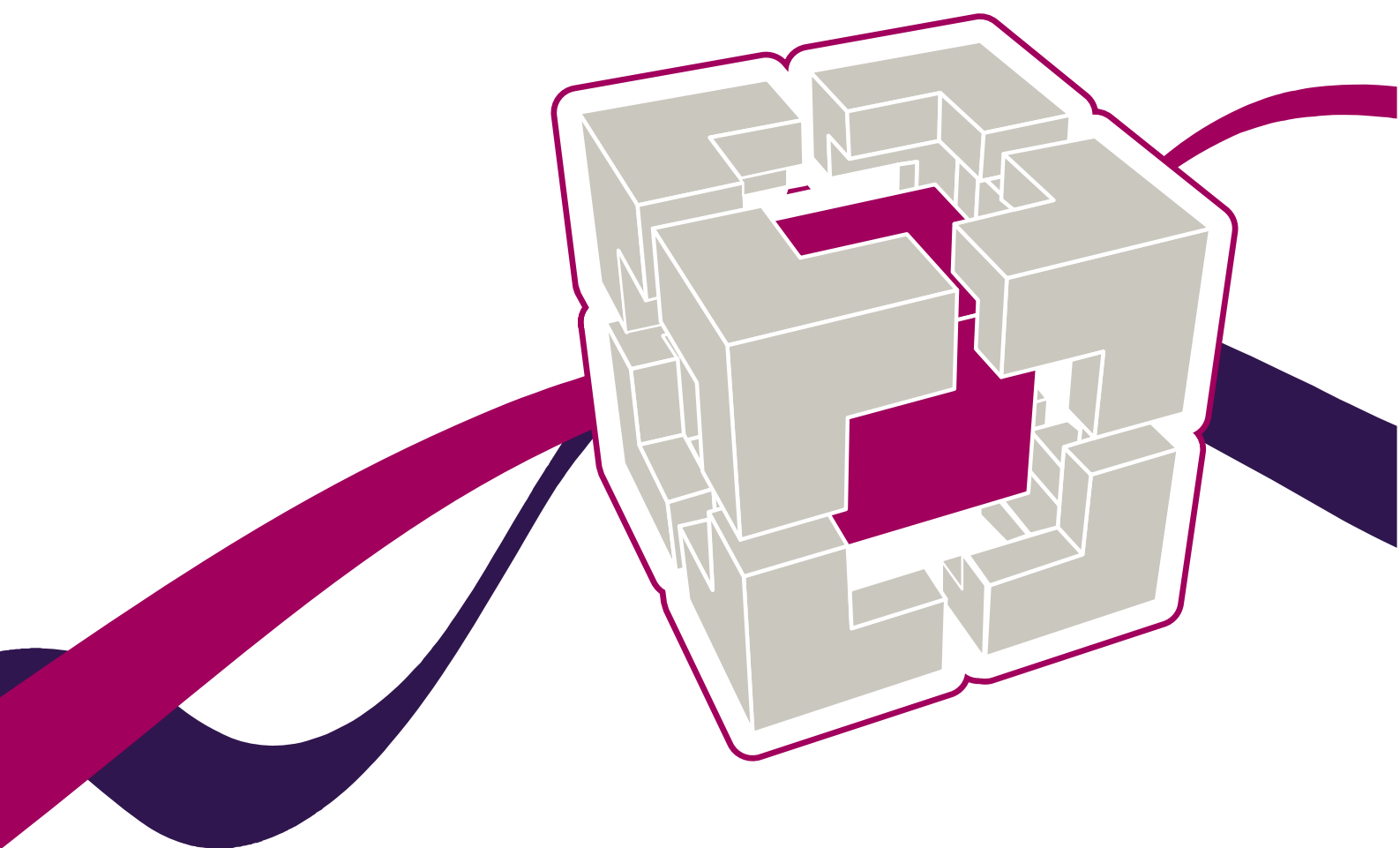# Your Healthcare Leadership Model 360° Individual report

Sam Sample

26 August 2016

Your Healthcare Leadership Model 360° Individual report
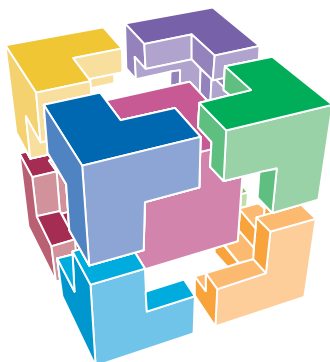
Contents

The purpose of this report is to help develop your work performance and provide you with feedback and focus for future leadership development

The Healthcare Leadership Model

The Healthcare Leadership Model is to help those who work in health and care to become better leaders. It is useful for everyone – whether you have formal leadership responsibility or not, if you work in a clinical or other service setting, and if you work with a team of five people or 5,000. It describes the things you can see leaders doing at work and is organised in a way that helps everyone to see how they can develop as a leader. It applies equally to the whole variety of roles and care settings that exist within health and care.

We want to help you understand how your leadership behaviours affect the culture and climate you, your colleagues, and teams work in. Whether you work directly with patients and service users or not, you will realise what you do and how you behave will affect the experiences of patients and service users of your organisation, the quality of care provided, and the reputation of the organisation itself. The nature and effect of a positive leadership style can be summed up as:

Leadership that emphasises care for staff and high-quality support services

Satisfied, loyal, productive and engaged employees

High-quality, compassionate care

Valued care services and patient satisfaction

Successful healthcare organisations and a highly regarded service

Figure 1 : The nature and effect of a positive leadership style

The importance of personal qualities

The way that we manage ourselves is a central part of being an effective leader. It is vital to recognise that personal qualities like self-awareness, self-confidence, self-control, self-knowledge, personal reflection, resilience and determination are the foundation of how we behave. Being aware of your strengths and limitations in these areas will have a direct effect on how you behave and interact with others, and they with you.

Without this awareness, it will be much more difficult (if not impossible) to behave in the way research has shown that good leaders do. This, in turn, will have a direct impact on your colleagues, any team you work in, and the overall culture and climate within the team as well as within the organisation. Whether you work directly with patients and service users or not, this can affect the care experience they have. Working positively on these personal qualities will lead to a focus on care and high-quality services for patients and service users, their carers and their families.

While personal qualities have not been separately highlighted in the Healthcare Leadership Model, you will find them throughout the various dimensions. It is important to realise that areas identified for development within the model may be as much about how you manage yourself as about how you manage your behaviour and relate to other people.

About this report

Your **Healthcare Leadership Model 360° Individual report** collects and evaluates perceptions of your leadership behaviour in the workplace. Ratings are based on your responses and the responses of your raters.

The results give an indication of current performance and provide a platform from which an accurate picture of your strengths and development areas can be built.

The information within this report should be treated as confidential to you and your facilitator. You may wish to share the report with others, for example your team, but that is completely your own choice.

How to use this report

This report is based on the **Healthcare Leadership Model** which is made up of nine leadership dimensions.* Each dimension is presented against five levels of **Performance. Your Performance level for each dimension is shown on page 5.**

Insufficient

The individual underperforms in this dimension – their leadership here is unsatisfactory.

