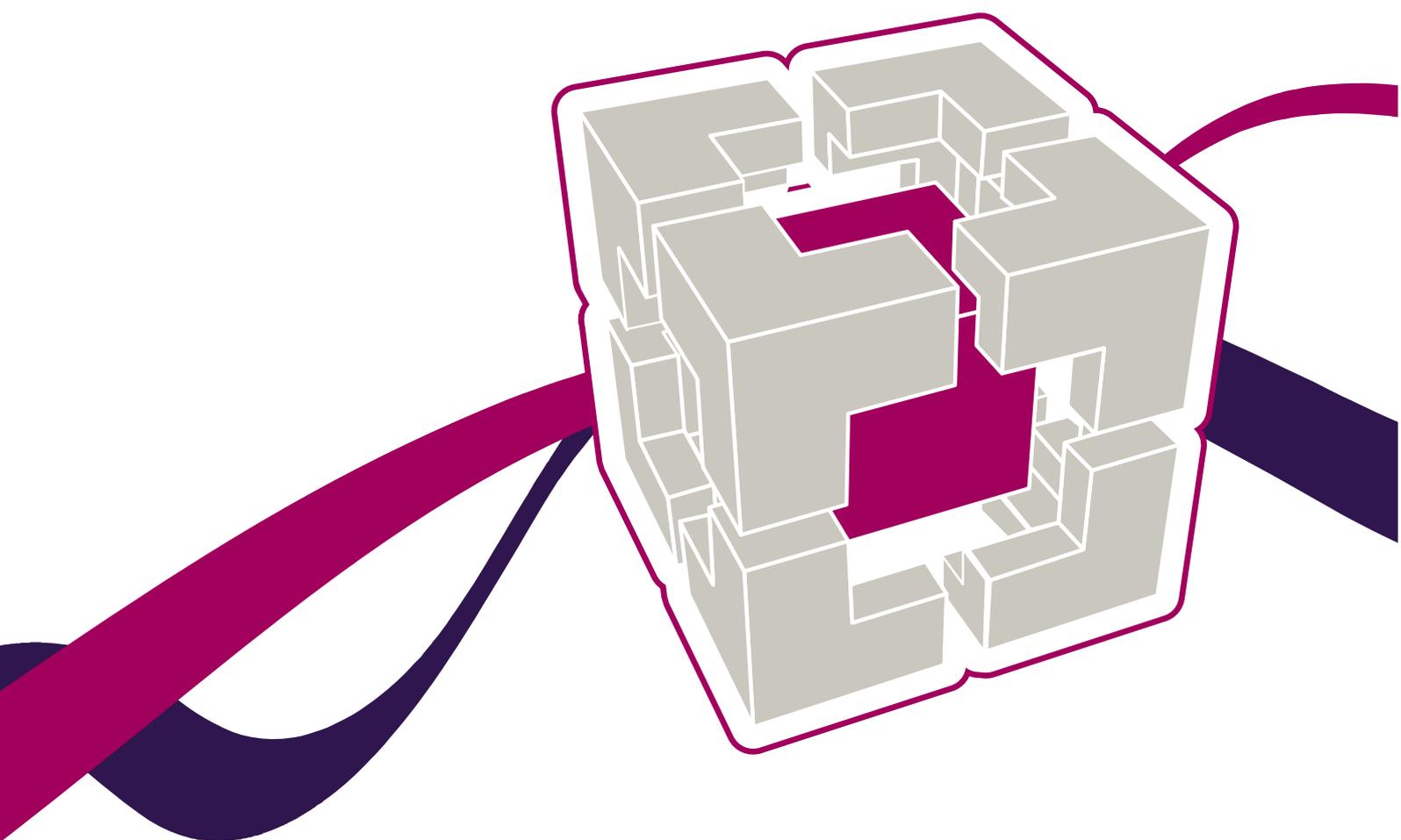# Healthcare Leadership Model 360° Group report

Sample Group Report

Number in group: 5

Tuesday 6 December 2016
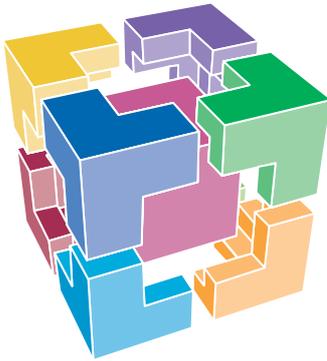
Healthcare Leadership Model 360° Group report

Contents

The purpose of this report is to help increase understanding of this group's work performance, providing 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° Group report** summarises the results for a group of Individual 360° reports. An Individual 360° report collects and evaluates perceptions of an individual's leadership behaviour in the workplace. Ratings are based on the individual's responses and the responses of their raters.

