

NATIONAL NURSING LEADERSHIP COMPETENCY FRAMEWORK



A STRATEGIC GUIDE TO STRENGTHENING NURSING LEADERSHIP CAPACITY IN SOUTH AFRICA



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July 2025

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Dr SSS Buthelezi
Director-General of Health

The strength of South Africa's healthcare system is deeply rooted in its nursing workforce. Nurses play a critical role in delivering quality health services across all levels of care, and their leadership is essential for the effective functioning of our health system. Thus, there is a great need for strong, competent, and empowered nurse leaders as we continue to navigate an evolving healthcare landscape.

Recognising the need for a well capacitated and informed nursing leadership, the National Department of Health has compiled a Nursing Leadership Competency Framework. This framework seeks to develop competence among nursing leaders that will strengthen the efforts to transform the nursing profession and healthcare policies in the country. The initiative is aligned with the National Nursing Strategy (2020–2025) and the World Health Organization's State of the World's Nursing Report (2020). Several monitoring visits and engagements carried out across provinces and private sector led to the observation that leadership and governance remain weak within nursing management structures. While nurses participate in key strategic meetings, they often rely on senior management to advocate for nursing-specific priorities. As a result, this Framework aims to equip nurse leaders with the competencies that will enable them to confidently shape health policies, lead transformative change, and strengthen nursing's contribution to South Africa's healthcare system.

The Framework is a product of extensive and participatory needs assessments and stakeholder engagements that were conducted across the provincial departments and the private sector. It provides a structured approach to enhancing capabilities in clinical care, management, ethics, and professionalism. By strengthening governance structures, fostering teamwork, and promoting an enabling work environment, we can cultivate a generation of nurse leaders who are accountable, motivated, and empowered to drive quality patient care.

This Framework is also aligned with the 2030 Human Resources for Health Strategy that seeks to address health workforce training, improve health worker capacity and working conditions for a better national health sector. The Framework also aims to strengthen state capacity towards the development of a capable and ethical public service as set out in the National Development Plan (NDP) Vision 2030 and the National Framework towards Professionalisation of the Public Sector (2023). The National Nursing Leadership Competency Framework emphasises the importance of investing in the nursing workforce to achieve Universal Health Coverage. It reaffirms our commitment to good governance, ethical leadership, and evidence-based decision-making in the healthcare sector. I am confident that the South African Nursing Leadership Competency Framework will serve as a catalyst for strengthening nursing leadership at all levels, and ensure that nurses continue to be at the forefront of delivering safe, effective, and equitable healthcare for all South Africans.

A handwritten signature in black ink, appearing to be 'S. Buthelezi', written over a horizontal line.

DR SSS BUTHELEZI
DIRECTOR-GENERAL: HEALTH
NATIONAL DEPARTMENT OF HEALTH

ACKNOWLEDGEMENTS BY THE DEPUTY DIRECTOR-GENERAL FOR HEALTH



Dr MP Mahlathi

Deputy Director-General of Health

The ability of a country to meet its health goals depends largely on the knowledge, skills, motivation, and deployment of the people responsible for organising and delivering health services. The National Department of Health recognises the critical role of nursing leadership in strengthening the healthcare system and advancing national health priorities. As a result, the Department has developed the National Nursing Leadership Competency Framework as part of the National Leadership Initiative (NLI) Project. This initiative is part of a global effort to elevate the nursing profession in seven selected African countries that include South Africa. It seeks to equip the nursing workforce with leadership competencies that will enable them to respond effectively to health system challenges and global health security threats.

The National Nursing Leadership Competency Framework provides a structured approach to leadership development. It places focus on equipping nurse leaders with advocacy, financial oversight, project management, workforce planning, and governance skills. The Framework fosters emotional intelligence, reflective practice, mentorship, and shared decision-making that creates an empowered, and accountable nursing leadership structure. This is essential for ensuring quality patient care, effective clinical governance, and the achievement of national and global health priorities, including Universal Health Coverage (UHC) through the National Health Insurance (NHI).

The National Department of Health acknowledges the valuable contributions of key stakeholders in the development of this Framework. Special appreciation is extended to PEPFAR for its funding, USAID for its oversight role, and Family Health International 360 (FHI360) as the prime implementing partner. The Department also recognises the stewardship of the Chief Nursing Officer, Dr Nonhlanhla Makhanya, the technical leadership of Dr Mirriam Matandela and Ms Lucy Chisale in drafting and validating the Framework. We are also grateful to the Forum of University Nursing Deans of South Africa (FUNDISA) for working in collaboration with the Department in convening the first key stakeholder engagement, which brought together representatives from primary healthcare, district and provincial health departments, hospitals, regulatory bodies, academia, and the private sector, and ensured that the Framework is inclusive and relevant across diverse healthcare settings.

Furthermore, we extend our gratitude to the reviewers and to stakeholders from both the public and private sectors who provided critical input, engaged in discussions, and refined key elements of the Framework to align with national healthcare priorities. Their expertise has been instrumental in ensuring the Framework's broad acceptance and applicability across the public and private health sectors.

The National Nursing Leadership Competency Framework serves as a foundational pillar of the NLI, which aims to strengthen healthcare leadership and build a sustainable nursing workforce. By capacitating nurse leaders, we reinforce effective governance, accountability, and ethical leadership to drive South Africa's healthcare system forward in a volatile healthcare environment and ever-evolving healthcare system.

The Department remains committed to supporting the professional development of nurses and fostering a culture of excellence, leadership, and innovation in nursing education and practice. We look forward to a successful implementation of this competency framework to create a more resilient, motivated, and empowered nursing workforce that is responsive to service delivery demands, and a sustained improvement of the quality of care and health outcomes for all South Africans.

A handwritten signature in black ink, appearing to read 'Mahlathi', written over a white background.

DR MP MAHLATI
DEPUTY DIRECTOR-GENERAL
NATIONAL DEPARTMENT OF HEALTH

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The successful development of this Framework reflects the collective dedication, expertise, and collaboration of the following diverse group of stakeholders and partners whose efforts and insights laid a strong foundation for strengthening the nursing profession in South Africa:

Consultants (Developer and Reviewers)
Provincial Departments of Health (DoH)
District Health Services (Tshwane and West Rand)
Forum of University Nursing Deans of South Africa (FUNDISA)
South African Nursing Council (SANC)
South African Nursing Associations
Health and Welfare Sector Education and Training Authority (HWSETA)
South African Military Health Services (SAMHS)
President's Emergency Plan for AIDS Relief (PEPFAR)
United States Agency for International Development (USAID)
Private Hospital Groups
National School of Government (NSG)
Academia
National Department of Health Chief Directorate Communication and Stakeholder Engagement
National Department of Health Chief Directorate District Health Services (DHS)
National Department of Health Chief Directorate Human Resources for Health
National Department of Health Chief Directorate Health Information Epidemiology Research Monitoring and Evaluation (HIERME)
National Health Information System South Africa Committee (NIHSSA)

ACRONYMS AND ABBREVIATIONS

APP	Annual Performance Plan
CETUs	Clinical Education Training Units
CPD	Continuing Professional Development
FHI 360	Family Health International 360
FUNDISA	Forum of University Nursing Deans of South Africa
HIMS	Health Information Management System
HRD	Human Resource Development
ICN	International Council of Nurses
KPIs	Key Performance Indicators
MOA	Memorandum of Agreement
MOU	Memorandum of Understanding
M&E	Monitoring and Evaluation
NDoH	National Department of Health
NLF	Nursing Leadership Framework
NHI	National Health Insurance
OHSC	Office of the Health Standards Compliance
PEPFAR	The (United States) President's Emergency Plan for AIDS Relief
PHC	Primary Health Care
PMDS	Performance Management and Development System
PSI	Patient Safety Incident
QMS	Quality Management System
RTCs	Regional Training Centres
SDG	Sustainable Development Goals
UHC	Universal Health Coverage
USAID	United States Agency for International Development
VUCA	Volatile, Uncertain, Complex and Ambiguous
WHO	World Health Organization

GLOSSARY/DEFINITION OF TERMS

Authentic Leadership	Authentic leadership is characterised by self-awareness, transparency, ethical decision-making, and genuine relationships with others. Authentic leadership is a leadership style exhibited by individuals who have high standards of integrity, take responsibility for their actions, and make decisions based on principle rather than short-term success (Alilyyani et al., 2018).
Change Management	The structured approach to transitioning individuals, teams, and organisations from a current state to a desired future state that focuses on minimising resistance and ensuring sustainable change adoption (Galli, 2018).
Clinical Education Training Units (Cetus)	Units within healthcare systems or institutions designed to provide practical, hands-on training and education for healthcare professionals to enhance clinical skills and competencies (NDoH, 2023).
Clinical Governance	A systematic framework that oversees healthcare organisations and holds them accountable to ensure continuous improvement in the quality of the organisations' services and maintenance of high standards of care by fostering a culture of excellence, safety, and accountability (Macfarlane, 2019).
Competency	Knowledge, skills, attitudes, and behaviours that enable an individual to perform tasks or responsibilities effectively and to a defined standard in their professional practice (DPSA, 2008). A dynamic process of developing and applying knowledge, skills, judgment, values, and attitudes to deliver safe, effective, and high-quality patient care within a specific healthcare context (ICN, 2009).
Competency Framework	A structured model that outlines the specific competencies required for effective performance in a particular profession, role, or sector, which serves as a guide for training, development, and evaluation (DPSA, 2008).
Continuing Professional Development (CPD)	Ongoing education and training activities undertaken by professionals to enhance their knowledge, skills, and competencies, which ensures that they remain up-to-date and effective in their fields (SANC, 2021).
Curtin Leadership Framework	A leadership development model from Curtin University that emphasises self-awareness, collaboration, innovation, and ethical decision-making to empower individuals to lead effectively in diverse and dynamic environments (Brown, 2010).
Digital Technology Integration	The seamless incorporation of digital tools, systems, and processes into organisational workflows and service delivery to enhance efficiency, communication, and outcomes (Grobbelaar & Uriona-Maldonado, 2019).
Evaluation	A systematic, rigorous, and meticulous application of scientific methods used to assess a programme's design, implementation, improvement, or outcomes (Endeshaw, 2021).
Health Information Management Systems (HIMS)	Systems designed to collect, store, manage, and analyse health-related data to support healthcare delivery, policy development and decision-making, and ensure accurate, timely, and secure access to health information (Maïga et al., 2019).
Key Performance Indicators (KPIs)	Quantifiable metrics used to evaluate the success of an individual, team, or organisation in achieving specific objectives, and provide measurable benchmarks for performance improvement (DPSA, 2008).
Leadership Competencies	A set of skills, knowledge, and behaviours essential for effective leadership (DPSA, 2008).
Monitoring	A continuous process of collecting, analysing, and using data to track progress and guide decisions (Endeshaw, 2021).
Nursing Leadership	An initiative developed by the national Department of Health under the Nursing Leadership Competency Framework that is aligned with the National Nursing Strategy (2020–2025) and the World Health Organization.
Occupational Health and Safety (OHS)	The discipline focuses on protecting workers' health, safety, and well-being by identifying, preventing, and managing workplace hazards, and ensuring a safe working environment (Rikhotso et al., 2022).
Risk Management	The process of identifying, assessing, and mitigating potential risks to minimise their impact on organisational operations, patient safety, or outcomes (Rikhotso et al., 2022).
Shared Governance	A collaborative decision-making model in which healthcare professionals, including nurses and administrators, share responsibility and accountability for policy, practice, and operational decisions (O'Grady & Clavelle, 2021).
Transformational Leadership	A leadership style that inspires and motivates others to achieve their full potential and exceed expectations by fostering a vision, encouraging innovation, and building strong and trust-based relationships (Galuska, 2014).
Universal Health Coverage (UHC):	A vision that seeks to ensure that all people have access to the full range of quality health services, when and where they need them, without financial hardship (WHO, 2019).

Executive Summary

The National Nursing Leadership Competency Framework was developed to address critical gaps in nursing leadership competencies, which had been identified through national assessments and extensive stakeholder consultations. This Framework emphasises the development of advocacy and strategic decision-making competencies to ensure nursing priorities are effectively integrated into health system planning and budgeting processes. The Competency Framework aims to equip nurse leaders with the necessary skills to manage and lead effectively in diverse healthcare settings. As a result, it focuses on resource allocation, project management, financial oversight, and workforce planning. It further promotes leadership development through emotional intelligence, reflective practice, coaching, mentorship, fostering self-awareness and enhancing leadership influence.

Notably, the Framework supports clinical governance, Universal Health Coverage (UHC), and the implementation of the National Health Insurance (NHI) while prioritising equity, patient safety, and sustainable healthcare delivery. Aligned with global strategic directions, the Competency Framework incorporates principles from frameworks such as the World Health Organization's (WHO) Global Strategic Directions for Nursing and Midwifery (2021–2025) and the International Council of Nurses (ICN) Global Nursing Leadership Institute, the National Framework towards Professionalization of the Public Sector(2023) and the National Strategic Direction for Nursing and Midwifery, Education and Practice(2020/21-2025/26). The WHO's strategy highlights the need for leadership competencies that enhance resilience, promote equity, and achieve universal health goals through evidence-based practices. Similarly, the ICN leadership model integrates Sustainable Development Goals (SDGs) into nursing leadership and policy development, and emphasises adaptability, resilience and the capacity to address complex health system challenges.

This Competency Framework bridges local and global health leadership objectives by equipping nurse leaders with skills, knowledge, attitudes and behaviour to champion equity, construct strategic visions, and initiate sustainable health system improvements. Through its alignment with international frameworks, this Competency Framework ensures that South African nurse leaders are prepared to navigate challenges, enhance clinical governance, and drive positive health outcomes while contributing meaningfully to achieving global health priorities such as UHC and the SDGs. This integration reflects a shared commitment to fostering transformative leadership within nursing to meet the evolving demands of healthcare systems in a volatile, uncertain, complex and ambiguous (VUCA) environment.

Furthermore, the Framework describes a set of competency standards for Nursing Leadership functions and makes the expected knowledge and capabilities of Nurse Leaders explicit. In utilising this Framework, it is essential to understand that competencies and competency profiles are always relative to the context in which they are required and applied. The Framework does not exist in isolation and must always be read with other existing frameworks within the public and private settings.

1. CONTEXT

The WHO's 74th Assembly held in May 2021, adopted Global Strategic Directions for Nursing and Midwifery 2021 -2025 that have four focus areas: education, jobs, leadership and service delivery. The strategic focus area on leadership calls for countries to invest in leadership skills development for Nurses and Midwives (World Health 2021). South Africa has developed strategic directions for South African nursing and midwifery in response to the WHO's call through the National Framework towards Professionalisation of the Public Sector and the National Strategic Direction for Nursing and Midwifery, Education and Practice (Goal 4 that promotes strengthening of leadership, management and clinical governance). These South African strategies include focusing on strengthening nursing and midwifery leadership through various projects and improving leadership competencies.

Nurse leaders need high-level professional, political, policy and leadership skills to shape national, regional, and global health and social policy (WHO, 2021). Nurses need leadership skills to meet the demands of SDG 3; the workforce needs analysis and policy development (Rosa et al., 2021). Thus, the WHO provides global leadership on SDG 3, which is rooted in the concept of UHC and supports WHO Member States to optimise their health workforce towards the achievement of UHC and other health targets (WHO, 2021).