Essential

The individual performs the essential behaviours of leadership in this dimension – their leadership here is satisfactory.

Proficient

The individual performs proficiently as a leader in this dimension – their leadership here is capable.

Strong

The individual performs strongly as a leader in this dimension – their leadership here is superior.

Exemplary

The individual performs as an exemplar of leadership in this dimension – their leadership here is excellent.

*A full description of the nine leadership dimensions is given in Appendix 2.

Your Performance level for each dimension may be compared against the four **Importance** ratings (*Fairly Important, Important, Very Important, Vitally Important*) on each dimension to your job role. The Importance rating for your job role for each dimension is shown on **page 7.**

Performance ratings are based on feedback from up to five rater groups. Your feedback on the nine dimensions is shown on **page 6** and in more detail on **page 11.**

- Self - your own self perception
- Line Manager - the person to whom you report
- Peers - colleagues and fellow team members, probably at a similar job level, with whom you work

- **Direct reports** - those for whom you have direct responsibility to lead
- **Others** - anyone else you would like to receive feedback from and could include patients, senior colleagues, junior colleagues, clients, etc.

Free text comments by your raters are shown at the back of your report.

Finally, if you have Direct Reports then there is one final section to this document. This examines the level of engagement experienced by your Direct Reports (as well as your perception of their level of engagement) in relation to the Healthcare Leadership Model.

As their Line Manager your leadership style will impact on your Direct Reports' level of satisfaction, loyalty, productivity and engagement as described on page 2 (*see Figure 1: The nature and effect of a positive leadership style*). Please note, to protect rater anonymity Direct Reports' scores are only shown if there are more than two raters.

Important tips:

- All feedback is valuable and should be viewed as an opportunity for learning and development.

- Feedback is based on perceptions and should be used as a guide for development not an absolute.

- Work behaviours can be developed. Use the feedback to clarify your current strengths and areas for future development.

- Please discuss this report with your facilitator.

Your 360° overview

The diagram below displays the average rating from all of your raters and from yourself on the nine leadership dimensions of the Healthcare Leadership Model. This diagram enables you to see any gaps in perception between yourself and your raters.

Feedback has been collected from up to five perspectives; **Self, Line Manager, Peers, Direct Reports** and **Others.** All 360° behaviours are rated against the five levels:

I – Insufficient   **E** – Essential   **P** – Proficient

S – Strong   **X** – Exemplary

―― **Self rating**   --- **Average rating** (excludes self rating)
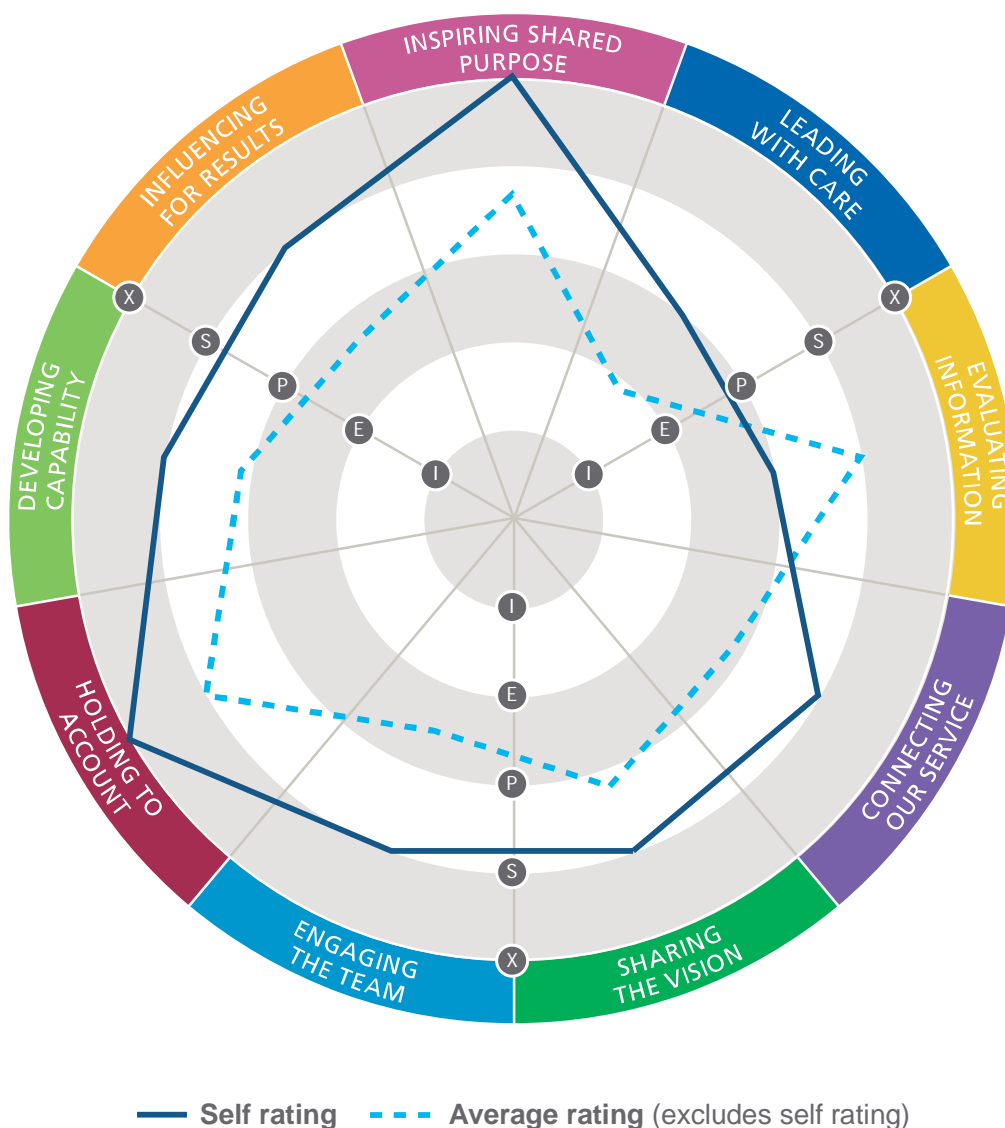
Your rater groups

