

National Center for Healthcare Leadership  
**Health Leadership Competency Model 3.0**

updated, career-spanning  
**competency model**  
for health sector leaders

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## Executive Summary

The National Center for Healthcare Leadership (NCHL) is pleased to provide you with a revised and revalidated version of our signature interprofessional Health Leadership Competency Model. This new version 3.0 represents the work and input of hundreds of healthcare leaders who volunteered their time to participate in interviews, focus groups, and survey responses as part of the revision and validation process.

The organizing framework for the model is displayed in Figure 1. The revised model is organized around four “action” domains and three “enabling” domains, which were derived from the current state-of-the-science in leadership development and performance research.

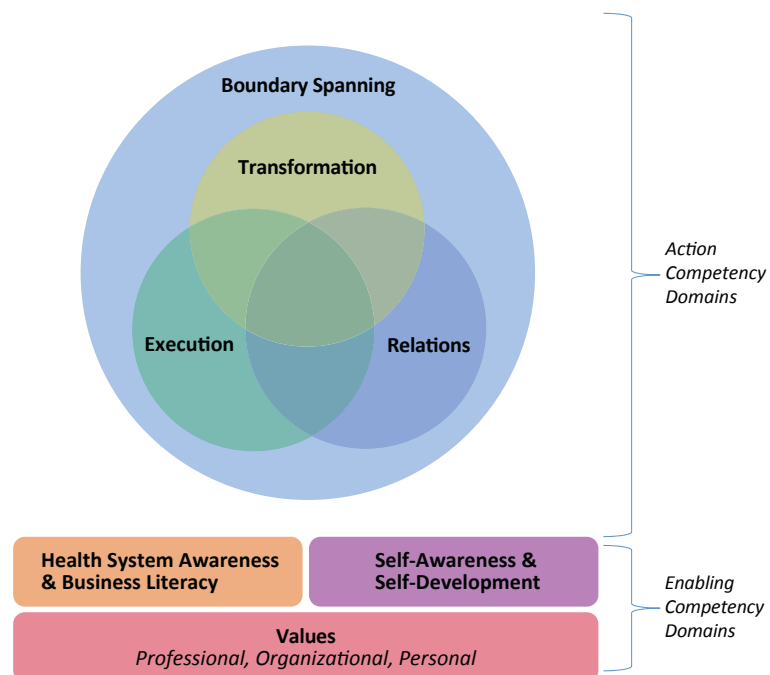
The “action” domains contain competencies relevant to the direct work of leaders on the job. These include *Execution*, *Relations*, and *Transformation*, which parallel domains from the 2.1 model. *Boundary Spanning* was added to incorporate recent research in applied settings underscoring the critical importance of leaders’ management interdepartmental and interorganizational relationships<sup>2</sup>.

The “enabling” domains involve core professional knowledge and self-awareness competencies that strengthen the effectiveness of the “action” domains. These include: *Health System Awareness & Business Literacy*, *Self-Awareness & Self-Development*, and *Values*. These domains represent the leader in the context of their preparation and development to effectively lead in their organization.

Collectively the model includes 28 core competencies, each with accompanying behavioral descriptions at multiple levels of proficiency. The domain structure is designed to provide a user-friendly guide that can help practitioners first set high-level development priorities, and then select specific competencies to focus on to strengthen their capabilities within that domain.

If your organization is interested in learning more about Health Leadership Competency Model 3.0, please contact [info@nchl.org](mailto:info@nchl.org).

FIGURE 1 | Health Leadership Competency Model 3.0



[ 5 ]

(1) Calhoun, Judith, et al, (2008). *Development of an Interprofessional Competency Model for Healthcare Leadership*. *Journal of Healthcare Management*. 53 (6), 375-389.

(2) Yukl, Gary. (2012). *Effective Leadership Behavior: What We Know and What Questions Need More Attention*. *Academy of Management Perspectives*. 26 (4), 66-85.

## Introduction

Competency models provide an important cornerstone for designing strategically aligned learning programs. By specifying a “language of performance,” they help learners and mentors improve the quality of goal-setting, feedback, and identification of high-value learning activities that can accelerate leadership development. For more than a decade, NCHL has maintained an interprofessional leadership competency model on behalf of the health sector to help support leadership development activities in practice and academic settings of all kinds.

In 2017-2018, NCHL embarked on a substantial revision and revalidation of its core model. With support from faculty and staff of the HSM Leadership Center at Rush University in Chicago, NCHL completed a four-phase process to ensure relevance of the revised model to high-performing leaders today, as well as the changing nature of leadership roles that are anticipated for the decade to come.

The first phase of this process involved a systematic scan of published future scenario assessments for the year 2030, from a breadth of US and international sources from within and outside of healthcare. Trends identified from this scan were then vetted with focus groups of healthcare executives involved in leadership development in a variety of settings.

Next, in-depth behavioral event interviews were conducted with paired-sample leaders representing different organizational and performance levels, and the results were crosswalked with the current NCHL Health Leadership Competency Model 2.1. Current research on leadership development was then reviewed to develop an evidence-based domain framework for the revised model. Finally, the revised model was distributed via electronic survey to a broader sample of health leaders to establish content validity and generalizability.

As competency-based education, training, and professional development have evolved and progressed over the years, their use is critical to help respond to:

- Ever-changing challenges of the 21st century
- Ongoing changes in practice environments and requirements
- Development of standards for best practices
- Interdisciplinary communications and interactions
- Peer and self-assessments of performance
- Communication across institutions, departments, service lines, and community-based partnerships
- Long-term planning for human capital development and management as a key organizational asset
- Career growth across health professions and career stages
- Development of accreditation standards and criteria
- Planning of educational and professional development programs across settings — classrooms, workplace, and distance-based formats

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A health leadership model adds significant value to the field of management and clinical practice, and to faculty. While outstanding health leaders have a lot in common with and demonstrate the behaviors of the best leaders of the top-performing organizations worldwide, they do so in an industry and environment that call for a higher level of both competence and professional values, given the specific context in which healthcare is provided, where the “end consumer” is ultimately all people.

Health is a mission- and values-driven industry that is extraordinarily complex and, more than other sector, requires building consensus among independent constituencies, many of whom have broad social and political influence and impact.

Leaders who have an impact must exercise influence and consensus- and coalition-building competencies at higher levels than their counterparts in other sectors. Finally, health leaders are especially challenged to create work climates that motivate high-quality, patient-centered care and retain high-demand talent in a very competitive marketplace.

The NCHL Health Leadership Competency Model 3.0 reflects benchmarking against the best available evidence and thought leadership outside of health, adapted to them to the unique health environment. It provides a standard of leadership excellence, and translates it for improving professional development, organizational performance, health management education, and, ultimately, the health of the population.

## About the Health Leadership Competency Model 3.0

The Health Leadership Competency Model 3.0 is comprised of seven domains containing four “action” domains and three “enabling” domains.

The Action Competency Domains describe leaders in the context of doing their work. These include:

- Execution
- Relations
- Transformation
- Boundary Spanning

The Enabling Competency Domains describe preparation and development activities leaders need in order to effectively lead in the context of their preparation and development to effectively lead in their organization. These include:

- Health System Awareness & Business Literacy
- Self-Awareness & Self-Development
- Values

Competencies under each domain are shown in Table 1. The definitions for each domain and the related competencies and competency levels are provided in the following pages.

TABLE 1 | NCHL Competency Domains

| ACTION DOMAINS  |  |   |   | ENABLING DOMAINS   |  |   |
|---|--|---|---|--|--|---|
| BOUNDARY SPANNING   | EXECUTION  | RELATIONS   | TRANSFORMATION  | VALUES   | HEALTH SYSTEM AWARENESS & BUSINESS LITERACY  | SELF-AWARENESS & SELF-DEVELOPMENT   |
| <ul style="list-style-type: none"> <li>• Community Collaboration</li> <li>• Organizational Awareness</li> <li>• Relationship &amp; Network Development</li> </ul> | <ul style="list-style-type: none"> <li>• Accountability</li> <li>• Achievement Orientation</li> <li>• Analytical Thinking</li> <li>• Communication Skills 1 – Writing</li> <li>• Communication Skills 2 – Speaking &amp; Facilitating</li> <li>• Initiative</li> <li>• Performance Measurement</li> <li>• Process &amp; Quality Improvement</li> <li>• Project Management</li> </ul> | <ul style="list-style-type: none"> <li>• Collaboration</li> <li>• Impact &amp; Influence</li> <li>• Interpersonal Understanding</li> <li>• Talent Development</li> <li>• Team Leadership</li> </ul> | <ul style="list-style-type: none"> <li>• Change Leadership</li> <li>• Information Seeking</li> <li>• Innovation</li> <li>• Strategic Orientation</li> </ul> | <ul style="list-style-type: none"> <li>• Professional &amp; Social Responsibility</li> </ul> | <ul style="list-style-type: none"> <li>• Financial Skills</li> <li>• Human Resource Management</li> <li>• Information Technology Management</li> </ul> | <ul style="list-style-type: none"> <li>• Self-Awareness</li> <li>• Self-Confidence</li> <li>• Well-Being</li> </ul> |

## HEALTH LEADERSHIP COMPETENCY MODEL 3.0

## ACTION COMPETENCY DOMAINS

## BOUNDARY SPANNING

*Optimizing relationships between a leader's span of control and the departments, organizations, communities, and/or broader networks within which it operates.*

**Community Collaboration** - The ability to align one's own and the organization's priorities with the needs and values of the community, including its cultural and ethnocentric values, and to move health forward in line with population-based wellness needs and national health agenda.

**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.

**Relationship & Network Development** - The ability to establish, build, and sustain professional contacts for the purpose of building networks of people with similar goals and that support similar interests.

## EXECUTION

*Translating vision and strategy into actions supporting optimal organizational performance.*

**Accountability** - The ability to hold people accountable to standards of performance or ensure compliance by effectively and appropriately using the power of one's position or personality, with the long-term good of the organization in mind.

**Achievement Orientation** - A concern for surpassing standards of excellence. Standards may involve past performance (striving for improvement); objective measures (results orientation); outperforming others (competitiveness); challenging goals, or redefining the nature of the standards themselves (innovation).

**Analytical Thinking** - Developing a deeper understanding of a situation, issue, or problem by breaking it down or tracing its implications step-by-step. It includes organizing the parts of a situation, issue, or problem systematically; making systematic comparisons of different features or aspects; setting priorities on a rational basis; and identifying time sequences, causal relationships, or if-then relationships.

**Communication Skills 1 – Writing** - The ability to use written communications in formal and informal situations to convey meaning, build shared understanding, and productively move agendas forward.

**Communication Skills 2 – Speaking & Facilitating** - The ability to use spoken communications in formal and informal situations to convey meaning, build shared understanding, and productively move agendas forward.

**Initiative** - Identifying a problem, obstacle, or opportunity and taking action in light of this identification to address current or future problems or opportunities. Initiative emphasizes proactively doing things and not simply thinking about future actions. Levels of proficiency relate to the time scale of focus, moving from addressing current situations to acting on long-term future opportunities or problems.

**Performance Measurement** - The ability to understand and use statistical and financial metrics and methods to set goals and measure clinical as well as organizational performance; commits to and deploys evidence-based techniques.

**Process & Quality Improvement** - The ability to analyze and design or improve an organizational process, including incorporating the principles of high reliability, continuous quality improvement, and user-centered design.

**Project Management** - The ability to plan, execute, and oversee a multi-year, large-scale project involving significant resources, scope, and impact. Examples include the construction of a major building, implementation of a new enterprise-wide information system, or development of a new service line.

## RELATIONS

*Leading, through example and actions, to create an organizational climate that values employees from all backgrounds, provides a healthy and energizing environment in which to work, and encourages everyone's ongoing development.*

**Collaboration** - The ability to work cooperatively and inclusively with other individuals and/or teams they do not formally lead; working together, as opposed to working separately or competitively.

**Impact & Influence** - The ability to persuade, convince, influence, or impress others (individuals or groups) in order to get them to go along with or to support one's opinion or position. The "key" is understanding others' interests and motivations, in order to have a specific impact, effect, or impression on them and/or convince them to take a specific course of action.



## RELATIONS (CON'T)

**Interpersonal Understanding** - The ability to accurately hear and understand the unspoken or partly expressed thoughts, feelings, and concerns of others, especially those who may represent diverse backgrounds and very different worldviews. Levels of proficiency relate to the increasing complexity and depth of understanding, as well as openness to perspectives very different from one's own.

**Talent Development** - The ability to build the breadth and depth of the organization's human capability and professionalism, including supporting top-performing people and taking a personal interest in coaching and mentoring high-potential leaders.

