nova scotia **health** authority | Leadership Development

LEADERSHIP ASSESSMENT AND DEVELOPMENT PLAN

This leadership assessment and development planning tool is an instrument for evaluating one's current leadership performance for the sake of professional development and growth. It can be used independently, or by a supervisor as a multi-rater. It is a guide for evaluating leadership strengths and challenges, and a foundation for planning professional development to improve leadership practice.

Lead Self

Engage Others

Achieve Results

Develop Coalitions

Systems Transformation

Sample Copy

! If you wish to refer back to your responses later, please save a copy to your computer using the "Save As" function in the file menu, or the save button on the final page.

The self-assessment tool can be used independently, or by a supervisor as a multi-rater. Provided here is one suggested process for leaders and supervisors to engage with the assessment tool and facilitate discussion about development.

	1. Plan	2. Prepare	3. Schedule	4. Complete	5. Discuss
Action	Leaders and supervisors negotiate development opportunities and expectations before proceeding with the assessment process.	Observe and record leadership behaviours throughout the entire assessment period.	Schedule dialogue	Carefully consider and select a rating for each competency, reflecting on examples of leadership behaviours over the entire evaluation period and matching leader behaviours to benchmarks.	Meet to compare and discuss ratings, seeking to gain consensus or accept differences in ratings. Develop goals for next development period.
Outcome	Leaders and supervisors: » Define assessment period » Address needs and concerns » Agree on performance expectations and development goals » Set target date for dialogue » Aware/accept LEADS as development model	Record of observable behavioural events: » Date » Background/context » Leader's/supervisor's actions » Outcomes » Leader's follow-up	Date and place for dialogue	Completed draft forms (one per individual) with specific examples and rationale.	Leaders and supervisors: » Understand/accept rating similarities and differences » Commit to development » Commit to goal and goal measurement
Tips	Setting expectations facilitates feedback and action, goal setting sets the stage for meaningful development.	It is a common error to distort evaluations by relying too heavily on recent events.	Select location for privacy and focus. Allot adequate time and schedule a date/time with an aim to reduce distractions.	Read the entire form to understand all of the competencies before completing the form.	Leaders and supervisors may not always agree on ratings. Rather than seeking unanimity, identify and discuss rating differences as a means of relationship development.

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1. Self aware

...is aware of own assumptions, values, principles, strengths, and limitations

Hindering	Developing		Mastering	
1 Not Meeting Expectations	2 Sometimes Achieves	3 Achieves	4 Sometimes Exceeds	5 Exceeds
o Lacks self awareness or insight into own perspectives o Allows own stress to affect others	o Recognizes impact of own emotions on others o Aware of personal strengths and weaknesses		o Continually challenges own assumptions o Openly discusses how own values/beliefs influence decisions	

Rating

2. Manage self

...takes responsibility for own performance and health

Hindering	Developing		Mastering	
1 Not Meeting Expectations	2 Sometimes Achieves	3 Achieves	4 Sometimes Exceeds	5 Exceeds
o Blames others for own failures o Avoids key responsibilities o Rude or uncivil	o Perseveres in the face of work or personal challenges and setbacks o Consistently demonstrates professionalism in leadership practice		o Seeks mastery in leadership o Strives toward optimal personal well-being	

Rating

LEAD SELF

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3. Develop self
...actively seeks opportunities and challenges for personal learning, character building, and growth

Hindering	Developing		Mastering	
1 Not Meeting Expectations	2 Sometimes Achieves	3 Achieves	4 Sometimes Exceeds	5 Exceeds
o Passive about leadership development o Resistant to feedback	o Actively seeks out training opportunities o Solicits feedback from customers and various organizational members o Places a high priority on learning about safety		o Perceives challenge as an opportunity to explore new ideas o Manages conflict to improve or restore relationships o Learns from past experiences o Values and responds appropriately to feedback	

Rating

4. Demonstrate character
...models qualities such as honesty, integrity, resilience, and confidence

Hindering	Developing		Mastering	
1 Not Meeting Expectations	2 Sometimes Achieves	3 Achieves	4 Sometimes Exceeds	5 Exceeds
o Alters perspective or behaviour depending on audience o Has difficulty overcoming setbacks	o Reliably follows through on decisions o Reacts to emergencies with calm professionalism		o Can be counted on to do the right thing under pressure o Consistently exhibits evidence-based ethical judgment o Faces new situations with optimism and enthusiasm	

Rating

LEAD SELF

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5. Foster development of others