In addition, the WHO Nursing Leadership Strategy focuses on enhancing leadership capabilities within the nursing profession to strengthen health systems and achieve global health goals (WHO, 2019). The key elements include:

1. Developing leadership competencies through targeted training programmes.
2. Encouraging collaborative and inclusive decision-making.
3. Supporting strategic vision and evidence-based practices.
4. Building resilience and adaptability among nursing leaders.
5. Promoting sustainable and equitable healthcare systems.

This strategy underscores the importance of empowering nurse leaders to drive health system improvements and implement policies effectively in alignment with national healthcare priorities. By investing in nursing leadership, the WHO aims to promote gender equality in health system leadership roles and enhance the quality of care provided worldwide (WHO, 2019).

In South Africa, the nursing cluster within the NDoH is tasked with developing, guiding, and monitoring the implementation of national policy frameworks that develop required nursing skills and capacity to deliver effective nursing services to healthcare users. In pursuit of this role, the nursing cluster prioritised in the 2022/2023 financial year the key focus areas: the monitoring and evaluation of integrated nursing clinical governance implementation plans, and the establishment of Clinical Education Training Units (CETUs) across the nine provinces. However, nursing leadership gaps were identified during the nursing clusters' continuous provincial monitoring and evaluation visits. It was noted that there were significant limitations in the effective presentation of nursing priorities during executive meetings where strategic matters such as business, procurement, annual recruitment, and infrastructure development plans are discussed. Limitations in relation to sourcing the budget for renovating infrastructure and procuring equipment for the prioritised CETUs were also identified (NDoH, 2023). Finally, some managers held the view that the responsibility for providing funded organograms rested solely with the NDoH.

Evidence suggests that nurse managers face challenges in creating, sharing, and implementing key performance indicators that inform work plans, which results in inefficiencies in management roles, skills development, orientation, and resource provision (Ngxongo & Masondo, 2022). These findings highlight the urgent need to capacitate nurse leaders with the competencies and expertise that will enable them to lead organisations effectively, and actively contribute to health policy decision-making. Empirical evidence suggests that managers are frequently promoted based on seniority or length of service rather than proven leadership and management competencies. Similarly, in healthcare settings, nurses are often elevated to management roles due to their clinical experience without a focused effort to develop proficiency in managerial and leadership skills, which potentially leads to gaps in effective leadership within healthcare establishments (Doherty & Hunter Revell, 2020; Pillay, 2017).

Available studies highlight the need for nurse leaders to undergo skills development programmes. A study conducted by Anders, Jackson, and Daly (2021), noted the existence of inconsistencies in the educational preparation of nurse leaders and a lack of consistent training and how this negatively impacted the comprehension of their leadership responsibilities. The study recommended the need for a paradigm shift in nursing leaders' education and mentoring towards a radical re-visioning of the qualities and skills that will enable nurse leaders to take nursing forward. Thus, nurses in leadership positions need to be empowered to advocate for resources to lead, manage the units responsibly and take accountability; hence, the necessity for development programmes and learning pathways for nurse leaders.

Further observations were made with regards to clinical governance in South Africa's healthcare facilities. It was noted that there were challenges related to nurse managers' failure to carry out unit rounds in their allocated wards. The findings in the units showed lack of supervision while some facilities were non-compliant to the Office of Health Standards Compliance's (OHSC) promulgated regulations on clinical care and patient safety that include the monitoring of the emergency trolley which is treated as a "ticking the box" exercise rather than an act of ensuring availability of adequate functional resources for the management of emergencies in the wards (Matsoso et al., 2018). The worst scenarios were in the observation of dysfunctional emergency equipment yet they were marked as checked on the emergency checklists (NDoH, 2020). This further emphasises the need for this Framework and specific effort to develop nursing leaders who are capable to provide effective and efficient healthcare services.

Clinical governance requires shared governance that supports managerial empowerment. Although progress has been made in advancing nursing ownership of practice through shared governance, mature nursing autonomy has not yet been fully achieved (Clavelle et al., 2016). Consequently, there is a need to transition toward professional management that emphasises accountability, professional obligations, collaborative relationships, and decision-making. This National Nursing Leadership Competency Framework seeks to address the shortcomings observed in clinical facilities. The Framework would also be relevant in academic establishments because of the competencies needed for all nurses in leadership positions. Some competencies include finance, project management, human resources, operations management, and quality assurance.

Furthermore, the framework addresses Goal 4 of the National Strategic Direction for Nursing and Midwifery Education and Practice - A Road Map for Strengthening Nursing and Midwifery in South Africa (2020/21-2025/26). The goal seeks to create an organisational culture to build an enabled, productive, and empowered nursing workforce within an effective and responsive health system in different settings (NDoH 2020). Nevertheless, the management of both clinical and academic health establishments requires managerial and leadership competencies.

Managers are also expected to demonstrate other competencies. They are expected to show proficiency in communication, stakeholder engagement, and data-driven decision-making while fostering adaptability and innovation to meet evolving health system demands. These competencies are essential for achieving efficient, equitable, high-quality healthcare delivery. They will further create an organisational culture that supports quality patient care and improves staff motivation, productivity, and performance of individuals in other settings.

2. RATIONALE

The proposed framework aims to empower nurse leaders with the skills and competencies that will enable them to effectively plan, manage, advocate for and integrate nursing projects into health system plans. The resultant strengthening of management, leadership, and clinical governance capacities will enable nurse leaders to drive the prioritisation and successful implementation of nursing initiatives across healthcare establishments and nursing education institutions. This will enhance nursing's contribution to health system performance and ensure alignment with broader health sector goals.

Furthermore, the developed framework will assist towards achieving an effective implementation of the existing orientation and induction programmes. The Framework will serve as both an onboarding tool for newly employed nurses in leadership positions and a South African Nursing Council CPD leadership thematic area for existing nurse leaders (NDoH, 2020; SANC, 2021). It is envisaged that this Framework will contribute positively to the improvement of operational and strategic leadership, patient outcomes, strengthening of clinical governance, reduction of patient safety incidents (PSIs), and in the restoration of financial capacity. Evidence demonstrates that there is a positive relationship between improved patient safety outcomes, healthy work environments, job satisfaction, and lower turnover rates aligned with solid leadership (Gelinis & Bohen, 2000; Anders, Jackson, et al., 2021); and positive outcomes for organisations, patients, and healthcare providers (Cummings, Lee et al., 2008). Thus, preparing nurse leaders towards achieving better competencies is critical for South Africa's health reforms that promote universal health coverage (UHC) through National Health Insurance (NHI).

3. SCOPE OF APPLICABILITY

This Framework is designed for different categories of nurse leaders. These leaders include Operational Managers, Assistant Managers, Deputy Directors, Programme Managers and Heads of Departments (HODs) as well as Campus Heads at the colleges, Directors of Education, Training and Nursing Practice (including Nursing College Principals) and Chief Directors (including District Managers) in the public and private sectors.

4. Methods, processes and findings

A collaborative participatory method was used to guide the development of the National Nursing Leadership Framework.

4.1 Collaborative stakeholder consultation

The NDOH and Forum of University Nursing Deans of South Africa (FUNDISA) convened a collaborative stakeholder engagement sessions that focused on leadership challenges and sought solutions that could be used to intervene and alleviate these challenges. The sessions brought together nursing leaders and managers from various sectors, including districts, various levels of hospitals, provincial health departments, regulatory bodies, and academia in public and private sectors. The primary purpose of the collaborative stakeholder consultation was to hear from the South African Nursing leadership community on what needs to be considered for and included in a national nursing leadership competency framework.

These sessions assessed the need to develop the framework and proposed the contents according to South African nurses' perspectives. Stakeholders were presented with an analysis of existing leadership limitations and actively participated in identifying priority development areas to empower nurse leaders so that they can be effective and impactful at all levels of the health system. This inclusive and collaborative approach ensured that the identified development needs were aligned with the practical realities of the healthcare landscape and its strategic priorities.

The identified development areas, as presented in Section 4.1.1, reflect a shared vision for the strengthening of nursing leadership to meet the evolving demands of the health system while fostering meaningful improvements in healthcare delivery.

4.1.1 Proposed areas of development identified through collaborative stakeholder engagement

The following areas for development were identified through collaborative stakeholder engagement:

- The role of nursing leadership in strategic planning within the health system.
- Nursing leadership advocacy role in resource allocation, management, and accountability.
- Communication.
- Project management.
- Financial management.
- Managing social partners (labour unions, civil society and other relevant partners).
- Leadership (leading self, and leading others).

- Managing health facilities during epidemics and or pandemics (COVID-19, cholera outbreaks).
- Occupational Health and Safety (OHS) and Infection Prevention and Control (IPC).
- Workforce planning (development of annual recruitment plans, advocating for nursing structures for new programmes).
- Nurse leaders' role in budget planning (inputs during budget negotiations, contribution to future healthcare establishments budget, development of unit business plans).
- Digital technology utilisation (nursing practice activities, staff allocation, online nursing curriculum, e-learning).

4.2 Nursing leadership needs assessments

The nursing leadership needs assessments were conducted in four selected provinces and seven hospital groups from the private sector. A PEPFAR-developed data collection tool was adapted to suit the data collection process for the National Nursing Leadership initiative project. The needs assessments were aimed at identifying and addressing gaps in nursing leadership across clinical and administrative domains, with a focus on responding to emerging infections, infection prevention and control, availability of mental health services, physical resources, risk communication, and technology integration. Emphasis was placed on clinical and administrative leadership. Section 4.2.1. highlights developmental needs identified during these sessions.

4.2.1 Findings from provincial needs assessments

The following areas of development were identified during the provincial needs assessment:

- Poor access to employee wellness services.
- Nursing satisfaction surveys are not conducted; the focus is mostly on patient satisfaction surveys.
- Access to comprehensive and confidential care for nurses' physical and mental health.
- Integration of nursing programme curricula.
- There is no system for monitoring the number of nurses against the budget and performance outcomes.
- Limited knowledge of human resources, financial and procurement management systems.
- Multiple tools are being used to collect data leading to duplication of duties by nurses and increased workload (coordinated use of health information management systems).
- Need for change management, as some nurses are resistant to the use of technology, which may increase workload.
- Lack of ICT equipment, such as laptops and tablets, for collecting and analysing data (Skills for the development of Procurement Management Plans).
- Capacity to analyse data and use it in decision-making (use of health information in decision-making).
- Challenges with actioning patient results due to high workload, mainly at the PHC level.
- There is a lack of poor and incomplete data available to inform nursing decisions.
- Poor internet connectivity in some rural areas and PHC facilities hinder access to information.
- National level/provincial increasing staff attrition due to retirement, however, budget constraints limit new appointments and filling of these vacancies.
- Austerity measures' negative impact on service delivery.
- Political interference from principals at different levels of care - need for political astuteness.
- Lack of structured clinical training activities.
- Lack of training on emergency preparedness in response to disease outbreaks.
- Fragmentation of different directorates needed for better nursing welfare, i.e., Human Resources Management, Human Resources Development, Finance, Employee Wellness.

This structured approach facilitated a clear understanding of the most critical challenges and opportunities that would enable targeted interventions to strengthen nursing leadership across the public and private sectors.

4.3 Identification of proposed core competences

An analysis of the data collected through stakeholder collaboration and needs assessment resulted in the identification of 15 core competencies that informed the development of National Nursing Leadership Framework. These competencies were systematically aligned with the proposed competency framework and will be used to inform the development of proposed training programmes. This approach ensures that leadership development initiatives are context-specific and tailored to each leadership level's varying responsibilities and skill requirements within the South African healthcare system. Table 1 summarises the identified competencies.

Table 1 Competencies identified for the development of the National Nursing Leadership Competency Framework

No	Identified competencies and modules per category	Operational/Facility Managers/Nurse Educators	Assistant Managers Sub-District Managers	Deputy Managers/Programme Managers/ Heads of Departments	Directors of Education, Nursing Practice, Programmes and Educators	Chief Directors/District Managers/Programmes
1	Strategic Communication	- Participate in the development of a communication strategy. - Develop a communication SOP. - Utilise various communication strategies within an institution. - Effective report writing. - Risk communication. - Utilise various communication strategies within an institution.	- Participate in the development of a communication strategy. - Utilise various communication strategies within a district context. - Strategic report writing. - SOP development. - Facilitation of skills meetings. - Risk communication. - Monitor the implementation of the communication strategy to ensure their alignment with organisational goals.	Utilise various communication strategies within a district context.	Utilise various communication strategies within a national context.	Utilise various communication strategies within a national and international context.
2	Clinical Governance/ Clinical Quality Management	Effectively manage clinical activities at a unit level.	- Effectively coordinate clinical services at an institutional level. - Engage at a professional level with internal and external stakeholders. - Adhere to departmental policies relating to stakeholder involvement.	- Effectively coordinate clinical services at an institutional level. - Effective Corporate Financial Management.	Effectively coordinate clinical services at a district level.	Effectively coordinate clinical services at a national level.
3	Stakeholder Management	Promote multidisciplinary team functioning within a unit.	Coordinate multiple forums within the institution.	Coordinate various forums within the institution.	Coordinate multiple forums within the district.	Coordinate multiple forums at a national and international level.
4	Operations Management	Coordinate clinical and support services operations at a unit level.	Facilitate collaborations between clinical heads of nursing and support services in the delivery of health services.	Facilitate collaborations between clinical heads of nursing and support services in the delivery of health services at an institutional level.	Manage the relationships between heads of clinical and support services within the district.	Oversee operations across multiple business units.
5	Talent management	Mentor professional nurses towards becoming unit leaders.	Coach Operational Managers on best leadership practices.	Coach Middle Managers on the best leadership practices.	Coach Managers on best leadership practices.	Coach Senior Managers on best leadership practices.
6	Information and Communication Technology	Utilise digital resources to manage unit operations.	Utilise digital resources to manage institutional operations.	Utilise digital resources to manage institutional operations.	Utilise digital resources to manage institutional operations.	Utilise digital resources to manage provincial and national operations.

No	Identified competencies and modules per category	Operational/Facility Managers/Nurse Educators	Assistant Managers Sub-District Managers	Deputy Managers/Programme Managers/ Heads of Departments	Directors of Education, Nursing Practice, Programmes and Educators	Chief Directors/District Managers/Programmes
7	Human Resources Management	- Coordinate Human Resources allocated within the unit. - Manage human resources, and recruitment and selection in the unit. - Allocation, supervision, empowerment and performance management.	- Develop Human Resources allocated to the division. - Manage human resources in the component, recruitment and selection. - Allocation, supervision, development and empowerment, performance management.	- Coordinate a development and management programme for the various categories allocated to the nursing component. - Oversee the performance, draw programmes and CPD implementation.	- Develop a retention programme for human resources in the province. - Development of policies, Human resource professional development (CPD) for nurses. - Oversight supervision.	- Develop a national programme for nursing human resources development and management. - Stakeholder involvement in relation to staff development. - Engagement at a higher level re staff provision.
8	Project Management	Manage projects within the unit.	Manage multi-unit projects within the division.	Manage multiple projects within the institution.	Monitor various projects within the directorate.	Monitor numerous projects across provinces.
9	Strategic Thinking Capability	Utilise various problem-solving strategies to resolve frontline service bottlenecks.	Utilise various problem-solving strategies to resolve institution-wide service bottlenecks.	Utilise various problem-solving strategies to resolve service bottlenecks.	Utilise various problem-solving strategies to resolve province-wide service bottlenecks.	Utilise various problem-solving strategies to resolve province-wide service bottlenecks.
10	Risk Management	- Identify and manage risk within the unit. - Training of staff on risks. - Risks identification and mitigation. - Development of a risk register.	- Identify and manage risk within the division. - Training of staff on risks. - Assist in risks identification and mitigation. - Development of a risk register. - Develop standard operating procedures.	- Manage Institutional nursing-related risks. - Development of a risk register. - Presentation of risks and mitigation strategies.	- Manage institutional nursing-related risks. - Risk analysis, organise training on the risks, and monitoring and evaluation. - Develops tools and templates for risk assessment in nursing.	- Manage province-wide nursing-related strategic risks. - Evaluate risks in nursing and communicate through policies. - Escalate the impact of risks on patient care. - Advocate for resources that can contribute to the reduction of risks.
11	Evidence-Based Leadership Practice	Conduct Operational Research	Support the use of operational research findings to improve leadership in the institution.	Support the use of operational research findings to improve leadership in the institution.	Support the use of operational research findings to improve leadership in the institution.	Support the use of operational research findings to improve leadership in the institution.
12	Financial Management	- budgets effectively by tracking expenses, ensuring compliance with financial policies, and identifying cost-saving opportunities. - Prepare detailed financial reports and justify resource needs.	- planning across multiple departments, and ensuring an alignment with organisational goals. - Provide guidance on budgeting and spending to operational managers and monitor overall financial performance.	- multiple departments, and ensuring alignment with organisational goals. - Provide guidance on budgeting and spending to operational managers and monitor overall financial performance.	- Develop and manage budgets for educational programmes, including faculty salaries, resources, and student support initiatives. - Advocate for funding by presenting data-driven justifications to stakeholders.	- Lead the development and execution of the organisation's overall financial strategy. - Allocate resources effectively across departments and ensure compliance with financial regulations at the national or organisational level.