**Team Leadership** - The ability to lead groups of people toward shared visions and goals, from forming a team that possesses balanced capabilities, to setting its mission, values, and norms, and holding team members accountable individually and as a group for results.

## TRANSFORMATION

*Creating and implementing compelling and inclusive change processes in support of improving health quality, efficiency, and access.*

**Change Leadership** - The ability to energize stakeholders and sustain their commitment to changes in approaches, processes, and strategies.

**Information Seeking** - An underlying curiosity and desire to know more about things, people, and issues, including the desire for knowledge and staying current with health, organizational, industry, and professional trends and developments. It includes pressing for more precise information; resolving discrepancies by asking a series of questions; and scanning for potential opportunities or information that may be of future use, as well as staying current and seeking best practices for adoption.

**Innovation** - The ability to approach one's work and the organization in new and breakthrough ways, including applying complex concepts, developing creative new solutions, or adapting previous solutions in promising new ways.

**Strategic Orientation** - The ability to consider the business, demographic, ethno-cultural, political, and regulatory implications of decisions and develop strategies that continually improve the long-term success and viability of the organization.

## ENABLING COMPETENCY DOMAINS

### VALUES

*Understanding and utilizing personal, professional, and organizational values to guide decision-making.*

**Professional & Social Responsibility** - The demonstration of ethics, sound professional practices, social accountability, and community stewardship. Acting in ways that are consistent with one's values and what one says is important.

### HEALTH SYSTEM AWARENESS & BUSINESS LITERACY

*Understanding the health system's current business and operating frameworks as well as the dynamic context within which they operate (e.g., community, competitive, human resources, financial, legal, policy, and environmental).*

**Financial Skills** - The ability to understand and explain financial and accounting information, prepare and manage budgets, and make sound long-term investment decisions.

**Human Resource Management** - The ability to implement staff development and other management practices that represent contemporary best practices, comply with legal and regulatory requirements, and optimize the performance of the workforce, including performance assessments, alternative compensation and benefit methods, and the alignment of human resource practices and processes to meet the strategic goals of the organization.

**Information Technology Management** - The ability to see the potential for administrative and clinical technologies to support process and performance improvement. Actively sponsors the continuous seeking of enhanced technological capabilities.

### SELF-AWARENESS & SELF-DEVELOPMENT

*Ongoing habits and actions taken to continuously improve self-knowledge, interpersonal effectiveness, and well-being.*

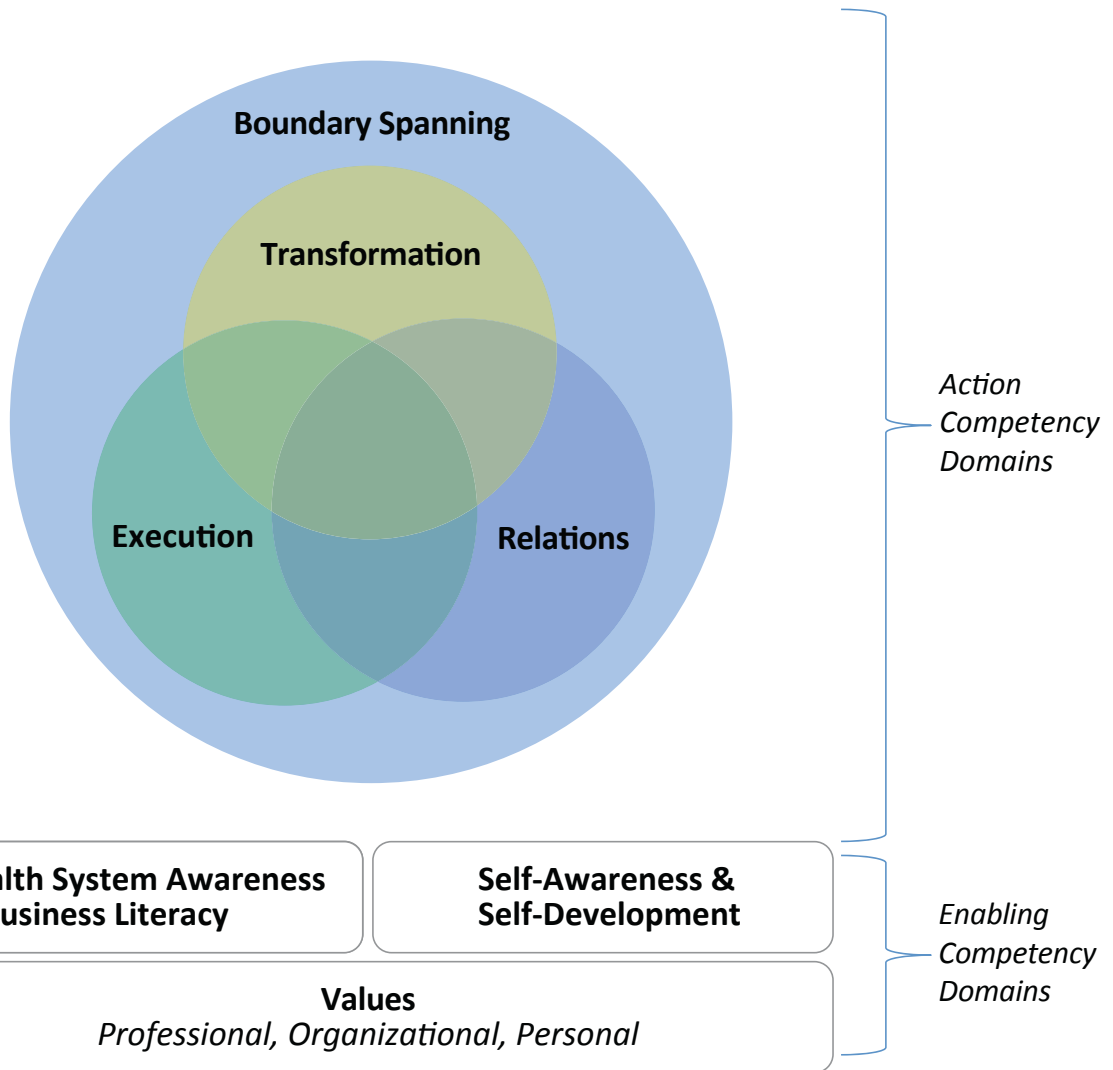
**Self-Awareness** - The ability to have an accurate view of one's own strengths and development needs, including the impact that one has on others. A willingness to address development needs through reflective, self-directed learning, and by trying new approaches.

**Self-Confidence** - A belief in one's own capability to successfully accomplish their work. This includes confidence in one's ability as expressed in increasingly challenging circumstances, and confidence in one's decisions or opinions.

**Well-Being** - Establishes habits supporting well-being, and creates a work climate supportive of the total health of oneself and others. This includes role-modeling healthy habits and practices, and monitoring internal and external environments for opportunities to improve health.

## ACTION COMPETENCY DOMAINS

The Action Competency Domains include: Boundary Spanning, Execution, Transformation, and Relations. Definitions for each domain and the related competencies and competency levels are provided below.

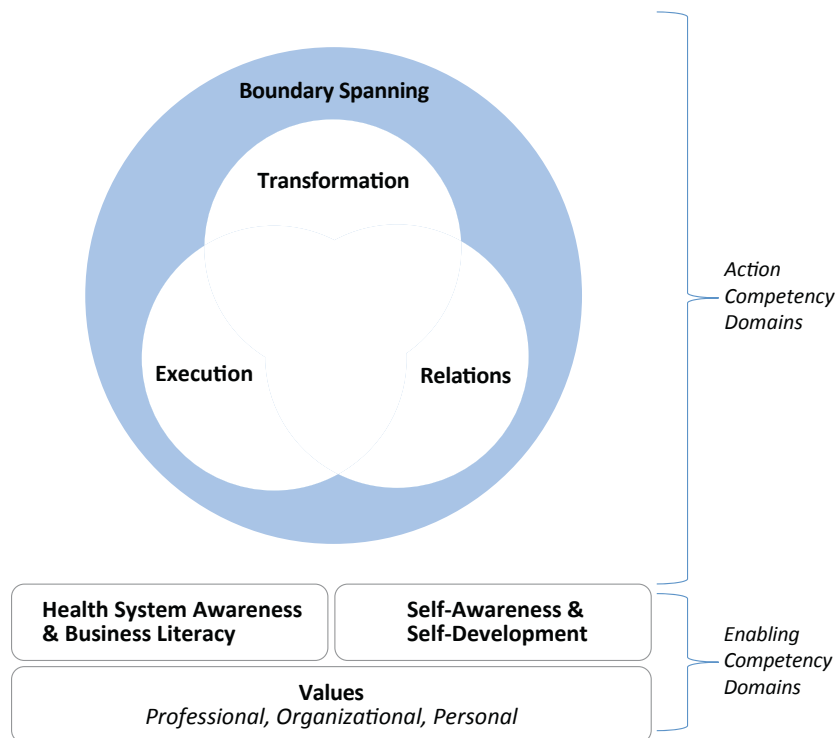


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## BOUNDARY SPANNING

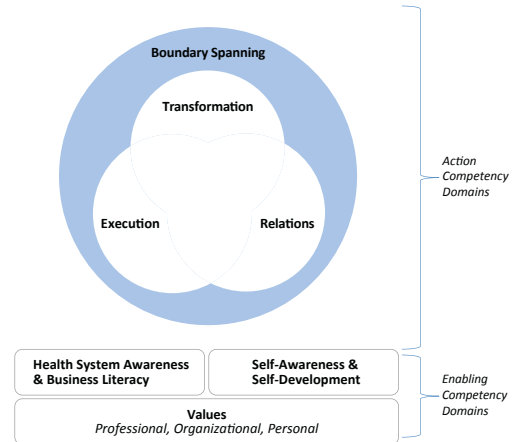
Optimizing relationships between a leader's span of control and the departments, organizations, communities, and/or broader networks within which it operates.

- Community Collaboration
- Organizational Awareness
- Relationship & Network Development



### Community Collaboration

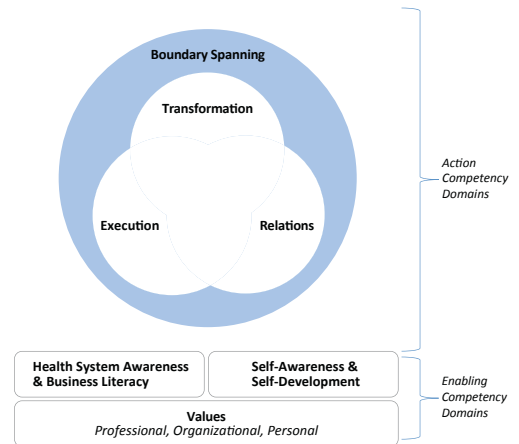
The ability to align one’s own and the organization’s priorities with the needs and values of the community, including its cultural and ethnocentric values, and to move health forward in line with population-based wellness needs and national health agenda.



| Level | Level Description  |
|-------|--|
| 1     | <b>Responds Appropriately to Community Needs</b> - Follows through, when asked, on inquiries, requests, complaints; Keeps stakeholders up-to-date about progress of projects or other events that impact them  |
| 2     | <b>Maintains Clear Communication</b> - Maintains clear communication with community leaders and constituents regarding mutual expectations; Monitors community satisfaction and potential health needs; Regularly distributes helpful information to key stakeholders; Gives friendly, cheerful service  |
| 3     | <b>Takes Personal Responsibility for Initiating Collaborative Planning</b> - Corrects problems promptly and non-defensively; Takes personal responsibility for correcting service problems; Initiates collaborative planning; Mobilizes resources to meet community health needs and challenges  |
| 4     | <b>Participates with and Understands the Community</b> - Sponsors activities, takes action, and conducts data gathering to understand the health needs of the local and regional communities; Gets involved in the community for the purposes of increasing wellness and presenting a good image of the organization; Is routinely involved in community health programs, interventions, and services  |
| 5     | <b>Serves the Community</b> - Takes deliberate action to support the local and regional community’s health values and needs; Initiates or develops new services to address the specific needs of the population and how it wants to receive health, recognizing ethnic and cultural differences; Works with other regional health organizations and constituencies to create comprehensive and integrated systems to promote long-term wellness by addressing community needs; Advocates for community health needs and priorities |