The table below displays the average ratings given on each of the 360° dimensions by your different rater groups. This table enables you to see any gaps in perception between yourself and your rater groups.
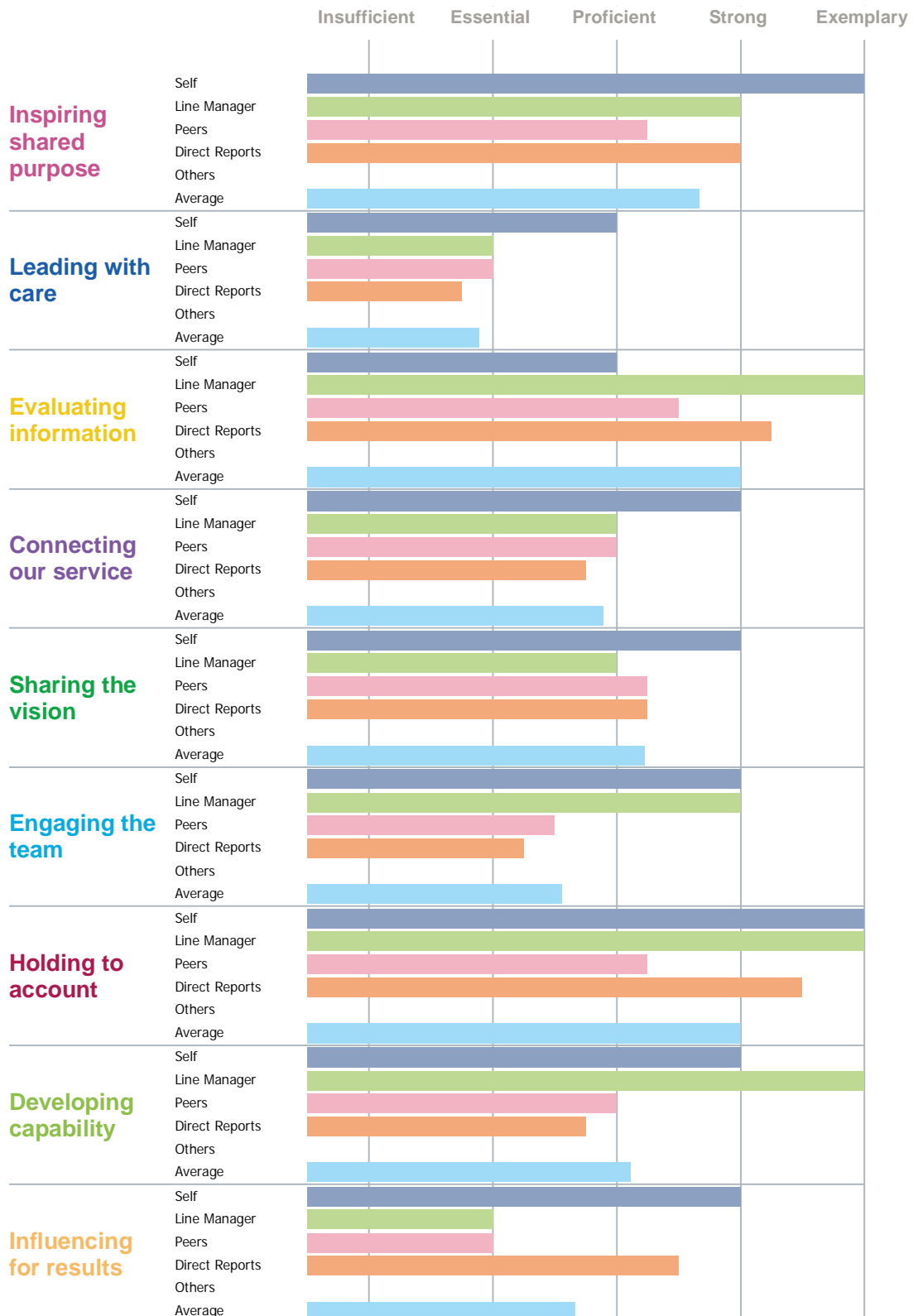
Your Performance and Importance ratings

The table below shows your overall Performance ratings (shown in the pink bar) and Importance ratings (shown in the grey bar) for each of the dimensions by each of the rater groups. The ideal is to have a high Performance rating on dimensions that are of high Importance to your job role.
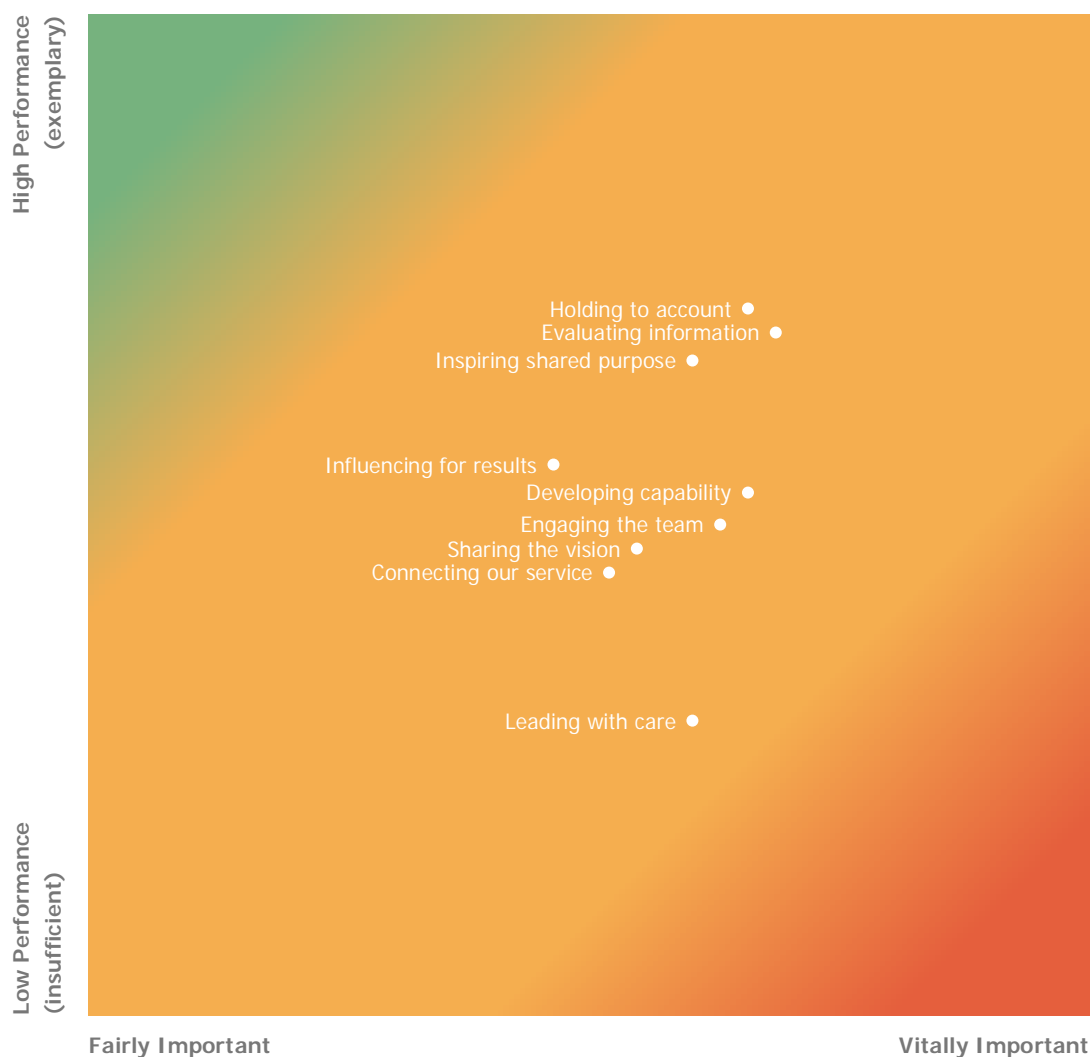
Inspiring shared purpose