...supports and challenges others to achieve professional and personal goals

Hindering	Developing		Mastering	
1 Not Meeting Expectations	2 Sometimes Achieves	3 Achieves	4 Sometimes Exceeds	5 Exceeds
o Misses opportunities to acknowledge performance o Unsupportive of others' goals	o Regularly recognizes and rewards good performance o Consistently provides formal and informal learning opportunities at work o Creates opportunity and expectation for others to learn about patient safety		o Coaches and mentors staff toward achieving their personal and professional goals	

Rating

6. Contribute to the creation of a healthy organization

...creates an engaging environment where others have meaningful opportunities to contribute and the resources to fulfill their expected responsibilities

Hindering	Developing		Mastering	
1 Not Meeting Expectations	2 Sometimes Achieves	3 Achieves	4 Sometimes Exceeds	5 Exceeds
o Ineffective at delegating o Assigns work based solely on convenience	o Ensures access to the resources necessary to perform safely and effectively o Takes action to advance a climate of safety for all organizational members		o Provides work opportunities to staff based on their strengths and interests o Creates conditions for a psychologically healthy workplace[1]	

Rating

[1] Based on Mental Health Commission of Canada Psychological Health and Safety Standard.
 For more information: http://www.mentalhealthcommission.ca/English/node/5346

ENGAGE OTHERS

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ENGAGE OTHERS

7. Communicate effectively
...listens well and encourages an open exchange of information and ideas using appropriate communication media

Hindering	Developing		Mastering	
1 Not Meeting Expectations	2 Sometimes Achieves	3 Achieves	4 Sometimes Exceeds	5 Exceeds
o Communicates information to inappropriate audiences o Discourages open dialogue	o Fosters a psychologically safe environment o Listens attentively o Disseminates necessary information		o Effectively communicates necessary information to the appropriate individuals in a timely manner o Represents the organization effectively in the media	

Rating

8. Build teams
...facilitates an environment of collaboration and cooperation to achieve results

Hindering	Developing		Mastering	
1 Not Meeting Expectations	2 Sometimes Achieves	3 Achieves	4 Sometimes Exceeds	5 Exceeds
o Does not recognize when collaboration is and is not optimal o Is unclear about the purpose of interdisciplinary practice	o Encourages networking to facilitate cooperation among organizational members o Encourages an open exchange of information and a culture of inquiry o Establishes processes for individuals to share evidence and better practices		o Effectively facilitates interdisciplinary collaboration o Sets the stage for team work by involving the right people and creating expectations of collaboration o Persistently establishes conditions that advance team functioning (right people, necessary resources, specified outcome)	

Rating

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ACHIEVE RESULTS

9. Set direction
...inspires vision by identifying, establishing, and communicating clear and meaningful expectations and outcomes

Hindering	Developing		Mastering	
1 Not Meeting Expectations	2 Sometimes Achieves	3 Achieves	4 Sometimes Exceeds	5 Exceeds
o Fails to set future direction or goals o Does not sufficiently involve others in vision creation	o Collaborates with and listens to others in order to establish clear outcomes o Gains commitment by establishing clear expectations		o Considers the well-being of the community and society in setting a direction for the unit/portfolio/ organization	

Rating

10. Strategically align decisions with vision, values, and evidence
...integrates organizational mission, values, and reliable, valid evidence to make decisions

Hindering	Developing		Mastering	
1 Not Meeting Expectations	2 Sometimes Achieves	3 Achieves	4 Sometimes Exceeds	5 Exceeds
o Makes decisions that are at odds with the organization's vision, mission, and values o Neglects important sources of information when making decisions	o Considers how everyday decisions relate to fulfilling strategic goals o Weighs evidence and past experience when making decisions		o Consistently integrates information from all relevant sources when making decisions o Makes decisions rapidly when necessary and takes time to consider options when appropriate	

Rating

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11. Take action to implement decisions

...acts in a manner consistent with the organizational values to yield effective, efficient, public-centered service

Hindering	Developing		Mastering	
1	2	3	4	5
Not Meeting Expectations	Sometimes Achieves	Achieves	Sometimes Exceeds	Exceeds
o Has difficulty communicating decisions and expected outcomes o Neglects to follow up to ensure decisions are implemented	o Takes timing into account when implementing decisions o Consistently involves the right people when implementing decisions o Sets clear performance goals and communicates them to relevant others		o Surrenders control over small details in favour of focusing on the big picture o Overcomes barriers to achieve outcomes	

Rating

12. Assess and evaluate

...measures and evaluates outcomes. Holds themselves accountable for results achieved against benchmarks and corrects the course of action as appropriate

