

# Guidance for using the *Healthcare Leadership Model* within talent conversations

*Developed for use with the  
Maximising Potential Conversation Tool*



# Introduction

This guidance document is structured around the NHS Leadership Academy's '**Maximising Potential Conversation Tool: A Guide for Managers and Employees**'. The **Maximising Potential Conversation Tool** helps staff and managers to measure 'performance' (what you achieve) and 'behaviours' (how you achieve it) of individuals against their demonstrated 'potential' (capacity, ambition, motivation, readiness) to move on in their career path in the immediate, short or longer term on their journey to reach their full potential.



Please see the **Maximising Potential Conversation Tool** for further information on:

- What is talent management and maximising potential? Who is the tool for?
- Overview and use of the Maximising Potential Conversation tool
- Preparing for and holding a Maximising Potential Conversation.

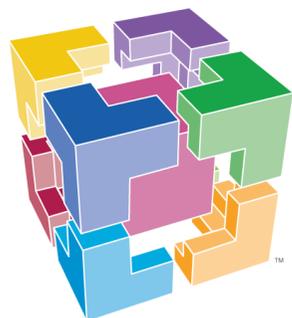
To better understand an individual's behaviours prior to undertaking a talent conversation, we would recommend that both the manager and the individual gather and consider evidence of how the individual is currently behaving, as well as what is appropriate or expected for their current role.

To better understand their current *leadership* behaviour, we believe it will be useful to review the information provided in the Healthcare Leadership Model and its associated tools. This '*Guidance for using the Healthcare Leadership Model within talent conversations*' has been developed to help you pull this information together to add further depth to a talent management conversation. This Guidance should also be used in conjunction with the full Healthcare Leadership Model, which provides detail on the nine behavioural dimensions that make up the model, including a variety of behavioural indicators.

You may also want to consider exploring more general behavioural frameworks, as the Healthcare Leadership Model explores *leadership* behaviour rather than more general behaviour. Organisations may have their own behavioural frameworks in place, so check with your line manager or human resources department to find out more. Please also see the Maximising Potential Conversation Tool for further information.

## The Healthcare Leadership Model

The Healthcare Leadership Model<sup>1</sup> has been developed to help staff who work in health and care to become better leaders. It is useful for everyone – whether you have formal leadership responsibility or not, if you work in a clinical or other service setting, and if you work with a team of five people or 5,000. It describes the things you can see leaders doing at work, and is organised in a way that helps everyone to see how they can develop as a leader. It applies equally to the whole variety of roles and care settings that exist within health and care.



The Healthcare Leadership Model is made up of nine 'leadership dimensions', each of which includes leadership behaviours shown on a four-part scale which ranges from 'essential' through 'proficient' and 'strong' to 'exemplary'. Although the complexity and sophistication of the behaviours increase as we move up the scale, the scale is not tied to particular job roles or levels.

Research has shown that all nine dimensions of the model are important in an individual's leadership role. However, the type of job they have, the needs of the people they work with, and the context of their role within their organisation will all affect which dimensions are most important for them to use and develop.

It is important to note that the Healthcare Leadership Model is not intended to consider 'performance' (*what* you achieve). Instead, it considers 'behaviours', or *how* you achieve it. Talent conversations will require you to consider performance, behaviour, and 'potential' (capacity, ambition, motivation, readiness) and so you will need to explore how best to measure an individual's performance and potential using resources other than the Healthcare Leadership Model and this guidance.

### Before undertaking a talent conversation

To better understand the individual's behaviours prior to undertaking a talent conversation, both the manager and the individual should gather and consider evidence of how the individual is currently behaving, as well as what is appropriate or expected for their current role.

To better understand their current leadership behaviour, we would encourage you to review the nine dimensions of the Healthcare Leadership Model. Within each dimension of the model, leadership behaviours are presented as a series of questions, which are the questions that guide leaders' thoughts and result in effective leadership behaviour. They are written in the 'first person' (Do I . . . ?), but are not meant to be answered with a simple 'yes' or 'no'. Instead, they should help you explore an individual's intentions and motivations, and see where their strengths and areas for development may lie.

