

Student Orientation: Lifelong Leadership Inventory




Leading 21st century healthcare

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What is the Lifelong Leadership Inventory (LLI)?

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

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



The image shows the cover of a form titled "Lifelong Leadership Inventory Individual Feedback Report". The form is tilted and has a blue border. It contains the following text:

Lifelong Leadership Inventory
Individual Feedback Report

Name: Jane Doe

Organization: Top University

Target Level: Early Career

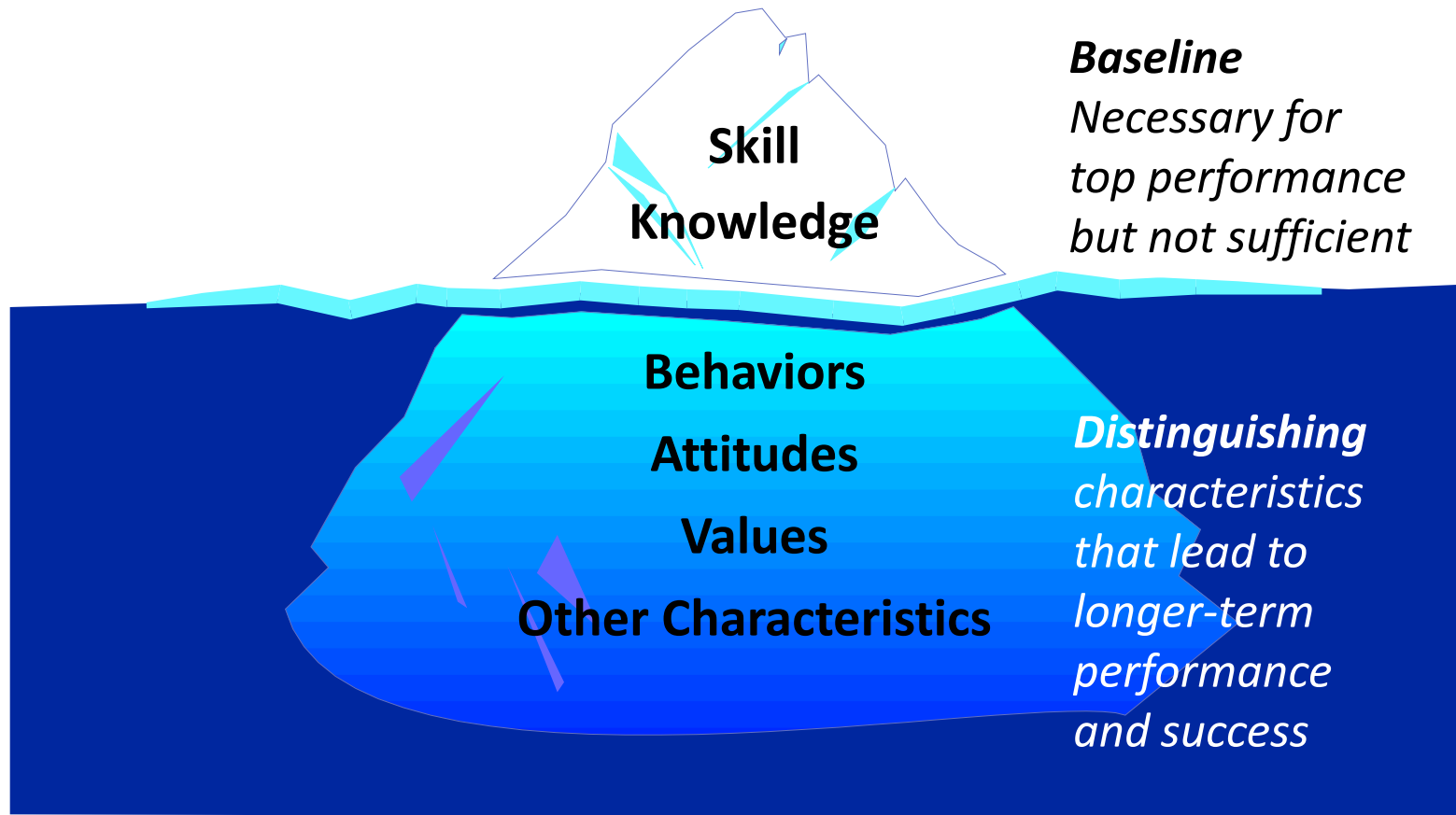
Prepared for:

