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NOTE: Throughout this dictionary we refer to “organization”. By “organization” we are referring to the enterprise as a whole.

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Definition of Leadership

A Definition of Leadership

Leadership is the ability to establish direction by developing a compelling and shared vision of the future to create a collective sense of purpose, translating that vision into terms that are relevant and meaningful to the work being performed, and communicating it in a way that creates alignment and generates enthusiasm, excitement and buy-in. Leadership begins from a point of deep insight about oneself and one’s impact on others, and using that insight to build followership. It’s about creating the conditions that will motivate and enable people to work towards achieving the vision, and that will foster multi-directional dialogue across the organization. A true leader is a pioneer who challenges the status quo to produce useful change, achieving results that improve the organization and inspire confidence and commitment.

While management is focused on implementing the vision and setting and achieving the goals of the organization – through effective planning and budgeting, organization and staffing, controlling and problem solving – leadership is focused on change and transformation, inclusion and development. To be successful, leaders need to be as diligent in guiding the execution as they are at setting and communicating strategic direction.
Introduction

In developing the leadership competency models, the Ontario Hospital Association (OHA) partnered with Hay Group. Hay Group’s approach to determining the characteristics of superior job performance goes beyond traditional task and skill analysis to identify the specific competencies of highly effective people in a specific role. Several assumptions underlie Hay Group’s methodology for identifying the characteristics that distinguish the top performers in a particular job from average performers:

- In every job, some people perform more effectively than others.
- Outstanding performers do their jobs differently and possess different competencies (i.e., characteristics, traits, motives) than average performers.
- The best way to identify the characteristics that predict superior performance is to study the behaviours of top performers.

Competencies, therefore, are the underlying personal characteristics and behaviours of an individual that are important contributors to predicting outstanding performance in a job within a particular organization. They mark the difference between average job performance and outstanding performance. Furthermore, the competencies in a specific model are aligned with the organization’s strategy and culture.

Competencies enable top performers to demonstrate critical behaviours:

- More often
- In more situations, and
- With better results.

The competencies that are included in this dictionary are all based on the assumption that in order to master the behaviours at a particular level, one will have needed to master those at lower levels.

The Leadership Competency Model for Director is comprised of 12 competencies. These competencies are divided into four clusters:

- The Achieving Results cluster incorporates those competencies that are required to get the job done.
- The Leading Effectively cluster includes those competencies that are focused on understanding the direction of the organization, building followership, and creating a sustaining organization.
- The Thinking Critically cluster includes those competencies that are associated with the critical analysis required to proactively address business and organizational issues into the future.
- The Personal Effectiveness cluster refers to those competencies that are typically associated with emotional intelligence, and that focus on self knowledge/awareness and awareness of how best to conduct oneself in relation to others.
Introduction

Competency Architecture

There are three major components to a competency: the definition, the scale, and the illustrative behavioural indicators of the scale.

Definition:

- Each competency has a definition which is important for defining specifically what the competency means. The definition provides a context to understand the different behavioural levels of the scale.

Competency Scale:

- Below the definition, you will see a numbered scale. Each scale describes the various levels of behaviour associated with a competency – what the competency “looks like” at each level.

- Each level on the scale starts with a **bolded statement** that describes the *underlying intent* of the level. The levels are incremental and additive, which means that any one level is usually inclusive of all other preceding levels. In addition, the degree of complexity increases as one moves “up” the scale.

- The scale and accompanying levels are used to select the desired level of proficiency necessary for effective performance/success in a given position.

Illustrative Behavioural Indicators:

- Under each bolded scale description, *illustrative* behavioural indicators are presented. These are not exhaustive as they vary depending on the nature of the position and circumstances of the position. The behavioural indicators are provided only to help the user better understand what each level in the scale is about. In case of doubt, the user should refer to the bolded statements as they describe better the underlying intent of the level.

Following is a sample competency scale.
Organizational Awareness

The ability to learn and understand the key relationships, diverse interest groups and power bases within one’s own and other organizations with which one interacts and in the wider community, and to use that understanding to lead healthcare services more effectively.

1. Understands and Uses the Formal Structure
   - Recognizes or uses the formal structure or hierarchy of an organization, “chain of command,” positional power, rules and regulations, Standard Operating Procedures, etc.

2. Understands and Uses Informal Structures/Networks
   - Understands and uses informal structures (identifies key influencers, decision-makers, etc.).
   - Identifies key people inside and outside the organization who can help to influence or get things done.
   - Applies this knowledge when the formal structure does not work as well as desired.
   - Uses own network to gain information or communicate.