The Group report gives an indication of current performance and provides a platform from which an accurate picture of group strengths and development areas can be built.

The information within this report is treated as confidential by the person who created the group. They may wish to share the report with others within the group.

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. The group's overall Performance level for each dimension is shown on page 5.**

Insufficient

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

Essential

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

Proficient

The group performs proficiently as leaders in this dimension – their leadership here is capable.

Strong

The group performs strongly as leaders in this dimension – their leadership here is superior.

Exemplary

The group 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 3.

The group Performance levels for each dimension may be compared against the four **Importance** ratings (*Fairly Important, Important, Very Important, Vitally Important*) on each dimension to the group's job role. The Importance rating for the group's job role for each dimension is shown on **page 7.** (Please note that if the group consists of different job roles, then the Importance rating may be less relevant.)

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

- Self - the individual's own self perception
- Line Manager - the person to whom the individual reports
- Peers - colleagues and fellow team members, probably at a similar job level, with whom the individual works

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

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

As their Line Managers, individuals' leadership style will impact on their 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 work behaviours can be developed. Use this feedback to clarify current strengths and areas for future development in the group.

- Individual 360° reports are available separately to individual respondents.

Group 360° overview

The diagram below displays the group average rating from all raters and all self ratings on the nine leadership dimensions of the Healthcare Leadership Model. This diagram enables the group to see any gaps in perception between themselves and their 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

—— **Average of all self ratings**

- - - **Average of all others' ratings** (excludes self rating)
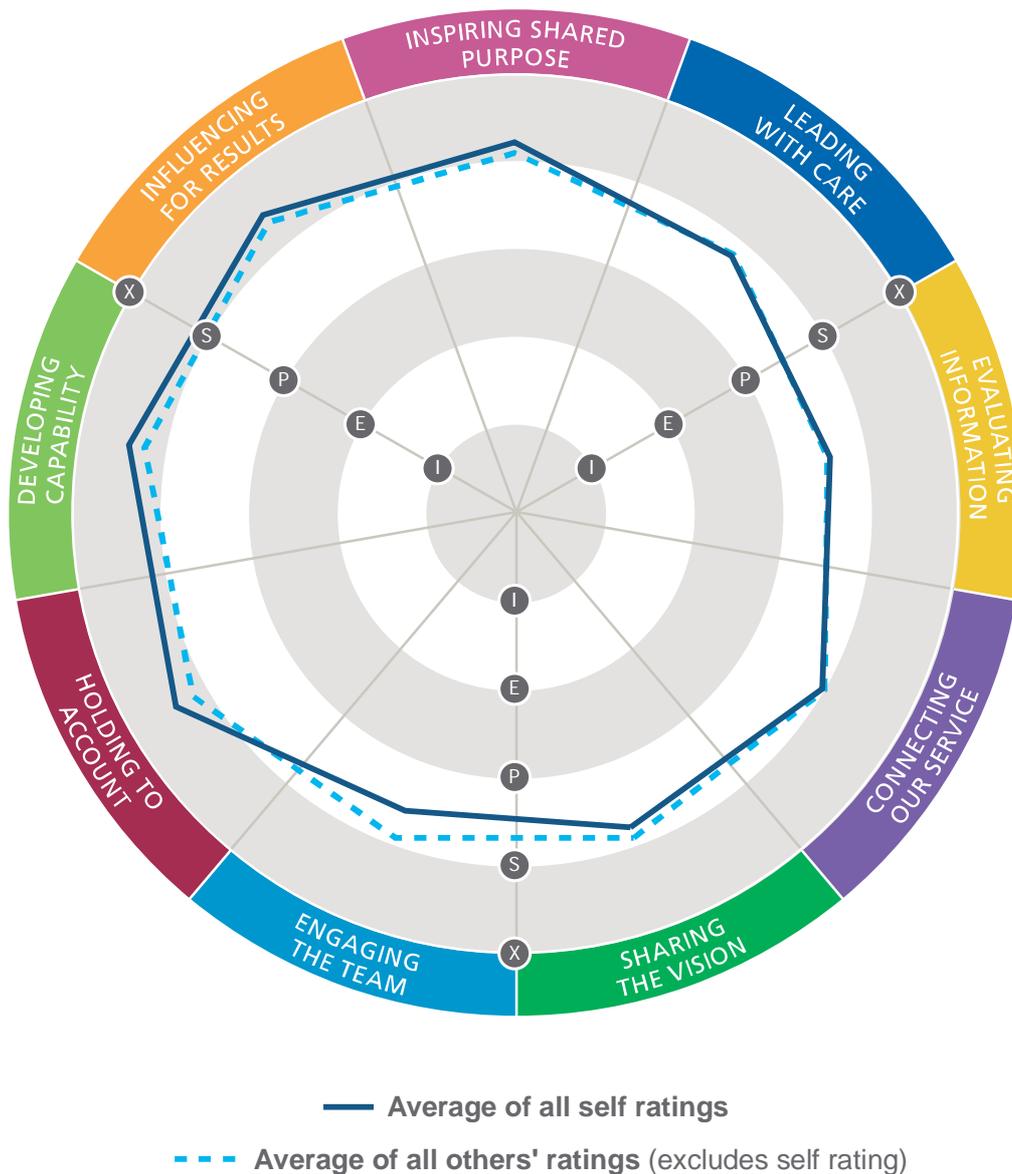
Group Ratings