No	Identified competencies and modules per category	Operational/Facility Managers/Nurse Educators	Assistant Managers Sub-District Managers	Deputy Managers/Programme Managers/ Heads of Departments	Directors of Education, Nursing Practice, Programmes and Educators	Chief Directors/District Managers/Programmes
13	Supply Chain Management	- Ensure the timely procurement of essential supplies for the unit or department. - Track inventory levels and communicate needs proactively to avoid shortages.	- Coordinate supply chain activities across departments, ensure efficient procurement processes and resolve bottlenecks. - Evaluate vendor performance and maintain strategic relationships.	- Coordinate supply chain activities across departments, ensuring efficient procurement processes and resolving bottlenecks. - Evaluate vendor performance and maintain strategic relationships.	- Develop and manage budgets for educational programmes, including faculty salaries, resources, and student support initiatives. - Advocate for funding by presenting data-driven justifications to stakeholders.	- Develop and implement high-level supply chain strategies that ensure operational efficiency and cost-effectiveness across the organisation. - Negotiate contracts with suppliers to secure favourable terms.
14	Strategic and systems thinking	- Align daily operations with the organisation's broader strategic objectives. - Identify patterns and trends in unit performance and propose operational improvements.	- Contribute to the formulation of organisational strategies by identifying cross-departmental challenges and opportunities. - Develop and implement plans that integrate various systems to achieve organisational goals.	- Contribute to the formulation of organisational strategies by identifying cross-departmental challenges and opportunities. - Develop and implement plans that integrate various systems to achieve organisational goals.	- Strategically plan curriculum development and faculty deployment to meet current and future demands in nursing education. - Incorporate broader healthcare trends into programme planning.	- Lead the creation of comprehensive strategic plans that address long-term challenges such as workforce sustainability, healthcare technology integration, and quality care delivery. - Foster a culture of systems thinking throughout the organisation.
15	Change Management	- Implement changes in the workplace by clearly communicating goals, providing training, and supporting staff through transitions. - Monitor progress and address resistance constructively.	- Coordinate change initiatives across departments, ensuring alignment with organisational objectives. - Act as a bridge between senior leadership and operational staff to facilitate smooth implementation.	- Coordinate change initiatives across departments, and ensuring that the initiatives align with organisational objectives. - Act as a bridge between senior leadership and operational staff to facilitate smooth implementation.	- Lead curriculum or policy changes by engaging stakeholders, including faculty and students. - Provide training and resources to ensure the adoption of new approaches in nursing education.	- Drive large-scale organisational change by developing a clear vision, securing stakeholder buy-in, and implementing comprehensive change management strategies. - Evaluate the impact of changes and adjust where necessary.

4.4 Selection of the nursing leadership framework

A competency framework describes a set of standards for employees and makes the expected knowledge, skills, and attributes of employees explicit for those within and outside the organisation (DPSA, 2008). The intention of developing a framework is to make it simple to apply and to identify areas for improvement. This will allow development to be focused on specific areas of need.

A literature search was conducted using a range of electronic databases, which include Medline, Academic Search, PubMed, CINAHL, ERIC, Google Scholar, EBSCOhost, Cochrane Library, and ScienceDirect. These platforms facilitated the exploration of a comprehensive range of resources such as journal articles, grey literature, leadership texts, theoretical frameworks, models, theories, and nurse leadership assessment tools focusing on literature related to nursing and health leadership and guided by the topics that emerged from stakeholder engagement. The literature search sought to identify a leadership framework that would inform and guide the National Nursing Leadership Competency Framework.

Various frameworks were identified through the literature review. These include the Global Nursing Leadership Competency Framework, the American Organization for Nursing Leadership (AONL) Nurse Leader Core Competencies, and the Registered Nurses Association of Ontario (RNAO) Framework for Nurse Executive Leadership, World Health Organization's Roles and Responsibilities of Government Chief Nursing and Midwifery Officers, and a Capacity-Building Manual. (Rosa et al., 2021; Organization, 2022; WHO, 2015).

Furthermore, all the reviewed frameworks emphasised the critical leadership skills necessary for effective nursing leadership across healthcare systems (Rosa et al., 2021; Organization, 2022; WHO, 2015).

These frameworks highlight competencies that include strategic vision, communication, resource management, quality care delivery, and advocacy for policy change. They focus on developing leaders who inspire and manage teams, drive healthcare improvements, and ensure high-quality patient care. While each framework is tailored to its context, they all stress the importance of ethical leadership, resilience, and fostering collaborative relationships within healthcare settings to navigate complex challenges and improve health outcomes. Although these frameworks were not preferred for laying the foundation of the National Nursing Leadership Framework, they were utilised to inform and complement the development of contextually relevant strategies. Their insights into global best practices provided valuable guidance in addressing the unique challenges of the South African healthcare system.

The literature review also yielded the Curtin Leadership Framework, which emphasises the dual responsibility of leaders and managers to address both internal and external aspects of their roles. This Leadership Framework provides a comprehensive foundation for fostering holistic and effective leadership practices in nursing and health-related sectors, where dynamic and multifaceted leadership is essential.

The Framework also equips nurse leaders with vital competencies. These include self-awareness, ethical decision-making, and relational skills, enabling them to build trust, foster collaboration, and lead diverse teams. Its focus on contextual and adaptive leadership empowers nurses to navigate the complexities of ever-changing healthcare environments, while its strategic and inspirational leadership elements drive innovation, enhance patient outcomes, and align nursing practices with organisational objectives. Moreover, the Framework emphasises person-centred care, and positioning nurse leaders to champion equitable and high-quality healthcare delivery (Brown, 2010).

Effective leadership, as articulated in this framework, requires a balancing of the dual focus on relationships and task execution. The Framework is structured around five dimensions, that were adapted for the South African context. The Curtin leadership framework provides a robust foundation for cultivating holistic and effective leadership practices, particularly in nursing and health-related sectors, where dynamic and multifaceted leadership is crucial.

4.5 Adaptation of the leadership framework into the South African context

The Curtin Leadership Framework was adapted to suit the South African context and the inputs from engagements with the stakeholders. Following the collaborative, consultative stakeholder engagements, nursing leadership assessments, and literature review, the Curtin Leadership Framework was adopted as the most suitable framework to address the critical development areas identified. See Figure 1 on the adaptation.

While South Africa adopts the Curtin Leadership Framework, the focus area termed “self-management” has been adjusted to “leading self” to align with findings from the South African data collection process.

Leading-Self

Focusing on self-awareness and wellness, personal values and emotional intelligence to build resilience and ethical behaviour, with transformative qualities and continuous self-improvement as a foundation for effective leadership.

Leading-Others

Inspiring, motivating, and empowering individuals and teams through strong interpersonal skills, collaboration, and fostering an inclusive, supportive environment aligned to the DPSA prescripts.

Managing Operations

Managing resources, systems, and processes to ensure efficiency, accountability, and achieve organisational goals and operational excellence, based on the OHSC and SANC.

Leading Strategically

Developing and communicating a clear vision, setting long-term goals, and aligning organisational efforts to achieve strategic priorities while navigating complex environments.

Leading Innovation and Change

Driving creativity, embracing new ideas, and effectively managing transitions to foster innovation, adaptability, and sustainable transformation towards NHI.

This Framework serves as a strategic tool to prepare nurse leaders for the challenges of modern healthcare. It also enables them to lead effectively in advancing innovation, improving care outcomes, and fostering a culture of excellence in the healthcare sector.

This Framework serves as a strategic tool to prepare nurse leaders for the challenges of modern healthcare. It also enables them to lead effectively in advancing innovation, improving care outcomes, and fostering a culture of excellence in the healthcare sector.



Figure 1 The South African Nursing Leadership Framework (Adapted from Brown & Davis, 2010)

4.6 Capabilities and behaviours

The Capabilities and Behavioural Statements adopted from the Curtin Leadership Framework provide a comprehensive guide for leadership development across various roles within the profession. It outlines the critical leadership capabilities expected of Operational Managers, Assistant Managers, Deputy Managers Nursing Education and Practice, Heads of Departments and Campus Heads, Programme Managers, Directors Nursing Education, Directors of Nursing Practice, College Principals and Chief Directors. Each capability and behaviour are aligned to the five dimensions with specific behavioural statements illustrating how these capabilities translate into practice, offering practical examples of successful performance. It is expected that leaders at all levels will align with the framework's strategic objectives and in that way fostering ethical, innovative, and collaborative leadership practices. These behavioural statements serve as a benchmark for leadership development, career planning, and succession planning while accommodating the diverse roles and contexts in practice. Table 2 below illustrates the adopted capabilities and behaviours.

Table 2 Alignment of capabilities and behaviours of South African nurse leaders with the nursing leadership framework dimensions

Nursing Leadership Framework Capabilities and Behaviours	Operational Managers, Assistant Managers and Nurse Educators	Deputy Managers/Campus Heads/Programme Managers	Directors of Nursing Education, Practice and College Principals	Chief Directors
Dimension 1: Leading Self Focusing on self-awareness and wellness, personal values and emotional intelligence to build resilience and ethical behaviour, with transformative qualities and continuous self-improvement as a foundation for effective leadership.				
	- Examine own performance and regularly seek feedback from others for self-development. - Participate in continuing professional development (CPD). - Enforce, support and monitor participation in continuing professional development (CPD) activities to promote lifelong learning. - Understand and obtain feedback about own leadership style.	- Self-awareness to critically analyse own performance and seek feedback from others to identify and meet development needs proactively. - Participate in continuing professional development (CPD). - Support and monitor participation in continuing professional development (CPD) activities to promote lifelong learning. - Understand and obtain feedback about own leadership style.	- Demonstrate high self-awareness and act as a role model by openly communicating strengths and addressing development needs. - Participate in continuing professional development (CPD). - Support the implementation of continuing professional development (CPD) activities to promote lifelong learning. - Understand and obtain feedback about own leadership style.	- Capitalise on the positive benefits that can be gained from diversity and use self-insight to identify areas in which one's capabilities complement other people. - Participate in continuing professional development (CPD). - Directing and overseeing implementation of continuing professional development (CPD). - Evaluate own leadership capabilities through self-reflection.
Understanding self and others	- Reflect on the impact of their own values, emotions and behaviours on others. - Recognise and understand differences in values, feelings and working styles of individuals from different disciplines and try to see things from various perspectives. - Recognise and acknowledge own strengths and weaknesses. - Exercise emotional intelligence (self-awareness; self-management; understanding others, relationship management).	- Reflect on the impact of their own values, emotions and behaviours on others. - Responsive in adjusting behaviours and understanding of differences. - Anticipate reactions and enhance the performance of self and others. - Recognise and acknowledge own strengths and weaknesses. - Exercises emotional intelligence (self-awareness; self-management; understanding others relationship management).	- Reflect on the impact of their own values, emotions and behaviours on others. - Open to feedback on values, emotions and behaviours, and their impact on others. - Responsive and adjust accordingly to feedback. - Recognise and acknowledge own strengths and weaknesses. - Exercise emotional intelligence (self-awareness; self-management; understanding others, relationship management).	- Reflect on the impact of their own values, emotions and behaviours on others. - Implement emotional intelligence to link diverse teams at all levels and across districts and provinces. - Advocate and facilitate interprofessional practice. - Recognise and acknowledge own strengths and weaknesses. - Exercise emotional intelligence (self-awareness; self-management; understanding others, relationship management).
Managing time and well-being	- Generate and coordinate implementation of flexible duty roster. - Monitor punctuality and absenteeism. - Provide access to wellness services and promote self-care practices. - Provide access to mentorship, coaching and peer support. - Provide opportunities for debriefing sessions.	- Oversee implementation of flexible duty roster. - Monitor punctuality and absenteeism. - Provide access to wellness services and promote self-care practices. - Develop peer support groups in coaching and mentorship. - Provide opportunities for debriefing sessions.	- Advocates for wellness policies - Develop guidelines to support wellness. - Develop peer support groups and mentorship. - Provide opportunities for debriefing sessions.	- Develop holistic wellness policies. - Advocate for work-life balance and a healthy environment. - Create confidential counselling services or an Employee Assistance Programme.
Building healthy working relationships and conducive environment	- Create safe working environment. - Comply and align with labour relations pre-scripts. - Promote positive practice environment.	- Create therapeutic environment for staff. - Address systemic issues such as understaffing or inadequate resources. - Promote positive practice environment.	- Advocate for access to mental and physical health screening. - Provide access to exercise and wellness support. - Promote positive practice environment.	- Advocate for a safe, well-resourced environment. - Provide guidance in the development of evidence-based staffing norms and policies that are supportive of safe labour practices. - Promote positive practice environment.