3. Understands Climate and Culture
   - Recognizes unspoken organizational limitations – what is and is not possible at certain times or in certain positions in a given local or national climate – in terms of health service provision.
   - Is keenly aware of group norms and the way things have been customarily done.
   - Recognizes and uses the organizational culture and language, etc., that will produce the best response.

4. Understands Organizational Politics
   - Understands, describes or uses ongoing power and political relationships within the organization – own or other (alliances, rivalries) - with a clear sense of organizational impact.
   - Understands the “politics” – with both a small and a large “p” – within one’s own organization as well as within the broader health and social care context.
   - Takes time to become familiar with the priorities and values of many stakeholders, both internally and externally (e.g., physicians, nurses, patients, staff, professionals, families, community leaders, volunteers, etc.).
   - Uses this understanding to build coalitions and consensus around the organization’s vision, priorities, and national health and wellness agendas.

5. Understands Long-Term, Underlying Organizational Issues
   - Understands and addresses the reasons for ongoing organizational behaviour or the underlying problems, opportunities or political forces affecting the organization.
   - Knows who the key influencers within own and other organizations are and how to go about involving them to shape and deliver change across the wider health and social care system.
   - Addresses the deeper reasons for organization, industry and stakeholder actions, such as the underlying cultural, ethnic, economic, and demographic history and traditions.
Achieving Results

Collaboration

The intention to collaborate and engage constructively with others, to be part of a team, to work together, as opposed to working separately or competitively. Collaboration involves promoting a positive climate, resolving conflict, and creating alignment within and across internal and/or external groups/partners.

1. Acts as an Effective Team Player
   - Understands own and others’ roles and accountabilities within the team.
   - Supports team decisions, is a good team player, does his or her share of the work.
   - Keeps team members up-to-date with the latest developments and issues being faced.
   - Gives advice or assistance to others to get the job done.
   - Publicly credits others who have performed well.
   - Puts team goals ahead of personal goals.

2. Expresses Positive Attitudes/Expectations of Others
   - Acknowledges importance of the unique expertise and contributions of each individual.
   - Expresses positive attitudes and expectations of others in terms of their abilities, expected contributions and potential.
   - Speaks of others’ (e.g., team members, peers, colleagues, external partners) abilities/potential/contributions in positive terms, either directly to the individual(s) or to a third party.
   - Makes requests of others (e.g., team members, peers, colleagues, external partners) that are reasonable given the timelines and available resources.

3. Solicits Input and Shares with Others
   - Engages others (e.g., team members, peers, colleagues, external partners) in changing overall plan, goal or initiative to fit evolving situation.
   - Solicits ideas and opinions from others to help form specific decisions or plans.
   - Actively seeks to learn from others.
   - Brings together relevant individuals to discuss areas of conflict and facilitates consensus-based decisions as required.
   - Seeks to gain support and collaboration from key stakeholders/partners and the community.
   - Actively shares ideas, opinions and expertise with others not in their team.

4. Builds Links Across and Outside the Organization
   - Helps others understand the broader context of their work.
   - Aligns multiple internal work groups to new knowledge and other practice innovations.
   - Creates opportunities to collaborate and build capacity across the organization.
   - Generates and maintains an environment that encourages the development of new ideas.
   - Brings different skills and knowledge together from outside and inside the organization to generate original approaches to meeting challenging goals.
   - When conflict arises, goes to the source of the problem or issue to achieve an appropriate resolution, irrespective of hierarchical considerations.

Target Level
Collaboration, continued

5. Works Collaboratively across Organizational Boundaries

- Works with other organizations to further the goals of the healthcare system.
- Participates in discussions and planning across a range of stakeholders for multi-organization initiatives.
- Shares information with peers in other healthcare organizations for mutual benefit.
Impact and Influence

Implies an intention to advocate, motivate, persuade, convince, or influence others (individuals or groups) in order to gain their support and commitment. It also includes the desire to effectively gain the support, collaboration or commitment of others to an idea, plan or course of action, which may include supporting a cause or issue – speaking up, drawing the attention of others to an important issue, and directing decision makers towards a solution. Requires the ability to communicate effectively.

1. Takes a Single Action to Persuade
   - Makes no apparent attempt to adapt presentation to the interest and level of the audience.
   - Uses logical arguments/facts and figures to convince others of the validity/soundness of a position or an approach.
   - Outlines the pros and cons of alternative options/different approaches.
   - Directly and honestly states intentions to others.
   - Is able to articulate others’ points of view and feelings on a subject even when they are contradictory to one’s own perspective.
   - Seeks to ensure that messages are clearly understood, useful and timely.