## Organizational Awareness

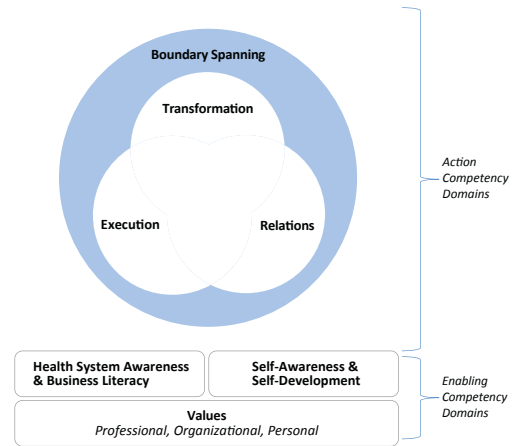
The ability to understand and learn the formal and informal decision-making structures and power relationships in an organization or industry (e.g., stakeholders, suppliers). This includes the ability to identify who the real decision makers are and the individuals who can influence them, and to predict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



| Level | Level Description  |
|-------|--|
| 1     | <b>Uses Formal Structure</b> - Uses the formal structure or hierarchy of an organization to get things done; Understands chain of command, positional power, rules and regulations, and policies and procedures  |
| 2     | <b>Applies Understanding of Informal Structure</b> - Uses the informal structure of an organization when the formal structure does not work as well as desired; Recognizes key actors and decision influencers; Applies this knowledge when formal structure does not work as well as desired  |
| 3     | <b>Adapts Actions to Climate and Culture</b> - Recognizes norms and values of an organization, including the unspoken guidelines about what people are and are not comfortable doing, and what is and is not possible at certain times or by people in certain positions; Adopts the “language and feel” of the organization; Uses formats and terminology that reflect the environment  |
| 4     | <b>Considers Priorities and Values of Multiple Constituencies</b> - Takes time to become familiar with the expectations, priorities, and values of health’s many stakeholders (e.g., physicians, nurses, patients, staff, professionals, families, community leaders); Uses this understanding to build coalitions and consensus around the organization’s vision, priorities, and national health and wellness agendas; Recognizes and/or uses ongoing power and political relationships within the constituencies (alliances, rivalries) with a clear sense of organizational impact |
| 5     | <b>Acts Using Insights of Stakeholders’ Underlying History and Issues</b> - Addresses the deeper reasons for organization, industry, and stakeholder actions, such as the underlying cultural, ethnic, economic, and demographic history and traditions; Uses these insights to gain long- term support for the creation of local, regional, and national or international integrated health systems that achieve collective agendas for health and wellness   |

## Relationship & Network Development

The ability to establish, build, and sustain professional contacts for the purpose of building networks of people with similar goals and that support similar interests.

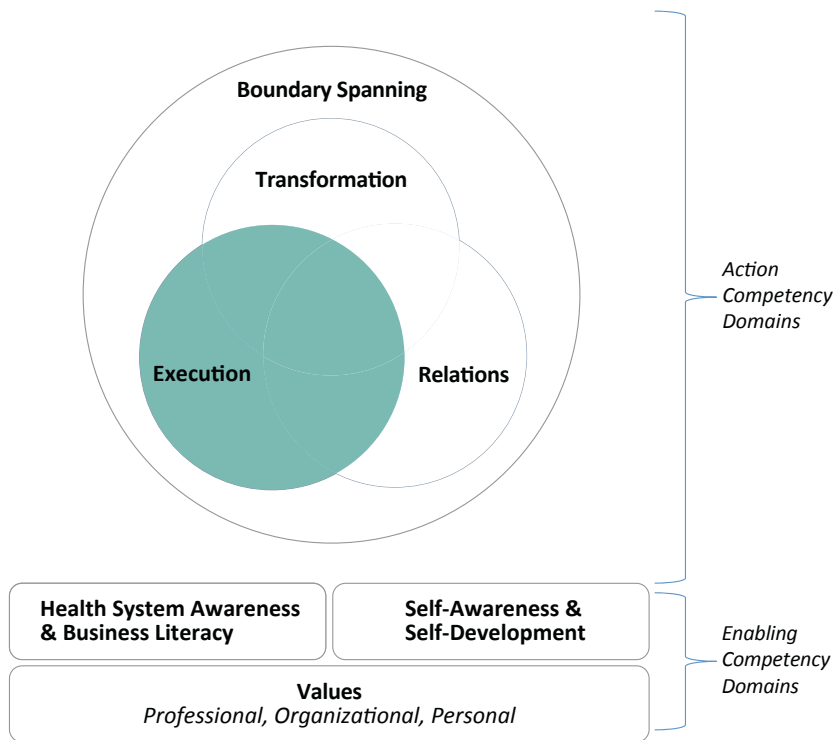


| Level | Level Description  |
|-------|--|
| 1     | <b>Develops or Sustains Informal Contacts</b> - Makes and sustains informal contacts that extend beyond formal work relationships; Is approachable; Can engage in “small talk” and informal conversations  |
| 2     | <b>Builds Rapport with Associates</b> - Maintains friendly relations and rapport with work contacts; Attends events with associates and other business contacts that provide informal mingling such as business meals, civic events, and recreational outings; Finds areas in common with associates and uses them to build friendly relations   |
| 3     | <b>Sustains Formal Contacts</b> - Organizes activities or social gatherings designed to improve or strengthen relationships with others; Creates forums for conducting business; Participates in a broad range of relationships with others who have the potential to become strong business allies  |
| 4     | <b>Establishes Important Relationships with Key Leaders</b> - Works to meet key people in the health industry, the community, and other constituencies; Identifies the “movers and shakers” — today and the future — and establishes good working relationships with them  |
| 5     | <b>Builds and Sustains Strong Personal Networks</b> - Builds personal relationships with colleagues such that one can ask and readily receive favors and requests; Maintains contacts with others in the field for mutual assistance; Can call on others for support and, if needed, personal testimonials and references; Develops reputation as someone important to know in their area of expertise |

## EXECUTION

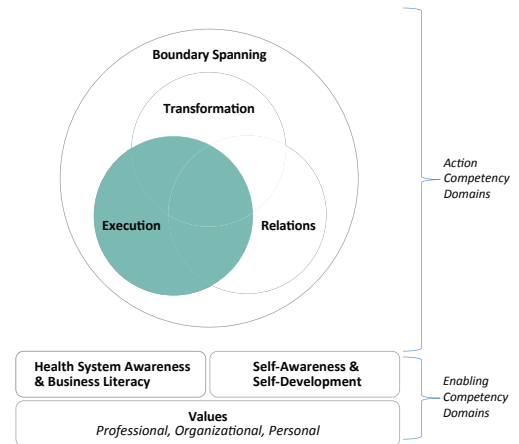
*Translating vision and strategy into actions supporting optimal organizational performance.*

- *Accountability*
- *Achievement Orientation*
- *Analytical Thinking*
- *Communication Skills 1 – Writing*
- *Communication Skills 2 – Speaking & Facilitating*
- *Initiative*
- *Performance Measurement*
- *Process & Quality Improvement*
- *Project Management*



## Accountability

The ability to hold people accountable to standards of performance or ensure compliance by effectively and appropriately using the power of one's position or personality, with the long-term good of the organization in mind.

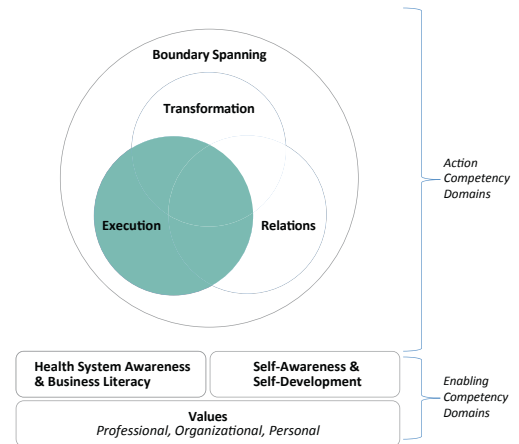


| Level | Level Description  |
|-------|--|
| 1     | <b>Communicates Requirements and Expectations</b> - Gives basic directions; Makes needs and requirements reasonably clear; Ensures understanding of task requirements and performance expectations; Explicitly delegates details of routine tasks in order to free self for broader and/or longer-range considerations                                       |
| 2     | <b>Sets Limits</b> - Establishes high but achievable performance, quality, and resource utilization standards; Diplomatically but firmly declines unreasonable requests; Sets limits for others' behavior and actions  |
| 3     | <b>Sets and Upholds High Performance Standards</b> - Continuously strives for higher standards of performance; Communicates clear performance standards to stakeholders; Monitors performance against clear standards; Issues clear warnings about consequences for non-performance; Ensures promised results are achieved; Shares results with stakeholders |
| 4     | <b>Addresses Performance Problems</b> - Openly and directly addresses individual and team performance shortfalls and problems; Holds people accountable for performance; Ensures timely resolution to performance deficiencies; Appropriately dismisses people for cause   |
| 5     | <b>Fosters a Culture of Accountability</b> - Creates a culture of strong accountability throughout the organization; Holds others accountable for setting and upholding high performance and taking timely action to address performance barriers and problems; Accepts personal responsibility for results of own work and that delegated to others         |



### Achievement Orientation

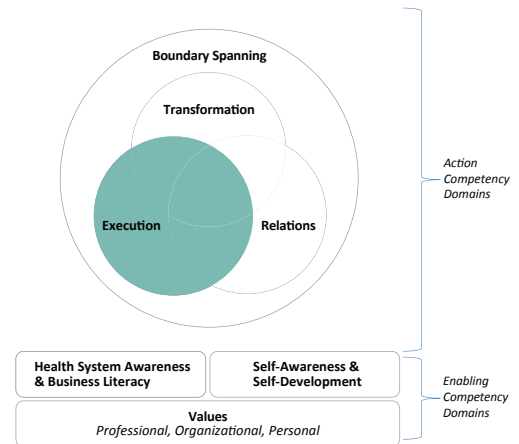
A concern for surpassing standards of excellence. Standards may involve past performance (striving for improvement); objective measures (results orientation); outperforming others (competitiveness); challenging goals, or redefining the nature of the standards themselves (innovation).



| Level | Level Description   |
|-------|---|
| 1     | <b>Strives to Do Job Well</b> - Tries to do the job well or right; expresses a desire to do better; Expresses frustration at waste or inefficiency; Delivers expected results in line with job requirements   |
| 2     | <b>Creates Own Measures of Excellence</b> - Sets standards of personal expectation for excellence in both the quality and quantity of work; Tracks and measures outcomes against higher and more precise standards than those set by others; Focuses on new or more precise ways of meeting goals set by others   |
| 3     | <b>Improves Performance</b> - Makes specific changes in the system or in own work methods to improve performance; Pursues improvements to make systems work better, faster, at lower cost, more efficiently, and/or more reliably   |
| 4     | <b>Sets and Works to Meet Challenging Goals</b> - Establishes “stretch goals” for self and others that are challenging but realistic; Strives to achieve a unique standard (e.g., “No one had ever done it before.”); Compares specific measures of baseline performance compared with better performance at a later point in time (e.g., “When we started this effort, efficiency was 20%; now it is up to 85% and climbing.”) |
| 5     | <b>Assesses Risks/Rewards of Potential Actions</b> - Makes decisions, sets priorities, or chooses goals on the basis of calculated inputs and outputs (e.g., makes explicit considerations of potential profit and risks or return on investment); Analyzes entrepreneurial opportunities in relation to risks, return on investment, and the scope and magnitude of the investments, and opportunity costs                     |
| 6     | <b>Takes Calculated Entrepreneurial Risks</b> - Commits significant resources and/or time in the face of uncertain results if there is potential for significantly increased benefits (e.g., gains beyond incremental performance improvements, meeting challenging goals)  |

## Analytical Thinking

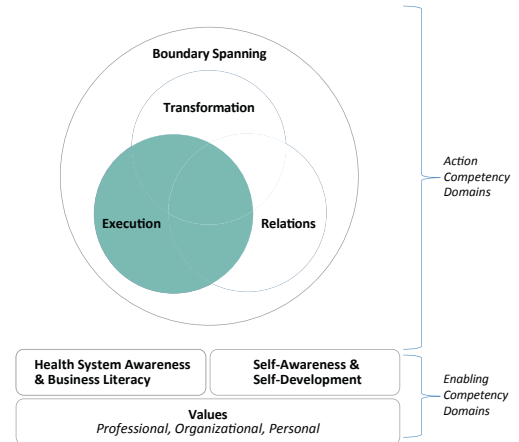
Developing a deeper understanding of a situation, issue, or problem by breaking it down or tracing its implications step-by-step. It includes organizing the parts of a situation, issue, or problem systematically; making systematic comparisons of different features or aspects; setting priorities on a rational basis; and identifying time sequences, causal relationships, or if-then relationships.