NCHL Health Leadership Competency Model

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

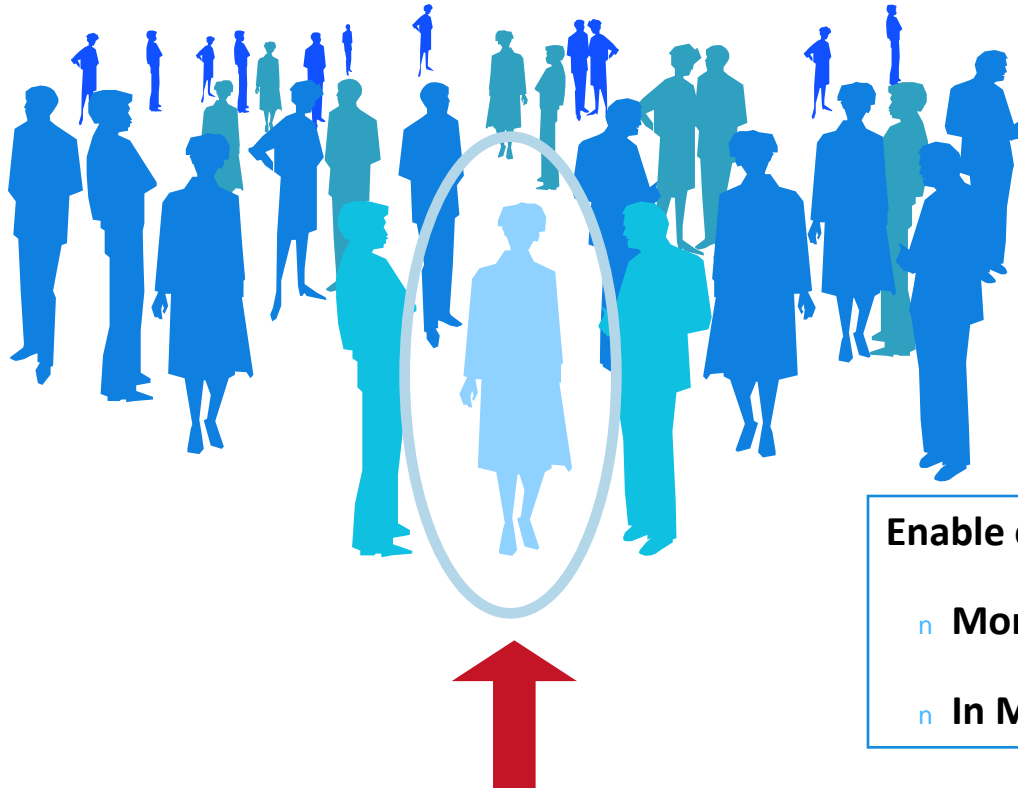


COMPETENCY: Any characteristic of a person that differentiates outstanding from typical performance in a given *job, role, organization* or *culture*.



Source: Based on model developed by the HayGroup

Definition of Competencies



Enable outstanding performance:

- n More Often
- n In More Situations

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

Communication Skills

The ability to speak and write in a clear, logical and grammatical manner in formal and informal situations; to prepare cogent business presentations; and to facilitate a group.

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

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

	Not at all			Somewhat			Very			Extremely
	1	2	3	4	5	6	7	8	9	10
Uses Generally Accepted English Grammar Uses subject-verb agreement and parallel structure; Uses rules of punctuation; Uses sentence and paragraph construction; Uses concise thematic construction	How <i>capable</i> are you?									
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	How <i>important</i> is this skill?									
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepares Effective Written Business Cases Uses accurate and complete presentation of facts; Uses logical presentation of arguments pro and con; Uses well-reasoned recommendation; Uses concise executive summary	How <i>capable</i> are you?									
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	How <i>important</i> is this skill?									
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Key Considerations

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

NCHL Health Leadership Competency Model

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



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Key Considerations (continued)

There are NO RIGHT or WRONG ANSWERS

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

Your feedback report is to provide information for your own:

- Knowledge and understanding
- Reflection
- Career Tracking
- Professional Development

Key Considerations (continued)

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

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

- Faculty advisors
- Preceptors
- Coaches
- Other students or colleagues

Understanding Your LLI Feedback

CAPABILITY

- Identify patterns
 - > What similarities are there in your self-assessment score and the cohort groups?
 - > What differences are there and how might you account for them?
- Identify strengths and areas of opportunity:
 - > What do you consider to be your 3-4 greatest strengths?
 - > What do you consider to be your 3-4 weakest areas?

Understanding Your LLI Feedback

IMPORTANCE

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

How does the LLI benefit me?

Workbook for Lifelong Leadership Inventory

This section of your Feedback Report is intended to help you reflect on findings from your LLI.