2. Takes Multiple Actions to Persuade
   - Takes two or more steps to persuade without trying to adapt specifically to the level or interest of an audience.
   - Selectively manages information sharing for optimum impact.
   - Carefully prepares data for presentation.
   - Makes two or more different arguments or points in a presentation or a discussion.
   - Remains factual in providing information to various sources to avoid negative repercussions.
   - Distinguishes essential from non-essential information.

3. Calculates Impact of Actions or Words
   - Adapts a presentation or discussion, in terms of style, mode and tone, to appeal to the interest and level of others and according to the issue being addressed.
   - Anticipates the effect of one’s words or actions on others’ perceptions of himself/herself.
   - Recognizes who the key stakeholders and decision-makers are, and targets them specifically to ensure they clearly understand the benefits of proposed actions.
   - Clarifies complex concepts/proposals in terms that are appropriate for the audience.
   - Uses targeted arguments to convince customers/stakeholders/leaders of the value and importance of their participation or to push an issue forward.
   - Sells own ideas by linking them to the values, needs and goals of others.
   - Presents arguments in the context of mutually beneficial outcomes.
   - Takes well thought out dramatic or unbiased action in order to have a specific impact.
   - Identifies and creatively uses the needs, self-interest and shared outcomes of an individual when persuading.
   - Deliberately plans an approach, or steps in an argument, that will be successful with a particular audience or interest group, including understanding the sensitivities surrounding different individuals and adapting language, tone, style and content of communications appropriately.
### Impact and Influence, continued

<table>
<thead>
<tr>
<th>Target Level</th>
<th>4. Uses Indirect Influence</th>
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<tbody>
<tr>
<td></td>
<td>- Uses chains of indirect influence (e.g., gets A to show B so B will tell C such-and-such).</td>
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<td></td>
<td>- Anticipates areas where support or influence will be required, and takes steps to involve key stakeholders in the process.</td>
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<tr>
<td></td>
<td>- Solicits and engages the support of like-minded individuals to help convince others.</td>
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<tr>
<td></td>
<td>- Enlists third parties or experts to help influence situations.</td>
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<td></td>
<td>- Builds support by involving others (including adversaries) at relevant stages of an initiative.</td>
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<td></td>
<td>- Seeks out key decision-makers and influencers prior to meetings.</td>
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<td></td>
<td>- Uses a combination of logical argument, personal conviction and passion to gain buy-in.</td>
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<td></td>
<td>- Builds up the credibility of others so that their support will be more effective.</td>
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<td></td>
<td>- Takes the time to build critical mass or support for a position, with the ultimate aim of getting results by working in partnership.</td>
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<td></td>
<td>- Interprets complex and possibly contradictory or competing signals/messages.</td>
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<thead>
<tr>
<th></th>
<th>5. Uses Fairly Complex Influencing Strategies</th>
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<tbody>
<tr>
<td></td>
<td>- Builds “behind-the-scenes” support for ideas.</td>
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<td></td>
<td>- Builds and continuously maintains a network of contacts and resources to support initiatives.</td>
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<td></td>
<td>- Uses an in-depth understanding of the interactions within a group to move towards a specific agenda (e.g., may give or withhold information among individuals to have specific effects).</td>
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<tr>
<td></td>
<td>- Uses fairly complex influencing strategies to reach a goal or have an effect.</td>
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<tr>
<td></td>
<td>- Identifies communication barriers and develops strategies to eliminate them.</td>
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<tr>
<td></td>
<td>- Optimizes communications to achieve desired results (e.g., through the use of mediation, counseling, group facilitation, and/or media relations).</td>
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<tr>
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<th>6. Uses Highly Sophisticated Influencing Strategies</th>
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<tr>
<td></td>
<td>- Assembles political coalitions.</td>
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<td></td>
<td>- Uses complex, multi-layered influencing strategies to bring about sustainable change.</td>
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<tr>
<td></td>
<td>- Effectively positions strategic, enterprise-wide change initiatives to ensure the likelihood of favourable responses.</td>
</tr>
</tbody>
</table>
Achieving Results

Organizational Awareness

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Achieving Results

Results Orientation

The personal drive and need to achieve results, and the ability to focus one’s attention on accomplishing key objectives and positive outcomes for oneself and one’s team. This is demonstrated by improving performance, developing oneself, and committing oneself and appropriate resources to accomplishing challenging goals, even in the face of uncertainty and change. This includes working to achieve desired program outcomes, and setting goals and priorities that maximize the use of available resources to consistently deliver results against program objectives and client/community expectations. Effectively assesses and manages risk, and measures/evaluates results.