| Level | Level Description   |
|-------|---|
| 1     | <b>Breaks Down Problems</b> - Breaks problems into lists of tasks or activities; Develops lists that can be communicated clearly to others  |
| 2     | <b>Identifies Basic Relationships</b> - Identifies the cause-and-effect relationship between two aspects of a situation; Evaluates situations according to pros and cons; sorts out lists of tasks according to defined qualities (e.g., sequence, importance)  |
| 3     | <b>Recognizes Multiple Relationships</b> - Identifies multiple causal links; identifies several potential causes of events, several consequences of actions, or multi-part chains of events (A leads to B leads to C leads to D); Analyzes relationships among several parts of a problem or situation (e.g., anticipates obstacles and thinks ahead about next steps, in detail with multiple steps) |
| 4     | <b>Develops Complex Plans or Analyses</b> - Identifies multiple elements of a problem and breaks down each of those elements in detail, showing casual relationships between them; Peels back multiple layers of a problem; Uses several analytical techniques to identify potential solutions and weigh the value of each  |

### Communication Skills 1 – Writing

The ability to use written communications in formal and informal situations to convey meaning, build shared understanding, and productively move agendas forward.



| Level | Level Description  |
|-------|--|
| 1     | <b>Uses Generally Accepted English Grammar</b> - Uses subject-verb agreement and parallel structure; Uses rules of punctuation and sentence and paragraph construction; Uses concise thematic construction   |
| 2     | <b>Writes Clearly and Persuasively</b> – Uses first-person appropriately; avoids use of generalities and imprecise language (e.g., clichés); ensures technical material is conveyed clearly according to the audience  |
| 3     | <b>Prepares Effective Written Business Cases and Reports</b> - Uses accurate and complete presentation of facts; Uses logical presentation of arguments pro and con; Develops well-reasoned recommendations; Effectively balances writing with graphical communications (e.g., charts, scorecards); Prepares concise executive summaries |

### Communication Skills 2 – Speaking & Facilitating

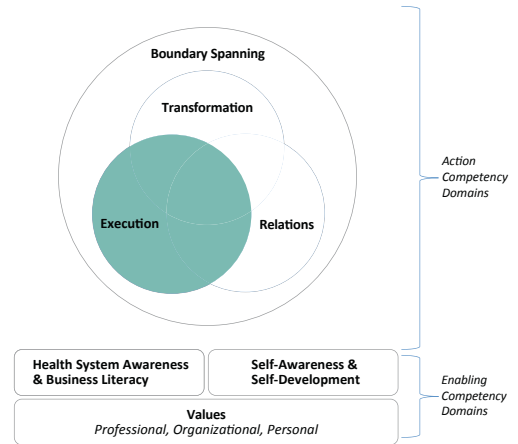
The ability to use spoken communications in formal and informal situations to convey meaning, build shared understanding, and productively move agendas forward.

| Level | Level Description  |
|-------|--|
| 1     | <b>Speaks Clearly and Effectively</b> – Uses effective articulation, volume, word choice, and tone; Conveys meaning clearly and efficiently; Checks for understanding as appropriate   |
| 2     | <b>Prepares Effective Oral Presentations</b> - Identifies audience’s interests, needs, and level of understanding; Uses understanding of audience to tailor presentation content, structure, and length; Seeks feedback on presentation plans  |
| 3     | <b>Presents Persuasively</b> - Uses clear and understandable voice that is free of extraneous phrases (i.e., “uh” and “you know”); Uses effective audiovisual media (presentation software, exhibits, etc.); Stays on topic; Engages in non-defensive Q&A; Stays within time allotment; Changes approach as needed based on audience response                              |
| 4     | <b>Facilitates Group Interactions</b> - Demonstrates effective meeting management techniques (e.g., agenda development; clarifying purpose and goals; time management); Uses varied communication management techniques (e.g., brainstorming, consensus building, group problem solving, and conflict resolution); Ensures all group members are encouraged to participate |

# EXECUTION

## Initiative

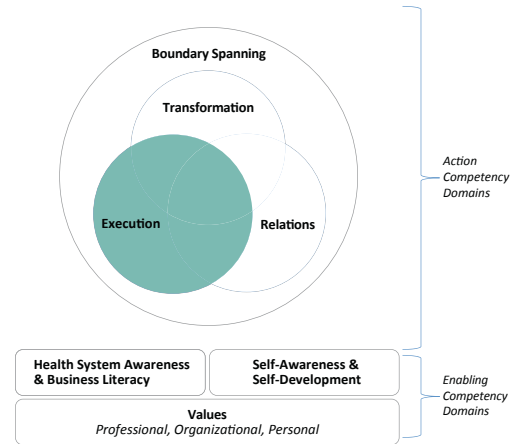
Identifying a problem, obstacle, or opportunity and taking action in light of this identification to address current or future problems or opportunities. Initiative emphasizes proactively doing things and not simply thinking about future actions. Levels of proficiency relate to the time scale of focus, moving from addressing current situations to acting on long-term future opportunities or problems.



| Level | Level Description   |
|-------|---|
| 1     | <b>Reacts to Short-term Opportunities and Problems</b> - Recognizes and reacts to present opportunities; Reacts to present problems, including overcoming obstacles   |
| 2     | <b>Responds Decisively in Time-sensitive Situations</b> - Acts quickly and decisively in a crisis or other time-sensitive situation; Acts with a sense of urgency when the norm is to wait, study the situation, and hope the problem will resolve itself                                   |
| 3     | <b>Looks Ahead to Take Action in the Short-term</b> - Anticipates short-term opportunities, obstacles, and problems (e.g., next few days, weeks, or months); Takes action to create an opportunity, prevent problems, or avoid future crisis, looking ahead within a three-month time frame |
| 4     | <b>Takes Action on Longer-term Opportunities</b> - Anticipates longer-term opportunities, problems, and obstacles; Proactively takes action to create an opportunity or avoid future crisis, looking ahead 4-12 months  |
| 5     | <b>Acts Over a Year Ahead</b> - Scans for environmental inflection points to anticipate changes, future opportunities, and potential crises that others may not see; Anticipates and takes action to create an opportunity or avoid future crisis over a year ahead                         |

## Performance Measurement

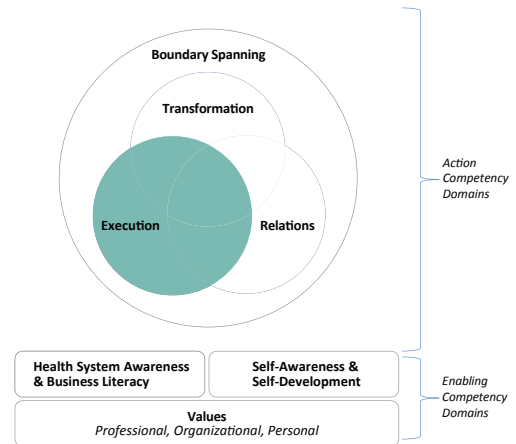
The ability to understand and use statistical and financial metrics and methods to set goals and measure clinical as well as organizational performance; commits to and deploys evidence-based techniques.



| Level | Level Description   |
|-------|---|
| 1     | <b>Monitors Indicators of Performance</b> - Uses knowledge of customers, markets, and financial and management accounting to track organization performance and financial results; Implements basic patient tracking (e.g., registration, invoicing, third-party payer) and operational (e.g., numbers of procedures, equipment usage) measurement systems; Reports results in an accurate, timely manner that clearly shows organization performance   |
| 2     | <b>Monitors a “Scorecard” of Quantitative and Qualitative Measures</b> - Tracks financial, customer, quality, and employee performance measures; Uses patient and constituent satisfaction scores, as well as demographic and epidemiological statistics to set organizational priorities, plans, and investments; Gathers both quantitative and qualitative information on customer perceptions, market position, and financial viability; Tracks high-incidence procedures and conditions; Establishes procedures based on evidence; Ensures medical professionals undergo quality reviews; Uses measurement systems to determine “early warning” as well as “rear window” indicators |
| 3     | <b>Uses Evidence-based Approaches to Support Community Wellness</b> - Monitors community wellness; Measures organization success by tracking community wellness and performance against national criteria and priorities; Uses advanced warning measures to enable the movement of people, equipment, and resources; Anticipates community needs; Ensures timeliness, effectiveness, and efficiency of services; Advocates for treatment and other care decisions that are evidenced based and patient/customer centered  |

### Process & Quality Improvement

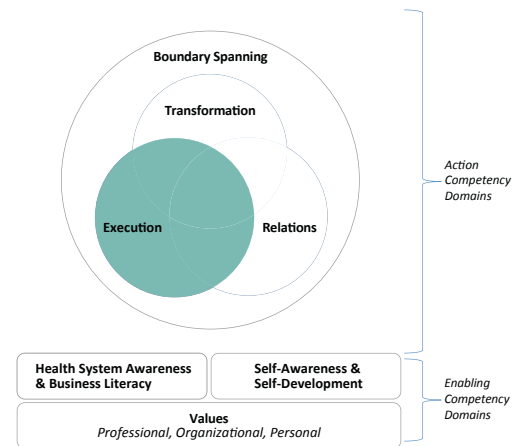
The ability to analyze and design or improve an organizational process, including incorporating the principles of high reliability, continuous quality improvement, and user-centered design.



| Level | Level Description   |
|-------|---|
| 1     | <b>Conducts Process Flow Analyses</b> - Uses process mapping and analysis applications; Maps process steps; Identifies key decision points; Determines staffing requirements (numbers, costs and essential knowledge, skills and other attributes), cost implications, and service implications   |
| 2     | <b>Benchmarks Good Processes and Practices</b> - Conducts benchmarking and best practices research to improve both clinical and non-clinical organizational practices; Understands customer service and satisfaction drivers; Determines costs and revenue implications of adopting new practices;  |
| 3     | <b>Evaluates Organization Structure and Design</b> - Assesses the advantages and disadvantages of current and alternative organizing structures (e.g., functional, departmental, matrix, service line, etc.); Understands basic differences in provider structures (e.g., retail clinics, practice sites, teaching hospitals, community hospitals, sub-acute providers); Uses understanding of organization structure to design performance improvement strategies            |
| 4     | <b>Works with Governance to Improve Performance</b> - Understands governance practices, including board relations, committee structure, and fiduciary, ethics, and clinical review responsibilities; Defines role and responsibilities of foundations and other auxiliary organizations; Uses key governing and regulatory organizations such as state, county, and city governments; Uses organization governance to enhance quality, customer satisfaction, and performance |

## Project Management

The ability to plan, execute, and oversee a multi-year, large-scale project involving significant resources, scope, and impact. Examples include the construction of a major building, implementation of a new enterprise-wide information system, or development of a new service line.

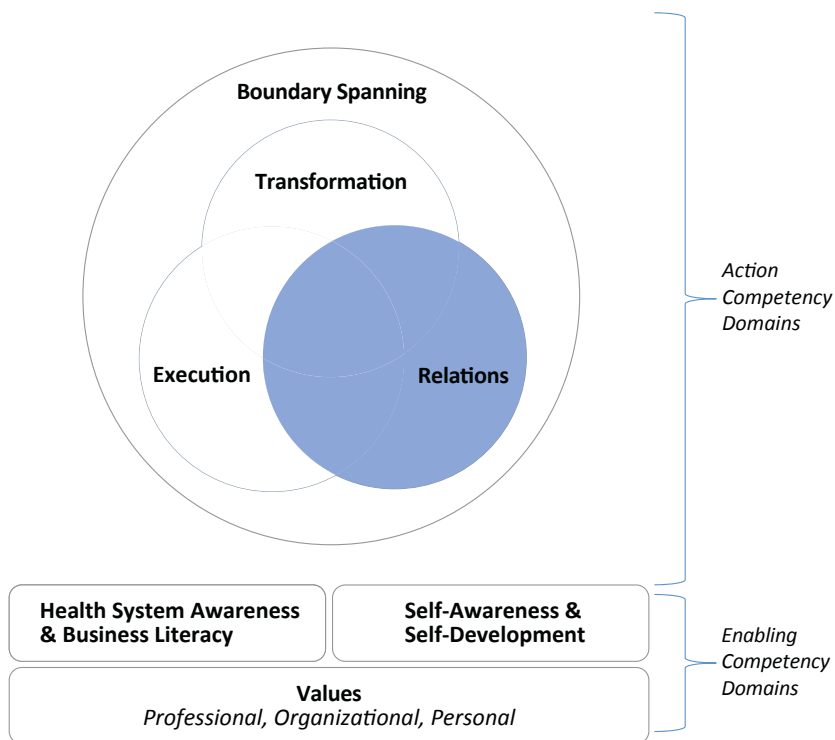


| Level | Level Description   |
|-------|---|
| 1     | <b>Prepares a Detailed Project Plan</b> - Uses project management tools/applications; Establishes phases and steps with realistic timelines; Identifies required knowledge, skills, and abilities of team and vendors; Selects team; Identifies selection and contracting processes and criteria and selects vendor; Identifies performance requirements, measurement systems, and tracking and reporting processes; Establishes budget |
| 2     | <b>Manages Projects Effectively</b> - Tracks performance against plan and budget; Communicates progress with vendors and team members; Reinforces responsibilities and accountabilities; Reports project outcomes; Adjusts plan and re-projects; Ensures delivery within prescribed timeframes and budget   |
| 3     | <b>Provides Project Oversight and Sponsorship</b> - Identifies project performance requirements, including financing and ROI; Selects manager; Provides project plan and major decision review and oversight; Acquires resources; Manages major obstacles; Provides project performance reporting review and problem solving  |

## RELATIONS

Leading, through example and actions, to create an organizational climate that values employees from all backgrounds, provides a healthy and energizing environment in which to work, and encourages everyone's ongoing development.