- 1 First, take a moment to complete the following:
 - What similarities are there in your self-assessment score and the cohort groups?
 - What differences are there and how might you account for them?
 - After considering the data, what do you consider to be your 3-4 greatest strengths?
 - After considering all the data, what do you consider to be your 3-4 weakest areas?



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

Change Leadership

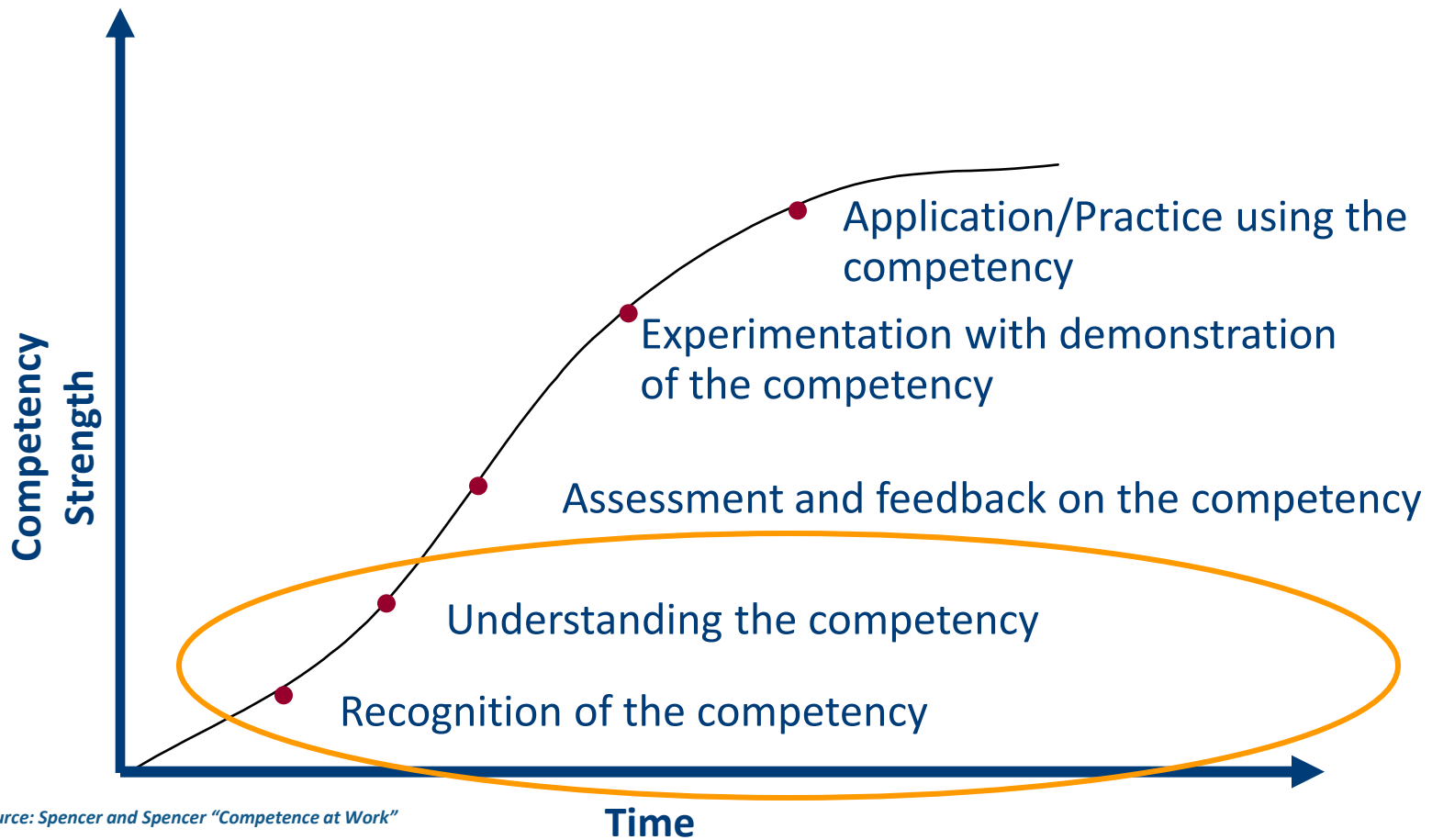
The ability to energize stakeholders and sustain their commitment to changes in approaches,