1. Creates Own Measures of Excellence
   - Demonstrates a strong commitment to perform to established organizational standards, and takes full accountability for completing tasks to expectations.
   - Takes ownership and pride in own work, ensuring quality standards are met.
   - Assumes responsibility for tasks without being asked.
   - Tracks progress and measures outcomes against an objective standard of excellence.
   - May focus on new or more precise ways of meeting established goals or for improving own work methods.

2. Improves Performance
   - Sets stretching but realistic goals that lead to optimal results, enhanced customer satisfaction and quantifiable service improvements.
   - Anticipates obstacles in reaching goals and plans accordingly.
   - Makes specific changes in work methods or operations to improve performance and deliver results.
   - Challenges self and team members to meet and exceed team goals.
   - Ensures effective use of activities and resources that leads to optimal results and enhanced client satisfaction.
   - Develops challenging performance expectations and client-oriented service standards.

3. Sets and Works to Meet Challenging Goals
   - Sets and achieves stretching long-term goals for self, team and/or organization.
   - Thinks through complex projects and develops plans that make complex, challenging objectives obtainable.
   - Makes decisions and sets priorities based on explicit consideration of cost/benefit analysis, potential value created and potential risks.
   - Analyzes performance information to set priorities, and makes calculated decisions to improve the delivery of programs and operations within budgetary constraints.
   - Drives actions that push continuous incremental improvement in organizational efficiencies and productivity.
   - Overcomes obstacles to achieving goals and uses failure as an opportunity to learn.
Achieving Results

Results Orientation, continued

4. Takes Calculated Risks for Significant Results
   - Sets challenging goals to further the organization’s mission, vision and growth.
   - Sets goals, makes decisions and creates plans affecting a significant part of the organization based on the strategic business direction.
   - Anticipates specific future needs or opportunities for the organization and develops action plans to optimize results.
   - Takes calculated risks, based on learning and experience, to achieve significant performance gains and foster a culture that focuses on results.
   - Shows a high degree of tenacity in overcoming opposition or obstacles and resists any pressure that may deflect from goal attainment.

5. Sets Enterprise-wide Goals
   - Creates a stretch vision/mission for the organization.
   - Sets challenging enterprise-wide goals to further the organization’s mission, vision and growth.
   - Takes calculated risks based on an understanding of the political environment and associated risks, as well as Board expectations.
Service and Quality Orientation

The desire to provide quality, patient-centered care. It means focusing one’s efforts on discovering the expressed and unexpressed needs of customers, patients and stakeholders, and meeting these needs. It is about ensuring quality and patient safety in the delivery of services, and complying with existing rules, regulations and legislation. It is expressed in the monitoring of service information, insisting on clarity of roles and expectations, and setting up and maintaining systems that enhance quality and maximize efficiencies.

1. Takes Personal Responsibility for Delivering Quality and Service
   - Takes personal responsibility for meeting customer, patient and/or stakeholder needs.
   - Pays attention to details of patient/customer interactions and takes responsibility for meeting quality and patient safety standards.
   - Demonstrates a genuine, active interest in understanding customer/patient issues.
   - Recognizes ethical situations, problems and concerns, and consults appropriately.
   - Continually strives to develop one’s own professional knowledge and skill base.

2. Addresses Underlying Quality, Safety and Service Needs
   - Seeks information about the real underlying needs of the patient, customer or stakeholder, beyond those expressed initially.
   - Takes actions beyond normal expectations for the customer, patient or stakeholder.
   - Understands the implications of errors for patients, customers and stakeholders, and monitors own and others’ work to ensure errors are not made.
   - Offers alternatives to patients/customers and allows them to make informed choices.
   - Acts on quality improvement opportunities to integrate evidence-based best practices into service delivery.