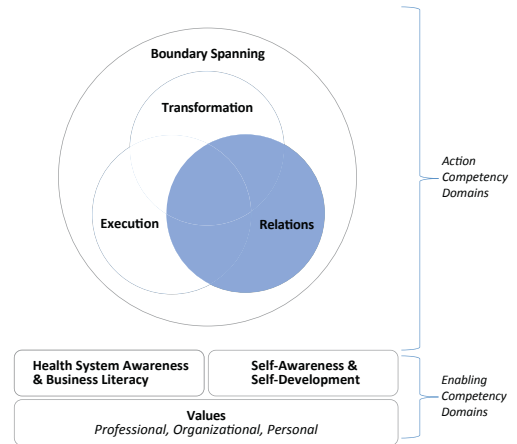
- Collaboration
- Impact and Influence
- Interpersonal Understanding
- Talent Development
- Team Leadership





## Collaboration

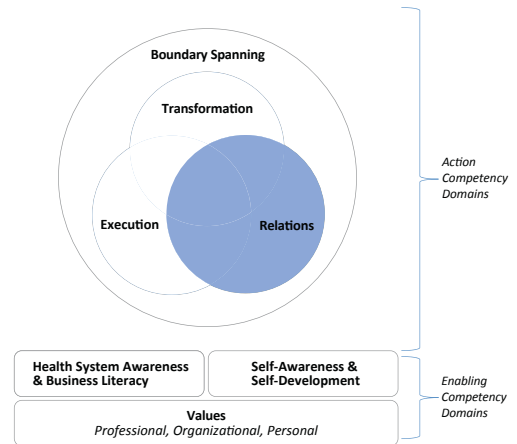
The ability to work cooperatively and inclusively with other individuals and/or teams they do not formally lead; working together, as opposed to working separately or competitively.



| Level | Level Description   |
|-------|---|
| 1     | <b>Works Cooperatively</b> - Supports team decisions; Does their share of the work; Keeps other team members informed and up-to-date about what is happening in the group; Shares all relevant or useful information  |
| 2     | <b>Expresses Positive Attitudes and Expectations of Team or Team Members</b> – Speaks favorably and optimistically about team members’ capabilities and expected contributions; Speaks of team members in positive terms, either to the team member directly or to a third party; Develops effective working interactions with teammates  |
| 3     | <b>Solicits Input</b> - Genuinely values others’ input and expertise; Actively seeks input to increase the quality of solutions developed; Demonstrates willingness to learn from peers, direct reports, service recipients and other stakeholders; Solicits ideas and opinions to help form specific decisions or plans; Works to create a shared mindset  |
| 4     | <b>Encourages Others</b> - Publicly credits others who have performed well; Encourages others; Empowers others  |
| 5     | <b>Builds Commitment to Collaborations</b> - Promotes good working relationships regardless of personal likes or dislikes; Identifies and breaks down barriers to good working relationships across groups; Actively builds morale and cooperation within the team (e.g., by creating symbols of group identity, recognition activities and/or other actions to build pride and cohesiveness); Encourages or facilitates beneficial resolutions to conflict; Creates conditions for high-performing teams |

## Impact & Influence

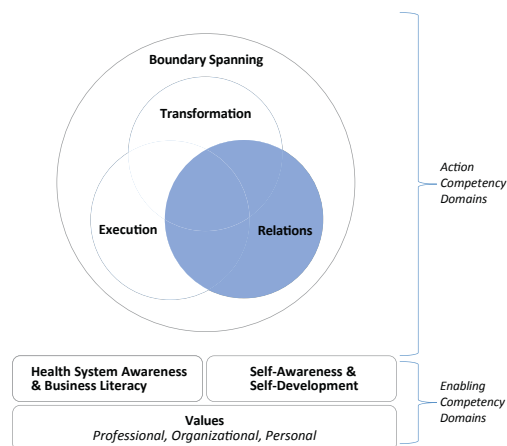
The ability to persuade, convince, influence, or impress others (individuals or groups) in order to get them to go along with or to support one’s opinion or position. The “key” is understanding others’ interests and motivations, in order to have a specific impact, effect, or impression on them and/or convince them to take a specific course of action.



| Level | Level Description  |
|-------|--|
| 1     | <b>Expresses Logical Intention for Action</b> - Intends to have a specific effect or impact; Communicates intentions; Expresses concern with reputation, status, appearance, etc.  |
| 2     | <b>Takes a Single Approach to Persuade</b> - Uses direct persuasion in a discussion or presentation; Appeals to reason, data, or others’ self- interest; Uses concrete examples, visual aids, or demonstrations  |
| 3     | <b>Takes Multiple Approaches to Persuade</b> – Identifies two or more alternative approaches to persuade; Includes careful preparation of data for presentation; Makes two or more different arguments or points in a presentation or a discussion; Uses multiple points of view and delivery alternatives   |
| 4     | <b>Calculates Impact of Actions or Words</b> - Analyzes the needs, interests, and expectations of key stakeholders; Anticipates the effect of an action or other detail on people’s image of the speaker; Prepares for others’ reactions; Tailors messages to interests and needs of audience; Aligns persuasion actions for targeted effects or impact; Takes a well-thought- out dramatic or unusual action in order to have a specific impact |
| 5     | <b>Uses Indirect Influence</b> - Uses chains of indirect influence: “Get A to show B so B will tell C such-and-such”; Adapts influence strategies to specific audiences; Strategically enlists endorsements of others (e.g., experts or other third parties) for specific audiences  |
| 6     | <b>Uses Complex Influence Strategies</b> - Assembles coalitions; Builds “behind-the-scenes” support for ideas; Uses an in-depth understanding of the interactions within a group to move toward a specific position (e.g., changing approaches to different individuals to have specific effects)  |

## Interpersonal Understanding

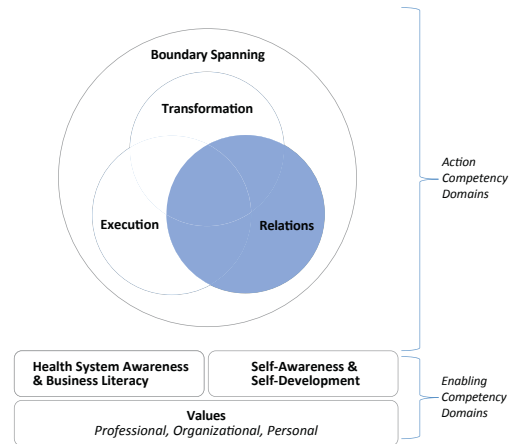
The ability to accurately hear and understand the unspoken or partly expressed thoughts, feelings, and concerns of others, especially those who may represent diverse backgrounds and very different worldviews. Levels of proficiency relate to the increasing complexity and depth of understanding, as well as openness to perspectives very different from one's own.



| Level | Level Description   |
|-------|---|
| 1     | <b>Recognizes Emotions and Concerns of Others</b> - Recognizes emotion by reading body language, facial expression, and/or tone of voice; Attends to thoughts and concerns (spoken and unspoken) displayed by others  |
| 2     | <b>Interprets Emotions and Verbal Content</b> - Understands both emotion (by reading body language, facial expression, and/or tone of voice) and the content of what the person is saying; Accurately interprets emotion and content of what others say; Recognizes when the emotion and content do not appear to be in sync                        |
| 3     | <b>Commits to Understanding Others</b> - Takes time to get to know people beyond superficial or job-related information; Genuinely seeks to understand people as individuals and their points of view; Uses insights gained from the knowledge of others to know "where they are coming from" or why they act in certain ways                       |
| 4     | <b>Displays Sensitivity to Diverse Backgrounds</b> - Is sensitive to diverse backgrounds of individuals and groups; Understands their differences with an eye toward accommodating or appreciating them; Displays an in-depth understanding of the ongoing reasons for a person's behavior or responses   |
| 5     | <b>Actively Increases Diversity and Inclusion</b> - Uses own insights and perceptions to create and support greater diversity within their organization; Uses understanding to shape future care scenarios to more inclusively serve different community and demographic groups; Sets and monitors progress in achieving diversity-supportive goals |

## Talent Development

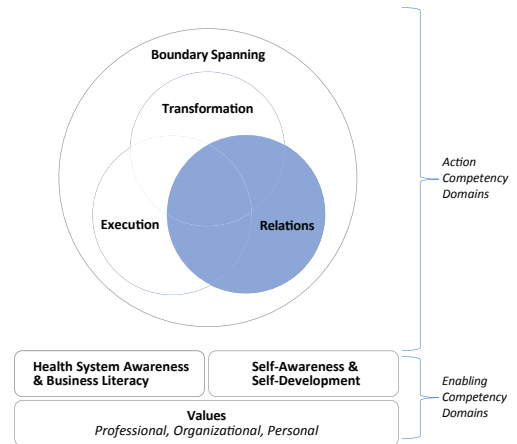
The ability to build the breadth and depth of the organization’s human capability and professionalism, including supporting top-performing people and taking a personal interest in coaching and mentoring high-potential leaders.



| Level | Level Description  |
|-------|--|
| 1     | <b>Expresses Positive Expectations of Others</b> - Makes positive comments regarding others’ developmental future, particularly those whom others might see as not having high potential; Believes others want to, and/or can learn to, improve their performance  |
| 2     | <b>Gives Short-Term, Task-Oriented Instruction</b> - Gives detailed instructions and/or on-the-job demonstrations; Provides specific helpful suggestions   |
| 3     | <b>Provides Constructive Feedback and Support</b> - Gives directions or demonstrations with reasons or rationale as a training strategy; Provides practical support or assistance to make an assignment easier for others; Volunteers additional resources, tools, information, and expert advice; Asks questions, gives tests, or uses other methods to verify that others have understood explanation or directions; Gives feedback in balanced, behavioral, and constructive manner; Provides constructive development expectations |
| 4     | <b>Supports Ongoing Development</b> - Uses surveys, assessment tools, and personal engagement to develop a comprehensive understanding of talent strengths and needs in the organization; Actively supports resource investments to close talent gaps; Is a vocal supporter of growing talent and capability; Demonstrates commitment to developing talent by investing resources; Provides opportunities for more responsibility and “stretch assignments”  |
| 5     | <b>Acts as a Developer of Talent</b> - Recognizes that developing people in the organization is a key priority and accountability; Learns who the organization’s “rising stars” are and mentors them; Participates in formal development and learning programs, occasionally serving as teacher/facilitator; Ensures that talent reviews are robust and current; Serves as a coach for potential successors to their own and other key positions   |
| 6     | <b>Develops Health Industry Talent</b> - Contributes personal time and energy to mentoring and improving healthcare leadership industry-wide; Develops a vision of top leadership requirements; Works with industry colleagues to implement a vision; Serves as a coach/faculty for industry leadership development programs   |

## Team Leadership

The ability to lead groups of people toward shared visions and goals, from forming a team that possesses balanced capabilities, to setting its mission, values, and norms, and holding team members accountable individually and as a group for results.