Nursing Leadership Framework Capabilities and Behaviours	Operational Managers, Assistant Managers and Nurse Educators	Deputy Managers/Campus Heads/Programme Managers	Directors of Nursing Education, Practice and College Principals	Chief Directors
Effective communication	- Participate in community and stakeholders' engagement. - Instil good communication skills amongst multidisciplinary team.	- Facilitate networks between communities and health services. - Communicates policies and strategies of the nursing profession.	- Communicate strategic direction of the nursing profession. - Maintains high level of communication during media interviews in the province.	- Maintain a high level of communication during media interviews country-wide, regionally and globally. - Demonstrate political astuteness when responding to parliamentary enquiries or presenting at political platforms.
Dimension 2: Leading Others Inspiring, motivating, and empowering individuals and teams through strong interpersonal skills, collaboration, and fostering an inclusive, supportive environment aligned to the DPSA prescripts.				
Building and leading high-performance teams	- Facilitate the development and maintenance of the vision, mission, shared values and common purpose for the team. - Acknowledge team achievements and provide constructive feedback to team members. - Create a positive, motivating and productive work environment. - Promptly address grievances and morale problems.	- Foster teamwork and reward cooperative and collaborative behaviour. - Generate enthusiasm and motivate the team to achieve goals and better outcomes for planned strategic and operational nursing priorities.	- Foster teamwork, reward cooperative behaviour. - Generate enthusiasm and motivate the team to achieve goals and better outcomes for planned strategic and operational nursing priorities. - Hold the self, team leaders and team members accountable.	- Build highly effective teams within own portfolio. - Promote teamwork, and exchange of ideas, knowledge and expertise with relevant stakeholders across provinces. - Integrates functions to improve the profession's performance. - Empower, enable and inspire the achievement of excellent results that make a difference.
Building and leading high-performance teams	- Facilitate the development and maintenance of the vision, mission, shared values and common purpose for the team. - Acknowledge team achievements and provide constructive feedback to team members. - Create a positive, motivating and productive work environment. - Promptly address grievances and morale problems. - Adaptive decision making and situational leadership. - Cultivate resilience and trust. - Demonstrate consistency in application of ethics values.	- Facilitate the development and maintenance of the vision, mission, shared values and common purpose for the team. - Foster teamwork and reward cooperative and collaborative behaviour. - Generate enthusiasm and motivate the team to achieve goals and better outcomes for planned strategic and operational nursing priorities. - Promote an accommodative environment that fosters diversity, equity and inclusivity.	- Facilitate the development and maintenance of the vision, mission, shared values and common purpose for the team. - Foster teamwork, reward cooperative behaviour. - Generate enthusiasm and motivate the team to achieve goals and better outcomes for planned strategic and operational nursing priorities. - Hold the self, team leaders and team members accountable. - Promote an accommodative environment that fosters diversity, equity and inclusivity.	- Facilitate the development and maintenance of the vision, mission, shared values and common purpose for the team. - Build highly effective teams within own portfolio. - Promote teamwork, and exchange of ideas, knowledge and expertise with relevant stakeholders across provinces. - Integrates functions to improve the profession's performance. - Empower, enable and inspire the achievement of excellent results that make a difference.
Managing conflict	- Recognise, identifying and diagnosis of conflict. - Respond proactively to resolve work tensions and difficulties with employees/students within and outside the unit/facility or college. - Recognise differences of opinion and bring them out into the open for discussion. - Demonstrate diplomacy and tact in sensitive interactions. - Facilitate communication and solutions between people experiencing conflict.	- Take early action to resolve work tensions and difficulties with others within and outside the unit/facility or college. - Recognise differences of opinion and brings them out into the open for discussion. - Demonstrate diplomacy and tact in sensitive interactions. - Implement different conflict resolutions strategies. - Facilitate communication and solutions between people experiencing conflict.	- Anticipate potential conflicts within teams and take action to prevent disagreements from escalating. - Anticipate concerns of critical stakeholders and find amicable solutions. - Facilitate communication and solutions between people experiencing conflict.	- Work with interest groups to break down barriers, resolve issues and gain commitment to common goals. - Address long-standing unresolved, difficult conflicts and diffuse volatile situations that impact provincial or national performance. - Mediate and negotiate confidently. - Find mutually agreeable solutions, if possible, and take decisive action when needed. - Facilitate communication and solutions between people experiencing conflict.

Nursing Leadership Framework Capabilities and Behaviours	Operational Managers, Assistant Managers and Nurse Educators	Deputy Managers/Campus Heads/Programme Managers	Directors of Nursing Education, Practice and College Principals	Chief Directors
Developing staff capability	- Agrees on clear key performance areas, standards, measurements and gives timely feedback, praise and recognition. - Deals with underperformance promptly. - Foster an environment and culture that encourages continuous learning and growth. - Identifies learning opportunities for others and empowers them by providing guidance, coaching, on-the job training and facilitating collaborative learning opportunities.	- Encourages and motivates people to engage in continuing professional development and empowers high performance by delegating responsibility for work. - Deals with under-performance promptly. - Allocates resources to learning and development that results in high performance. - Foster an environment and culture that encourages continuous learning and growth.	- Encourages and motivates people to engage in continuous learning and empowers high performance by delegating responsibility for work. - Offers support in times of high pressure and engages in activities such as coaching and mentoring to maintain learning and development to ensure high performance and morale. - Allocates resources to learning and development that results in high performance. - Nurtures talent and engages in succession planning. - Develops and implements coaching and mentorship programmes to capacitate and develop others.	- Establishes processes to identify, develop, motivate and retain people with the capability needed now and for the future. - Nurtures talent and engages in succession planning. - Develops and implements coaching and mentorship programmes to capacitate and develop others to take the lead and grow in confidence and capability. - Develop policies frameworks and advocate for resources.
Facilitating participative decision making	- Shares information to ensure others are kept well informed of issues and ensures that they are able to provide input into decisions that affect them. - Involves team members in defining expectations and working arrangements. - Encourages open discussion, listens and responds to the views of others. - Apply principles of transparency within the working environment.	- Shares information to ensure others are kept well informed of issues and ensures that they are able to provide input into decisions that affect them. - Involves team members in defining expectations and working arrangements. - Encourages open discussion, listens and responds to the views of others. - Apply principles of transparency within the working environment.	- Consults, informs and encourages employees and stakeholders to work together. Promotes the reciprocal sharing of information to build trust and value-based decision making. - Promotes participation in decision making by maintaining open two-way communication channels. - Apply principles of transparency within the working environment.	- Consults broadly to obtain ownership and engagement, recognises when input is required. Establishes processes and opportunities for provincial and national managers to identify issues, share information and contribute to decisions. - Empowers staff to make decisions by delegating sufficient authority, responsibility and accountability.
Role modelling	Acts ethically to demonstrate the values of integrity, respect, courage, excellence and impact and the related signature behaviours.	- Demonstrates ethical behaviour. - Addresses unacceptable and unethical behaviour directly. - Operates within the professional code of conduct. - Advocates for the nursing profession and related values.	- Models and promotes ethical behaviour based on the department and regulatory body's code of conduct, regardless of internal and external pressures. - Takes decisive action to address unethical or unacceptable behaviour that contravenes professional conduct.	- Provides strategic support for behaviour that models and promotes ethical behaviour based on the department and regulatory body's code of conduct, regardless of internal and external pressures. - Provides platforms to allow decisive action to address unethical or contravenes professional conduct.
Managing conflict	- Respond proactively to resolve work tensions and difficulties with employees/students within and outside the unit/facility or college campus. - Recognise differences of opinion, and bring them out into the open for discussion. - Demonstrate diplomacy and tact in sensitive interactions.	- Take early action to resolve work tensions and difficulties with others within and outside the unit/facility or college campus. - Recognise differences of opinion and brings them out into the open for discussion. - Demonstrate diplomacy and tact in sensitive interactions.	- Anticipate potential conflicts within teams, and take action to prevent disagreements from escalating. - Anticipate concerns of critical stakeholders and find amicable solutions. - Facilitate communication and solutions between people experiencing conflict.	- Work with interest groups to break down barriers, resolve issues and gain commitment to common goals. - Address long-standing difficult conflicts and diffuse volatile situations that impact provincial or national performance. - Mediate and negotiate confidently. Find mutually agreeable solutions, if possible, and take decisive action when needed.

Nursing Leadership Framework Capabilities and Behaviours	Operational Managers, Assistant Managers and Nurse Educators	Deputy Managers/Campus Heads/Programme Managers	Directors of Nursing Education, Practice and College Principals	Chief Directors
Dimension 3: Leading Innovation and Change Managing resources, systems, and processes to ensure efficiency, accountability, and achieve organisational goals and operational excellence, based on the OHSC and SANC.				
Thinking creatively and fostering innovation	- Introduce new standard Operating Procedures, policies, and guidelines. - Challenge the status quo and accepted processes. - Promote agility, flexibility, and creativity in finding solutions to daily situations. - Provide information, communication and technology resources. - Apply effective talent management strategies. - Reward creativity and innovation.	- Identify key areas for innovation, encourage new ideas and consider all proposals put forward by staff, students and other stakeholders - Promote implementation of newly developed standard operating procedures, policies and guidelines - Provides information, communication and technology resources. - Reward creativity and innovation.	- Identify key areas for innovation, encourage new ideas and consider all proposals put forward by staff, students and other stakeholders. - Encourage creative thinking and innovation by creating rewarding strategies. - Reward creativity and innovation. - Advocate for information, communication and technology resources.	- Build creativity and innovation into vision, strategies and nursing profession ethical culture. - Champion new initiatives and remove barriers to enable their smooth implementation. - Role-model leadership, innovation and excellence in teaching, research, community engagement and administration. - Reward creativity and innovation. - Advocate information, communication and technology resources.
Communicating change	- Maintain clear, honest, transparent, and open communication with internal and external stakeholders with regards to change to ensure understanding, buy in and continuous support. - Acknowledge and respond to inputs and concerns promptly and respectfully.	Actively listen to the inputs from stakeholders throughout the change process to foster a sense of ownership and commitment.	Regularly highlight successes and celebrate milestones to maintain momentum and stakeholder motivation.	- Develop a comprehensive communication plan for internal and external stakeholders. - Influence policy and culture. - Make provision for and prepare for unexpected events or challenges.
Managing change	- Understand the stages of change management. - Embrace change, new challenges, and opportunities to initiate and manage change within own team. - Support others to adopt changes. - Identify barriers to change and ways to overcome them. - Intersectoral collaboration.	- Lead change and identify new challenges and opportunities. - Foster a culture of innovation and creativity. - Intersectoral collaboration.	- Translate broad change into specific plans and projects to adopt a planned and staged approach to managing change. - Gain commitment of internal and external stakeholders for change. - Address resistance and support those affected by change. - Intersectoral collaboration.	- Create a compelling vision for change at all strategic levels. - Intersectoral collaboration.
Influencing and inspiring others	- Use persuasive and credible discussions, anticipate how others might react and prepare accordingly to work productively with others. - Build positive relationships and cooperations within and across teams to produce effective outcomes. - Develop networks and partnerships with key people who influence team performance.	- Use persuasive and credible discussions, anticipate how others might react, and prepare accordingly to work productively with others. - Build positive relationships and cooperation within and across teams to produce effective outcomes.	- Negotiate persuasively with a strong grasp of the key issues. - Recognise opportunities for collaboration and bring people together. - Develop networks and partnerships with key internal and external stakeholders.	- Focus on the desired strategic objectives and desired outcomes. - Foster and sustain valuable networks and partnerships with internal and external stakeholders that include nursing associations, regulatory bodies, and academia.

Nursing Leadership Framework Capabilities and Behaviours	Operational Managers, Assistant Managers and Nurse Educators	Deputy Managers/Campus Heads/Programme Managers	Directors of Nursing Education, Practice and College Principals	Chief Directors
Setting goals and objectives	- Establish clear goals, priorities and objectives for the team and focus their attention effectively. - Assign tasks and clearly communicate performance expectations to achieve goals and objectives. - Monitor progress with the teams and provide feedback on a regular basis in line with the set targets. - Set clear timelines and monitor compliance.	- Develop specific goals and objectives for the programmes that align with higher level plans. - Engage others in the development of outcomes, expectations, work priorities, projects, accountabilities, and resources to achieve the desired goals. - Track progress towards goals and celebrate achievements.	- Develop specific goals and objectives for the provinces, colleges, and hospital groups that align with higher-level plans. - Engage others in the development of outcomes, expectations, work priorities, projects, accountabilities, and resources to achieve the goals. - Track progress towards goals and celebrate achievements.	- Develop and manage the integrated planning processes within the portfolio and across areas of responsibility, country-wide and globally. - Translate strategy into clear, specific, and achievable goals for the portfolios and departments. - Set challenging and ambitious targets that will make a difference. - Hold people accountable for what they have agreed to deliver.
Thinking analytically to solve problems	- Apply evidence-based approaches and reasoning in the analysis of the performance/operations of the team. - Identify risks and uncertainties within processes and tasks and take these into account during planning and priority setting. - Evaluate various options and consider any impact on stakeholders before resolving problems.	- Identify risks and uncertainties of processes and tasks, and take note of these in the planning and priority setting. - Seek to resolve problems and obstacles quickly, even in difficult circumstances.	- Assemble and examine information from a number of sources and identify discrepancies and inconsistencies. - Seek to resolve problems and obstacles quickly, even in difficult circumstances. - Evaluate costs, benefits, risks and long-term implications before taking a course of action.	- Engage in high-level critical thinking to identify links, interdependencies, and their implications for the strategic agenda. - Anticipate potential risks and complex strategic problems and the country- wide impact, and develop plans to avoid them. - Develop creative and effective solutions with the best information and resources available within agile timeframes.
Thinking creatively and fostering innovation	- Introduce new standard Operating Procedures, policies and guidelines. - Challenge the status quo and accepted processes. - Promote agility, flexibility and creativity in finding solutions to daily situations.	- Identify key areas for innovation, encourage new ideas and consider all proposals put forward by staff, students and other stakeholders. - Promote implementation of newly developed standard operating procedures, policies and guidelines.	- Identify key areas for innovation, encourage new ideas and consider all proposals put forward by staff, students and other stakeholders. - Encourage creative thinking and innovation. - Reward creativity and innovation.	- Build creativity and innovation into vision, strategies and nursing profession ethical culture. - Champion new initiatives and remove barriers to enable their smooth implementation. - Role-model leadership, innovation and excellence in teaching, research, community engagement and administration.
Communicating change	- Maintain clear, honest, transparent and open communication with internal and external stakeholders with regards to change. - Acknowledge and respond to concerns promptly and respectfully.	Actively listen to the inputs from stakeholders throughout the change process to foster a sense of ownership and commitment.	Regularly highlight successes and celebrate milestones to maintain momentum and stakeholder motivation.	Develop a comprehensive communication plan for internal and external stakeholders.
Managing change	- Understand the stages of change management. - Embrace change, new challenges and opportunities to initiate and manage change within own team. - Support others to adopt changes. - Identify ways to overcome barriers to change.	- Lead change and identify new challenges and opportunities. - Foster a culture of innovation and creativity.	- Translate broad change into specific plans and projects to adopt a planned and staged approach to managing change. - Gain commitment of internal and external stakeholders for change. - Address resistance and support those affected by change.	- Create a compelling vision for change at all strategic levels. - Drive and evaluate the sector-wide change.

