Student Orientation: Lifelong Leadership Inventory

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What is the Lifelong Leadership Inventory (LLI)?

Developed for use by the graduate students as a self-reflection tool to learn and spend time reflecting on the competencies needed for your future success in healthcare management.

Competencies used in the LLI are NCHL’s Health Leadership Competency Model, which was developed based on extensive national research.
NCHL Health Leadership Competency Model

The NCHL model provides breakthrough research and a comprehensive database for defining the competencies required for outstanding healthcare leadership for the future.

**EXECUTION**
- Accountability
- Change Leadership
- Collaboration
- Communication Skills
- Impact and Influence
- Information Technology Management
- Initiative
- Organizational Awareness
- Performance Measurement
- Process Management / Organizational Design
- Project Management

**TRANSFORMATION**
- Achievement Orientation
- Analytical Thinking
- Community Orientation
- Financial Skills
- Information Seeking
- Innovative Thinking
- Strategic Orientation

**HEALTH LEADERSHIP**

**PEOPLE**
- Human Resources Management
- Interpersonal Understanding
- Professionalism
- Relationship Building
- Self Confidence
- Self Development
- Talent Development
- Team Leadership

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COMPETENCY: Any characteristic of a person that differentiates outstanding from typical performance in a given job, role, organization or culture.

- **Skill**
- **Knowledge**
- **Baseline**
  - Necessary for top performance but not sufficient
- **Behaviors**
- **Attitudes**
- **Values**
- **Distinguishing characteristics that lead to longer-term performance and success**
- **Other Characteristics**

*Source: Based on model developed by the HayGroup*
Definition of Competencies

Any characteristic of an individual that creates outstanding performance in a given job, role, organization, or culture

Enable outstanding performance:

- More Often
- In More Situations
**Communication Skills**
The ability to speak and write in a clear, logical and grammatical manner in formal and informal situations; to prepare cogent business presentations; and to facilitate a group.

For each behavior/skill listed below, please indicate both of the following:

1. Your *current* level of capability in relation to the behavior or skill
2. The *importance* of each in relation to your future career success

<table>
<thead>
<tr>
<th>Uses Generally Accepted English Grammar</th>
<th>Not at all</th>
<th>Somewhat</th>
<th>Very</th>
<th>Extremely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses subject-verb agreement and parallel structure; Uses rules of punctuation; Uses sentence and paragraph construction; Uses concise thematic construction</td>
<td>How capable are you?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>How important is this skill?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prepares Effective Written Business Cases</th>
<th>Not at all</th>
<th>Somewhat</th>
<th>Very</th>
<th>Extremely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses accurate and complete presentation of facts; Uses logical presentation of arguments pro and con; Uses well-reasoned recommendation; Uses concise executive summary</td>
<td>How capable are you?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>How important is this skill?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Key Considerations

All the skill development instruments are based on rigorously researched 26 competencies found to be of importance for leadership enhancement and distinction across career stages (early, mid, and advanced)
Key Considerations (continued)

There are NO RIGHT or WRONG ANSWERS

- If you answer realistically regarding your CURRENT level of skill (*not your desired state*), you will have a baseline overview for facilitating your longer-term career planning and ongoing assessment activities

Your feedback report is to provide information for your own:

- Knowledge and understanding
- Reflection
- Career Tracking
- Professional Development
Key Considerations (continued)

Results are confidential and will not be reported to anyone except on a cohort basis.

You can share results with those you feel may be of assistance to your skill and career development:

- Faculty advisors
- Preceptors
- Coaches
- Other students or colleagues
Understanding Your LLI Feedback

CAPABILITY

- Identify patterns

  > What similarities are there in your self-assessment score and the cohort groups?

  > What differences are there and how might you account for them?

- Identify strengths and areas of opportunity:

  > What do you consider to be your 3-4 greatest strengths?

  > What do you consider to be your 3-4 weakest areas?
Understanding Your LLI Feedback

IMPORTANCE

- Identify patterns
  - What similarities are there in your self-assessment score and the cohort groups?
  - What differences are there and how might you account for them?
- Identify which competencies are most critical to your success
How does the LLI benefit me?

Useful for continued education and lifelong learning as you grow as leaders in the field of healthcare.

Use feedback report to provide information for self reflection and career planning.
Step 1: Read and Discuss the NCHL Competency Model with Your Faculty and Your Peers

- Recognition of the competency
- Understanding the competency
- Assessment and feedback on the competency
- Experimentation with demonstration of the competency
- Application/Practice using the competency

Source: Spencer and Spencer “Competence at Work”
Step 2: Participate in the LLI, review feedback reports with faculty mentor and peers, complete the worksheets and individual leadership plan

Source: Spencer and Spencer “Competence at Work”
Step 3: Engage in active learning and experimentation in the classroom, group projects, extracurricular activities, and field experiences to enhance competencies.

Source: Spencer and Spencer “Competence at Work”
Greatness is not a function of circumstance. Greatness, it turns out, is largely a matter of conscious choice and discipline.

— Jim Collins, Good to Great and the Social Sector: A Monograph to Accompany Good to Great, 2005