The table below displays the average ratings given on each of the 360° dimensions by all raters and self raters as shown by the ◯. The shaded band (▬) shows the range between the lowest and highest average ratings given.

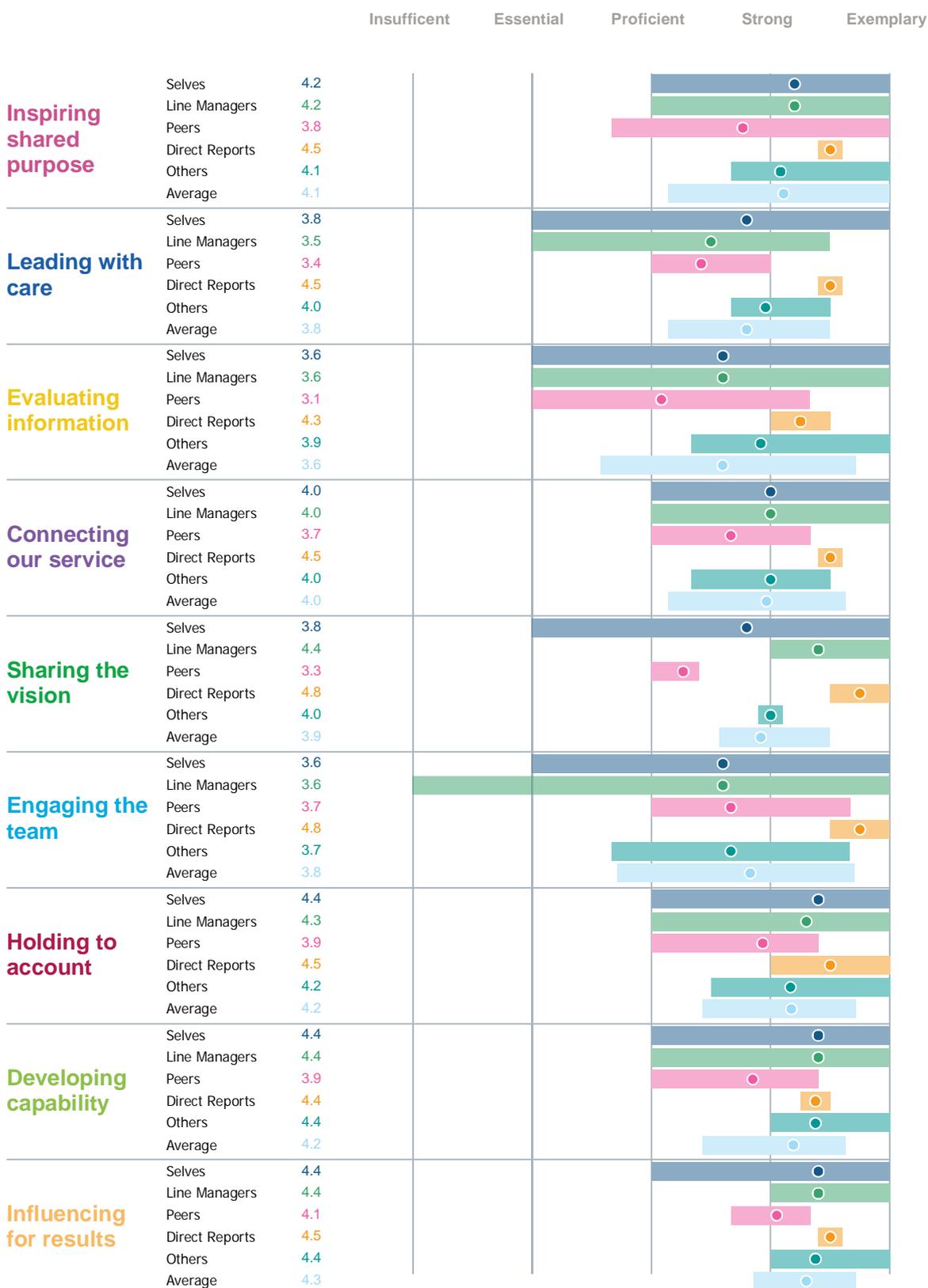|			Insuffcient	Essential	Proficient	Strong	Exemplary
Inspiring shared purpose	Selves	4.2					
	Line Managers	4.2					
	Peers	3.8					
	Direct Reports	4.5					
	Others	4.1					
	Average	4.1					
Leading with care	Selves	3.8					
	Line Managers	3.5					
	Peers	3.4					
	Direct Reports	4.5					
	Others	4.0					
	Average	3.8					
Evaluating information	Selves	3.6					
	Line Managers	3.6					
	Peers	3.1					
	Direct Reports	4.3					
	Others	3.9					
	Average	3.6					
Connecting our service	Selves	4.0					
	Line Managers	4.0					
	Peers	3.7					
	Direct Reports	4.5					
	Others	4.0					
	Average	4.0					
Sharing the vision	Selves	3.8					
	Line Managers	4.4					
	Peers	3.3					
	Direct Reports	4.8					
	Others	4.0					
	Average	3.9					
Engaging the team	Selves	3.6					
	Line Managers	3.6					
	Peers	3.7					
	Direct Reports	4.8					
	Others	3.7					
	Average	3.8					
Holding to account	Selves	4.4					
	Line Managers	4.3					
	Peers	3.9					
	Direct Reports	4.5					
	Others	4.2					
	Average	4.2					
Developing capability	Selves	4.4					
	Line Managers	4.4					
	Peers	3.9					
	Direct Reports	4.4					
	Others	4.4					
	Average	4.2					
Influencing for results	Selves	4.4					
	Line Managers	4.4					
	Peers	4.1					
	Direct Reports	4.5					
	Others	4.4					
	Average	4.3					