Nursing Leadership Framework Capabilities and Behaviours	Operational Managers, Assistant Managers and Nurse Educators	Deputy Managers/Campus Heads/Programme Managers	Directors of Nursing Education, Practice and College Principals	Chief Directors
Influencing and inspiring others	- Use persuasive and credible discussions, anticipate how others might react and prepare accordingly to work productively with others. - Build positive relationships and cooperations within and across teams to produce effective outcomes. - Develop networks and partnerships with key people who influence team performance.	- Use persuasive and credible discussions, anticipate how others might react, and prepare accordingly to work productively with others. - Build positive relationships and cooperation within and across teams to produce effective outcomes.	- Negotiate persuasively with a strong grasp of the key issues. - Recognise opportunities for collaboration and bring people together. - Develop networks and partnerships with key internal and external stakeholders.	- Focus on the desired strategic objectives and desired outcomes. - Foster and sustain valuable networks and partnerships with internal and external stakeholders that include nursing associations, regulatory bodies and academia.
Setting goals and objectives	- Establish clear goals, priorities and objectives for the team and focus their attention effectively. - Assign tasks and clearly communicate performance expectations to achieve goals and objectives. - Monitor progress with the teams and provide feedback on a regular basis.	- Develop specific goals and objectives for the Programmes that align with higher level plans. - Engage others in the development of outcomes, expectations, work priorities, projects, accountabilities and resources to achieve the desired goals. - Track progress towards goals and celebrate achievements.	- Develop specific goals and objectives for the provinces, colleges, and hospital groups that align with higher-level plans. - Engage others in the development of outcomes, expectations, work priorities, projects, accountabilities and resources to achieve the goals. - Track progress towards goals and celebrate achievements.	- Develop and manage the integrated planning processes within the portfolio and across areas of responsibility, country-wide and globally. - Translate strategy into clear, specific and achievable goals for the portfolios and departments. - Set challenging and ambitious targets that will make a difference. - Hold people accountable for what they have agreed to deliver.
Thinking analytically to solve problems	- Apply evidence-based approaches and reasoning in the analysis of the performance/operations of the team. - Identify risks and uncertainties within processes and tasks and take these into account during planning and priority setting. - Evaluate various options and consider any impact on stakeholders before resolving problems.	- Identify risks and uncertainties of processes and tasks, and take note of these in the planning and priority setting. - Seek to resolve problems and obstacles quickly, even in difficult circumstances.	- Assemble and examine information from a number of sources and identify discrepancies and inconsistencies. - Seek to resolve problems and obstacles quickly, even in difficult circumstances. - Evaluate costs, benefits, risks and long-term implications before taking a course of action.	- Engage in high-level critical thinking to identify links, interdependencies and their implications for the strategic agenda. - Anticipate potential risks and complex strategic problems and the country- wide impact, and develop plans to avoid them. - Develop creative and effective solutions with the best information and resources available within agile timeframes.
Dimension 4: Leading Strategically				
Developing and communicating a clear vision, setting long-term goals, and aligning organisational efforts to achieve strategic priorities while navigating complex environments.				
Influencing and inspiring others	Develop networks and partnerships with key (external and internal stakeholders) at organisational level who influence team performance.	Identify new stakeholders, establish new networks and strategic partnerships at organisational and local level that influence team performance.	Identify new stakeholders, establish new networks and strategic partnerships at local, national, and international level.	- Identify new stakeholders, establish new networks and strategic partnerships at a national, regional, and international level. - Foster and sustain valuable networks, partnerships, and alliances with leaders and a diverse range of stakeholders.

Nursing Leadership Framework Capabilities and Behaviours	Operational Managers, Assistant Managers and Nurse Educators	Deputy Managers/Campus Heads/Programme Managers	Directors of Nursing Education, Practice and College Principals	Chief Directors
Thinking strategically and having a vision	- Understand the department's vision and strategic plan and how this relates to the facility they function in. - Contribute to the operational business and procurement plans for the facility. - Identify developments in other areas of the Nursing Leadership Framework (NLF) and external trends relevant to the team, its work and consequent possible opportunities.	- Understand the department's vision and strategic plan and how this relates to the facility they function in. - Contributes to the operational business and procurement plans for the facility. - Identify developments in other areas of the Nursing Leadership Framework (NLF) and external trends relevant to the team, its work and consequent possible opportunities. - Monitor the implementation of the NLF.	- Promote the NLF and strategy and interpret its significance for the Unit. - Develop the strategic direction and operational plan for the business unit aligned with the NLF strategic priorities. - Conduct data analysis and monitor changes in the environment to understand new issues of importance, seize opportunities and adjust approaches in response to threats. - Monitor the implementation of the NLF.	- Help create and champion the NLF Vision and strategy and explain its significance to internal and external stakeholders. - Lead the development of the vision, strategy and operational plan for own portfolio and integrate it with other areas of the organisation. - Work to position the organisation competitively and identify new opportunities in the sector, industry or government, based on market indicators and local, regional and global trends. - Evaluate the implementation of the NLF.
Setting goals, objectives and outcomes	- Develop clear goals, priorities and objectives for the team that are aligned with the department's vision and strategic plan and focus their attention effectively. - Assign tasks and clearly communicate performance expectations to achieve goals and objectives. - Monitor progress on the achievement of set outcomes with the team within the unit and provide feedback on a regular basis.	- Develop specific goals, objectives, and outcomes for the organisation that align with the department's vision and strategic plan. - Assign tasks and clearly communicate performance expectations to achieve goals and objectives. - Monitor progress on the achievement of set outcomes with the team within the organisation and provide feedback on a regular basis.	- Develop specific goals, objectives, and outcomes for the organisation that align with the department's vision and strategic plan. - Engage with others in the development of outcomes, expectations, work priorities, projects, accountabilities and resources to achieve the goals. - Evaluate progress on the achievement of set outcomes towards goals and acknowledge achievements.	- Develop and manage the integrated planning processes within the portfolio and across areas of the organisation. - Translate strategy into clear, specific and achievable (SMART) goals for the portfolio and organisation. - Set challenging and ambitious targets that will make a difference. - Oversee the achievement of the set goals, objectives, and outcomes of the organisation. - Hold people accountable over the targets they would have agreed to deliver.
Thinking analytically to solve problems	- Apply evidence-based approaches and reasoning in the analysis of their team's performance/ operations. - Identify risks and uncertainties in processes and tasks and take these into account during planning and priority setting. - Utilise data to develop evidence-based plans to address identified risks. - Evaluate various options and consider their impact on stakeholders before resolving problems.	- Identify risks and uncertainties within processes and tasks and take these into account during the planning and priority setting. - Seek to resolve problems and obstacles quickly, even in complex circumstances. - Utilise data to develop evidence-based action plans to address the identified risks.	- Collect and analyse data/assemble and examine information from a number of sources and identify discrepancies and inconsistencies before making decisions. - Seek to resolve problems and obstacles quickly, even in complex circumstances. - Evaluate costs, benefits, risks and long-term implications before taking a course of action.	- Engage in high-level analytical/critical thinking to identify links, interdependencies, trends and their implications for the strategic agenda. - Identify/Anticipate potential risks, complex strategic problems and their organisation-wide impact, and develop plans to mitigate them. - Develop creative and effective solutions with the best information and resources available within agile time frames.

Nursing Leadership Framework Capabilities and Behaviours	Operational Managers, Assistant Managers and Nurse Educators	Deputy Managers/Campus Heads/Programme Managers	Directors of Nursing Education, Practice and College Principals	Chief Directors
Participation in local, regional and global platforms	- Participate in local platforms with internal and external stakeholders. - Contribute to local platform discussions and influence decision-making.	- Participate in local platforms with internal and external stakeholders. - Contribute to local platform discussions, and influence decision-making.	- Forge partnerships with local strategic partners, such as NEIs and health establishments. - Participate in provincial and national platforms with internal and external stakeholders.	- Forge partnerships, enter into Memorandums of Agreement (MOAs) and Memorandums of Understandings (MOUs) with external stakeholders (local, regional, and global stakeholders). - Advocate for policies and practices that advance the nursing profession at local, regional, and global levels.
Political astuteness	- Focus on fostering positive labour relations and effective labour practices. - Actively participate in local structures to align with the political vision impacting the health sector. - Engage with governance structures and functional clinic committees to ensure effective decision-making and implementation.	- Foster positive labour relations and effective labour practices. - Engage with governance structures and hospital boards (they should be functional).	- Participate in bargaining chamber. - Foster positive labour relations and effective labour practices. - Advocate for the appointment of functional governance structures (Senate, College Council, etc.) and hospital boards.	- Participate in bargaining chamber. - Align the strategic direction of the Nursing Directorate (province) with the mandate of the political leadership.
Research	- Support evidence-based practices by encouraging the team to use the latest research methods and observations and participate in quality improvement projects. - Implement proposed and relevant solutions to improve service delivery.	- Facilitate access to research for operational managers and support their implementation of evidence-based initiatives. - Identify research areas to be considered in the organisation's research agenda. - Presentation of research findings.	- Conduct and publish operational research on nursing education and practice. - Encourage students, faculty, and nurse practitioners to engage in scholarly activities. - Coordinate the research agenda of the organisation and mobilise required resources to support the research agenda/projects. - Translate relevant research findings into policies and strategic planning.	- Champion large-scale research projects and partnerships that advance the nursing profession and inform policy decisions. - Promote integration of the nursing research agenda into the Province and National Research agenda. - Utilise policy briefs to develop policies. - Interpret research findings to inform decision-making.
Adaptability and resilience	- Demonstrate flexibility by adjusting team priorities in response to unexpected challenges. - Support team members holistically during difficult times.	- Model resilience by staying calm and focused during crises. - Provide clear guidance to assistant managers, operational managers, and ensuring continuity of services during difficult times.	- Adapt educational strategies and training programmes to meet changing healthcare demands, local, regional and global health emergencies and advances in technology such as integrating technology into the curriculum. - Adapt healthcare delivery strategies to changing demands.	- Adjust leadership strategies and own behaviour in response to new situations, opportunities and challenges in a flexible manner. - Embrace change and innovation (e.g. responding to health emergencies such as the Covid pandemic). - Lead the nursing profession in the province (organisation) through change by maintaining composure, communicating a clear path forward, and supporting all levels of staff in adapting to new realities. - Enforce change management through policy. - Pro-actively identify issues (e.g. shortage of specialist nurses) that may have the potential to affect nursing education and practice in the Province and countrywide and developing innovative solutions.

Nursing Leadership Framework Capabilities and Behaviours	Operational Managers, Assistant Managers and Nurse Educators	Deputy Managers/Campus Heads/Programme Managers	Directors of Nursing Education, Practice and College Principals	Chief Directors
Influencing and inspiring others	Develop networks and partnerships with key people (external and internal stakeholders) who influence team performance.	Identify new stakeholders/establish new networks and strategic partnerships.	Identify new stakeholders/establish new networks and strategic partnerships.	- Identify new stakeholders/establish new networks and strategic partnerships. - Foster and sustain valuable networks, partnerships, and alliances with leaders and a diverse range of stakeholders.
Thinking strategically and having vision	- Understand the department's vision and strategic plan and how this relates to the facility they function in. - Contribute to the operational business and procurement plans for the facility. - Identify developments in other areas of the Nursing Leadership Framework (NLF) and external trends relevant to the team, its work and consequent possible opportunities.	- Understand the department's vision and strategic plan and how this relates to the facility they function in. - Contributes to the operational business and procurement plans for the facility. - Identify developments in other areas of the Nursing Leadership Framework (NLF) and external trends relevant to the team, its work and consequent possible opportunities. - Monitor the implementation of the NLF.	- Promote the NLF and strategy and interpret its significance for the Unit. - Develop the strategic direction and operational plan for the business unit aligned with the NLF strategic priorities. - Conduct data analysis and monitors changes in the environment to understand new issues of importance, seize opportunities and adjust approaches in response to threats. - Monitor the implementation of the NLF.	- Help create and champion the NLF Vision and strategy and explain its significance to internal and external stakeholders. - Lead the development of the vision, strategy and operational plan for own portfolio and integrate it with other areas of the organisation. - Work to position the organisation competitively and identify new opportunities in the sector, industry or government, based on market indicators and local, regional and global trends. - Evaluate the implementation of the NLF.
Setting goals and objectives and outcomes	- Establish clear goals, priorities and objectives for the team that are aligned with the department's vision and Strategic Plan and focus their attention effectively. - Assign tasks and clearly communicate performance expectations to achieve goals and objectives. - Monitor progress with the team and provide feedback on a regular basis.	- Develop specific goals and objectives for the organisation that align with the department's vision and Strategic Plan. - Assign tasks and clearly communicate performance expectations to achieve goals and objectives. - Monitor progress with the team and provide feedback on a regular basis.	- Develop specific goals and objectives for the organisation that align with the department's vision and Strategic Plan. - Engage with others in the development of outcomes, expectations, work priorities, projects, accountabilities and resources to achieve the goals. - Monitor progress towards goals and acknowledge achievements.	- Develop and manage the integrated planning processes within the portfolio and across areas of the organisation. - Translate strategy into clear, specific and achievable (SMART) goals for the portfolio and organisation. - Set challenging and ambitious targets that will make a difference. - Evaluate the achievement of the set goals and objectives of the organisation. - Hold people accountable over the targets they would have agreed to deliver.
Thinking analytically to solve problems	- Apply evidence-based approaches and reasoning in the analysis of their team's performance/ operations. - Identify risks and uncertainties withing processes and tasks and take these into account during planning and priority setting. - Develop evidence-based action plans to address identified risks. - Evaluate various options and consider their impact on stakeholders before resolving problems.	- Identify risks and uncertainties within processes and tasks and take these into account during the planning and priority setting. - Seek to resolve problems and obstacles quickly, even in complex circumstances. - Develop evidence-based action plans to address the identified risks.	- Collect and analyse data/assemble and examine information from a number of sources and identify discrepancies and inconsistencies before making decisions. - Seek to resolve problems and obstacles quickly, even in complex circumstances. - Evaluate costs, benefits, risks and long-term implications before taking a course of action.	- Engage in high-level analytical/critical thinking to identify links, interdependencies, trends and their implications for the strategic agenda. - Identify/Anticipate potential risks, complex strategic problems and their organisation-wide impact, and develop plans to mitigate them. - Develop creative and effective solutions with the best information and resources available within agile time frames.

Nursing Leadership Framework Capabilities and Behaviours	Operational Managers, Assistant Managers and Nurse Educators	Deputy Managers/Campus Heads/Programme Managers	Directors of Nursing Education, Practice and College Principals	Chief Directors
Participation in local, regional and global platforms	Local participation and communication with internal and external stakeholders.	Local participation and communication with internal and external stakeholders.	- Forge partnerships with local strategic partners, such as NEIs and health establishments. - Local participation and communication with internal and external stakeholders.	Forge partnerships, enter into Memorandums of Agreement (MOAs) and Memorandums of Understandings (MOUs) with external stakeholders (local, regional, and global stakeholders).
Political astuteness	- Focus on fostering positive labour relations and effective labour practices. - Actively participate in local structures to align with the political vision. - Engage with governance structures, hospital boards, and functional clinic committees to ensure effective decision-making and implementation.	Engage with governance structures and hospital boards (they should be functional).	Advocate for the appointment of functional governance structures (Senate, College Council, etc.) and hospital boards.	Align the strategic direction of the Nursing Directorate (province) with the mandate of the political leadership.
Research	Support evidence-based practices by encouraging the team to use the latest research methods and observations and participate in quality improvement projects.	- Facilitate access to research for operational managers and support their implementation of evidence-based initiatives. - Identify research areas to be considered in the organisation's research agenda.	- Conduct and publish research on nursing education and practice. - Encourage students and faculty to engage in scholarly activities. - Coordinate the research agenda of the organisation and mobilise required resources to support the research projects.	- Champion large-scale research projects and partnerships that advance the nursing profession and inform policy decisions. - Promote integration of the nursing research agenda into the province's research agenda.
Adaptability and resilience	- Demonstrate flexibility by adjusting team priorities in response to unexpected challenges. - Support team members emotionally during difficult times.	- Model resilience by staying calm and focused during crises. - Provide clear guidance to assistant managers, operational managers, and ensuring continuity of services.	- Adapt educational strategies and training programmes to meet changing healthcare demands, local, regional and global health emergencies and advances in technology such as integrating technology into the curriculum. - Adapt healthcare delivery strategies to changing the demands.	- Adjust leadership strategies and own behaviour in response to new situations, opportunities and challenges in a flexible manner. - Embrace change and innovation (e.g. responding to health emergencies such as the COVID-19 pandemic). - Lead the nursing profession in the province (organisation) through change by maintaining composure, communicating a clear path forward, and supporting all levels of staff in adapting to new realities. - Enforce change management through policy. - Pro-actively identify issues (e.g. shortage of specialist nurses) that may have the potential to affect nursing education and practice in the province and developing innovative solutions.