	Capability			Importance		
	Self Score	Cohort Average	National Average	Self Score	Cohort Average	National Average
1. Identifies Areas for Change Publicly defines one or more specific areas where change is needed; Identifies what needs to change, but may not completely describe the path to change	7.0	7.8	6.8	10.0	8.5	8.2
2. Expresses Vision for Change Defines an explicit vision for change (i.e., what should be different and how); Modifies, or redefines a previous vision in specific terms; Outlines strategies for change	6.0	7.3	6.7	9.0	8.7	8.5
3. Ensures Change Message is Heard Deliver the message or vision for change to everyone affected; Repeats message whenever possible; Posts change messages (e.g., banners)	7.0	6.3	6.2	9.0	8.3	8.1



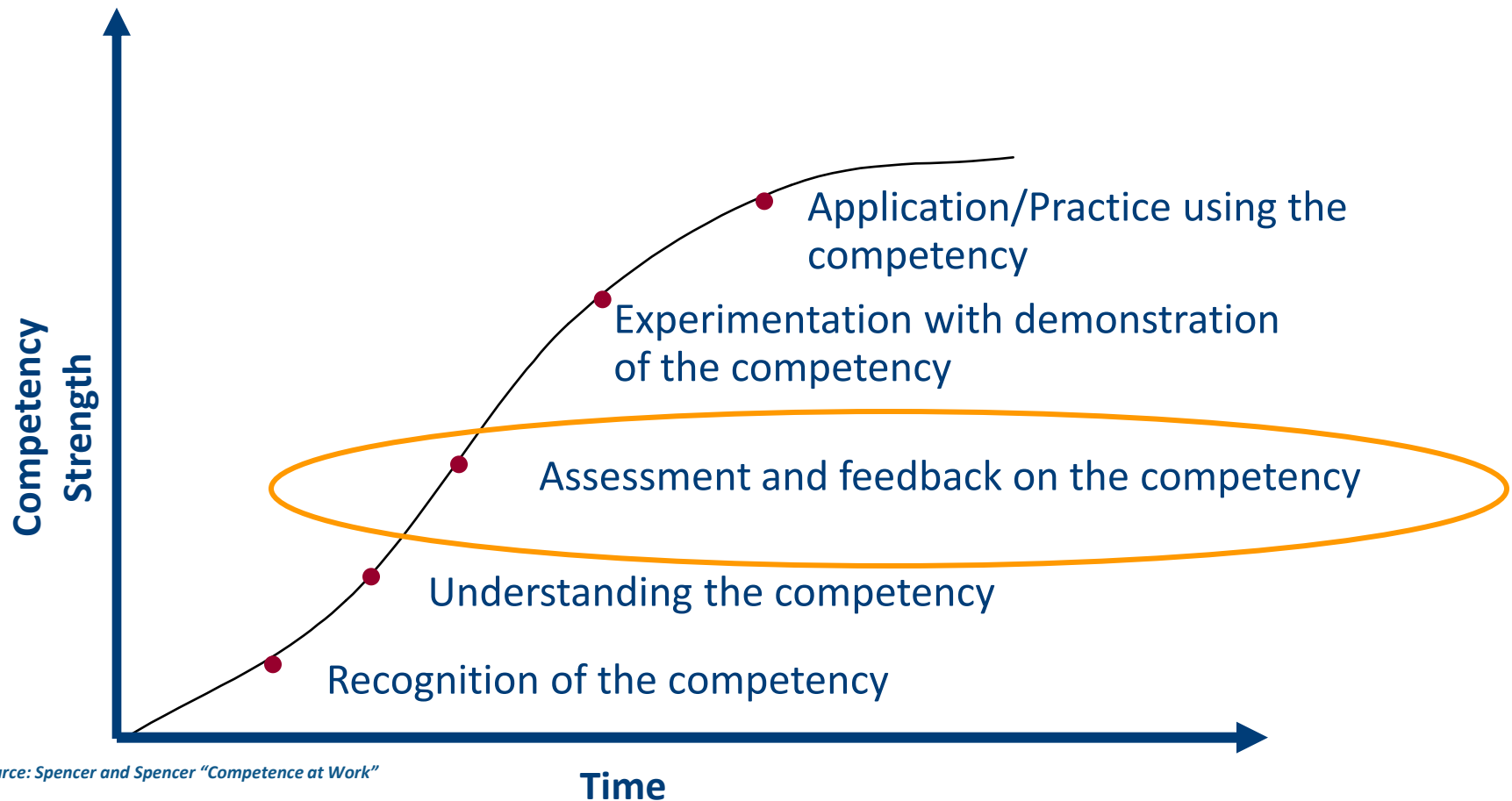
Use feedback report to provide information for self reflection and career planning