	Insufficient	Essential	Proficient	Strong	Exemplary
Performance			P	D L	S
	Fairly Important	Important	Very Important	Vitally Important	
Importance		L		D P	S

Leading with care

	Insufficient	Essential	Proficient	Strong	Exemplary
Performance		D P L	S		
	Fairly Important	Important	Very Important	Vitally Important	
Importance	S			L D P	

Evaluating information

	Insufficient	Essential	Proficient	Strong	Exemplary
Performance			S	D P	L
	Fairly Important	Important	Very Important	Vitally Important	
Importance		S		D P	L

Connecting our service

	Insufficient	Essential	Proficient	Strong	Exemplary
Performance			D P L	S	
	Fairly Important	Important	Very Important	Vitally Important	
Importance	L			S D P	

Sharing the vision

	Insufficient	Essential	Proficient	Strong	Exemplary
Performance			D P L	S	
	Fairly Important	Important	Very Important	Vitally Important	
Importance		P		S L D	

Engaging the team

	Insufficient	Essential	Proficient	Strong	Exemplary
Performance		D	P	S L	
	Fairly Important	Important	Very Important	Vitally Important	
Importance				S D P	L

Holding to account

	Insufficient	Essential	Proficient	Strong	Exemplary
Performance			P		S D L
	Fairly Important	Important	Very Important	Vitally Important	
Importance				D P	S L

Developing capability

	Insufficient	Essential	Proficient	Strong	Exemplary
Performance			D P	S	L
	Fairly Important	Important	Very Important	Vitally Important	
Importance				L P	S D

Influencing for results

	Insufficient	Essential	Proficient	Strong	Exemplary
Performance		P L		S D	
	Fairly Important	Important	Very Important	Vitally Important	
Importance		L P		S D	

S Self   L Line Manager   D Direct Reports   P Peers and Others

Your Performance versus Importance summary

The table below shows a summary of your Performance versus Importance ratings for each of the nine dimensions.

If you are rated low in Performance on dimensions that are of high Importance this is an area of risk (marked in **red**) and you should prioritise your development actions here. If you are rated the same in Performance as on Importance this shows appropriate balance (marked in **amber**). If you are rated high in Performance on dimensions that are of low Importance this is an area of talent or strength that is currently not rated as important in your role (marked in **green**) and this may be an opportunity worth discussing with your facilitator.

High Performance (exemplary)

Holding to account ●
Evaluating information ●
Inspiring shared purpose ●

Influencing for results ●
Developing capability ●
Engaging the team ●
Sharing the vision ●
Connecting our service ●

Leading with care ●

Low Performance (insufficient)

Fairly Important   Vitally Important

Importance and Performance ratings are based on average ratings by others

■ Opportunity zone   ■ Balanced zone   ■ Risk zone

Your hidden strengths and blind spots

The table below shows the spread of scores given by yourself and your raters for each dimension. Each coloured circle indicates the number of raters who gave you that particular rating. The more people who gave you the same rating, the larger the coloured circle will be in that section.

The blue circle(s) show the number of raters who gave you the same rating as you gave yourself. If none of your raters gave you the same rating, you will instead see a blue S to show what your self rating was.

The red circle(s) show the number of raters who gave you a lower rating than you gave yourself. Dimensions that have larger red circles, particularly if they are further from your self rating, may be potential 'blind spots' and areas for personal development.

The green circle(s) show the number of raters who gave you a higher rating than you gave yourself. Dimensions that have larger green circles, particularly if they are further from your self rating, may be potential 'hidden strengths' that you could make greater use of.

	Insufficient	Essential	Proficient	Strong	Exemplary
Inspiring shared purpose		1	2	5	1
Leading with care	2	6	1		
Evaluating information		1	1	4	3
Connecting our service		2	6	1	
Sharing the vision	1	1	4	1	2
Engaging the team	2	2	3	2	
Holding to account	1		1	3	4
Developing capability	1	1	4	2	1
Influencing for results	1	4	2	1	1

● Rating lower than self rating

● Rating same as self rating (S)

● Rating higher than self rating

Pick one dimension that particularly interests you. Look at the next section and at Appendix 1 to explore this dimension more fully.

Your Performance and Importance analysis

The first table on the following page displays the spread of scores given by yourself and all rater groups on each of the nine leadership dimensions. The overall rating for each leadership dimension is shown alongside the number of times a particular rating was given by each rater group.

Ratings key

I Insufficient

The individual **underperforms** in this dimension – their leadership here is unsatisfactory.

E Essential

The individual performs the **essential** behaviours of leadership in this dimension – their leadership here is satisfactory.

P Proficient

The individual performs **proficiently** as a leader in this dimension – their leadership here is capable.

S Strong

The individual performs **strongly** as a leader in this dimension – their leadership here is superior.

X Exemplary

The individual performs as an **exemplar** of leadership in this dimension – their leadership here is excellent.

N No opportunity to observe

Please refer to **Appendix 2** for a list of the behaviours that represents each of these levels on the nine leadership dimensions.

The second table on page 11 shows a similar breakdown of the four Importance ratings:

F	**Fairly Important**	**V**	**Very Important**
I	**Important**	**Vi**	**Vitally Important**

Please note, in this section of the report, if there are fewer than three raters in either 'Peers' or 'Direct Reports' then that set of scores will be combined into the 'Others' group and marked by * so as to protect rater anonymity. If the combined total of these groups is still less than three raters, no scores will be shown in the 'Others' column.

The table below shows the number of raters who completed the questionnaire:

Line Managers	**01**
Peers	**04**
Direct Reports	**04**
Others	**00**

Your Performance analysis

	Self rating	Overall rating	Line Manager I	E	P	S	X	N	Peers I	E	P	S	X	N	Direct Reports I	E	P	S	X	N	Others I	E	P	S	X	N
Inspiring shared purpose	X	S				1				1	1	2					1	2	1							
Leading with care	P	E		1					1	2	1				1	3										
Evaluating information	P	S					1		1		1	1	1					3	1							
Connecting our service	S	P			1				1	2	1				1	3										
Sharing the vision	S	P			1				1		1	1	1		1	2			1							
Engaging the team	S	P				1			1	1	1	1			1	1	2									
Holding to account	X	S					1		1		1	1	1					2	2							
Developing capability	S	P					1		1		1	2			1	3										
Influencing for results	S	P		1					1	2	1				1	1	1	1								

Your Importance analysis

	Self rating	Overall rating	Line Manager F	I	V	Vi	Peers F	I	V	Vi	Direct Reports F	I	V	Vi	Others F	I	V	Vi
Inspiring shared purpose	Vi	V		1				1	2	1			4					
Leading with care	F	V			1			1	3			1	2	1				
Evaluating information	I	V				1	1	1	2			2		2				
Connecting our service	V	V	1					2	1	1		1	3					
Sharing the vision	V	V			1		1	1	2			1	2	1				
Engaging the team	V	V				1	1		3				3	1				
Holding to account	Vi	V				1		1	3				3	1				
Developing capability	Vi	V			1			2	1	1			2	2				
Influencing for results	V	I		1				3	1			2	2					

Your Impact ratings

This section of the report examines the level of engagement by your Direct Reports in relation to the nine Healthcare Leadership Model dimensions. The Impact questions are only completed by your Direct Reports as this is the group for whom you as a leader have most impact. To protect rater anonymity Direct Reports scores are only shown if there are more than two raters.