More formally, you may also want to consider undertaking either the self-assessment tool or the 360 degree feedback tool associated with the model. Further information and access to both of these tools is available from [www.leadershipacademy.nhs.uk/leadershipmodel](http://www.leadershipacademy.nhs.uk/leadershipmodel).

<sup>1</sup> NHS Leadership Academy (2013). *Healthcare Leadership Model*. [www.leadershipacademy.nhs.uk/leadership-model](http://www.leadershipacademy.nhs.uk/leadership-model)

Understanding what behaviours are appropriate and important for their current role is also essential. Reflecting on the behavioural indicators in the Healthcare Leadership Model, think about what level of sophistication is really vital for someone to perform the role well. Consider the following:

- Where on the scale is it appropriate for someone in this role to be? (For example, don't assume it must be 'exemplary', as this may not be reasonable for the role) Do they need to sit only within one section of the scale, or could they display behaviours across a range?
- Are all dimensions equally important for the role? Or are there a few that should be more prominent?

Understanding the answers to these kinds of questions will help both the manager and the individual have a more productive talent conversation, as it will help frame what the behavioural expectations are for their current role and will be useful to then compare where the individual's behaviours actually are (either by reflecting on the behavioural indicators in the Healthcare Leadership Model, or as measured on the self-assessment tool and/or 360 degree feedback tool). If, for example, the individual is displaying behaviours in a more sophisticated manner than those required for the role, this may indicate they are ready for advancement. Similarly, if the role requires more sophisticated behaviours than what the individual is displaying, then this may indicate they require further development. This is then further refined by using the Talent profiles within the Maximising Potential Conversation Tool.

A template to record your ratings is available as an Appendix on page 11 of this document. Wherever possible, we would recommend including specific examples and comments.

## Guidelines for each of the Talent Profiles

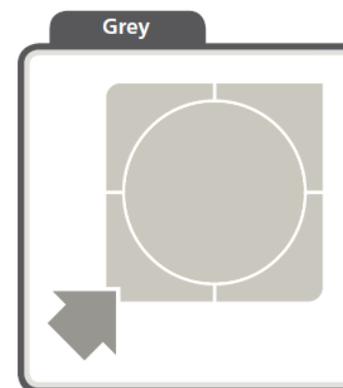
Further guidelines for each of the nine profiles identified in the Maximising Potential Conversation Tool now provided below. These include a section on 'what to expect to see for individuals in this profile' as well as a short example for each profile. Please note that these are based on *behaviours* only, and do not include information or examples around *performance* or *potential*.

Please see the **Maximising Potential Conversation Tool: A Guide for Managers and Employees** for further detail on each of the profiles, including how to identify where someone is on the talent grid, conversational questions and possible development interventions.

The Maximising Potential Conversation Tool is available via the NHS Talent Management Hub [www.leadershipacademy.nhs.uk/talent](http://www.leadershipacademy.nhs.uk/talent)

## **Grey: New to post**

Please see the *Maximising Potential Conversation Tool Navigation Guide* for more information about this profile



### **What to expect to see for individuals in this profile:**

- *Sophistication of behaviours displayed compared to expectation for role:* Less than expected, though likely because of their short time in the role
- *Variation within each dimension:* Likely
- *Understanding of what personal qualities<sup>2</sup> are:* Not yet clear
  - *Understanding the impact of personal qualities:* Not yet clear
  - *Understanding of their own strengths and weaknesses:* Not yet clear
    - *Do they actively seek development?* Not yet clear

### **Example:**

Staff member N has been in post a short time, but so far the behaviours he displays have largely been within the ‘proficient’ part of the scale used within the Healthcare Leadership Model, which is a bit lower than expected for his job role. However, he is showing signs that he can display behaviours within the ‘strong’ part of the scale, particularly within the ‘engaging the team’, ‘leading with care’ and ‘evaluating information’ dimensions, which have been identified as being particularly important for the role.