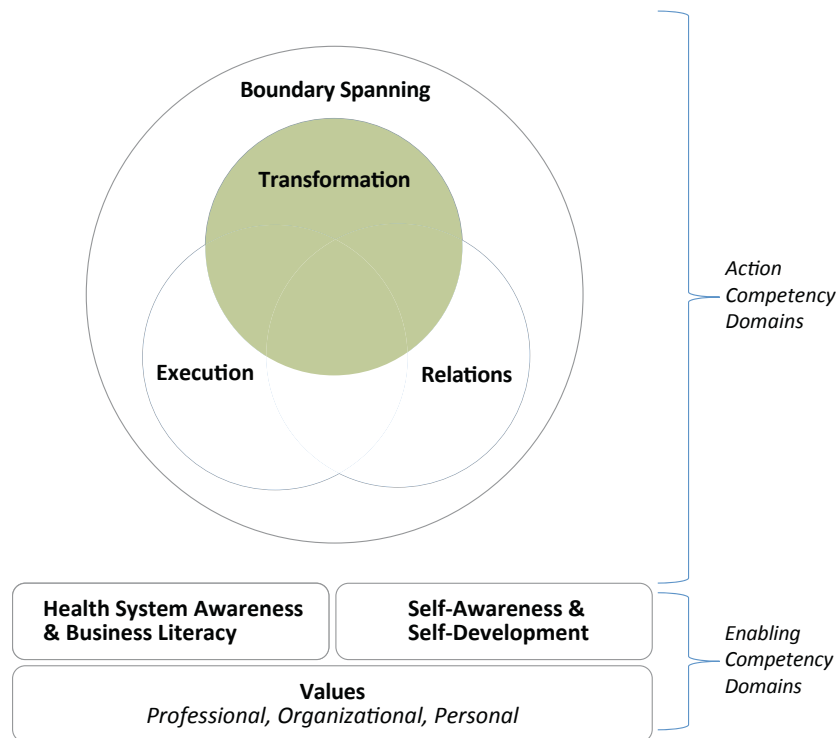


| Level | Level Description   |
|-------|---|
| 1     | <b>Manages Team Meetings Well</b> - Conducts efficient and effective meetings; States meeting agendas and objectives; Controls time and pace; Makes assignments   |
| 2     | <b>Keeps People Informed</b> - Provides essential information for decision making and fulfillment of responsibilities individually and collectively; Lets people affected by the team know what is happening and the status of decisions; Explains the reasons behind a decision promptly and candidly  |
| 3     | <b>Promotes Team Effectiveness</b> - Creates the conditions that enable the team to perform at its best (e.g., setting clear direction, providing appropriate structure, getting the right people); Determines team membership (including selection and dismissal), team assignments, performance management, and team development actions in a manner that promotes team morale, productivity and well-being; Obtains input from others to promote the effectiveness of the group or process; Builds team spirit for purposes of promoting effectiveness |
| 4     | <b>Obtains Resources/Takes Care of the Team</b> - Obtains needed personnel, resources, and information to meet team goals; Holds team members accountable for their contributions to team success, including bringing team resources to their assistance; Protects the group and its reputation in the larger organization or the community at large; Provides or secures needed support and development for both the individuals and the team as a whole   |
| 5     | <b>Demonstrates Leadership</b> - Establishes norms for team behavior; Personally models these norms; Takes appropriate action when norms are violated; Works with team members to gain their personal commitment and energy to the team mission, goals, and norms; Uses own positional power, trust, respect of others, and relationships to address obstacles that the team meets; Coaches and develops team members toward high performance   |
| 6     | <b>Is a Role Model for Leadership</b> - Is recognized throughout the health industry as an example of outstanding leadership; Provides guidance and perspectives on leading others to peers and colleagues outside the organization; Takes an active role in spreading leadership approaches across the industry; Is recognized by the industry as a leader whose leadership approaches are considered best practice; Is sought out for perspective and guidance in the field   |

## TRANSFORMATION

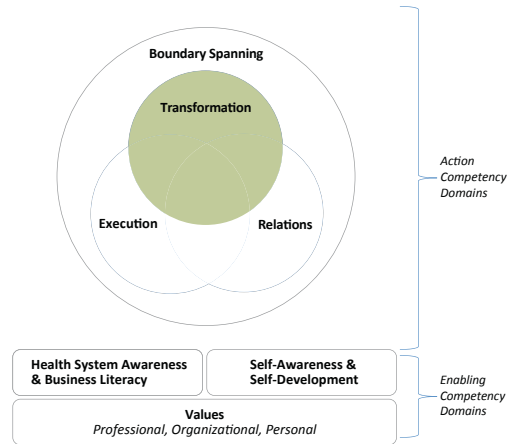
*Creating and implementing compelling and inclusive change processes in support of improving health quality, efficiency, and access.*

- *Change Leadership*
- *Information Seeking*
- *Innovation*
- *Strategic Orientation*



## Change Leadership

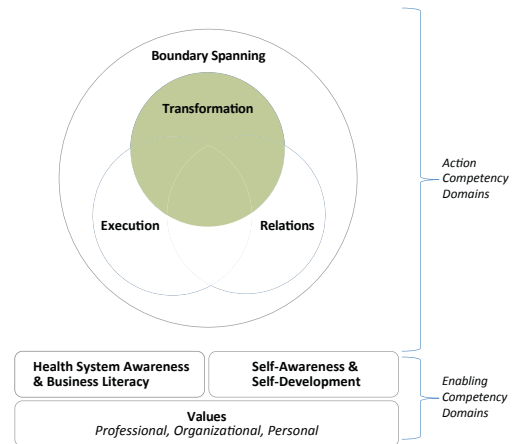
The ability to energize stakeholders and sustain their commitment to changes in approaches, processes, and strategies.



| Level | Level Description   |
|-------|---|
| 1     | <b>Identifies Areas for Change</b> - Publicly defines one or more specific areas where change is needed; Identifies what needs to change  |
| 2     | <b>Expresses Vision for Change</b> - Defines an explicit vision for change (i.e., what should be different and how)'<br>Modifies or redefines a previous vision in specific terms; Outlines strategies for change   |
| 3     | <b>Ensures Change Messages are Heard</b> - Delivers vision and messages about changes to everyone affected;<br>Systematically repeats messages as needed; Posts change messages (electronically and physically — e.g., banners, plaques, or other public reminders); Provides opportunities for people to engage in change initiatives  |
| 4     | <b>Challenge Status Quo</b> - Publicly challenges the status quo through clear and compelling identification of its risks to organizational success; Articulates a clear vision of needed change; Creates a realistic sense of crisis or a disequilibrium in order to prepare the ground for change; Energizes others for change  |
| 5     | <b>Visibly Reinforces Change Vision</b> - Takes a dramatic action (other than giving a speech) to catalyze or reinforce the change effort; Personally exemplifies or embodies the desired change through strong, symbolic actions consistent with the change (e.g., committing to goals that are unobtainable without change)   |
| 6     | <b>Manages Distress During the Change Process</b> - Maintains an eye on mission, values, and strategic goals in times of stress and uncertainty; Provides focus and consistency to advance change initiatives; Displays quiet confidence in the progress and benefits of change; Provides direction for overcoming adversity and resistance to change; Defines the vision for the next wave of change |

## Information Seeking

An underlying curiosity and desire to know more about things, people, and issues, including the desire for knowledge and staying current with health, organizational, industry, and professional trends and developments. It includes pressing for more precise information; resolving discrepancies by asking a series of questions; and scanning for potential opportunities or information that may be of future use, as well as staying current and seeking best practices for adoption.

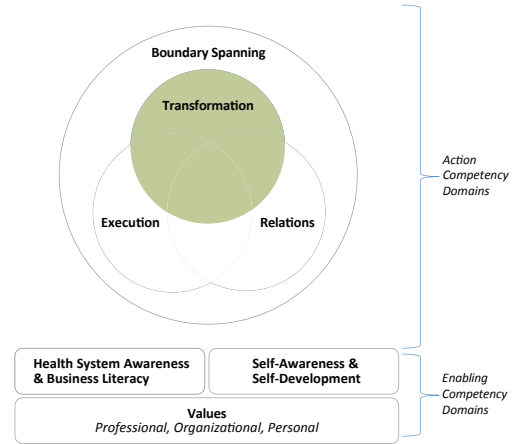


| Level | Level Description  |
|-------|--|
| 1     | <b>Consults Available Resources</b> - Asks direct questions of the people who are knowledgeable about the situation, such as people who are directly involved; Uses readily available information, or consults other resources   |
| 2     | <b>Investigates Beyond Routine Questions</b> - Conducts preliminary investigations regarding a problem or situation beyond routine questioning; Finds those closest to the problem and investigates further, such as asking, "What happened?"  |
| 3     | <b>Delves Deeper</b> - Asks a series of probing questions to get at the root of a situation, a problem, or a potential opportunity below the surface issues presented; Calls on others who are not personally involved to get their perspective, background information, experience, etc.; Does not stop with the first answer; finds out why something happened; Seeks comprehensive information, including expecting complexity  |
| 4     | <b>Conducts Research to Maintain Knowledge</b> - Makes a systematic effort over a specific period of time to obtain needed data or feedback; Conducts in-depth investigation from unusual sources; Commissions others to conduct formal research (e.g., market, financial, competitive) through media, market intelligence services, and/or other resources regarding practices in health and other industries for the purpose of keeping current; Seeks expert perspectives |
| 5     | <b>Is a Recognized User of Best Practices</b> - Establishes ongoing systems or habits to maintain current information about the organization (e.g., conducts rounds, holds regular informal meetings/town halls); Scans media and organizations that identify and disseminate best practices; Enlists individuals to conduct ongoing information gathering; Adopts the best practices from other industries in addition to healthcare  |



### Innovation

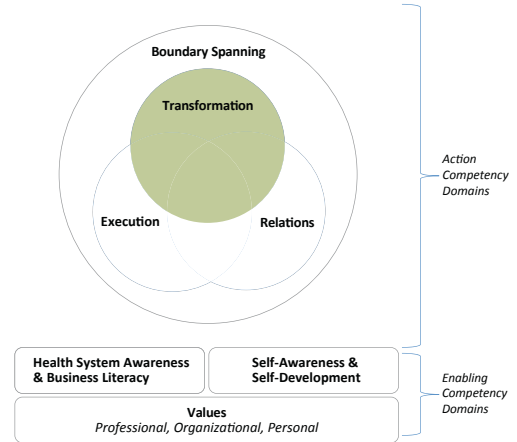
The ability to approach one’s work and the organization in new and breakthrough ways, including applying complex concepts, developing creative new solutions, or adapting previous solutions in promising new ways.



| Level | Level Description   |
|-------|---|
| 1     | <b>Recognizes Patterns Based on Prior Experience</b> - Sees patterns, trends, or missing pieces/linkages in information; Notices when a current situation is similar or dissimilar to a past situation, identifies the similarities and/or differences, and takes action accordingly  |
| 2     | <b>Applies Proven Concepts or Trends</b> – Looks at current situations using knowledge of theoretical principles, past occurrences and/or trends; Applies and modifies concepts or methods appropriately  |
| 3     | <b>Clarifies Complex Ideas or Situations</b> - Provides new perspective on challenges by making complex ideas or situations clearer, simpler, and/or more understandable (e.g., re-framing the problem, use of analogy); Assembles ideas, issues, and observations into a clear and useful explanation; Restates existing observations or knowledge in a simpler fashion; Translates intricate technical information into terms everyone can understand; “boils down” information |
| 4     | <b>Creates New Concepts or Breakthrough Thinking</b> - Creates new ways of explaining situations or resolving problems that are not obvious to others and not based on prior experience; Looks at things in new ways that yield new or innovative approaches — breakthrough thinking; Shifts the paradigm by creating a new line of thought   |
| 5     | <b>Fosters an Innovation-Supportive Culture</b> - Creates platforms and/or processes that support staff in identifying and pursuing new approaches to their work; encourages innovative thinkers to develop and test their ideas; Seeks partnerships and other collaborations that can provide support for innovation   |

