Understanding and Using Your Lifelong Leadership Inventory Feedback Report

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PURPOSE OF TODAY

Gain an understanding of and practice how to use assessments as significant leadership development resource
About the Health Leadership Competency Model
About the NCHL Competency Model

• Competencies consist of behaviors that are developmentally scaled

• For each competency, there is a target level of behavior that, when met or exceeded, positively impacts performance
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.

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

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

**HEALTH LEADERSHIP**

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

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Three Domains of the NCHL Model

TRANSFORMATION

Visioning, energizing, and stimulating a change process that coalesces communities, patients, and professionals around new models of healthcare and wellness.

EXECUTION

Translating vision and strategy into optimal organizational performance.

PEOPLE

Creating an organizational climate that values employees from all backgrounds and provides an energizing environment for them. Also includes the leader’s responsibility to understand his or her impact on others and to improve his or her capabilities, as well as the capabilities of others.
Step 1: Read and Discuss the NCHL Competency Model with Faculty and Your Peers

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

Source: Spencer and Spencer “Competence at Work”
Step 2: Participate in the assessment, 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.

- 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”
Learning Retention

People learn best when they are actively involved in the learning process

Average Retention Rate

- 90% Teaching Others
- 75% Doing
- 50% Discussion Groups
- 30% Demonstration
- 20% Audio-Visual
- 10% Reading
- 5% Lecture

Coaching Zone Support

Faculty-based → Career/Job-Like

Adapted from The Learning Stairs, NTL Institute, Bethel, ME
There Are Many Ways to Success

• One size does not fit all

“...often various combinations of competencies lead to success”
David McClelland, *Where Do We Stand on Assessing Competencies*, 1994

• One competency may compensate for another

• Certain combinations of competencies may contribute to outstanding performance

• Some competencies are more critical than others
Interpreting & Communicating Results

Student reflections:

1. How will I assess my competencies?

2. How & where will I find developmental challenges?

3. What support do I need & where will I find it?
The Leadership Learning Inventory
Lifelong Leadership Inventory (LLI)

- Web-enabled self assessment based on complete NCHL competency model
- Score competencies by capability and importance
- Uses 1-10 scale
- Feedback report includes self score, average cohort score, and national average (average score from other students)
LLI Feedback Report

Transformation
Achievement Orientation
1. Wants to Do Job Well; Expresses Feeling about Performance
2. Creates Own Measure of Excellence
3. Improves Performance
4. Sets and Works to Meet Challenging Goal
5. Makes Cost-Benefit Analyses
6. Takes Calculated Entrepreneurial Risks

Analytical Thinking
1. Breaks Down Problems
2. Identifies Basic Relationships
3. Recognizes Multiple Relationships
4. Develops Complex Plans or Analyses

Community Orientation
1. Responds Appropriately to Community Needs
2. Maintains Clear Communication
3. Takes Personal Responsibility for Initiating Collaborative Planning
4. Participates with and Understands the Community
5. Provides Services to the Community
6. Advocates for the Broader Health Environment
### Organizational Awareness

The ability to understand and learn the formal and informal decision-making structures and power relationships in an organization or industry (e.g., stakeholders, suppliers). This includes the ability to identify who the real decision makers are and the individuals who can influence them, and to predict how new events will affect individuals and groups within the organization.

<table>
<thead>
<tr>
<th></th>
<th>Capability</th>
<th>Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Self Score</td>
<td>Cohort Average</td>
</tr>
<tr>
<td>1. Uses Formal Structure</td>
<td>7.0</td>
<td>7.3</td>
</tr>
<tr>
<td>2. Applies Understanding of Informal Structure</td>
<td>7.0</td>
<td>7.2</td>
</tr>
<tr>
<td>3. Adapts Actions to Climate and Culture</td>
<td>6.0</td>
<td>7.2</td>
</tr>
<tr>
<td>4. Considers Priorities and Values of Multiple Constituencies</td>
<td>6.0</td>
<td>7.0</td>
</tr>
<tr>
<td>5. Uses Insights of Stakeholders' Underlying Actions and Issues</td>
<td>7.0</td>
<td>6.5</td>
</tr>
</tbody>
</table>
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
Developing an Action Plan
Model for Development

Aspirations Identified

Development Opportunity

Actual Performance

Goal Statement

Action Plan

Desired Performance

Feedback
Model for Development

Understanding the Gap between Current and Desired Performance

• What are your aspirations and goals?
• Do you have an accurate image of your strengths
• Do you have an accurate image of your development needs?
Leadership Development Plan

• *Plan must be something that you are passionate about*

• *Plan must include specific goals with expected outcomes spelled out*

• *Next steps?*
Leadership Development Plan

1. Priority competencies
2. Lessons learned
3. Improvement’s contributions to success
   • Self
   • Organization
4. Target Development Areas
   • Development Goals
   • Related competencies to develop, strengths to leverage, obstacles & help
   • Activities & completion dates
### STUDENT DEVELOPMENT PLAN

<table>
<thead>
<tr>
<th>Selected Competency Area for Focus</th>
<th>What did the feedback report help you to see/understand about this area?</th>
<th>How can improvement in this area enhance success in your current and future work?</th>
<th>How will improvement in this area help you and your team (and eventually the teams and organizations you work for) better achieve key priorities?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sample Accountability</strong></td>
<td>• I don’t give people enough feedback</td>
<td>• Will enable me to delegate with more confidence and do less checking up on people</td>
<td>• People will be more accountable for their own work and feel they are successful</td>
</tr>
<tr>
<td></td>
<td>• I need to improve clarity regarding expectations for others, including the overall direction as well as their individual performance expectations</td>
<td>• Will allow me to coach and support vs. direct other’s actions</td>
<td>• We will enhance the level of commitment, expand capabilities, shorten the time to results and lessen the likelihood of recycle that can result from misdirected efforts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Enables me to operate more as a leader and developer of others vs. too much of a doer</td>
<td>• I understand that in the end holding myself accountable and others accountable will improve the work climate for everyone</td>
</tr>
</tbody>
</table>
# STUDENT DEVELOPMENT PLAN

## Target Development Areas

<table>
<thead>
<tr>
<th>Development Goals:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Related Competency(ies) to Develop:</td>
</tr>
<tr>
<td>Potential Obstacles:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity 1:</th>
<th>Completion Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 2:</td>
<td>Completion Date:</td>
</tr>
<tr>
<td>Activity 3:</td>
<td>Completion Date:</td>
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Coaching Yourself and Others
Coaching Overview

We cannot make people change, rather we facilitate the change process.
Greatness is not a function of circumstance. 
Greatness, it turns out, 
is largely a matter of 
conscious choice and discipline.