Group Performance and Importance ratings

The table below shows group Performance ratings (shown in the pink bar) and Importance ratings (shown in the grey bar) for each of the nine dimensions. The ideal is to have a high Performance rating on dimensions that are of high Importance to the group's job role. The table shows the average of all self ratings and the average of all rater groups.
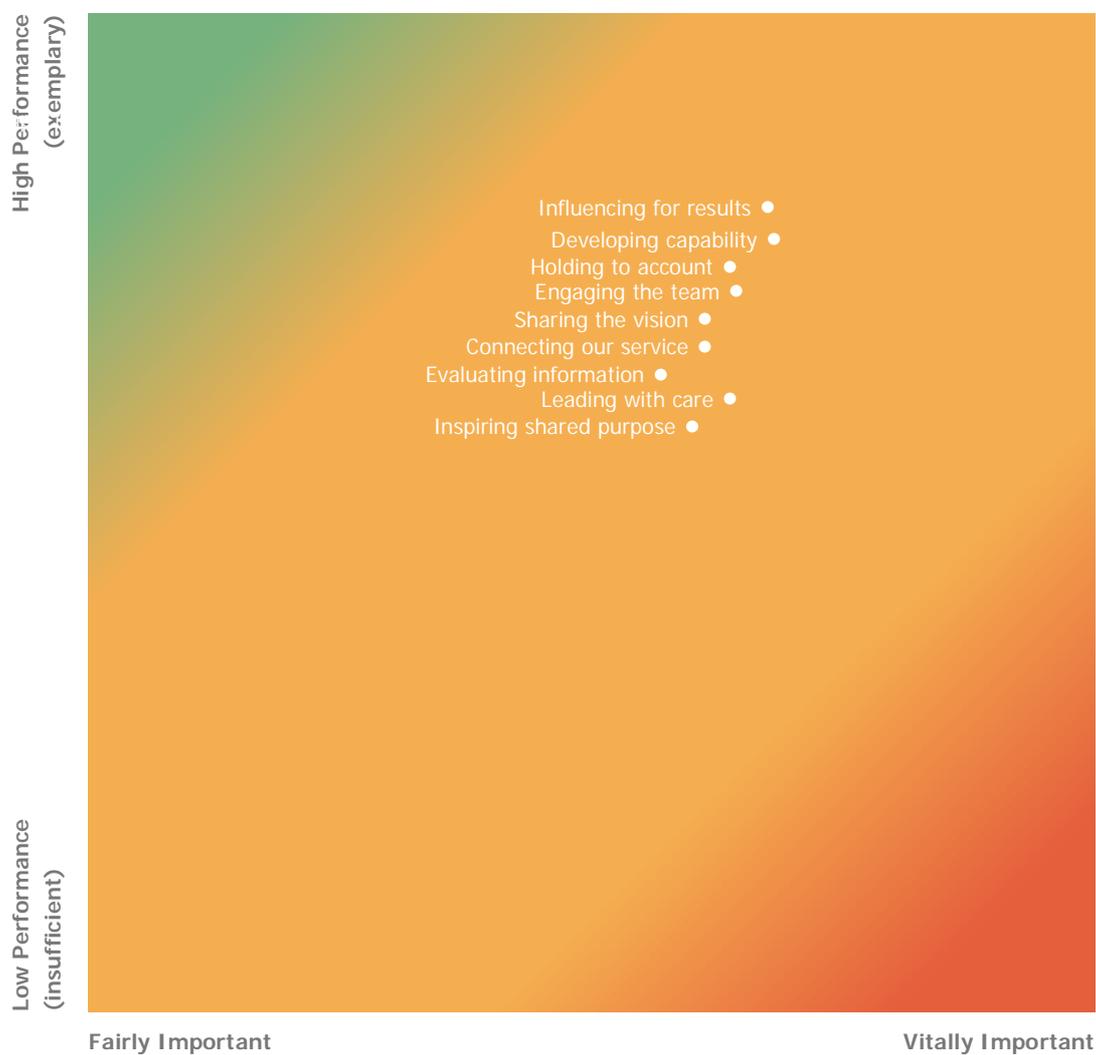
Inspiring shared purpose

	Insufficient	Essential	Proficient	Strong	Exemplary
Performance				S L P	D

	Fairly Important	Important	Very Important	Vitally Important
Importance			S L D P	

Leading with care

	Insufficient	Essential	Proficient	Strong	Exemplary
Performance				S L P	D

	Fairly Important	Important	Very Important	Vitally Important
Importance			S D P	L

Evaluating information

	Insufficient	Essential	Proficient	Strong	Exemplary
Performance			P	S L D	

	Fairly Important	Important	Very Important	Vitally Important
Importance			S L D P	

Connecting our service

	Insufficient	Essential	Proficient	Strong	Exemplary
Performance				S L P	D

	Fairly Important	Important	Very Important	Vitally Important
Importance			S L D P	

Sharing the vision

	Insufficient	Essential	Proficient	Strong	Exemplary
Performance				S P	L D

	Fairly Important	Important	Very Important	Vitally Important
Importance			S L D P	

Engaging the team

	Insufficient	Essential	Proficient	Strong	Exemplary
Performance				S L P	D

	Fairly Important	Important	Very Important	Vitally Important
Importance			S L D P	

Holding to account

	Insufficient	Essential	Proficient	Strong	Exemplary
Performance				S L D P	

	Fairly Important	Important	Very Important	Vitally Important
Importance			S L D P	

Developing capability

	Insufficient	Essential	Proficient	Strong	Exemplary
Performance				S D P	L

	Fairly Important	Important	Very Important	Vitally Important
Importance			S D P	L

Influencing for results

	Insufficient	Essential	Proficient	Strong	Exemplary
Performance				S L P	D

	Fairly Important	Important	Very Important	Vitally Important
Importance			S L P	D

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

Group Performance versus Importance summary

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

If the group are rated low in Performance on dimensions that are of high Importance this is an area of risk (marked in `red`) and the group should prioritise their development actions here. If the group are rated the same in Performance as on Importance this shows appropriate balance (marked in `amber`). If the group 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 the group job role (marked in `green`) and this may be an opportunity worth discussing with your facilitator.