Nursing Leadership Framework Capabilities and Behaviours	Operational Managers, Assistant Managers and Nurse Educators	Deputy Managers/Campus Heads/Programme Managers	Directors of Nursing Education, Practice and College Principals	Chief Directors
Adaptability and resilience	- Demonstrate flexibility by adjusting team priorities in response to unexpected challenges. - Support team members holistically during difficult times.	- Model resilience by staying calm and focused during crises - Provide clear guidance to assistant managers, operational managers and ensuring continuity of services during difficult times.	- Adapt educational strategies and training programmes to meet changing healthcare demands, local, regional and global health emergencies and advances in technology such as integrating technology into the curriculum. - Adapt healthcare delivery strategies to the changing demands.	- Adjust leadership strategies and own behaviour to respond to new situations, opportunities and challenges in a flexible manner. - Embrace change and innovation (e.g. responding to health emergencies such as the COVID-19 pandemic). - Lead the nursing profession in the province (organisation) through change by maintaining composure, communicating a clear path forward, and supporting all levels of staff in adapting to new realities. - Enforce change management through policy. - Pro-actively identify issues such as the shortage of specialist nurses that may affect nursing education and practice in the province and country-wide developing innovative solutions.
Dimension 5: Managing Operations Managing resources, systems, and processes to ensure efficiency, accountability, and achieve organisational goals and operational excellence, based on the OHSC and SANC.				
Managing resources	- Participate in the development of the demand plan and related budget of the unit. - Demonstrate competence in financial management and administration to support and maximise operational efficiencies. - Demonstrate competence in supply chain management and adherence to prescripts. - Use resources (financial, human, material and technological) appropriately ethically, economically, efficiently, effectively, and work within allocated budget. - Take responsibility over the administration of the team's physical assets, facilities and information systems. - Monitor the efficiency of processes to achieve the desired outcomes. - Promote use of technology in systems and information management. - Strengthen health information management systems. - Continuously monitor and manage allocated resources.	- Participate in the development of the demand plan and related budget of the unit FBU. - Demonstrate competency in financial management and administration to support and maximise operational efficiencies. - Demonstrate competence in supply chain management and adherence to prescripts. - Take responsibility and accountability for the administration and custodianship of the department's physical assets, facilities and information systems. - Manage the department's and programme budget. - Monitor budget expenditure and proactively identify efficiencies and cost savings measures. - Develop cost-containment measures and quality improvement plans. - Use resources appropriately, ethically, economically, efficiently and effectively. - Promote the use of technology in systems. - Promote use of technology in systems and information management. - Strengthen health information management systems. - Continuously monitor and manage allocated resources.	- Demonstrate competence in financial management and administration to support and maximise operational efficiencies. - Set goals and targets on how to manage the resources of the department/ programme. - Manage the department's budget. - Monitor budget expenditure and proactively identify efficiencies and cost savings measures. - Develop cost-containment measures and quality improvement plans. - Analyse management information reports to take early action for improvement. - Take responsibility and accountability for the administration and custodianship of the department's physical assets, facilities and information systems. - Influence policies and procedures on financial and revenue management. - Adhere to supply chain management prescripts. - Identify and advise the higher authorities on potential external funding.	- Demonstrate competence in management and oversight in financial management and administration to support and maximise operational efficiencies. - Provide strategic direction on human, material resource management. - Demonstrates commercial astuteness and a comprehensive understanding of the Cluster's budget and financial position. - Contributes to the development of physical assets, facilities and information management systems to meet the changing needs of the country. - Makes decisions that promote the best use of all resources. - Strengthen responsibility and accountability over the use of resources. - Lead, guide and make decisions, and advocate for external support. - Maximise operations with multisector collaboration and partnerships. - Influence policies and procedures on financial and revenue management.

Nursing Leadership Framework Capabilities and Behaviours	Operational Managers, Assistant Managers and Nurse Educators	Deputy Managers/Campus Heads/Programme Managers	Directors of Nursing Education, Practice and College Principals	Chief Directors
Continuous quality improvement	- Develop and implement standards, processes and measures for quality operations. - Demonstrate ability to analyse and interpret the results of surveys, audits, etc. - Encourage/supervise staff to identify ways to improve processes (QIPS-quality improvement plans) and the quality of team operations. - Monitor the implementation of Quality Improvement Plans.	- Demonstrate the significance of continuous improvement of processes and quality as a high priority for all areas of the programme or campus. - Demonstrate ability to analyse and interpret the results of surveys, audits, etc. - Identify opportunities on how to improve quality, negotiate improvements and remove obstacles. - Manage and monitor the implementation of Quality Improvement Plans.	- Demonstrate that continuous improvement of processes and quality are a high priority for all areas of the department and programme or college. - Demonstrate ability to analyse and interpret the results of surveys, audits, etc. - Identify opportunities on how to improve quality, negotiate improvements and remove obstacles. - Manage and monitor the implementation of Quality Improvement Plans.	- Create and meet expectations for quality throughout the provinces. - Identify staff and other stakeholders as the focus of all planning processes. - Promote best practice and seek external recognition for quality and excellence. - Develop a strategy for continuous QIP. - Provide strategic direction towards total quality management. - Evaluate the implementation and impact of Quality Improvement Plans. - Advocate and unblock bottlenecks where identified. - Recognise and communicate best practices.
Managing projects	- Develop and implement clear business plans and time frames for projects within own work area. - Manage projects according to approved management project methodology and timelines. - Monitoring and evaluate results and providing on-going updates to keep others informed. - Identify risk and mitigation and develop risk register. - Demonstrate competence in planning and project management.	- Develop and implement clear business plans and time frames for projects within own work area. - Manage projects according to approved project management methodology and timelines. - Manage and monitor risk and mitigation and develop risk register - Evaluate results and provide on-going updates to keep others informed. - Demonstrate competence in planning and project management.	- Develop a business plan. - Plan and organise activities for business units. - Initiate and manage programme or college projects and establish work plans and key milestones. - Oversee the operational risks and resources across multiple projects - Monitor progress and ensure that outcomes and timelines are achieved within the resources available. - Monitor the implementation of projects and manage challenges. - Demonstrate competency in planning and project management. - Develop contingency plans.	- Lead complex country-wide projects from inception through to delivery. - Plan for and organise resources. - Review project outcomes and ensure that the project benefits are fully realised for the Cluster. - Develop a strategic risk register - Oversee the strategic risks and resources across multiple projects. - Lead and oversee the development and implementation of project plans. - Avail systems for effective monitoring and evaluation of projects. - Oversee the development, adjustment, and implementation of contingency plans.

5. Alignment of areas of development with the adopted leadership framework

A co-creation workshop that consisted of participants from academia, the public and private sectors, clinical practice and framework reviewers was held to map the way forward towards developing the leadership framework. This collaborative effort aimed to identify areas of development and produce modules for the South African nurse leaders based on the needs assessment findings and the contribution of provincial stakeholders. Some of the identified modules are already provided by other NDoH through the National School of Government and institutions of higher education. The areas of development were identified in alignment with the five dimensions of the adopted leadership framework. Table 3 below aligns the proposed areas of development with the five dimensions of the adopted leadership framework.

Table 3 Alignment of proposed areas of development with the five dimensions of the adopted South African Nursing leadership framework

Competencies	Leading Self	Leading Others	Leading Innovation and Change	Leading Strategically	Leading Operations
Communication	✓	✓	✓	✓	✓
Clinical and Quality Management	✓	✓	✓	✓	✓
Emotional Intelligence	✓	✓	✓	✓	✓
Information Management	✓	✓	✓	✓	✓
Human Resources Management	✓	✓	✓	✓	✓
Knowledge Management	✓	✓	✓	✓	✓
Mental Health	✓	✓	✓	✓	✓
Occupational Health and Safety	✓	✓	✓	✓	✓
Operational Management	✓	✓	✓	✓	✓
Project Management	✓	✓	✓	✓	✓
Risk Management	✓	✓	✓	✓	✓
Research Capability	✓	✓	✓	✓	✓
Strategic Leadership	✓	✓	✓	✓	✓
Stakeholder Management	✓	✓	✓	✓	✓
Talent Management	✓	✓	✓	✓	✓
Strategic Leadership	✓	✓	✓	✓	✓

6. IMPLEMENTATION OF THE FRAMEWORK

The effectiveness of the developed framework will be strengthened through the provision of support in the implementation of health establishments, quarterly monitoring and evaluation by different stakeholders.

Below are the proposed activities and their corresponding implementers.

- 6.1 National Department of Health (Nursing Chief Directorate)
 - Awareness Campaigns: Conduct campaigns in all provinces to promote understanding and engagement with the framework.
 - National Data Sets for M&E: Develop standardised national data sets to facilitate monitoring and evaluation of the framework's implementation.
 - National Oversight: Oversee overall monitoring and evaluation and ensure consistent reporting.
 - Streamline reporting to support effective oversight and evaluation.
- 6.2 Provincial Offices
 - Contextualised provincial Implementation: Each province will develop provincial implementation plans according to the specific context and needs of the province.
 - Monitoring and support: Provincial Nursing Education and Practice Directors (Heads of Nursing Education Institutions) and principals will oversee monitoring in their respective control areas and provide necessary support.
- 6.3 Provincial Human Resource Development
 - Training Provision: Support the training on implementing the developed Framework. Provincial Regional Training Centres, Health Professional Training and Development directorates will deliver training aligned with the framework.
- 6.4 National School of Government
 - Training Provision: Support the implementation of the framework through the provision of continued professional development and training opportunities.
- 6.5 Private Sector
 - Integrates and align with the framework in their leadership development processes.
- 6.6 Regulatory Body (South African Nursing Council)
 - Endorsement of the Framework and alignment with the professional prescripts, scopes of professional practice, and CPD requirements.
- 6.7 Higher Education Institutions (HEI)
 - Support the implementation and consider inclusion in curricula of pre-service and post-graduate nursing leadership qualifications.
 - Research on projects that support the evidence-based implementation of the framework.

7. SUSTAINABILITY OF THE FRAMEWORK IMPLEMENTATION

A five-year review cycle will systematically evaluate the framework for national Nursing Leadership competency for Nurse Leaders in South Africa. The review will seek to ensure sustainability and accountability. The leadership framework project will be funded through voted funds allocated by various treasuries at the provincial and national levels.

The purpose of the five-year review will be to assess performance and evaluate whether the project would have met its objectives of enhancing nursing leadership in alignment with the NDOH prescripts. Furthermore, it will identify challenges and analyse obstacles or gaps in project implementation. Deviations from the initial plan will be tracked to strengthen accountability, with the review process aligned to the strategic planning cycle and integrated into the annual performance plans.

The deliverables of the five-year review will be the Review Report, which will summarise findings, challenges and recommendations, and provide evidence-based insights on the decision-making of the five-year review cycle. The implementation of the framework will be included in various strategic and operational plans to enhance sustainability and accountability. The following plans will be considered:

- Medium-Term Development Plan
- Annual Performance Plan of the NDoH and Provincial offices
- Provincial Strategic Plans
- District Health Plans
- Operational Plans
- Workplace Skills Plan
- Monitoring and Evaluation Plan

8. MONITORING AND EVALUATION

Monitoring and evaluation of the Framework will be done through the inclusion of indicators identified in the operational plans. The monitoring and evaluation will be done by nurses in leadership positions across all levels of care. Annexure 1 provides the indicators, definitions, measures of calculation and the responsibility, and Annexure 2 presents the monitoring and evaluation plan for the framework.

9. CONCLUSION

The Nursing Leadership Competency Framework is vital to transform the capabilities of nursing leadership. A skilled and empowered nursing workforce is essential to building a more sustainable and resilient public health services. By developing capable, confident, and skilled nursing leaders, the Framework will strengthen the workforce and ensure better patient care, equity, and health system sustainability.

It is envisaged that the Framework will be particularly impactful in addressing South Africa's specific challenges, such as clinical governance and those related to the implementation of UHC through the NHI.

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ANNEXURE 1: Indicators and definitions

1. Indicator	Number of provinces with Nursing Leadership competency framework implementation plan developed
Numerator	Total number of provinces with competency framework implementation plans developed.
Denominator	Not applicable
Description	Nursing leadership competency implementation plans based on the Nursing Leadership competency framework will be developed in all provinces.
Reporting level	District/Provincial
Reporting frequency:	Quarterly

2. Indicator	Approved Nursing Leadership Competency Framework
Numerator	Approved Nursing Leadership Competency Framework.
Denominator	Not Applicable
Description	Development and approval of the Nursing Leadership Competency Framework
Reporting Level	National Number of nursing managers within the province.
Reporting frequency:	By 2025/26

3. Indicator	Number of consultative workshops conducted with key stakeholders.
Numerator	Total number of consultative workshops conducted with key stakeholders
Denominator	Not applicable
Description	The actual number of consultative workshops conducted with key stakeholders
Reporting Level	National
Reporting frequency:	By 2024/25

4. Indicator	Percentage of Nurse leaders who have completed the Nursing Leadership Competencies Development Programme
Numerator	Total Number of operational managers, assistant managers, nursing managers, nursing directors and chief directors who have successfully completed the Nursing Leadership Competencies Development Programme within the province
Denominator	Total Number of operational managers, assistant managers, nursing managers, nursing directors and chief directors within the province.
Description	This indicator measures the percentage of nursing directors within the organisation who have successfully completed the Nursing Leadership Competencies Development Programme. It provides a quantitative evaluation of the organisation's efforts in developing leadership skills among the director-level, nursing personnel, with a higher percentage indicating a greater focus on enhancing the leadership capabilities of nursing professionals at this crucial management level.
Data elements under this indicator	- Number of operational managers within the province who have successfully completed the Nursing Leadership Competencies Development Programme - Number of Assistant Managers who have completed the Nursing Leadership Competencies Development Programme - Number of Nursing Managers who have completed the Nursing Leadership Competencies Development Programme - Number of Nursing Directors who have completed the Nursing Leadership Competencies Development Programme - Number of Chief Directors who have completed the Nursing Leadership Competencies Development Programme
Reporting Level	District/Provincial
Reporting frequency:	Quarterly

ANNEXURE 2: MONITORING AND EVALUATION PLAN FOR THE NATIONAL NURSING LEADERSHIP COMPETENCY FRAMEWORK

The monitoring and evaluation plan is a roadmap of actions that the National Nursing Leadership Competency Framework seeks to implement. The plan will describe how to achieve objectives set out in the competency framework, including setting out clear and measurable desired targets.

List of Abbreviations

CLA: Collaborating Learning and Adapting

DOHs: Departments of Health

DQA: Data Quality Assessment

DHMIS: District Health Management Information System

ToC: Theory of Change

FUNDISA: Forum of University Nursing Deans of South Africa

HWSETA: Health and Welfare Sector Education and Training Authority

M&E: Monitoring and Evaluation

NDoH: National Department of Health

NIHSSA: National Health Information System South Africa Committee

NSG: National School of Government

NLCF: Nursing Leadership Competency Framework

PEPFAR: President's Emergency Plan for AIDS Relief

SAMHS: South African Military Health Services

SANC: South African Nursing Council

SOPs: Standard Operating Procedures

Stats SA: Statistics South Africa

QIP: Quality Improvement Plan

Glossary of terms

Indicator: A measure designed to assess the performance of an intervention. It is a quantitative or qualitative factor or variable that provides a simple and reliable means to measure achievement, to reflect the changes connected to an intervention, or to help assess the performance of a development actor.