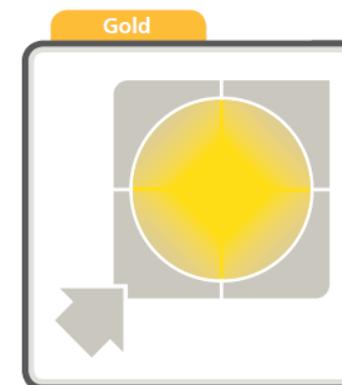
There are some early signs that he understands the impact his behaviours have on his team and colleagues, though it isn’t clear whether he sees how this impacts on patients or the care provided by his organisation. It’s a bit early to tell what his strengths and weaknesses are in terms of personal qualities, but he seems open to understanding this better and he and his manager agree they should keep this in mind as he settles into his role over the next few months.

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<sup>2</sup> It is vital to recognise that personal qualities like self-awareness, self-confidence, self-control, self-knowledge, personal reflection, resilience and determination are the foundation of how we behave. Being aware of your strengths and limitations in these areas will have a direct effect on how you behave and interact with others, and they with you. Please see the Healthcare Leadership Model for further information.

## **Gold:** Someone who generally always exhibits the right behaviours and always meets performance expectations

Please see the *Maximising Potential Conversation Tool Navigation Guide* for more information about this profile



### **What to expect to see for individuals in this profile:**

- *Sophistication of behaviours displayed compared to expectation for role:* Where expected, though may show signs of further sophistication
- *Variation within each dimension:* Some likely
- *Understanding of what personal qualities<sup>3</sup> are:* Medium to high
  - *Understanding the impact of personal qualities:* Medium to high
  - *Understanding of their own strengths and weaknesses:* Medium to high
    - *Do they actively seek development?* Possibly, but may need encouragement from others to do so

### **Example:**

Staff member K displays behaviours that are largely within the 'proficient' part of the scale used in the Healthcare Leadership Model, with some behaviours displayed in the 'essential' part of the scale, particularly within the 'inspiring shared purpose' and 'sharing the vision' dimensions, though this is to be expected for her job role. She also displays behaviours in the 'strong' part of the scale for 'evaluating information.'

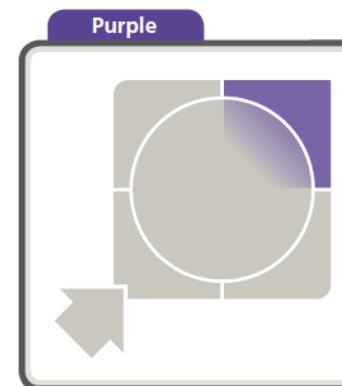
She has a good understanding of personal qualities and the impact her behaviours have on her team and her colleagues, and generally understands the impact this has on patients and the care provided by her organisation though this may be largely because she has direct contact with patients. She could benefit from some further development to fully understand her own strengths and weaknesses in this area, and when her line manager suggests this she seems relatively open to this and agrees to look into ways to do so.

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<sup>3</sup> It is vital to recognise that personal qualities like self-awareness, self-confidence, self-control, self-knowledge, personal reflection, resilience and determination are the foundation of how we behave. Being aware of your strengths and limitations in these areas will have a direct effect on how you behave and interact with others, and they with you. Please see the Healthcare Leadership Model for further information.

## **Purple:** Role Model – ‘Ready now’ *A high performer and expert in their current role who behaves and role-models values*

Please see the Maximising Potential Conversation Tool Navigation Guide for more information about this profile



### **What to expect to see for individuals in this profile:**

- *Sophistication of behaviours displayed compared to expectation for role:* Higher than expected
- *Variation within each dimension:* Minimal
- *Understanding of what personal qualities<sup>4</sup> are:* High
  - *Understanding the impact of personal qualities:* High
  - *Understanding of their own strengths and weaknesses:* High
    - *Do they actively seek development?* Yes, and in a way that is based on their understanding of their strengths and weaknesses

### **Example:**

Staff member A consistently displays behaviours that are within the ‘strong’ part of the scale used in the Healthcare Leadership Model, though for his role it would be perfectly acceptable for his behaviours to fall more within ‘proficient’ as well as ‘strong’. He displays these consistently throughout and across the nine behavioural dimensions of the model, even though having more of a variation would be acceptable for the role.