Influencing for results ●
Developing capability ●
Holding to account ●
Engaging the team ●
Sharing the vision ●
Connecting our service ●
Evaluating information ●
Leading with care ●
Inspiring shared purpose ●

High Performance (exemplary)

Low Performance (insufficient)

Fairly Important   Vitally Important

Importance and Performance ratings are based on average ratings by others

■ Opportunity zone   ■ Balanced zone   ■ Risk zone

Group hidden strengths and blind spots

The table below shows the spread of scores given by all raters and self raters for each dimension. Each coloured circle indicates the percentage of raters who gave that particular rating. The higher the **percentage** of raters who gave the same rating, the larger the coloured circle will be in that section.

The blue circle(s) show the **percentage** of raters who gave the same rating as the average self rating. If no raters gave the same rating, you will instead see a blue S to show what the average self rating was.

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

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

	Insufficient	Essential	Proficient	Strong	Exemplary
Inspiring shared purpose		2	25	35	38
Leading with care		2	25	60	12
Evaluating information	2	5	40	38	15
Connecting our service			25	48	28
Sharing the vision			25	57	18
Engaging the team	2	5	25	32	35
Holding to account			12	57	30
Developing capability			10	57	32
Influencing for results			5	60	35

● Rating lower than average self rating
● Rating same as average self rating (S)
● Rating higher than average self rating

Pick one dimension that particularly interests the group. Look at the next section and at Appendix 3 to explore this dimension more fully.

Group Performance and Importance analysis

The first table on the following page displays the average self rater score and the spread of scores given by all rater groups on each of the nine leadship 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 group **underperforms** in this dimension – their leadership here is unsatisfactory.

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

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

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

X Exemplary
The group 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	**06**
Peers	**14**
Direct Reports	**06**
Others	**14**

Group Performance analysis

	Avg. Self rating	Overall rating	Line Manager						Peers						Direct Reports						Others					
			I	E	P	S	X	N	I	E	P	S	X	N	I	E	P	S	X	N	I	E	P	S	X	N
Inspiring shared purpose	S	S			2		4		1	5	3	5						3	3				3	8	3	
Leading with care	S	S	1	1	3	1					7	7						3	3				2	11	1	
Evaluating information	S	S	1	1	3	1			1	1	9	2	1						5	1				6	5	3	
Connecting our service	S	S			2	1	3				5	8	1					3	3				3	7	4	
Sharing the vision	S	S				3	3				10	4						2	4					14		
Engaging the team	S	S	1	1			4				6	6	2					2	4			1	4	5	4	
Holding to account	S	S		1	2	3					3	8	3					4	2				1	9	4	
Developing capability	S	S		1	1		4				3	9	2					4	2					9	5	
Influencing for results	S	S				4	2		1			11	2					3	3				1	6	7	

Group Importance analysis

	Avg. Self rating	Overall rating	Line Manager				Peers				Direct Reports				Others			
			F	I	V	Vi	F	I	V	Vi	F	I	V	Vi	F	I	V	Vi
Inspiring shared purpose	V	V			6			5	8	1		1	5				14	
Leading with care	V	V			3	3		2	11	1			6			1	13	
Evaluating information	V	V		1	5			5	9			2	3	1		3	11	
Connecting our service	V	V	2		3	1		2	11	1	1		4	1		1	13	
Sharing the vision	V	V		1	4	1		4	9	1			5	1		1	13	
Engaging the team	V	V			4	2		1	12	1			5	1		1	13	
Holding to account	V	V			5	1		1	11	2	1		5				14	
Developing capability	V	V			3	3		1	9	4			4	2			14	
Influencing for results	V	V			4	2			12	2			3	3			14	

Group Impact ratings

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

As their Line Managers, individuals' leadership style will impact on their 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 average self rater score and the spread of scores given by Direct Reports on each of the nine leadership dimensions plus seven additional items. The average rating by all 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 the average Self rating and the Direct Reports rating?
>
> Can you see a relationship between leadership performance (as measured by the Healthcare Leadership Model 360) and the impact on Direct Reports (as measured by their Impact rating)?

