beyes, M. (2011). *Race for relevance: 5 radical changes for associations*. Washington, DC: ASAE Association Management Press.
10. Fram, E. (n.d.). Once Again: How Should Nonprofits Conduct Board Evaluations?. Retrieved June 15, 2014, from <http://non-profit-management-dr-fram.com/2013/02/06/once-again-how-should-nonprofits-conduct-board-evaluations/>.
11. Gazley, B. (2014). Peak Performance. *Associations Now*, 52-57. Retrieved from <http://www.asaecenter.org/Resources/ANowDetail.cfm?ItemNumber=570510>
12. Hay Group. (n.d.). *Emotional competence inventory: Guide to the concepts and feedback report*. Retrieved from <http://www.b-coach.com/pay/ECI/ecibroc4blank.pdf>
13. McDonell, L. (n.d.). *Building a capable not-for-profit board*. Retrieved from <http://www.csae.com/Resources/ArticlesTools/View/ArticleId/117/Building-a-Capable-Not-for-Profit-Board>.
14. Nowicki-Hnatiuk, C. (2009). *Mentoring the stars: A program for volunteer leaders*. (2nd ed.). Pitman, NJ: Anthony J. Jannetti, Inc.
15. Ontario Hospital Association. (n.d.). *Board of directors' competency matrix*. Retrieved from <http://www.oha.com/AboutUs/CaseforChange/Pages/BoardofDirectors'CompetencyMatrix.aspx>
16. Performance Rating Scale. (n.d.). Retrieved March 1, 2014, from <http://hrweb.berkeley.edu/performance-management/tools/rating-scale>
17. Reading the scale: a 5-point system is best for performance reviews. (n.d.). Retrieved February 1, 2014, from <http://blog.bloomware.com/2010/07/07/reading-the-scale-a-5-point-system-is-best-for-performance-reviews/>