### Strategic Orientation

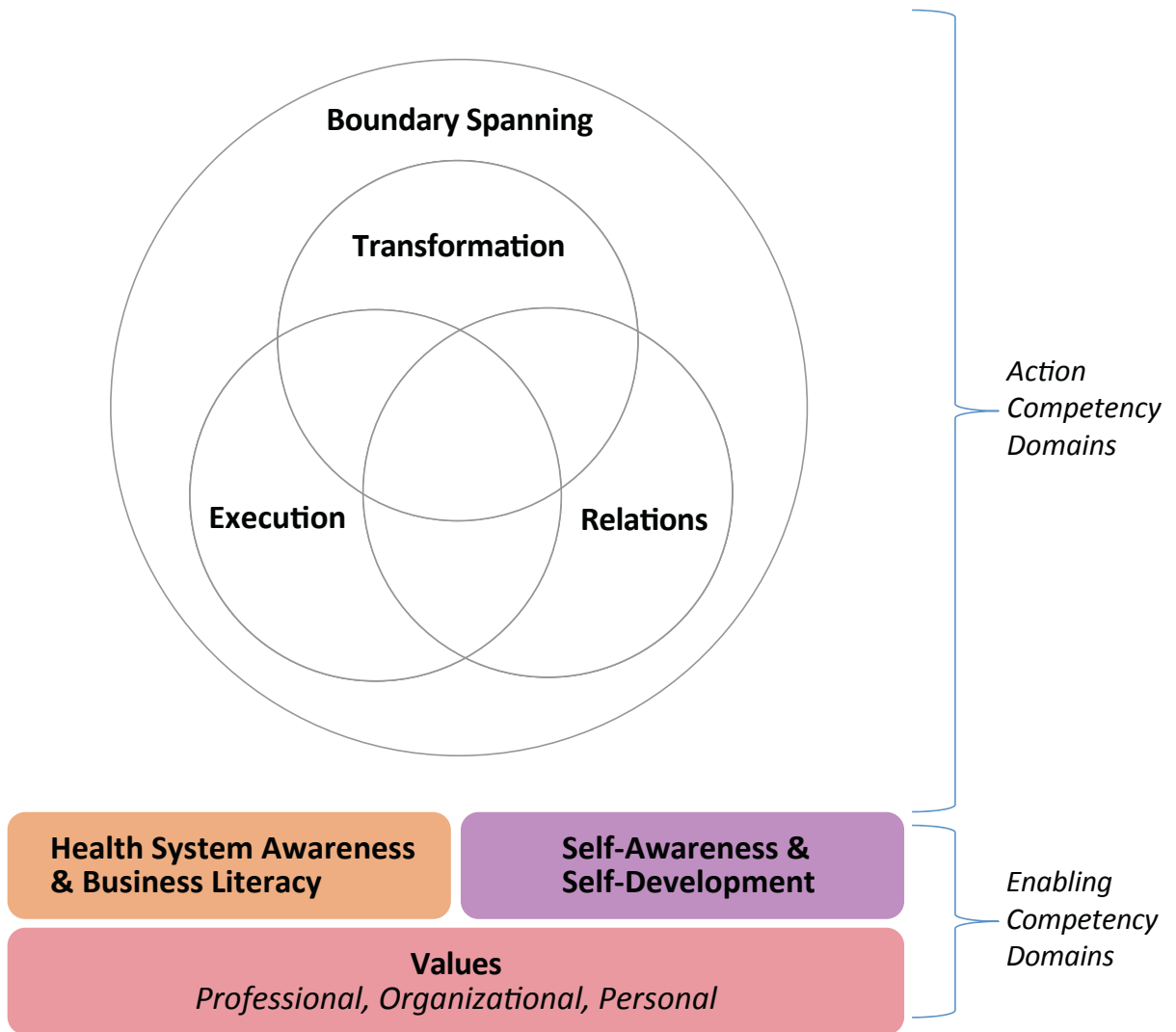
The ability to consider the business, demographic, ethno-cultural, political, and regulatory implications of decisions and develop strategies that continually improve the long-term success and viability of the organization.



| Level | Level Description   |
|-------|---|
| 1     | <b>Conducts Environmental Scanning</b> - Performs analyses that identify environmental forces shaping the organization (including the competitive market, governmental and regulatory, public opinion, scientific, and technological forces); Identifies the strengths and challenges of the organization in light of these forces today and into the future; Identifies the social and economic positioning the organization needs in light of the environmental scan          |
| 2     | <b>Develops Strategy to Address Environmental Forces</b> - Positions the organization in light of environmental forces over the next three to five years; Develops strategic goals and plans for the organization that take advantage of its strengths, addresses its shortcomings, builds on opportunities, and attempts to minimize environmental threats; Aligns organizational units and investment strategy (financial, people, technology, materials) to achieve strategy |
| 3     | <b>Aligns Organization to Address Long-term Environment</b> - Understands the forces that are shaping health over the next 5 to 10 years (market, social, cultural, economic, and political); Aligns strategy, structure, and/or people with the long-term environment; Develops a long-term organizational strategy (including competitive, financial, structural, and people elements) to position the organization for success over the next 10 years                        |
| 4     | <b>Shapes Industry Strategy</b> - Develops a perspective on long-term health and wellness trends that is respected by colleagues and leading policymakers; Helps to shape industry-level competitive positioning through policymaking forums, industry-specific strategic groups and associations   |

## ENABLING COMPETENCY DOMAINS

The Enabling Competency Domains include: Values, Health System Awareness & Business Literacy, and Self-Awareness & Self-Development. Definitions for each domain and the related competencies and competency levels are provided below.

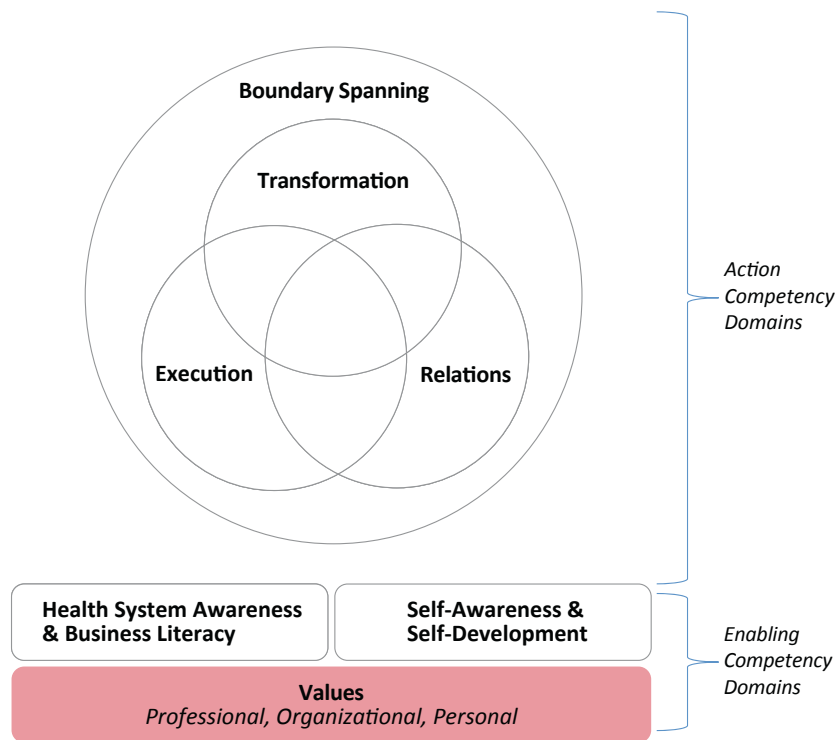


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## VALUES

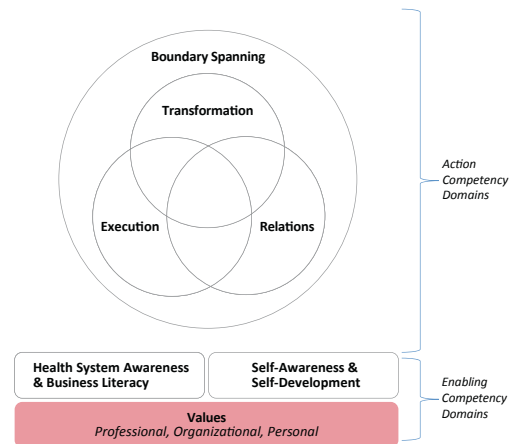
Understanding and utilizing personal, professional, and organizational values to guide decision-making

- Professional & Social Responsibility



### Professional & Social Responsibility

The demonstration of ethics, sound professional practices, social accountability, and community stewardship. Acting in ways that are consistent with one's values and what one says is important.

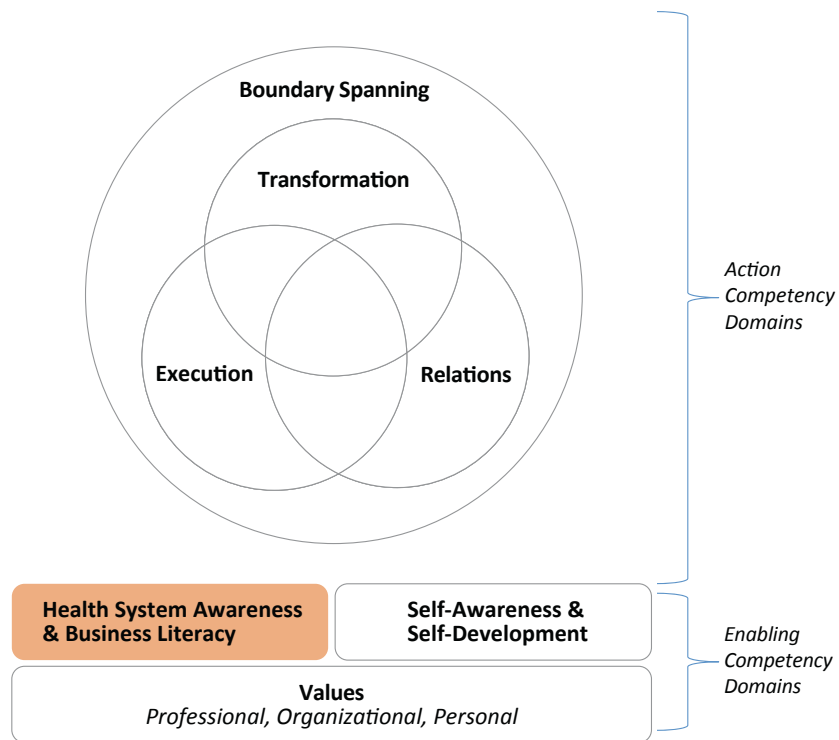


| Level | Level Description  |
|-------|--|
| 1     | <b>Acts Openly and Honestly</b> - Actions are consistent with organization's expressed core values; Interacts with staff and other stakeholders in an open and truthful manner; Expresses their beliefs even when the message may not be welcome; Shares information, insights, or comments when it would be easier to refrain from doing so   |
| 2     | <b>Promotes Organizational Integrity</b> - Ensures that organization adheres to honesty and fair dealing with all constituencies, including employees and community stakeholders; Promotes the development of professional roles/values that are compatible with the improvement of health and wellness; Serves with a focus on the greater good; Strives to uphold trustworthiness  |
| 3     | <b>Maintains Social Accountability</b> - Develops and implements systems for tracking and sustaining commitments to staff, customers and the community; Acknowledges issues and contributing factors; Publicly admits to mistakes; Establishes approaches to handling issues and mistakes with openness, honesty, and fairness   |
| 4     | <b>Promotes Community Stewardship</b> - Develops professional roles/values supporting the improvement of individual and population health; Commits to addressing the broader health and wellness needs of the total population, including adapting new and inclusive approaches that address diverse cultural attitudes about health; Ensures sound organizational stewardship and accountability for dealing with all stakeholders honestly and equitably |

## HEALTH SYSTEMS & BUSINESS LITERACY

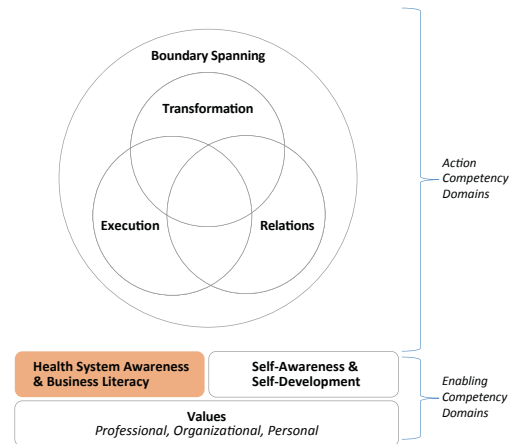
*Understanding the health system's current business and operating frameworks as well as the dynamic context within which they operate (e.g., community, competitive, human resources, financial, legal, policy, and environmental)*

- Financial Skills
- Human Resource Management
- Information Technology Management



## Financial Skills

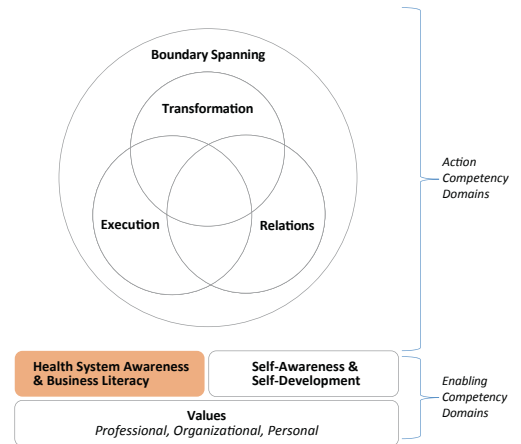
The ability to understand and explain financial and accounting information, prepare and manage budgets, and make sound long-term investment decisions.



| Level | Level Description  |
|-------|--|
| 1     | <b>Explains the Organization’s Financial Metrics and Reports</b> - Uses financial metrics to drive and track the organization’s success; Explains income statement, balance sheet, cash flow; Communicates indicators of financial health, including profitability; Understands accounting entries through general ledger to revenue   |
| 2     | <b>Manages and Assists the Budgeting Process</b> - Develops budgets; Demonstrates expense and revenue management (unit or department); Manages budget variances, including revisions and corrective actions; Explains expense sources and management alternatives with implications; Understands sources of revenue including sensitivity analyses; Uses capital budgeting and asset management techniques |
| 3     | <b>Understands Impact of Payment Models</b> - Assesses reimbursement and payment system alternatives; Explains connections between behaviors of providers and payers; Develops incentives that align priorities with the organization’s mission and goals; Considers impact of reimbursement and payment systems when assessing management alternatives  |
| 4     | <b>Uses Financial and Needs Analyses to Inform Investment Decisions</b> - Analyzes decisions using corporate financial management concepts (e.g., rate of return, net present value, and cash flow analyses); Analyzes trends in population, disease, and utilization data; Understands principles of insurance rating, actuarial risk, and shared risk  |
| 5     | <b>Develops Long-term Financial Plans</b> - Develops long-term plans for funding growth and development (e.g., new services, clinical programs, and methods for individual and community engagement); Develops long-term capital spending plans for building, renovation and expansion; Develops funding sources and their financial implications  |

## Human Resource Management

The ability to implement staff development and other management practices that represent contemporary best practices, comply with legal and regulatory requirements, and optimize the performance of the workforce, including performance assessments, alternative compensation and benefit methods, and the alignment of human resource practices and processes to meet the strategic goals of the organization.