Step 1: Read and Discuss the NCHL Competency Model with Your Faculty and Your Peers



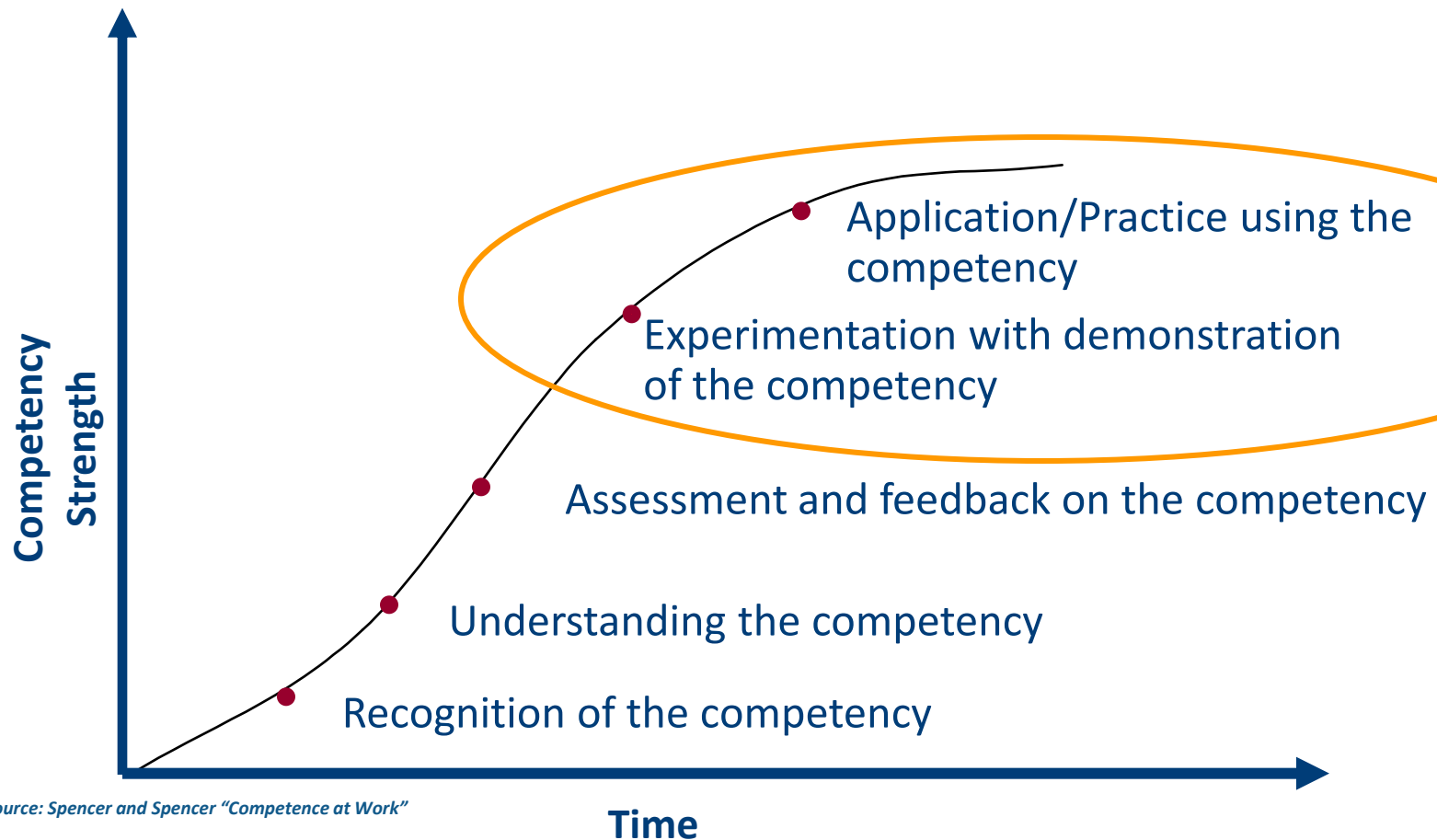
Source: Spencer and Spencer "Competence at Work"

Step 2: Participate in the LLI, review feedback reports with faculty mentor and peers, complete the worksheets and individual leadership plan



Source: Spencer and Spencer "Competence at Work"

Step 3: Engage in active learning and experimentation in the classroom, group projects, extracurricular activities, and field experiences to enhance competencies



Source: Spencer and Spencer "Competence at Work"

**Greatness is not a function of circumstance.
Greatness, it turns out, is largely a matter of
conscious choice and discipline.**

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