As their Line Manager your leadership style will impact on your Direct Reports level of satisfaction, loyalty, productivity and engagement as described on page 2 *(see Figure 1: the nature and effect of a positive leadership style).*

The table below displays the spread of scores given by yourself and your Direct Reports on each of the nine leadership dimensions plus seven additional items. The average rating by your Direct Reports is shown alongside the number of times a particular rating was given. The number (1 – 6) at the top of each column represents the rating given as shown in the key below.

Negative impact

1 – Strongly disagree	
2 – Disagree	
3 – Somewhat disagree	
4 – Somewhat agree	
5 – Agree	

Positive impact
6 – Strongly agree	

Some considerations

Is there consistency between your own Self rating and your Direct Reports rating?

Can you see a relationship between your leadership performance (as measured by the Healthcare Leadership Model 360) and your impact on Direct Reports (as measured by their Impact rating)?

Note: The items shown are those answered by your Direct Reports. You answered the same question but in reference to the team. Therefore replace 'I...' with 'My team...' when referring to your Self rating.

Your Impact ratings

Inspiring shared purpose

		Self rating	Avg. rating	Direct Reports 1	2	3	4	5	6
1	I feel the team are working towards a common purpose	5	4.3				3	1	
2	I can clearly see how my work impacts on patient care and other service users	5	4.3				3	1	
3	I feel supported to challenge existing practice to improve our provision for patient care	5	3.3		1	1	2		

Leading with care

		Self rating	Avg. rating	Direct Reports 1	2	3	4	5	6
4	I feel cared for in my job	6	3.3	1	2		1		
5	I work in a team that gives mutual care and support to each other	4	3.8	1			2	1	
6	I am supported in my team when dealing with unsettling feelings	6	3.5	1	1	1	1		

Evaluating information

		Self rating	Avg. rating	Direct Reports 1	2	3	4	5	6
7	Decisions within the team are based on sound research and evidence	4	5				4		
8	In this team, we creatively apply fresh approaches to improve current ways of working	4	4.5			1	3		
9	We regularly collect and act on feedback from users of our service	6	5				1	2	1

Connecting our service

		Self rating	Avg. rating	Direct Reports 1	2	3	4	5	6
10	I am encouraged to think about the effect of my work beyond the team	5	4			1	2	1	
11	The team connects effectively with other elements of the service	4	4			1	2	1	
12	I understand where my work fits into the wider health and care system	5	4				4		

Sharing the vision

		Self rating	Avg. rating	Direct Reports 1	2	3	4	5	6
13	I feel engaged in working towards a clearly defined vision for the future	5	5				2		2
14	I am optimistic about how my team will work to achieve the vision for the future	4	4.5				2	2	
15	At times of controversial and complex change, I am reassured and inspired by good leadership	6	3.5	1	1	1	1		

Engaging the team

		Self rating	Avg. rating	Direct Reports 1	2	3	4	5	6
16	I feel valued for my contributions to the work of the team	5	3.3	1	2		1		
17	I feel fully engaged in my work	6	4.8				2	1	1
18	I am encouraged to deliver equally on the team's shared purpose, and my individual targets	5	4.8				2	1	1

Holding to account

		Self rating	Avg. rating	Direct Reports 1	2	3	4	5	6
19	I know what is expected of me at work	6	5.3					3	1
20	I receive constructive feedback to help me improve my performance	5	3.8		1	3			
21	This team has high expectations: mediocrity is noticed and challenged	5	5.5					2	2

Developing capability

		Self rating	Avg. rating	Direct Reports 1	2	3	4	5	6
22	I am given opportunities to learn and develop in my job	5	4.5			1	1	1	1
23	In this team, we understand what our strengths and weaknesses are	5	4.5				2	2	
24	I frequently receive long-term mentoring or coaching	5	3.3	1	1			2	

Influencing for results

		Self rating	Avg. rating	Direct Reports 1	2	3	4	5	6
25	I am encouraged to build relationships, both within and outside of the team, to achieve organisational goals	5	3.8			2	1	1	
26	In our team we use different styles of communication, stories and symbols to discuss our work	4	3.8		1		2	1	
27	Two-way communication channels, both informal and formal, are the norm in this team	5	3.3		1	1	2		

Additional items		Self rating	Avg. rating	Direct Reports					
				1	2	3	4	5	6
28	I am proud of this teams' performance	6	5				1	2	1
29	I would recommend this team to a friend as a great place to work	5	3.8			1	3		
30	I feel a strong sense of loyalty to my team	6	4.5				2	2	
31	I am committed to this role and team – it would be hard to tempt me to leave	6	4			1	2	1	
32	I regularly and freely put in extra effort to achieve quality work	3	5				1	2	1
33	I willingly strive to achieve high levels of success for the team	4	5.3				1	1	2
34	I am fully satisfied with my job role	5	4			1	2	1	

Additional items

Self rating

Avg. rating

Direct Reports

1 2 3 4 5 6

Your rater comments

The following comments are made by your 360° feedback raters.

What do they do well in their role as a leader

Sam is very good at being an example to the team and showing the qualities expected from others.

Sam is very task focused and is an expert in their field, pushing the team to contribute ideas.

Very focused on "getting the job done"

Sam has a great capacity to focus intently on the task in hand without getting distracted.

You can really tell how experienced Sam is by the way they articulate information so comfortably and confidently.

Inspire me to be better in my own role and to achieve the very best I can.

Great at getting the team focused on tasks and provides clear instructions of how to complete. Sam also uses this opportunity to prompt their team members to think for themselves, rather than just providing answers.

Can be inspirational in the results Sam delivers and clearly is a leader in this field.

Sam consistently gives feedback and constructive criticism which helps us improve in our work.

I find Sam to be a very passionate colleague. Inspires the team with lots of energy and a positive outlook. The team always seem to be ready for any challenges.

What do they do less well in their role as a leader

They can come across as too direct when speaking to some people,

Rarely involves the rest of the team in decisions, or explains why decisions are made.

Sam can sometimes come across as cold, especially when giving team members feedback. Though this comes across as professional, some colleagues may prefer a bit of warmth and encouragement in more difficult times.

Tend to be quite blunt with the team, although unintentional this can come across as very rude and often lowers morale of the team.

Sam's high standards and determination can come at the expense of others. Being part of Sam's team can feel like playing a supporting role for someone that isn't always that grateful.