He has a deep understanding of personal qualities, and it is clear he understands the impact his behaviours have on his team and colleagues, as well as on patients and the care provided by his organisation, even though his role does not include direct patient contact. He has a clear understanding of his own strengths and weaknesses in this area, and he actively seeks development that is appropriate and effective based on this knowledge.

For individuals in this profile, please see the Maximising Potential Conversation Tool for information on holding a **step change conversation: future leadership role** which is available via the NHS Talent Management Hub [www.leadershipacademy.nhs.uk/talent](http://www.leadershipacademy.nhs.uk/talent)

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<sup>4</sup> It is vital to recognise that personal qualities like self-awareness, self-confidence, self-control, self-knowledge, personal reflection, resilience and determination are the foundation of how we behave. Being aware of your strengths and limitations in these areas will have a direct effect on how you behave and interact with others, and they with you. Please see the Healthcare Leadership Model for further information.

## **Purple** - Ready Soon: Shows low/moderate potential and ambition to move into a leadership role

Please see the Maximising Potential Conversation Tool Navigation Guide for more information about this profile

### **What to expect to see for individuals in this profile:**

- *Sophistication of behaviours displayed compared to expectation for role:* Higher than expected
- *Variation within each dimension:* Minimal
- *Understanding of what personal qualities<sup>5</sup> are:* High
  - *Understanding the impact of personal qualities:* High
  - *Understanding of their own strengths and weaknesses:* High to medium
    - *Do they actively seek development?* Likely, though they may need encouragement from others to do so

### **Example:**

Staff member R consistently displays behaviours that are within the 'strong' part of the scale used in the Healthcare Leadership Model, though for her role it would be perfectly acceptable for her behaviours to fall more within the 'proficient' as well as 'strong' parts of the scale. She displays these mostly consistently throughout and across the nine behavioural dimensions of the model, though she is closer to 'proficient' within the dimension 'sharing the vision'.

She has a very good understanding of personal qualities, and it is clear she understands the impact her behaviours have on her team and colleagues, as well as on patients and the care provided by her organisation. She has a relatively clear understanding of her own strengths and weaknesses in this area, but hasn't actively sought out further development. She seems to be very open to this when it is mentioned by one of her colleagues however, and she is keen to explore this further with her manager.

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<sup>5</sup> It is vital to recognise that personal qualities like self-awareness, self-confidence, self-control, self-knowledge, personal reflection, resilience and determination are the foundation of how we behave. Being aware of your strengths and limitations in these areas will have a direct effect on how you behave and interact with others, and they with you. Please see the Healthcare Leadership Model for further information.

## **Purple:** Professional Talent – Ready 3-5 years: *High performance in own field with consistent results*

*Please see the Maximising Potential Conversation Tool Navigation Guide for more information about this profile*

### **What to expect to see for individuals in this profile:**

- *Sophistication of behaviours displayed compared to expectation for role:* Higher than expected
- *Variation within each dimension:* Minimal
- *Understanding of what personal qualities<sup>6</sup> are:* High
  - *Understanding the impact of personal qualities:* High
  - *Understanding of their own strengths and weaknesses:* High to medium
    - *Do they actively seek development?* Likely, though they may need encouragement from others to do so

### **Example:**

Staff member M consistently displays behaviours that are within the ‘strong’ part of the scale used in the Healthcare Leadership Model, though for his role it would be perfectly acceptable for his behaviours to fall more within the ‘proficient’ as well as ‘strong’ parts of the scale. He displays these mostly consistently throughout and across the nine behavioural dimensions of the model, though he is closer to ‘proficient’ within the dimension ‘influencing for results’ and is closer to ‘exemplary’ within the dimension ‘evaluating information’.

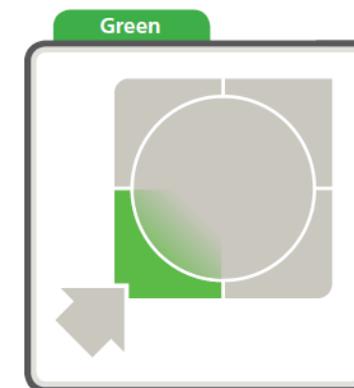
He has a very good understanding of personal qualities, and it is clear he understands the impact his behaviours have on his team and colleagues, as well as on patients and the care provided by his organisation. He has a relatively clear understanding of his own strengths and weaknesses in this area, and has sought out further development in the past though not recently. He seems to be open to taking advantage of a new opportunity when it is mentioned by his line manager though.