Baseline: The situation before the policy or legislation is implemented

Target: a specified objective that indicates the number, timing and location of that which is to be realised

Assumption: The facts, state of affairs and situations that are assumed and will be necessary considerations in achieving success.

Input: The resources (people, time, materials) that are needed to invest to achieve set goals.

Activities: The programs, services and actions to be implemented.

Outputs: The amount, type or degree of services the policy or program provides to its beneficiaries.

Outcomes: The specific changes in participants' behaviour, knowledge, skills, status and capacity.

Impact: The organizational, community, social and systemic changes that result from the policy or program (intended or unintended).

External Conditions: The current environment in which there's an aspiration to achieve impact. This includes the factors beyond control of the program (economic, political, social, cultural, etc.) that will influence results and outcomes.

Theory of Change (ToC):

The National Nursing Leadership Competency Framework follows the Theory of Change (Result-based Framework) approach in determining the delivery of health services for the sector based on the National Strategic Direction for Nursing and Midwifery Education and Practice – 2020/21-2025/26. These interventions aim to strengthen leadership and governance in nursing and to improve competencies among nursing leaders by ensuring equity, efficiency and quality of health service provision at all levels of health establishments inclusive of private and public facilities.

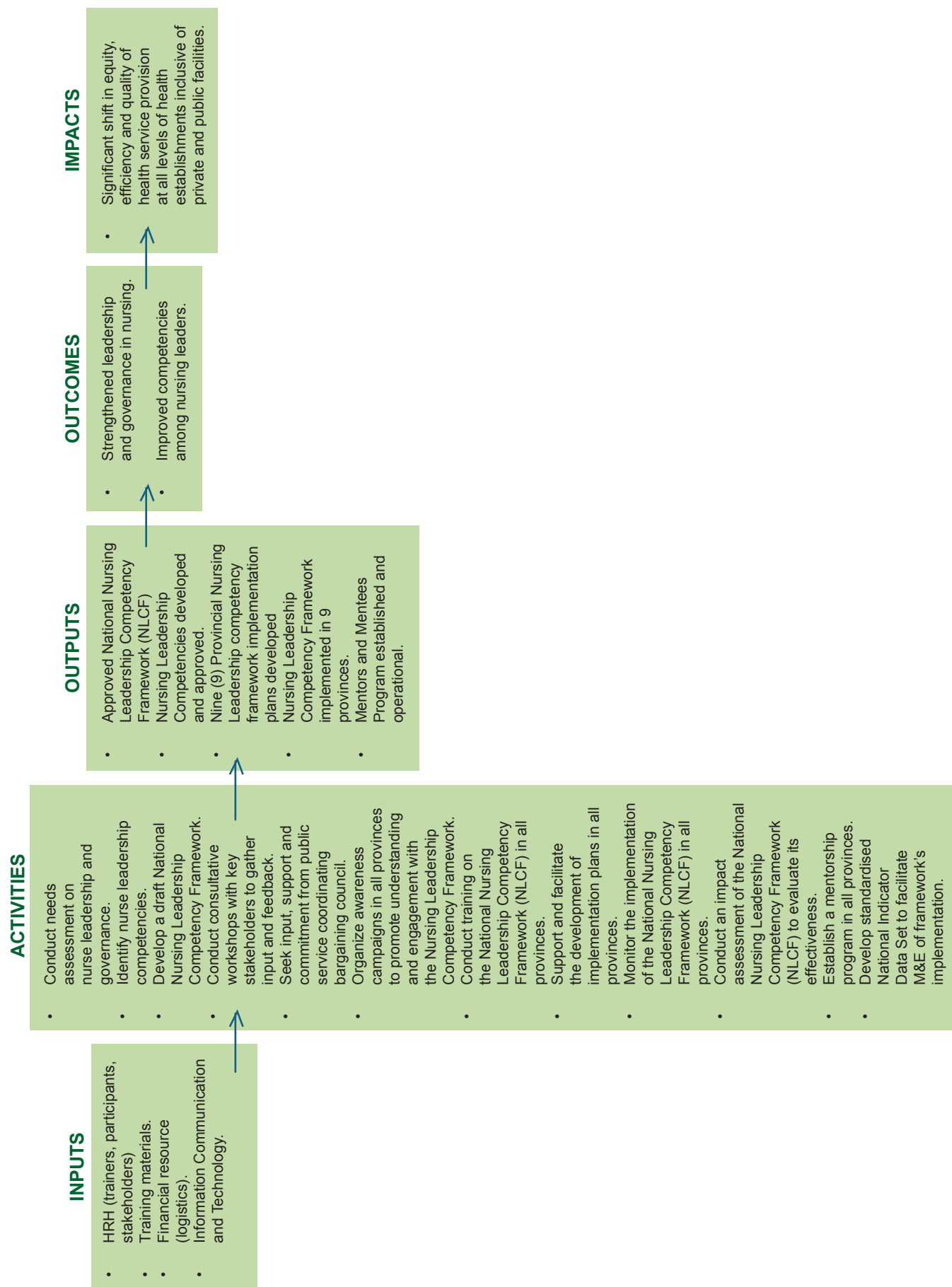
Problem statement: Nursing management structures are challenged with inadequacies in leadership and poor governance resulting in compromised service quality, demotivated nursing staff and therefore jeopardised patient outcomes.

Goal: The goal of the competency framework is to ensure effective leadership, management and governance. (National Strategic Direction for Nursing and Midwifery Education and Practice – 2020/21-2025/26: Goal 4)

Objective 1: To develop competencies for use in capacitation of nurse leaders to guide provision of quality and safe patient care.

Objective 2: To equip (train /capacitate) nurse leaders with approved leadership competencies that will result in effective nurse leadership and governance.

Figure 1: Theory of Change (ToC)



Assumptions: The facts, state of affairs and situations that are assumed and will be necessary considerations in achieving desired success.

	Results and Activities		Important Assumptions
If	Impact Significant shift in equity, efficiency and quality of health service provision at all levels of health establishments inclusive of private and public facilities.	Then	
If	Outcomes - Strengthened leadership and governance in nursing - Improved competencies among nursing leaders.	And Then	Assumption The Nursing Leadership Competency Framework implemented as planned in all provinces
If	Outputs - Approved Nursing Leadership Competency Framework (NLCF) - Nursing Leadership Competencies developed and approved. - Nine (9) Provincial Nursing Leadership competency framework implementation plans developed - Nursing Leadership Competency Framework implemented in 9 provinces. - Mentors and Mentees Program established and operational.	And Then	Assumption Training and support is provided to nursing leaders to ensure they understand and can apply the framework and nurse leaders successfully completed the competencies, they will be able to communicate effectively and make informed decisions/ solve problems.
If	Activities - Conduct needs assessment on nurse leadership and governance. - Identify nurse leadership competencies. - Develop a draft Nursing Leadership Competency Framework. - Conduct consultative workshops with key stakeholders to gather input and feedback. - Seek input, support and commitment from public service coordinating bargaining council. - Organize awareness campaigns in all provinces to promote understanding and engagement with the Nursing Leadership Competency Framework. - Conduct training on the Nursing Leadership Competency Framework (NLCF) in all provinces. - Support and facilitate the development of implementation plans in all provinces. - Monitor the implementation of the Nursing Leadership Competency Framework (NLCF) in all provinces. - Conduct an impact assessment of the Nursing Leadership Competency Framework (NLCF) to evaluate its effectiveness. - Establish a mentorship program in all provinces. - Develop standardised National Indicator Data Set to facilitate M&E of framework's implementation	And	Assumption If activities are successfully conducted in all the provinces, then there will be significant improved competencies among Nursing Leaders

Table 1: Assumptions

Logic-Framework aligned to the National Nursing Leadership Competency objectives and the Theory of Change:

Nursing Leadership Competency Logic-framework

Problem	Objective	Goal	Outcomes	Outputs	Activities	Inputs	Indicators	Targets	Barriers/ Risks	Assumptions/ Enablers
Nursing management structures are challenged with inadequacies in leadership and poor governance resulting in compromised service quality, demotivated nursing staff and therefore jeopardised patient outcomes	To develop competencies for use in capacitation of nurse leaders to guide provision of quality and safe patient care.	To ensure effective leadership, management and governance. (National Strategic Direction for Nursing and Midwifery Education and Practice – 2020/21–2025/26.)	Strengthened leadership and governance in nursing.	Approved Nursing Leadership Competency Framework (NLCF)	Conduct needs assessment on nurse leadership and governance.	HRH (Participants and stakeholders)	Approved nursing leadership, competency framework	Approved nursing leadership, competency framework by 2025/26.	Delayed inputs from key stakeholders.	Leverage on alternative sources of funding.
					Identify nurse leadership competencies.	Financial resource (logistics).			Budget constraints	
					Develop a draft Nursing Leadership Competency Framework.	Information Communication and Technology.				
					Conduct consultative workshops with key stakeholders to gather input and feedback.	HRH (trainers, participants, stakeholders)	Number of consultative workshops conducted with key stakeholders.	14 stakeholders consulted	Delayed inputs	Cooperation and buy-in of all key stakeholders.
					Seek input, support and commitment from public service coordinating bargaining council.	Training materials.	Number of provinces with Nursing Leadership competency framework implementation plan developed (APP)	Nine (9) Provincial Nursing Leadership competency framework implementation plans developed	None (Resources are available to develop the plans)	Provinces will adopt and integrate the National Nursing Leadership Framework into their existing systems and structures.
					Organize awareness campaigns in all provinces to promote understanding and engagement with the National Nursing Leadership Competency Framework.	Financial resource (logistics).				
					Support and facilitate the development of implementation plans in all provinces.	Information Communication and Technology.				

Problem	Objective	Goal	Outcomes	Outputs	Activities	Inputs	Indicators	Targets	Barriers/ Risks	Assumptions/ Enablers
	To equip (train/capacitate) nurse leaders with approved leadership competencies that will result in effective nurse leadership and governance		Improved competencies among nursing leaders.	Nursing Leadership Framework implemented in provinces.	Conduct training on the National Nursing Leadership Competency Framework (NLCF) in all provinces. Monitor the implementation of the National Nursing Leadership Competency Framework (NLCF) in all provinces. Conduct an impact assessment of the National Nursing Leadership Competency Framework (NLCF) to evaluate its effectiveness. Establish a mentorship program in all provinces. Develop standardised National Indicator Data Set to facilitate M&E of framework's implementation	HRH (trainers, participants, stakeholders) Training materials. Financial resource (logistics). Information Communication and Technology.	% Nurse leaders who have completed the National Nursing Leadership Competencies Development Programme Data Elements: 1. Number of Operational Managers who have completed the National Nursing Leadership Competencies Development Programme 2. Number of Assistant Managers who have completed the National Nursing Leadership Competencies Development Programme 3. Number of Nursing Managers who have completed the National Nursing Leadership Competencies Development Programme 4. Number of Nursing Directors who have completed the National Nursing Leadership Competencies Development Programme 5. Number of Chief Nursing Officers who have completed the National Nursing Leadership Competencies Development Programme	10% nurse leaders trained annually	Shortage of staff. Unavailability of participants due to competing priorities	If trainings are successfully conducted in all the provinces, then there will be significant improved competencies among Nursing Leaders

Table 2: Nursing Leadership Competency Logic-framework

Data Quality Assurance (DQA)

According to Statistics South Africa (Stats SA), data quality is defined in terms of “fitness for use” Since high-quality data is crucial to accurately measure project performance, the Nursing Directorate will conduct data quality assessment (DQA) activities as per Monitoring and Evaluation operational plans requirements. The DQAs will be conducted annually in all Provinces.

The approach will be a retrospective records review of data collection tools of the identified/sampled districts, against what is reported, for the previous financial year. The National Department of Health Nursing Services Chief Directorate will develop a data collection tool for the Nursing Leadership Competency Framework. Districts will be sampled according to the performance of the indicators post the first year of implementation. The audit team will be comprised of: National, Provincial and District Nursing Managers, M&E Managers and partners supporting the districts audited.

Data management will be guided by DHMIS policy and SOPs to ensure procedures for data collection, entry, cleaning, and processing, user permissions and responsibilities, submission and validation rules/processes, data collection tools and reporting timelines are adhered to.

The National Department of Health Nursing Services Chief Directorate will conduct training sessions in all provinces on the Nursing Leadership Competency Framework implementation. The objective of the training will be to ensure that the staff at all levels (Provincial, district and facilities), are able to have a good understanding of performance indicators, data collection and data collection tools, and the reporting requirements.

To ensure compliance with data quality standards, the National Department of Health Nursing Services Chief Directorate will conduct annual DQA and provinces will conduct monthly data collection and quarterly verification and reporting to the National Department of Health Nursing Services Chief Directorate. Recommendations from previous DQAs will be considered when conducting subsequent DQA.

Provinces are responsible for data validation as guided by the District Health Management Information System (DHMIS) Policy and SOPs prior to reporting to the National Department Health Nursing Services Chief Directorate on a quarterly basis. The data validation process will include quality checks, root cause analysis, and the development of provincial Quality Improvement Plans (QIP). Furthermore, NDoH will provide support to provinces to implement the Nursing Leadership Competency Framework.

Evaluation Plan

The evaluation of the National Nursing Leadership Competency Framework will follow both formative and summative evaluation methods.

- **Formative Evaluation** (1st financial year of implementation) - The implementation of the National Nursing Leadership Competency Framework will undergo a comprehensive review 12 months after its inception, assess progress and identify areas of success, improvement and challenges in the implementation process.

The National Department of Health Nursing Services Chief Directorate will continuously measure key performance indicators. This will help in understanding the implementation and scaling of interventions and assessing their effectiveness at all levels (provincial, district and facility).

The process evaluation will track provincial implementation plans progress, evaluate how well the set targets have been met and provide reasons for deviations from the plan. The proposed sources of data for performance assessment include, quarterly reports, and attendance registers from meetings and training.

- **Summative Evaluation** (60th month of implementation) This review will provide a critical opportunity to assess the framework's effectiveness by determining whether the framework has achieved its intended objectives of developing competencies for use in capacitation of nurse leaders to guide provision of quality and safe patient care and equipping (train/capacitate) nurse leaders with approved leadership competencies, resulting in effective nursing leadership.

The evaluation will highlight lessons learned from the implementation of the National Nursing Leadership Competency Framework and will guide the development of future nursing competence frameworks, policies, and interventions, ensuring they are evidence-based and effective. Qualitative and quantitative methods will be employed to gather feedback from provinces and the final evaluation report will be disseminated to all provinces and stakeholders.

The Key aspects of the review will include evaluating the framework's impact on equity, efficiency and quality of health service provision at all levels of health establishments inclusive of private and public facilities. Additionally, the evaluation will likely reveal insights into the framework's strengths and weaknesses. Successful implementation of the National Nursing Leadership Competency Framework will play a crucial role in guiding nursing practice and subsequently shaping the future of nursing in South Africa.