Sam will be the first to admit that they doesn't do details. This sometimes means important information is missed because of the focus on the bigger picture which then sometimes lead to last minute pressures on team but mainly Sam.

Given that Sam is more task-focused, this does seem to impact on the way they connect with others. I quite often feel like Sam doesn't really care about what I have to say, they just prefer I get on with my job.

Although Sam is dedicated, they can come across as not particularly warm and sometimes a little aloof.

Sam can sometimes lack warmth when communicating with the team. This can have a negative impact as it can look as if they do not care for peoples feelings.

How could they improve in their role as a leader

Sam could develop as a leader by engaging with the team more.

Try to be more understanding of others, striving for perfection is great but the way in which feedback is communicated to us needs to be delivered in a constructive and non-personal way.

Take time to notice the hard-work the team put in and share your knowledge - we could all learn a lot from your technical expertise

Being more of a team player and interacting with the team more would improve their leadership. People will be more willing to listen if they feel they are cared for.

Take more time to look at the detail at the beginning of the project so that Sam can better prepare the themselves and the team for possible complications.

Better communication with then team, and more awareness of other people's feelings.

When interacting with their staff, Sam could take a bit more time with the staff and engage their opinions a little more.

Being a bit more personable with the team might help relationships develop more easily. Sam is a team player when needed, but can also be very self driven which does create a barrier with other 'team players'.

I think that Sam should show more of a 'personal touch' at times and not be so heavily driven by professionalism. No one is going to think less of Sam if they let their guard down once in a while, in fact I think it will help the team to understand Sam more and not jump to conclusions about what Sam is thinking.

Other advice you could offer them

Sam is clearly an expert and is willing to teach and share this knowledge freely. Allowing team members to get to know them on a more individual basis would help create a more cohesive team. Being task focused makes Sam very driven, which is fantastic, but they also need to keep their eye on the bigger picture.

Sam is great at what they do however working more within the team and building relationships will make a happier, stronger team.

You need to pay more attention to other people's views and opinions, or at least explain why you take a certain approach.

Sam is a truly gifted professional who commits a lot of time and effort into achieving great results. It would just be nice to know that Sam appreciates the contributions we make into achieving those results too.

Keep the enthusiasm as it creates a productive environment just take a step back every now and then to review the current status.

Be careful that your ego blinds getting the best result for the team!

Keep your focus, try and encourage staff to come to you with ideas and encourage the same dedication that you have to your team.

You are a really great leader but need to concentrate on engaging with the team more, you have a lot of knowledge and skill but so do other people in different ways, this does need to be recognised and more praise handed out as well as less bluntness in your responses and feedback for others.

Appendix 1
Your personal development

Answer the questions below to begin mapping out a **personal development plan.**

Your reflections

- What have you learnt or become aware of from reading your Healthcare Leadership Model 360° report?

Your highest scoring dimensions from raters

- How are your strengths working for you?

- How can you make more use of your strengths to your own and your organisation's advantage?

Your lowest scoring items from raters

- How are areas in which you are less strong limiting or hindering your performance?

- What actions can you take to address your development areas?

Your actions

Action	Support I will need	How I will measure success	By when

Your Healthcare Leadership Model 360° Individual report provides you with valuable feedback. By sharing your profile with your facilitator, you will be providing them with vital information to help them support your development.

Following your discussion with your facilitator, please update your personal development plan.

Appendix 2

The nine dimensions of leadership behaviour
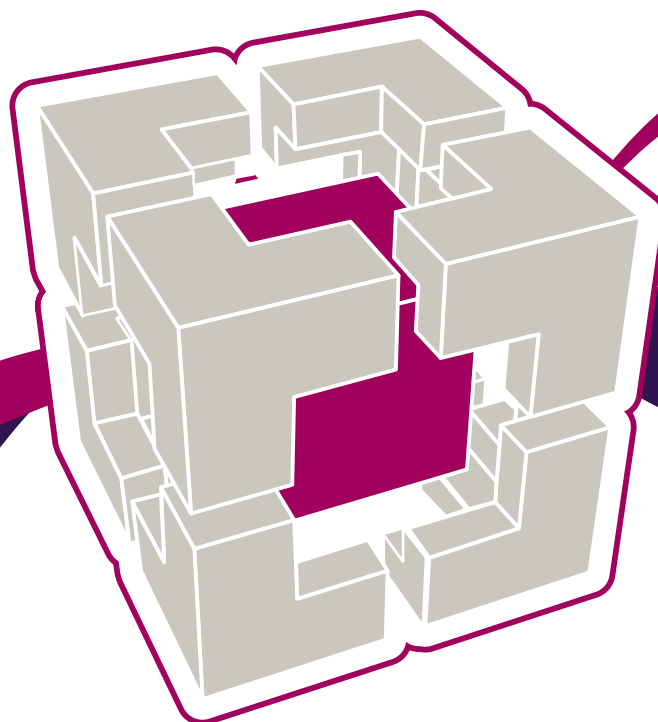
Inspiring shared purpose
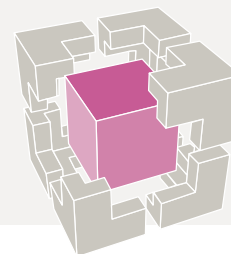
What is it?

- Valuing a service ethos
- Curious about how to improve services and patient care
- Behaving in a way that reflects the principles and values of the NHS

Why is it important?

Leaders create a shared purpose for diverse individuals doing different work, inspiring them to believe in shared values so that they deliver benefits for patients, their families and the community

What is it not?

- Turning a blind eye
- Using values to push a personal or 'tribal' agenda
- Hiding behind values to avoid doing your best
- Self-righteousness
- Misplaced tenacity
- Shying away from doing what you know is right

Essential	Proficient
Staying true to NHS principles and values	**Holding to principles and values under pressure**
Do I act as a role model for belief in and commitment to the service?	Do I behave consistently and make sure that others do so even when we are under pressure?
Do I focus on how what I do contributes to and affects patient care or other service users?	Do I inspire others in tough times by helping them to focus on the value of their contribution?
Do I enable colleagues to see the wider meaning in what they do?	Do I actively promote values of service in line with NHS principles?

Strong	Exemplary
Taking personal risks to stand up for the shared purpose	**Making courageous challenges for the benefit of the service**
Do I have the self-confidence to question the way things are done in my area of work?	Do I have the courage to challenge beyond my remit even when it may involve considerable personal risk?
Do I have the resilience to keep challenging others in the face of opposition, or when I have suffered a setback?	Do I take the initiative and responsibility to put things right outside my remit if I see others fearing to act?
Do I support my team or colleagues when they challenge the way things are done?	

Leading with care
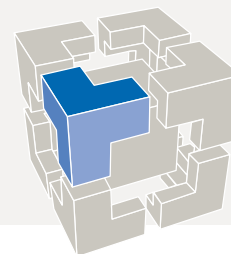
What is it?