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

Group Impact ratings

Inspiring shared purpose

		Avg. Self rating	Avg. rating	Direct Reports 1	2	3	4	5	6
1	I feel the team are working towards a common purpose	5	5.5					3	3
2	I can clearly see how my work impacts on patient care and other service users	4.5	5					6	
3	I feel supported to challenge existing practice to improve our provision for patient care	4.5	5					6	

Leading with care

		Avg. Self rating	Avg. rating	Direct Reports 1	2	3	4	5	6
4	I feel cared for in my job	4.5	5.7					2	4
5	I work in a team that gives mutual care and support to each other	4.5	4.8				1	5	
6	I am supported in my team when dealing with unsettling feelings	5	5.2				1	3	2

Evaluating information

		Avg. 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	5.7					2	4
8	In this team, we creatively apply fresh approaches to improve current ways of working	5	5.5					3	3
9	We regularly collect and act on feedback from users of our service	5	5.2				1	3	2

Connecting our service

		Avg. 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	4.7				2	4	
11	The team connects effectively with other elements of the service	4.5	5					6	
12	I understand where my work fits into the wider health and care system	4.5	4.8				1	5	

Sharing the vision

		Avg. 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	4.5	5.7					2	4
14	I am optimistic about how my team will work to achieve the vision for the future	4.5	4.8				1	5	
15	At times of controversial and complex change, I am reassured and inspired by good leadership	5	5.5					3	3

Engaging the team

		Avg. 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	4.7				2	4	
17	I feel fully engaged in my work	5	5.2				1	3	2
18	I am encouraged to deliver equally on the team's shared purpose, and my individual targets	4.5	5.7					2	4

Holding to account

		Avg. Self rating	Avg. rating	Direct Reports 1	2	3	4	5	6
19	I know what is expected of me at work	5	4.7				2	4	
20	I receive constructive feedback to help me improve my performance	5	4.7				2	4	
21	This team has high expectations: mediocrity is noticed and challenged	4.5	5					6	

Developing capability

		Avg. Self rating	Avg. rating	Direct Reports 1	2	3	4	5	6
22	I am given opportunities to learn and develop in my job	4.5	5.7					2	4
23	In this team, we understand what our strengths and weaknesses are	4.5	4.8				1	5	
24	I frequently receive long-term mentoring or coaching	4.5	5					6	

Influencing for results

		Avg. 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	5.5					3	3
26	In our team we use different styles of communication, stories and symbols to discuss our work	5	5.5					3	3
27	Two-way communication channels, both informal and formal, are the norm in this team	4.5	4.8				1	5	

Additional items		Avg. Self rating	Avg. rating	Direct Reports					
				1	2	3	4	5	6
28	I am proud of this teams' performance	5	4.7				2	4	
29	I would recommend this team to a friend as a great place to work	5	5.2				1	3	2
30	I feel a strong sense of loyalty to my team	4.5	5.7					2	4
31	I am committed to this role and team – it would be hard to tempt me to leave	4.5	5					6	
32	I regularly and freely put in extra effort to achieve quality work	5	4.7				2	4	
33	I willingly strive to achieve high levels of success for the team	5	5.5					3	3
34	I am fully satisfied with my job role	4.5	4.8				1	5	

		Avg. Self rating	Avg. rating	Direct Reports					
				1	2	3			

Appendix
Reflections and learning

- What observations have you made about this group's results? (e.g. trends, strengths, areas for development)

_____

_____

_____

_____

_____

_____

- What implications does this have for this group?

_____

_____

_____

_____

_____

_____

- What would be a first step in helping this group to apply it's strengths and address development opportunities?