Performance Indicator Reference Sheet

1. Indicator	
Indicator name	Number of provinces with Nursing Leadership competency framework implementation plans developed
Definition	Nursing leadership competency implementation plans based on the Nursing Leadership competency framework will be developed in all provinces
Data Source	Provincial Nursing Leadership Competency Framework implementation plans
Numerator	Total number of provinces with competency framework implementation plans developed
Denominator	Not Applicable
Means of verification	9 Provincial Nursing Leadership Competency Framework implementation plans
Inclusions	All 9 provinces
Exclusions	None
Reporting Frequency	Quarterly
Data Collection Tool	National Nursing Leadership Competency Framework quarterly data summary form
Collected by	Nursing Directorates
Collection points	All 9 Provinces
Who will collect data	Provincial DoH (Nursing Directorates)
Who will analyse data	National Department of Health (Nursing Services Chief Directorate)
Who will report the information	National Department of Health (Nursing Services Chief Directorate), Provincial DoH (Nursing Directorates)
Who will use the information	National Department of Health, Provincial DoH and Partners
Targets	Nine (9) Provincial Nursing Leadership competency framework implementation plans developed
Baseline	0

2. Indicator	
Indicator name	Approved National Nursing Leadership Competency Framework
Definition	Framework for Nursing Leadership Competency will be developed and approved
Data Source	Approved Nursing Leadership Competency Framework
Numerator	Approved Nursing Leadership Competency Framework
Denominator	Not Applicable
Means of verification	Validation workshop presentations, Attendance registers, for the validation workshops and Approved Nursing Leadership, Competency Framework
Inclusions	Not Applicable
Exclusions	Not Applicable
Reporting Frequency	By 2025/26.
Collected by	Not Applicable
Collection points	Not Applicable
Who will collect data	Not Applicable
Who will analyse data	Not Applicable
Who will report the information	Not Applicable
Who will use the information	Not Applicable
Targets	Approved nursing leadership, competency framework by 2025/26.
Baseline	0

3. Indicator	
Indicator Name	Number of consultative workshops conducted with key stakeholders.
Bulleted Definition	The actual number of consultative workshops conducted with key stakeholders.
Extended Definition	Count the number of consultative workshops that are conducted with key stakeholders.
Use and Context	Monitors the extent of consultations with key stakeholders
Reporting Level	National Department of Health Nursing Services Chief Directorate
Level	Output
Inclusions	All consultative workshops conducted with stakeholders
Exclusions	None
Data Source	Workshop reports and attendance registers indicating stakeholders consulted
Reporting Frequency	By 2024/25.
Collected by	National Department of Health (Nursing Services Chief Directorate)
Collection points	Consultative workshops meetings
Who will collect data	National Department of Health (Nursing Services Chief Directorate)
Who will analyse data	National Department of Health (Nursing Services Chief Directorate)
Who will report the information	National Department of Health (Nursing Services Chief Directorate)
Who will use the information	National Department of Health (Nursing Services Chief Directorate)
Targets	14 stakeholders consulted
Baseline	0
4.Indicator	
Indicator Name	Percentage of Nurse leaders who have completed the Nursing Leadership Competencies Development Programme
Bulleted Definition	This indicator measures the ratio of operational managers, assistant managers, nursing managers, nursing directors and chief directors who have completed the Nursing Leadership Competencies Development Programme
Extended definition	This ratio reflects the province's focus on developing leadership skills and competencies among its Operational Managers, assistant managers, nursing managers, nursing directors and Chief Director, showcasing the percentage of nurse leaders who have enhanced their leadership capabilities through the Nursing Leadership Competencies Development Programme
Use and Context	The indicator provides a quantitative assessment of the provinces' ability to enhance its leadership capabilities, with a higher percentage indicating a more comprehensive development of nursing leadership skills across the provinces
Numerator	Total Number of operational managers, assistant managers, nursing managers, nursing directors and chief directors who have successfully completed the Nursing Leadership Competencies Development Programme within the province
Numerator formula	Total Number of operational managers + assistant managers +nursing managers + nursing directors + chief directors who have successfully completed the Nursing Leadership Competencies Development Programme within the province
Denominator	Total Number of operational managers, assistant managers, nursing managers, nursing directors and chief directors within the province.
Denominator formula	Number of operational managers + assistant manager + nursing managers + nursing directors + chief directors within the province who have successfully completed the Nursing Leadership Competencies Development Programme
Factor	Percentage
Level	Outcome
Reporting Level	Provincial DoH (Nursing Directorates)
Inclusions	Include all operational managers +assistant managers+ nursing managers + nursing directors who have successfully completed the Nursing Leadership Competencies Development Programme within the province
Exclusions	All managers +assistant managers+ nursing managers + nursing directors who have not successfully completed the Nursing Leadership Competencies Development Programme within the province
Data Source	Nursing Leadership Competencies Development Programme Certificate of completion and attendance registers
Data Collection tools	National Nursing Leadership Competency Framework quarterly data summary form
Frequency of data collection	Monthly
Reporting Frequency	Quarterly
Collected by	Provincial DoH (Nursing Directorates)
Frequency of data collation	Monthly
Collection points	All Provinces
Who will collect data	Provincial DoH (Nursing Directorates)
Who will analyse data	Provincial DoH (Nursing Directorates), National Department of Health (Nursing Services Chief Directorate)
Who will report the information	Provincial DoH (Nursing Directorates), National Department of Health (Nursing Services Chief Directorate)
Who will use the information	Provincial DoH (Nursing Directorates), National Department of Health (Nursing Services Chief Directorate), Private Sector
Targets	10%
Baseline	0

1. Data Element	
Data Element Name	Number of operational managers within the province who have successfully completed the Nursing Leadership Competencies Development Programme
Bulleted Definition	The numerator for this indicator represents the number of operational managers within the province who have successfully completed the Nursing Leadership Competencies Development Programme
Extended Definition	This data element assesses the number of operational managers within the province who have successfully completed the Nursing Leadership Competencies Development Programme. It provides a quantitative evaluation of the organization's capacity to foster and promote leadership development among its operational managers, with a higher number indicating a greater emphasis on nurturing leadership skills among the next generation of managers.
Use and Context	Higher number of Operational Managers who have successfully completed the Nursing Leadership Competencies Development Programme within the province reflects the province's emphasis on developing leadership skills among its operational managers, providing a quantitative measure of its commitment to fostering leadership at all levels of management
Inclusions	Operational Managers who have completed the Nursing Leadership Competencies Development Programme
Exclusions	Operational Managers who have not completed the Nursing Leadership Competencies Development Programme
Data Source	Nursing Leadership Competencies Development Programme Certificate of completion and attendance registers
Data Collection tools	National Nursing Leadership Competency Framework quarterly data summary form
Frequency of data collection	Monthly
Reporting Frequency	Quarterly
Collected by	Professional Nurses
Frequency of data collation	Monthly
Collection points	Provincial DoH (Nursing Directorates)
Who will collect data	Provincial DoH (Nursing Directorates)
Who will analyse data	National Department of Health (Nursing Services Chief Directorate)
Who will report the information	National Department of Health (Nursing Services Chief Directorate)
Who will use the information	National Department of Health (Nursing Services Chief Directorate), Private Sector

2. Data Element	
Data Element Name	Number of Assistant Managers who have completed the Nursing Leadership Competencies Development Programme
Bulleted Definition	Number of Assistant Managers within the province who have successfully completed the Nursing Leadership Competencies Development Programme
Extended Definition	This data element measures the number of assistant managers within the province who have successfully completed the Nursing Leadership Competencies Development Programme. It provides a quantitative assessment of the province's efforts in developing leadership skills and competencies among its assistant managers, with a higher number indicating a strong emphasis on nurturing and enhancing leadership capabilities within the nursing management level.
Use and Context	Higher number of assistant managers within the province reflects the province's dedication to nurturing leadership skills and competencies among its nursing managers, indicating the percentage of managers who have enhanced their leadership capabilities through this development program
Inclusions	All Assistant Managers who have completed the Nursing Leadership Competencies Development Programme
Exclusions	Assistant Managers who have not completed the Nursing Leadership Competencies Development Programme
Data Source	Nursing Leadership Competencies Development Programme Certificate of completion and attendance registers
Data Collection tools	National Nursing Leadership Competency Framework quarterly data summary form
Frequency of data collection	Monthly
Reporting Frequency	Quarterly
Collected by	Provincial DoH (Nursing Directorates)
Frequency of data collation	Monthly
Collection points	Provincial DoH (Nursing Directorates)
Who will collect data	Provincial DoH (Nursing Directorates)
Who will analyse data	National Department of Health (Nursing Services Chief Directorate)
Who will report the information	National Department of Health (Nursing Services Chief Directorate)
Who will use the information	National Department of Health (Nursing Services Chief Directorate), Private Sector

3. Data Element	
Data Element Name	Number of Nursing Managers who have completed the Nursing Leadership Competencies Development Programme
Bulleled Definition	This data element represents the number of nursing manager within the organization who have successfully completed the Nursing Leadership Competencies Development Programme. It provides a quantitative evaluation of the organization's efforts in developing leadership skills among the nursing manager-level nursing personnel, with a higher number indicates a greater focus on enhancing the leadership capabilities of nursing professionals at this crucial management level
Extended Definition	This data element represents the number of nursing manager within the province who have successfully completed the Nursing Leadership Competencies Development Programme
Use and Context	Higher number of nursing managers within the province reflects the province's dedication to nurturing leadership skills and competencies among its nursing managers, indicating the percentage of managers who have enhanced their leadership capabilities through this development program
Inclusions	All Nursing Managers who have completed the Nursing Leadership Competencies Development Programme
Exclusions	Nursing Managers who have not completed the Nursing Leadership Competencies Development Programme
Data Source	Nursing Leadership Competencies Development Programme Certificate of completion and attendance registers
Data Collection tools	National Nursing Leadership Competency Framework quarterly data summary form
Frequency of data collection	Monthly
Reporting Frequency	Quarterly
Collected by	Provincial DoH (Nursing Directorates)
Frequency of data collation	Monthly
Collection points	Provincial DoH (Nursing Directorates)
Who will collect data	Provincial DoH (Nursing Directorates)
Who will analyse data	National Department of Health (Nursing Services Chief Directorate)
Who will report the information	National Department of Health (Nursing Services Chief Directorate)
Who will use the information	National Department of Health (Nursing Services Chief Directorate), Private Sector

4. Data Element	
Data Element Name	Number of Nursing Directors who have completed the Nursing Leadership Competencies Development Programme
Bulleled Definition	This data element evaluates the number of nursing directors within the province who have successfully completed the Nursing Leadership Competencies Development Programme. It provides a quantitative assessment of the organization's focus on nurturing leadership skills and competencies at the highest level of nursing management. A higher number suggests a strong emphasis on cultivating advanced leadership capabilities among the top-level nursing leadership, ultimately contributing to the province excellence
Extended Definition	This number signifies the organization's emphasis on developing leadership skills and competencies at the highest level of nursing management, representing the percentage of Nursing Directors who have acquired advanced leadership capabilities through this development program
Use and Context	Higher number of nursing directors within the province reflects the province's dedication to nurturing leadership skills and competencies among its nursing managers, indicating the percentage of managers who have enhanced their leadership capabilities through this development program
Inclusions	All Nursing Directors within the province who have successfully completed the Nursing Leadership Competencies Development Programme
Exclusions	Nursing Directors within the province who have not successfully completed the Nursing Leadership Competencies Development Programme
Data Source	Nursing Leadership Competencies Development Programme Certificate of completion and attendance registers
Data Collection tools	National Nursing Leadership Competency Framework quarterly data summary form
Frequency of data collection	Monthly
Reporting Frequency	Quarterly
Frequency of data collation	Monthly
Who will collect data	Provincial DoH (Nursing Directorates)
Who will analyse data	National Department of Health (Nursing Services Chief Directorate)
Collection points	Provincial DoH (Nursing Directorates)
Who will report the information	National Department of Health (Nursing Services Chief Directorate)
Who will use the information	National Department of Health (Nursing Services Chief Directorate), Private Sector

5.Data Element	
Data Element Name	Number of Chief Directors who have completed the Nursing Leadership Competencies Development Programme
Bulleled Definition	This data element evaluates the number of Chief Directors within the province who have successfully completed the Nursing Leadership Competencies Development Programme. It provides a quantitative assessment of the organization's focus on nurturing leadership skills and competencies at the highest level of nursing management.
Extended Definition	This number signifies the organization's emphasis on developing leadership skills and competencies at the highest level of nursing management, representing the percentage of Chief Directors who have acquired advanced leadership capabilities through this development program
Use and Context	A higher number of Chief Directors suggests a strong emphasis on cultivating advanced leadership capabilities among the top-level nursing leadership, ultimately contributing to the province excellence
Inclusions	All Chief Directors within the province who have successfully completed the Nursing Leadership Competencies Development Programme
Exclusions	Chief Directors within the province who have not successfully completed the Nursing Leadership Competencies Development Programme
Data Source	Nursing Leadership Competencies Development Programme Certificate of completion and attendance registers
Data Collection tools	National Nursing Leadership Competency Framework quarterly data summary form
Frequency of data collection	Monthly
Reporting Frequency	Quarterly
Frequency of data collation	Monthly
Who will collect data	Provincial DoH (Nursing Directorates)
Who will analyse data	National Department of Health (Nursing Services Chief Directorate)
Collection points	Provincial DoH (Nursing Directorates)
Who will report the information	National Department of Health (Nursing Services Chief Directorate)
Who will use the information	National Department of Health (Nursing Services Chief Directorate), Private Sector

Table 3-11: Performance Indicator Reference Sheets

National Nursing Leadership Competency Framework Attendance Register

Province:
District:
Facility name:

Indicators:

1. Percentage of Nurse leaders who have completed the Nursing Leadership Competencies Development Programme

Data Elements:

1. Number of Operational managers within the province who have successfully completed the Nursing Leadership Competencies Development Programme
2. Number of Assistant Managers who have completed the Nursing Leadership Competencies Development Programme
3. Number of Nursing Managers who have completed the Nursing Leadership Competencies Development Programme
4. Number of Nursing Directors who have completed the Nursing Leadership Competencies Development Programme
5. Number of Chief Directors who have completed the Nursing Leadership Competencies Development Programme

No	Name	Surname	ID/Number	Rank	Persal Number	Registration date	Competency Module	Completion Date	Completion Status	Score	Signature
1.											
2.											
3.											
4.											
5.											
6.											
7.											
8.											
9.											
10.											

Table 13 : National Nursing Leadership Competency Framework Data Collection Tool

NATIONAL NURSING LEADERSHIP FRAMEWORK QUARTERLY DATA SUMMARY FORM			
Province:			
District:			
Facility:		PERIOD (Month and Year): DD /MM / YYYY	
Completed by:			
Contact Number:			
Data Elements	Total for month		Comment
1. Number of operational managers within the province who have successfully completed the Nursing Leadership Competencies Development Programme			
2. Number of Assistant Managers who have completed the Nursing Leadership Competencies Development Programme			
3. Number of Nursing Managers who have completed the Nursing Leadership Competencies Development Programme			
4. Number of Nursing Directors who have completed the Nursing Leadership Competencies Development Programme			
5. Number of Chief Directors who have completed the Nursing Leadership Competencies Development Programme			
6. National Nursing Leadership Competency Framework implementation plan developed		Completed	Not Completed
POPULATE FIELD NEXT TO ELEMENT WITH A "0" ZERO IF NO NURSE LEADER COMPLETED THE NURSING LEADERSHIP COMPETENCIES DEVELOPMENT PROGRAMME IN THE FACILITY.			
Data quality check			
All fields completed?	YES	NO	If NO, please provide a reason:
	NAME	SIGNATURE	
Verified by:			
Approved by:			
Date:			

Table 14: National Nursing Leadership Competency Framework Monthly Data Summary Form

[illegible]

National Department of Health

**Dr AB Xuma Building,
1112 Voortrekker Rd,
Pretoria Townlands 351-JR,
PRETORIA, 0187**

Switchboard: 012 395 8000