3. Monitors and Improves Quality, Safety and Service
   - Anticipates patient, customer or stakeholder needs and ensures organization/region services exist to meet those needs.
   - Builds an independent opinion on customer, patient or stakeholder needs, problems, or opportunities and possibilities for implementation (e.g., recommends approaches that are new and different).
   - Acts proactively to help ensure or improve quality service that achieves evidence-based best practices in service delivery.
   - Helps others understand how specific services fit together in the organization.
Service and Quality Orientation, continued

4. Uses a Long-Term Quality, Safety and Service Perspective

- Works with a long-term perspective to anticipate patient, customer and stakeholder needs, and ensures cross-organization services exist to meet those needs.
- Optimizes allocation of human, financial, and infrastructural resources in order to provide quality healthcare within a safe and accessible health system.
- Leads quality improvement processes to integrate evidence-based best practices into service delivery.
- Takes a lead role in creating a culture of quality, service and patient safety across the organization.
- Develops new programs that align emerging needs with long-term strategies and have a significant impact on public well-being and quality of life.
Leading Effectively

Developing Others

The genuine intent to foster the long-term learning or development of others through coaching, managing performance and mentoring in order to stretch and challenge others to actualize core values of the healthcare system, achieve higher level goals and develop new skills/competencies. The individual’s actions are driven by a genuine desire to develop and empower others, rather than simply a need to transfer skills to complete tasks.

1. Shares Task-Related Advice and Expertise With Others
   - Within a developmental context, gives detailed instructions and/or on-the-job demonstrations, e.g., volunteers to show how to do the task.
   - Willingly shares own task-related expertise with others.
   - Provides direction or advice on how to do the work.
   - Ensures others have the instructions, rationale and/or resources to become engaged in personal development planning.

2. Creates Learning Opportunities for Others Relative to Technical Skill Acquisition
   - Identifies or suggests activities that could help others develop new technical skills.
   - Gives directions or demonstrations with reasons or rationale as a training strategy.
   - Asks questions, gives tests, or uses other methods to verify that others have understood explanations or directions.
   - Has people work out answers to problems themselves, to build their capability, rather than simply giving them the answer.
   - Ensures appropriate resources are available to support ongoing learning and development.

3. Coaches Others and Provides Advice Relative to Competency Acquisition
   - Gives specific constructive feedback for developmental purposes.
   - Coaches others by providing feedback relative to learning new competencies.
   - Reassures and/or expresses positive expectations for future performance when giving corrective feedback after a setback.
   - Gives individualized suggestions for improvement.
   - Gives others specific opportunities, wherever possible, to stretch their capabilities and practice new skills.

4. Provides In-Depth Coaching
   - Delegates full authority and responsibility with the latitude to do a task in their own way in order to develop specific characteristics, including the opportunity to make and learn from mistakes in a non-critical setting.
   - Understands and identifies a training or developmental need and establishes new programs or materials to meet it.
   - Encourages others to assess their strengths and weaknesses, career goals, and strategies for achieving them.
   - Consults with individuals and ensures appropriate and helpful assignments, formal training or other experiences for the purpose of fostering a person’s long-term learning and development.

Target Level
Developing Others, continued

5. Champions a Supportive Learning Environment that Facilitates Growth and Development

- Creates an environment where mistakes are used as learning opportunities, feedback is freely offered and willingly received, and expertise is shared among others.
- Provides opportunities for others’ development in light of current and future organizational needs.
- Structures work processes to facilitate others’ development (e.g., cross-functional training, participative management, etc.).
Leading Effectively

Holding Self and Others Accountable

Outstanding leaders expect the best from themselves and others and position others and the organization for success by establishing appropriate levels of responsibility, holding them to account for delivery of agreed upon objectives and implementing appropriate positive/negative consequences. They hold team members and/or others accountable to execute to high standards of excellence, and they hold themselves accountable to the same or higher standards. They provide clear directions, priorities and expectations. They consistently monitor performance and provide corrective feedback when performance is not up to the standards. They confront performance issues directly and promptly, and will not hesitate to take action (e.g., terminating poor performers) when improvement is not forthcoming.

1. Provides Clear Directions
   - Gives people clear instructions.
   - Sets specific milestones to measure progress toward targeted objectives.
   - Makes needs, priorities, and requirements clear – linking individual accountabilities and organization objectives/outcomes and providing a context to create understanding of why they are being asked to do what they are doing.
   - Clarifies standards and expectations.
   - Ensures individuals understand their role responsibilities.
   - Develops a sense of purpose and focus in others.

2. Expects Excellence
   - Sets clear standards for high performance in self and others.
   - Expects people to adhere to higher standards.
   - Ensures clear service level agreements/control assurance processes are in place.
   - Doesn’t accept excuses for poor performance and doesn’t make excuses for own poor performance.
   - Consistently and sustainably “raises the bar” of performance expectations and establishes more challenging work standards for self and others.
   - Holds others and self directly accountable for delivering what has been agreed to, both within and outside the organization.