Hindering	Developing		Mastering	
1	2	3	4	5
Not Meeting Expectations	Sometimes Achieves	Achieves	Sometimes Exceeds	Exceeds
o Neglects to monitor own and others' performance o Does not evaluate progress toward goals o Uses inaccurate methods and/or misinterprets critical information	o Regularly evaluates performance levels against benchmarks and holds themselves and relevant others accountable o Uses accurate and relevant information to evaluate performance		o Adapts to a more effective strategy when desired outcomes are not met	

Rating

ACHIEVE RESULTS

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DEVELOP COALITIONS

13. Purposefully build partnerships and network to create results
...creates connections, trust, and shared meaning with individuals and groups

Hindering	Developing		Mastering	
1 Not Meeting Expectations	2 Sometimes Achieves	3 Achieves	4 Sometimes Exceeds	5 Exceeds
o Rarely enters into collaborative partnerships o Has difficulty creating trusting partnerships	o Effectively employs resources within the organization to develop coalitions o Forms external research and practice networks		o Purposefully builds meaningful partnerships with the appropriate people and organizations that improve health and health care outcomes	

Rating

14. Mobilize knowledge
...employs methods and gathers intelligence, encourages open exchange of information, and uses quality evidence to influence action across the system

Hindering	Developing		Mastering	
1 Not Meeting Expectations	2 Sometimes Achieves	3 Achieves	4 Sometimes Exceeds	5 Exceeds
o Does not actively search for new sources of information o Frequently fails to or does not consider various sources of information to inform action	o Identifies sources of quality information to influence actions o Recognizes relevance of information from diverse sources		o Leverages existing knowledge and networks to accomplish goals	

Rating

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DEVELOP COALITIONS

15. Demonstrate a commitment to customers and service
…facilitates collaboration, cooperation, and coalitions among diverse groups and perspectives aimed at learning to improve service

Hindering	Developing		Mastering	
1 Not Meeting Expectations	2 Sometimes Achieves	3 Achieves	4 Sometimes Exceeds	5 Exceeds
o Has not established learning processes to improve service o Fails to analyze the connections among safety service and diverse perspectives	o Develops multiple coalitions for the purpose of understanding the diverse needs of others o Recognizes the linkages among diversity, safety, and service		o Uses knowledge of diverse needs to improve customer service and patient safety o Broadens perspectives regarding diversity to advance commitment to service	

Rating

16. Navigate socio-political environments
…politically astute; negotiates through conflict and mobilizes support

Hindering	Developing		Mastering	
1 Not Meeting Expectations	2 Sometimes Achieves	3 Achieves	4 Sometimes Exceeds	5 Exceeds
o Fails to consider potential political fallout of decisions o Insensitive to political trends o Ineffective conflict management	o Responds effectively to changes in the political climate o Utilizes a strong understanding of organizational members' roles and relationships to facilitate external collaboration o Demonstrates conflict competence		o Influences social and political systems to advance health and health care	

Rating

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SYSTEMS TRANSFORMATION

17. Demonstrate systems/critical thinking

...thinks analytically and conceptually, questioning and challenging the status quo to identify issues, solve problems, and design and implement effective processes across systems and stakeholders

Hindering	Developing		Mastering	
1 Not Meeting Expectations	2 Sometimes Achieves	3 Achieves	4 Sometimes Exceeds	5 Exceeds
o Fails to see the linkages among people and organizations in the system o Fails to address ongoing issues	o Challenges the status quo to improve quality safe care o Proactively identifies potential issues in order to maintain safe, quality care		o Explores interactions among people and organizations in systems to solve problems o Designs and implements effective processes across the system for various stakeholders	

Rating

18. Encourage and support innovation

...creates a climate of continuous improvement and creativity aimed at systemic change

Hindering	Developing		Mastering	
1 Not Meeting Expectations	2 Sometimes Achieves	3 Achieves	4 Sometimes Exceeds	5 Exceeds
o Maintains status quo o Avoids risk	o Establishes processes for continuous improvement o Facilitates creativity and innovation		o Supports others throughout the innovation process	

Rating

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SYSTEMS TRANSFORMATION

19. Orient themselves strategically to the future
...scans the environment for ideas, best practices, and emerging trends that will shape the system

Hindering	Developing		Mastering	
1 Not Meeting Expectations	2 Sometimes Achieves	3 Achieves	4 Sometimes Exceeds	5 Exceeds
o Resistant to change within the system o Expresses a negative future outlook	o Scans the environment for best practices and emerging trends o Uses ideas, best practices, and emerging trends to shape the system		o Capitalizes on opportunities to align current action towards future need	