- Having the essential personal qualities for leaders in health and social care
- Understanding the unique qualities and needs of a team
- Providing a caring, safe environment to enable everyone to do their jobs effectively

Why is it important?

Leaders understand the underlying emotions that affect their team, and care for team members as individuals, helping them to manage unsettling feelings so they can focus their energy on delivering a great service that results in care for patients and other service users

What is it not?

- Making excuses for poor performance
- Avoiding responsibility for the wellbeing of colleagues in your team
- Failing to understand the impact of your own emotions or behaviour on colleagues
- Taking responsibility away from others

Essential	Proficient
Caring for the team	**Recognising underlying reasons for behaviour**
Do I notice negative or unsettling emotions in the team and act to put the situation right?	Do I understand the underlying reasons for my behaviour and recognise how it affects my team?
Do my actions demonstrate that the health and wellbeing of my team are important to me?	Can I 'read' others, and act with appropriate empathy, especially when they are different from me?
Do I carry out genuine acts of kindness for my team?	Do I help my colleagues to make the connection between the way they feel and the quality of the service they provide?

Strong	Exemplary
Providing opportunities for mutual support	**Spreading a caring environment beyond my own area**
Do I care for my own physical and mental wellbeing so that I create a positive atmosphere for the team and service users?	Do I take positive action to make sure other leaders are taking responsibility for the emotional wellbeing of their teams?
Do I help create the conditions that help my team provide mutual care and support?	Do I share responsibility for colleagues' emotional wellbeing even when I may be junior to them?
Do I pay close attention to what motivates individuals in my team so that I can channel their energy so they deliver for service users?	

Evaluating information
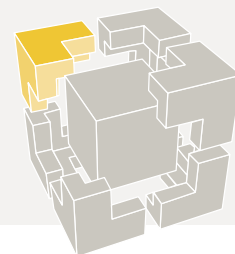
What is it?

- Seeking out varied information
- Using information to generate new ideas and make effective plans for improvement or change
- Making evidence-based decisions that respect different perspectives and meet the needs of all service users
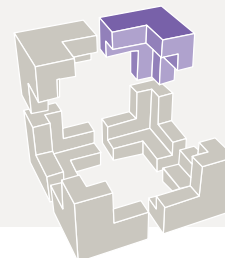
Why is it important?

Leaders are open and alert to information, investigating what is happening now so that they can think in an informed way about how to develop proposals for improvement

What is it not?

- Failing to look beyond the obvious
- Collecting data without using it
- Thinking only about your own measures or experience
- Reluctance to look for better ways of doing things
- Ignoring problems by ignoring data
- Using research as a weapon

Essential	Proficient
Gathering data	**Scanning widely**
Do I collect feedback from service users?	Do I look outside my area of work for information and ideas that could bring about continuous improvement?
Do I collect and record the essential data for my area of work accurately and on time?	Do I establish ongoing methods for measuring performance to gain a detailed understanding of what is happening?
Am I regularly thinking about ways to do my job more effectively?	
Can I see patterns that help me to do things better, more efficiently or with less waste?	Do I spot future opportunities and risks, and test resulting plans with external stakeholders to improve them?

Strong	Exemplary
Thinking creatively	**Developing new concepts**
Do I conduct thorough analyses of data over time and compare outcomes and trends to relevant benchmarks?	Do I develop strategies based on new concepts, insights, or perceptive analysis?
Do I see the relevance of seemingly unrelated ideas which could be made useful in my area of work?	Do I create improved pathways, systems or processes through insights that are not obvious to others?
Do I creatively apply fresh approaches to improve current ways of working?	Do I carry out, or encourage, research to understand the root causes of issues?

Connecting our service

What is it?

Understanding how health and social care services fit together and how different people, teams or organisations interconnect and interact
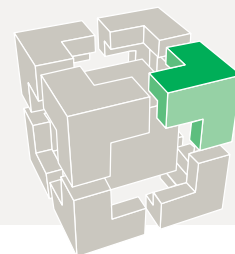
Why is it important?

Leaders understand how things are done in different teams and organisations; they recognise the implications of different structures, goals, values and cultures so that they can make links, share risks and collaborate effectively

What is it not?

- Being rigid in your approach
- Thinking about only your part of the organisation
- Believing only your view is the right one
- Thinking politics is a dirty word
- Failing to engage with other parts of the system
- Focusing solely on the depth of your area at the expense of the broader service

Essential	Proficient
Recognising how my area of work relates to other parts of the system	**Understanding the culture and politics across my organisation**
Do I understand the formal structure of my area of work and how it fits with other teams?	Do I understand the informal 'chain of command' and unwritten rules of how things get done?
Do I keep up to date with changes in the system to maintain efficiency?	Do I know what I need to do and who to go to so that well-judged decisions are made in my organisation?
Do I hand over effectively to others and take responsibility for continuity of service provision?	Do I understand how financial and other pressures influence the way people react in my organisation?

Strong	Exemplary
Adapting to different standards and approaches outside my organisation	**Working strategically across the system**
Am I connected to stakeholders in a way that helps me to understand their unspoken needs and agendas?	Do I build strategic relationships to make links across the broader system?
Am I flexible in my approach so I can work effectively with people in organisations that have different standards and approaches from mine?	Do I understand how complex connections across the health economy affect the efficiency of the system?
Do I act flexibly to overcome obstacles?	Do I understand which issues affect decisions across the system so that I can anticipate how other stakeholders will react?

Sharing the vision

What is it?

Communicating a compelling and credible vision of the future in a way that makes it feel achievable and exciting

Why is it important?

Leaders convey a vivid and attractive picture of what everyone is working towards in a clear, consistent and honest way, so that they inspire hope and help others to see how their work fits in

What is it not?

- Saying one thing and doing another
- Talking about the vision but not working to achieve it
- Being inconsistent in what you say
- Avoiding the difficult messages

Essential	Proficient
Communicating to create credibility and trust	**Creating clear direction**
Am I visible and available to my team?	Do I help people to see the vision as achievable by describing the 'journey' we need to take?
Do I communicate honestly, appropriately and at the right time with people at all levels?	Do I use stories and examples to bring the vision to life?
Am I helping other people appreciate how their work contributes to the aims of the team and the organisation?	Do I clearly describe the purpose of the job, the team and the organisation and how they will be different in the future?
Do I break things down and explain clearly?	

Strong	Exemplary
Making long-term goals desirable	**Inspiring confidence for the future**
Do I encourage others to become 'ambassadors' for the vision and generate excitement about long-term aims?	Do I display confidence and integrity under robust and public criticism?
Do I find ways to make a vivid picture of future success emotionally compelling?	Do I describe future changes in a way that inspires hope, and reassures staff, patients and the public?
Do I establish ongoing communication strategies to deal with the more complex and difficult issues?	Do I explain controversial and complex plans in a way that different groups can hear, understand and accept?

Engaging the team
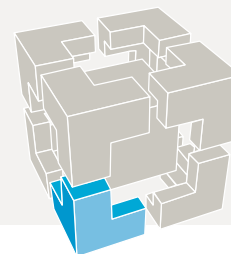
What is it?