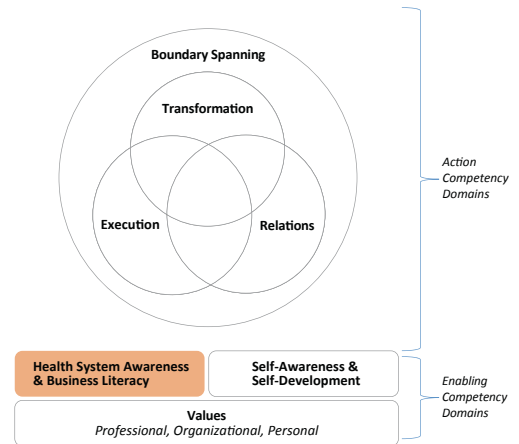


| Level | Level Description   |
|-------|---|
| 1     | <b>Manages with an Understanding of Basic Employment Processes and Law</b> - Demonstrates basic knowledge of employment management principles, policies, and law in relation to hiring, promotion, or dismissal; Learns and applies organization-specific human resources policies and procedures; ; Demonstrates an understanding of union/labor principles and practices (e.g., contracting, negotiations, grievance process, mediation)  |
| 2     | <b>Uses Alternative Compensation and Benefit Programs</b> - Creates and revises job descriptions to support appropriate evaluation and grading; Understands compensation structures, including: market pricing, pay delivery models and their implications, benefits and their role in total compensation, and union wage and hour contract provisions; Uses compensation, benefit, and incentive programs to optimize performance of diverse employee stakeholders; Conducts performance assessments; Evaluates compensation using market data |
| 3     | <b>Aligns Human Resource Functions with Strategy</b> - Aligns the components of human resource functions; (recruitment and selection, job design and work systems, learning and development, reward and recognition, and succession planning) to organizational strategy  |



### Information Technology Management

The ability to see the potential for administrative and clinical technologies to support process and performance improvement. Actively sponsors the continuous seeking of enhanced technological capabilities.

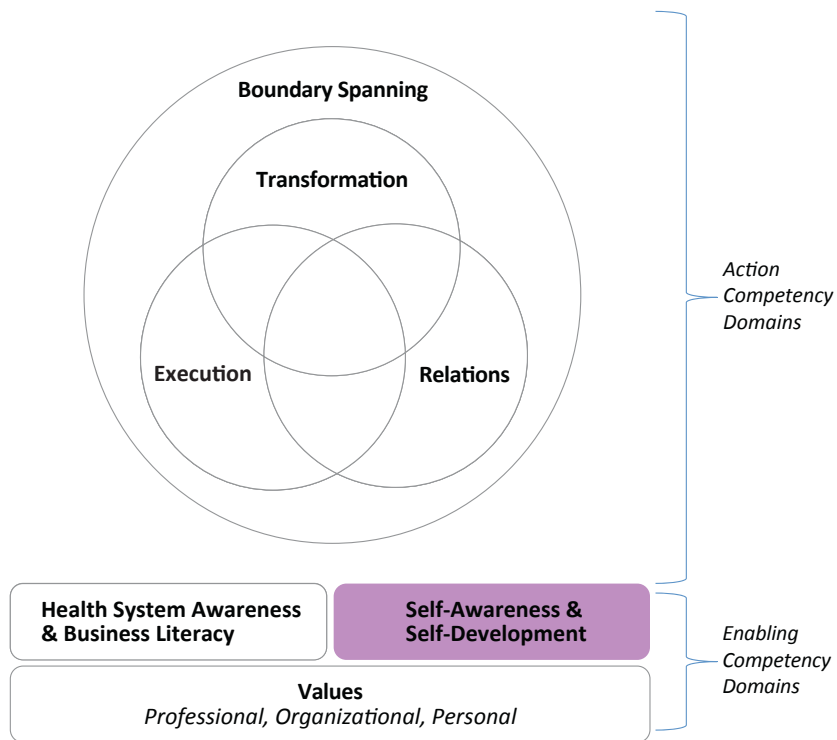


| Level | Level Description  |
|-------|--|
| 1     | <b>Recognizes the Potential of Information Systems in Process and Patient Service Improvement</b> - Maintains familiarity with current technology for applications such as patient tracking (e.g., registration, billing and records management, relationship management), financial automation and reporting, and reimbursement management; Is open to automation of manual processes   |
| 2     | <b>Champions Information Technology Implementation</b> - Provides staff and clinicians with state-of-the-art tools to access information, record clinical and operational information, and support decisions; Supports use of Web-based diagnostic capabilities; Pursues technologies that enhance patient access, self-service, and engagement; Develops and resources a long-term (5+ years) information systems plan                  |
| 3     | <b>Seeks and Challenges the Organization to Pursue Leading-Edge Information Technology</b> - Keeps current on the latest developments in information technology; Identifies new opportunities to use latest information technology in the organization in ways that fundamentally change how the organization operates or promotes wellness; Partners with thought leaders and developers to identify and implement breakthrough systems |

## SELF-AWARENESS & SELF-DEVELOPMENT

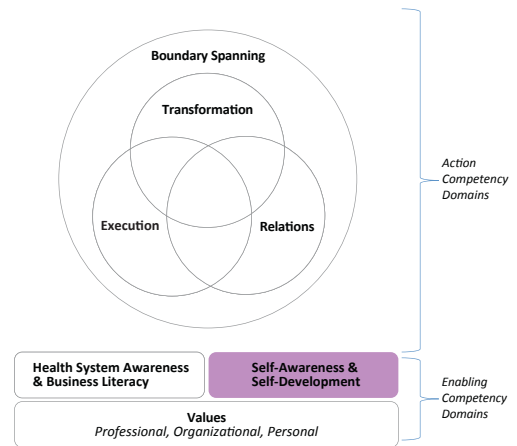
Ongoing habits and actions taken to continuously improve self-knowledge, interpersonal effectiveness, and well-being.

- Self-Awareness
- Self-Confidence
- Well-Being



## Self-Awareness

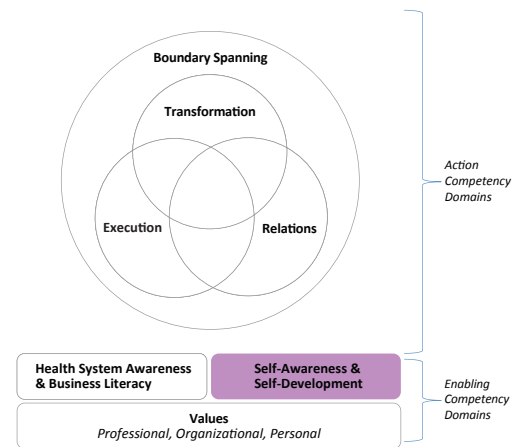
The ability to have an accurate view of one’s own strengths and development needs, including the impact that one has on others. A willingness to address development needs through reflective, self-directed learning, and by trying new approaches.



| Level | Level Description   |
|-------|---|
| 1     | <b>Seeks Feedback</b> - Appreciates the need to learn and grow; Routinely seeks feedback from others, including those who are likely to be critical; Uses feedback in improving performance   |
| 2     | <b>Improves Own Performance</b> - Regularly reflects on own performance, balancing recognizing success with opportunities for improvement; Learns from less successful events, missteps, and challenges; Sets annual improvement goals; Shows openness to coaching  |
| 3     | <b>Considers the Impact they Have on Others</b> - Reflects on the impact they may have on others prior to making decisions or taking actions; Chooses behaviors and styles to get the best results based on the situation; Modifies behaviors in response to informal cues as well as formal feedback; Integrates feedback into personal development efforts and goals; Tries out new leadership techniques and adopts those with positive impact |
| 4     | <b>Pursues Long-term Personal Development</b> - Takes personal responsibility for analyzing future developmental needs, factoring in accurate self-assessment, feedback from others, personal career goals, and organization direction; Proactively pursues multi-year personal development, including willingness to pursue fundamental style and behavior changes as well as mastering new areas of expertise                                   |

## Self-Confidence

A belief in one’s own capability to successfully accomplish their work. This includes confidence in one’s ability as expressed in increasingly challenging circumstances, and confidence in one’s decisions or opinions.

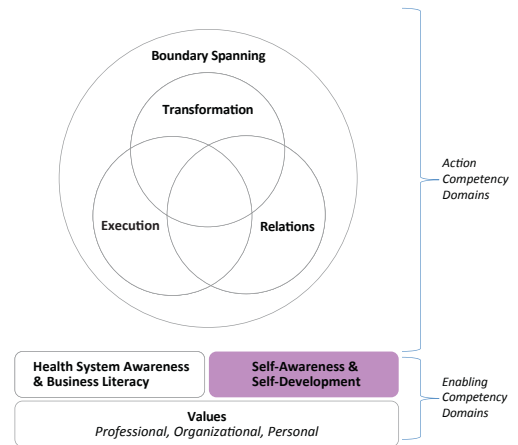


| Level | Level Description  |
|-------|--|
| 1     | <b>Acts Confidently within Job or Role</b> - Works without needing direct supervision; Appears confident in person; Presents self well   |
| 2     | <b>Acts Confidently at or Slightly Beyond the Limits of their Role</b> - Makes decisions without needing to ask others; Can make decisions even when others disagree; Acts outside formal role or authority; Acts in uncertain circumstances   |
| 3     | <b>States Confidence in Own Ability</b> - Represents their areas of expertise or authority to others, expresses confidence in their ability to make things happen; Explicitly states appropriate confidence in own judgment or abilities; Communicates self-assuredness to take on new roles, responsibilities, and challenges |
| 4     | <b>Takes on Challenges</b> - Seeks challenging assignments and is excited by a challenge; Looks for and gets new responsibilities; Speaks up when he or she disagrees with management or others in power; disagrees politely, stating own view clearly and confidently – even in a conflict                                    |
| 5     | <b>Pursues Extremely Challenging Assignments</b> - Willingly takes on extremely challenging assignments; Confronts management or others with power directly; Can be blunt and bold when necessary  |

## Well-Being

Establishes habits supporting well-being, and creates a work climate supportive of the total health of oneself and others. This includes role-modeling healthy habits and practices, and monitoring internal and external environments for opportunities to improve health.

Well-being has become widely recognized a growth need across the health sector, but is not yet an area where we can provide clear, evidence-based guidance about what constitutes leadership proficiency. We anticipate developing these definitions as part of our work on Competency Model 3.1. To receive updates to the model, please email us at [info@nchl.org](mailto:info@nchl.org).



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## About the National Center for Healthcare Leadership

Established in 2001, the not-for-profit National Center for Healthcare Leadership (NCHL) serves as an catalyst to ensure the availability of accountable and transformational leadership for our 21st century healthcare needs. Through its support of interorganizational learning collaboratives, NCHL pursues a vision to improve population health through leadership and organizational excellence. For more information please visit NCHL's website at [www.nchl.org](http://www.nchl.org).

## About the Rush University HSM Leadership Center

Revision and revalidation of the NCHL competency model was made possible through the generous support of the HSM Leadership Center at Rush University. Operating within the HSM Department, The HSM Leadership Center supports a portfolio of experimental and innovative learning, research, and practice activities to strengthen the mission and impact of healthcare leadership. By emphasizing collaborations beyond Rush University, the Center also provides a platform through which inter-organizational learning can be cultivated and accelerated. For more information, please visit [www.rushu.rush.edu/hsm](http://www.rushu.rush.edu/hsm).





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