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<sup>6</sup> It is vital to recognise that personal qualities like self-awareness, self-confidence, self-control, self-knowledge, personal reflection, resilience and determination are the foundation of how we behave. Being aware of your strengths and limitations in these areas will have a direct effect on how you behave and interact with others, and they with you. Please see the Healthcare Leadership Model for further information.

## **Green:** *Employees sometimes need our support in reaching their potential*

*Please see the Maximising Potential Conversation Tool Navigation Guide for more information about this profile*



### **What to expect to see for individuals in this profile:**

- *Sophistication of behaviours displayed compared to expectation for role:* Less than expected
- *Variation within each dimension:* Likely
- *Understanding of what personal qualities<sup>7</sup> are:* Medium to low
  - *Understanding the impact of personal qualities:* Medium to low
  - *Understanding of their own strengths and weaknesses:* Medium to low
    - *Do they actively seek development?* Possibly, but not likely

### **Example:**

Staff member J's job role would expect to see her displaying behaviours largely within the 'strong' part of the scale used in the Healthcare Leadership Model, though it would be acceptable for her to be 'proficient' within the dimensions 'developing capability' and 'holding to account'. However, she displays behaviours that are largely within the 'proficient' part of the scale, with only a few areas coming in within the 'strong' portion, and she is closer to 'essential' in the dimension 'developing capability.'

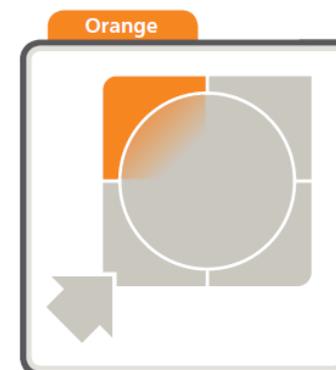
There are some signs that she understands the impact her behaviours have on her team and colleagues, though it isn't clear whether she sees how this impacts on patients or the care provided by her organisation. In terms of personal qualities, she does seem to have a good sense of her strengths, though not as much when it comes to her weaknesses, and seems surprised when asked whether she would be interested in taking advantage of an opportunity for development.

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<sup>7</sup> It is vital to recognise that personal qualities like self-awareness, self-confidence, self-control, self-knowledge, personal reflection, resilience and determination are the foundation of how we behave. Being aware of your strengths and limitations in these areas will have a direct effect on how you behave and interact with others, and they with you. Please see the Healthcare Leadership Model for further information.

**Orange:** *Has well rounded behaviours and values required to do a great job, however needs some support to enhance their performance*

*Please see the Maximising Potential Conversation Tool Navigation Guide for more information about this profile*



### **What to expect to see for individuals in this profile:**

- *Sophistication of behaviours displayed compared to expectation for role:* Higher than expected
- *Variation within each dimension:* Minimal
- *Understanding of what personal qualities<sup>8</sup> are:* High
  - *Understanding the impact of personal qualities:* High
  - *Understanding of their own strengths and weaknesses:* High to medium
    - *Do they actively seek development?* Likely, though they may need encouragement from others to do so

### **Example:**

Staff member M consistently displays behaviours that are within the 'strong' part of the scale used in the Healthcare Leadership Model, though for her role it would be perfectly acceptable for her behaviours to fall more within the 'proficient' as well as 'strong' parts of the scale. She displays these mostly consistently throughout and across the nine behavioural dimensions of the model, though she is closer to 'proficient' within the dimension 'influencing for results' and is closer to 'exemplary' within the dimension 'evaluating information'.