Rating

20. Champion and orchestrate change
...actively contributes to change processes that improve health service delivery

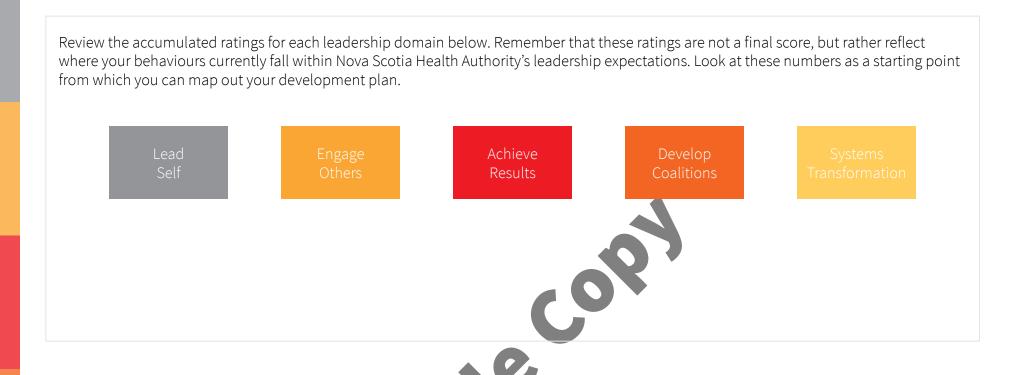| Hindering	Developing		Mastering	
1 Not Meeting Expectations	2 Sometimes Achieves	3 Achieves	4 Sometimes Exceeds	5 Exceeds
o Does not adequately address how change effects people o Resists participating in progressive change initiatives	o Leads and participates in change that improves safety and service o Empowers those affected and involved in change		o Takes accountability for identifying and accomplishing changes that improve the healthcare system	

Rating

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Additional Comments

Please add any additional comments or supplementary information you wish to express. Please provide examples to support your comments when appropriate.

Review the accumulated ratings for each leadership domain below. Remember that these ratings are not a final score, but rather reflect where your behaviours currently fall within Nova Scotia Health Authority's leadership expectations. Look at these numbers as a starting point from which you can map out your development plan.

Lead Self	Engage Others	Achieve Results	Develop Coalitions	Systems Transformation

Next steps:
Development Planning Process

Consider the resources available to you for development. Reflect on your assessment responses and think about the approach you want to take for your development plan. You can decide to take a strengths-based approach or a needs-based approach. A strengths-based approach involves identifying 1–3 of your strongest leadership capabilities, and creating a plan to develop those even further. A needs-based approach involves identifying 1–3 capabilities for which you exhibit knowledge or skill gaps, and creating a plan to strengthen those areas.

1. With your self assessment ratings in mind, click on the leadership domain you want to develop.

My development plan is based on this capability/these capabilities:

Action Plan

Developmental Activity

What will I do to get better at this capability/these capabilities?

Think about measurable, achievable goals; these can be behaviours you will adopt, or something as simple as engaging more with the resources available to you.

Benefits of Improvement

What will improving this capability/capabilities do for me or my team?

As you create your plan, keep in mind the purpose of your development. Benefits can include personal growth, being better able to meet job-related accountabilities and working more effectively within your team environment. Being mindful of the benefits of development will help you succeed in achieving your goals.

Resources for development aren't limited to classroom settings. As you create your plan, keep in mind some of these resources:

👥 Relationships

» Coaching and mentoring
» Networking opportunities
» Alumni associations and academic events
» Professional organizations
» Community of practice

🏢 Work Experiences

» Job shadowing and job rotation
» Project work
» Acting in higher roles
» Critical incident analysis
» Feedback from supervisors or colleagues

💡 Self-Study

» Visit the Leadership Learning Resource Centre
» Relevant books, articles, periodicals
» Reflecting in a journal
» Online and library research

More opportunities

» Study tours and groups
» Case studies
» Role playing
» Debates
» Online communities, team sites, and social networks

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Indicators of Success

How will I know that I've achieved my goal(s), or that I'm on track to improving?

Think about what success will look like to you. You may want to retake the self-assessment (or have a colleague or supervisor assess you) after a defined period of time and aim to score higher on your chosen capability/capabilities. You may simply notice your own comfort level increasing when engaging in certain behaviours. Select a measure that works best for you and the capabilities you want to develop.

Logistical Considerations

What do I need to get better at this capability/these capabilities?

Think about the resources on the previous page as starting points, and consider the amount of time you will be able to dedicate to your plan. Keep in mind any potential obstacles and think about how you might overcome them.

Committing to a timeline and putting accountability measures in place will help you achieve your goals.

14 Timeline

I will review progress toward my goal(s) on:

I will revisit the assessment on:

Add these dates to your Outlook calendar to help you stay on track.

Accountability

Share all or parts of your plan with someone who will encourage you to follow through.