_____

_____

_____

_____

_____

_____

List of respondents

This group report contains the combined (not individual) 360° results from the following individuals:

Jo Example

Sam Sample

Jamie Examples

Alex Sampler

Jordan Samples

Appendix 2

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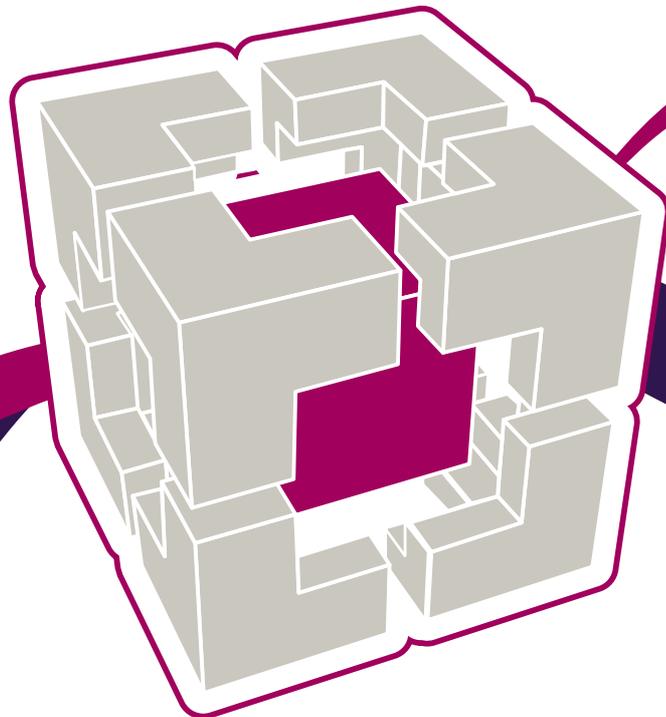
Inspiring shared purpose
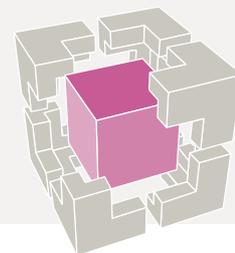
What is it?

- 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
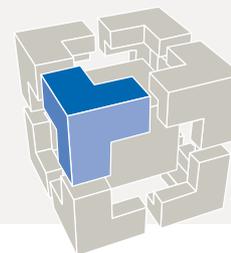
What is it?

- 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
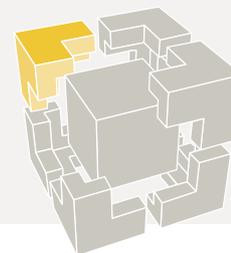
What is it?

- 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?	Do I spot future opportunities and risks, and test resulting plans with external stakeholders to improve them?
Can I see patterns that help me to do things better, more efficiently or with less waste?	

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
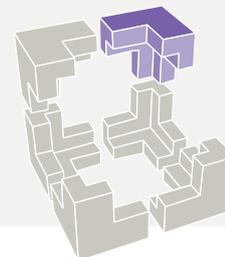
What is it?

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
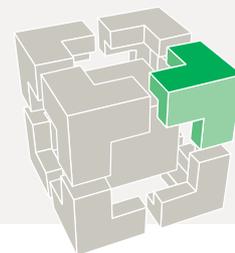
What is it?

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
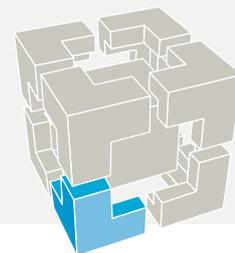
What is it?

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
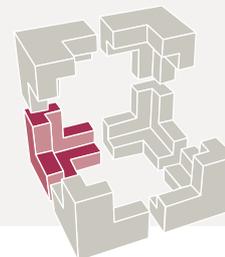
What is it?

- 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
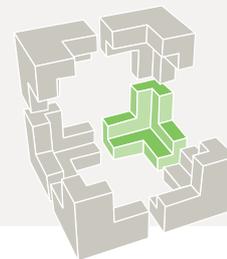
What is it?

- 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
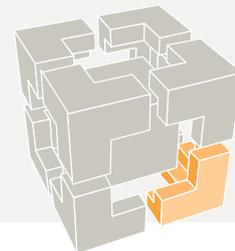
What is it?

- 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 share issues and information to help other people understand my thinking?	Do I use stories, symbols and other memorable approaches to increase my impact?
Do I develop and present well-reasoned arguments?	Do I check that others have understood me?
Do I avoid jargon and express myself clearly?	Do I create formal and informal two-way communication channels so I can be more persuasive?

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?	