Involving individuals and demonstrating that their contributions and ideas are valued and important for delivering outcomes and continuous improvements to the service

Why is it important?

Leaders promote teamwork and a feeling of pride by valuing individuals' contributions and ideas; this creates an atmosphere of staff engagement where desirable behaviour, such as mutual respect, compassionate care and attention to detail, are reinforced by all team members

What is it not?

- Building plans without consultation
- Autocratic leadership
- Failing to value diversity
- Springing ideas on others without discussion

Essential	Proficient
Involving the team	**Fostering creative participation**
Do I recognise and actively appreciate each person's unique perspectives and experience?	Do I ask for feedback from my team on things that are working well and things we could improve?
Do I listen attentively to my team and value their suggestions?	Do I shape future plans together with my team?
Do I ask for contributions from my team to raise their engagement?	Do I encourage my team to identify problems and solve them?

| Strong	Exemplary
Co-operating to raise the game	**Stretching the team for excellence and innovation**
Do I enable my team to feed off each other's ideas, even if there is a risk the ideas might not work?	Do I stretch my team so that they deliver a fully 'joined-up' service, and so give the best value they can?
Do I encourage team members to get to know each other's pressures and priorities so that they can co-operate to provide a seamless service when resources are stretched?	Do I support other leaders to build success within and beyond my organisation?
Do I offer support and resources to other teams in my organisation?	Do I create a common purpose to unite my team and enable them to work seamlessly together to deliver?
	Do I encourage my team to deliver on the shared purpose, as much as on their individual targets?

Holding to account
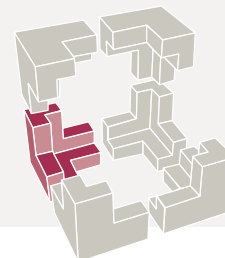
What is it?

- Agreeing clear performance goals and quality indicators
- Supporting individuals and teams to take responsibility for results
- Providing balanced feedback

Why is it important?

Leaders create clarity about their expectations and what success looks like in order to focus people's energy, give them the freedom to self-manage within the demands of their job, and deliver improving standards of care and service delivery
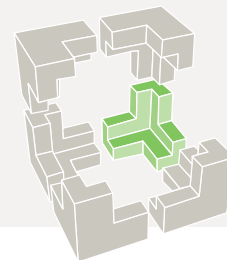
What is it not?

- Setting unclear targets
- Tolerating mediocrity
- Making erratic and changeable demands
- Giving unbalanced feedback (too much praise or too little)
- Making excuses for poor or variable performance
- Reluctance to change

Essential	Proficient
Setting clear expectations	**Managing and supporting performance**
Do I take personal responsibility for my own performance?	Do I challenge ways of thinking and encourage people to use data to support their business planning and decision making?
Do I specify and prioritise what is expected of individuals and the team?	Do I set clear standards for behaviour as well as for achieving tasks?
Do I make tasks meaningful and link them to organisational goals?	Do I give balanced feedback and support to improve performance?
Do I make sure individual and team goals are SMART[1]?	Do I act quickly to manage poor performance?

Strong	Exemplary
Challenging for continuous improvement	**Creating a mindset for innovative change**
Do I constantly look out for opportunities to celebrate and reward high standards?	Do I encourage a climate of high expectations in which everyone looks for ways for service delivery to be even better?
Do I actively link feedback to the overall vision for success?	Do I share stories and symbols of success that create pride in achievement?
Do I notice and challenge mediocrity, encouraging people to stop drifting and stretch themselves for the best results they can attain?	Do I champion a mindset of high ambition for individuals, the team and the organisation?

[1] SMART stands for Specific, Measurable, Achievable, Relevant, Timed

Developing capability

What is it?

- Building capability to enable people to meet future challenges
- Using a range of experiences as a vehicle for individual and organisational learning
- Acting as a role model for personal development

Why is it important?

Leaders champion learning and capability development so that they and others gain the skills, knowledge and experience they need to meet the future needs of the service, develop their own potential, and learn from both success and failure

What is it not?

- Focusing on development for short-term task accomplishment
- Supporting only technical learning at the expense of other forms of growth and development
- Developing yourself mainly for your own benefit
- Developing only the 'best' people

Essential	Proficient
Providing opportunities for people development	**Taking multiple steps to develop team members**
Do I often look for opportunities to develop myself and learn things outside my comfort zone?	Do I explore and understand the strengths and development needs of individuals in my team?
Do I understand the importance and impact of people development?	Do I provide development opportunities for other people through experience and formal training?
Do I build people development into my planning for my team?	Do I look for and provide regular positive and developmental feedback for my team to help them focus on the right areas to develop professionally?

| Strong	Exemplary
Building longer-term capability	**Creating systems for succession to all key roles**
Do I explore the career aspirations of colleagues in my team and shape development activities to support them?	Do I create the conditions in which others take responsibility for their development and learn from each other?
Do I provide long-term mentoring or coaching?	Do I take a strategic approach to people development based on the future needs of the NHS?
Do I spot high-potential colleagues or capability gaps in my team and focus development efforts to build on or deal with the situation?	Do I share in broad organisational development and succession planning beyond my area of work?

Influencing for results
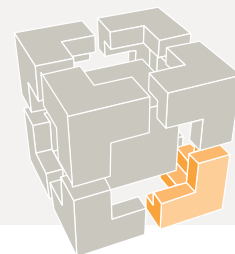
What is it?

- Deciding how to have a positive impact on other people
- Building relationships to recognise other people's passions and concerns
- Using interpersonal and organisational understanding to persuade and build collaboration

Why is it important?

Leaders are sensitive to the concerns and needs of different individuals, groups and organisations, and use this to build networks of influence and plan how to reach agreement about priorities, allocation of resources or approaches to service delivery

What is it not?

- Being insular
- Pushing your agenda without regard to other views
- Only using one influencing style
- Being discourteous or dismissive

Essential	Proficient
Engaging with others to convince or persuade	**Adapting my approach to connect with diverse groups**
Am I respectful in all circumstances?	Do I adapt my communication to the needs and concerns of different groups?
Do I listen to different views?	Do I use stories, symbols and other memorable approaches to increase my impact?
Do I share issues and information to help other people understand my thinking?	Do I check that others have understood me?
Do I develop and present well-reasoned arguments?	Do I create formal and informal two-way communication channels so I can be more persuasive?
Do I avoid jargon and express myself clearly?	

Strong	Exemplary
Developing collaborative agendas and consensus	**Building sustainable commitments**
Do I use 'networks of influence' to develop consensus and buy-in?	Do I contribute calmly and productively to debates arising from strongly-held beliefs, even when my own emotions have been excited?
Do I create shared agendas with key stakeholders?	Do I build enough support for the idea or initiative to take on a life of its own?
Do I use indirect influence and partnerships across organisations to build wide support for my ideas?	Do I act as an ambassador for my organisation to gain reputational influence by sharing experiences and best practice nationally and internationally?
Do I give and take?	