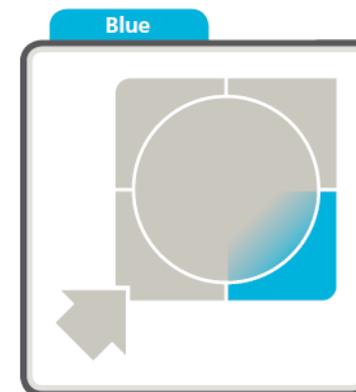
She has a very good understanding of personal qualities, and it is clear she understands the impact her behaviours have on her team and colleagues, as well as on patients and the care provided by her organisation. She has a relatively clear understanding of her own strengths and weaknesses in this area, and has sought out further development in the past though not recently. She seems to be open to taking advantage of a new opportunity when it is mentioned by her line manager though.

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<sup>8</sup> It is vital to recognise that personal qualities like self-awareness, self-confidence, self-control, self-knowledge, personal reflection, resilience and determination are the foundation of how we behave. Being aware of your strengths and limitations in these areas will have a direct effect on how you behave and interact with others, and they with you. Please see the Healthcare Leadership Model for further information.

**Blue:** *Has well rounded performance and always meets performance expectations, however needs some support in understanding how they are achieving/behaving in the work place*

*Please see the Maximising Potential Conversation Tool Navigation Guide for more information about this profile*



### **What to expect to see for individuals in this profile:**

- *Sophistication of behaviours displayed compared to expectation for role:* Less than expected
- *Variation within each dimension:* Likely
- *Understanding of what personal qualities<sup>9</sup> are:* Medium to low
  - *Understanding the impact of personal qualities:* Medium to low
  - *Understanding of their own strengths and weaknesses:* Medium to low
    - *Do they actively seek development?* Possibly, but not likely

### **Example:**

Staff member W's job role would expect to see him displaying behaviours largely within the 'strong' part of the scale used in the Healthcare Leadership Model, though it would be expected to be 'exemplary' in 'evaluating information' and acceptable for him to be 'proficient' within the dimension 'developing capability'. However, he displays behaviours that are largely within the 'proficient' part of the scale, with only a few areas coming in within the 'strong' portion, including 'evaluating information'.

There are some signs that he understands the impact his behaviours have on his team and colleagues, though it isn't clear whether he sees how this impacts on patients or the care provided by his organisation. In terms of personal qualities, he doesn't seem to have much of a sense of his strengths and weaknesses, and seemed taken aback when asked by his line manager whether he would be interested in taking advantage of an opportunity to gain a better understanding and develop these.

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<sup>9</sup> It is vital to recognise that personal qualities like self-awareness, self-confidence, self-control, self-knowledge, personal reflection, resilience and determination are the foundation of how we behave. Being aware of your strengths and limitations in these areas will have a direct effect on how you behave and interact with others, and they with you. Please see the Healthcare Leadership Model for further information.

## Appendix: Rating behaviours

You may want to consider using the below template<sup>10</sup> when rating behaviours. This template helps you consider and rate the leadership behaviours displayed by the individual as well as what is expected for the job role; please see pages 3-4 of this guidance for further information. You may also want to consider using the self-assessment tool and/or the 360 degree feedback tool associated with the Healthcare Leadership Model to more fully explore the behaviours displayed by the individual; please see [www.leadershipacademy.nhs.uk/leadershipmodel](http://www.leadershipacademy.nhs.uk/leadershipmodel) for further information on these tools.

Please see the Healthcare Leadership Model for further information on the scale used within the rating columns below (essential, proficient, strong, exemplary), as well as the associated example behavioural indicators for each leadership dimension.

<b>Leadership behaviour:</b> Healthcare Leadership Model dimension	<b>Rating:</b> <i>Sophistication as displayed by individual</i> Essential, Proficient, Strong, Exemplary	<b>Rating:</b> <i>Sophistication expected for job role</i> Essential, Proficient, Strong, Exemplary	<b>Results:</b> <i>Expected for job role vs. as displayed by individual</i> Partially meets, meets, exceeds	<b>Comments and examples:</b> <i>individual, peers, reports, manager, others</i>
Inspiring shared purpose				
Leading with care				
Evaluating information				
Connecting our service				
Sharing the vision				
Engaging the team				
Holding to account				
Developing capability				
Influencing for results				

<sup>10</sup> This template is also available in Word format from <http://www.leadershipacademy.nhs.uk/discover/leadershipmodel/model-tools-and-resources/development-suggestion-guide/talent-management/>