3. Gives Corrective Feedback
   - Consistently monitors own and others’ performance against clearly articulated expectations using a wide range of metrics.
   - Gives corrective feedback in private when performance does not meet standards.
   - Warns people about the consequences of continued sub-standard performance.

4. Acts to Address Performance Issues
   - Confronts performance issues directly and promptly.
   - Enforces consequences of poor performance (e.g., no bonus, demotion).
   - Intervenes swiftly and consistently when team performance is slipping.
   - Terminates poor performers after appropriate measures have been taken.
Leading Effectively

Holding Self and Others Accountable, continued

5. Promotes a High Performance Culture
   - Identifies stretch goals, and provides appropriate support.
   - Sets stretch goals for self.
   - Provides people with clear expectations and accountabilities, along with the authority and flexibility to perform their roles.
   - Instills a healthy competition that challenges people to raise their own performance standards.
   - Provides incentives to excel.
   - Intervenes swiftly and consistently when organizational performance is slipping.
   - Holds oneself personally accountable for success against the organization’s strategy and goals.
   - Holds others accountable for the execution of the strategy, and applies appropriate consequences and rewards.
Leading Effectively

Visionary Leadership

The ability to inspire others to work toward common goals by increasingly engaging and empowering them. It involves providing inspiration, clarity and direction through a compelling vision of the future. This includes focusing the team on priorities, leading and supporting the team through change, holding the team accountable, soliciting the team’s input to form plans, and inspiring the courage to challenge team process, and the commitment to achieve personal, team and organizational goals.

1. Manages and Informs the Team
   - States agendas and objectives, assigns project tasks, roles and responsibilities, etc.
   - Ensures the group or individual team members have the necessary information to do their job.
   - Consistently informs people on what is happening, especially during times of change.
   - Repeats key change messages to ensure team members are clear on the purpose and direction of the change.
   - Actively listens to and involves employees in the change process.
   - Modifies and develops own skills and behaviours to cope with changing circumstances.

2. Focuses and Motivates the Team
   - Focuses the team on key priorities and removes distractions or barriers.
   - Analyzes the performance of the team.
   - Obtains the necessary resources for the team to meet its needs.
   - Positions the team and its members in a positive light and protects the team’s reputation.
   - Clearly integrates change with existing work/projects and programs.
   - Explains to team members specifically how a change will affect their roles or positions.

3. Empowers the Team to Contribute
   - Solicits contributions and incorporates ideas to help make decisions or plans or as input into change initiatives.
   - Encourages differing opinions when building consensus and manages conflicts when necessary.
   - Demonstrates respect for the valuable contributions of others.
   - Creates a supportive environment for change.
   - Continually evaluates the change process, accepting relevant input from others, and makes necessary adjustments to maximize effectiveness.

4. Builds Followership
   - Ensures team members commit to the organizational mission and direction.
   - Solicits personal commitment and inspires others to accept challenges.
   - Builds shared beliefs and a supportive environment.
   - Takes time to establish relationships with the intent to build trust and push the team to excel.
   - Publicly challenges the status quo, and helps others recognize the need for change.

Target Level
Visionary Leadership, continued

5. Operationalizes a Vision
   - Inspires and energizes the team by helping them understand how their work supports the mission, vision and values.
   - “Walks the talk” by creating and implementing a plan to achieve the vision and by living the values.
   - Reinforces the change vision with own actions and attitudes; is both accessible and responsive.

6. Galvanizes the Organization Around a Vision
   - Communicates a compelling vision that generates engagement, enthusiasm and commitment to the organizational mission, vision and values.
   - Proactively initiates long-term, enterprise-wide changes in the organization in response to anticipated future requirements.
   - Sets the tone at the top of the organization consistent with the vision and values of the organization.
Thinking Critically

Business Acumen

The ability to understand the business implications of opportunities and decisions and to implement successful business strategies that improve the functioning of the organization. It requires an awareness of issues, processes and outcomes as they impact the organization’s and stakeholders’ strategic direction.

1. **Possesses Basic Knowledge of Business**
   - Understands how own job fits in relationship to the bottom-line.
   - Acts to improve understanding of the organization’s business.

2. **Understands Business Fundamentals**
   - Understands tactical business fundamentals and incorporates them into solving short-term business issues (e.g., suggests ways to control costs).

3. **Demonstrates a Business Orientation**
   - Balances revenue and cost control when making decisions that impact the unit/program.
   - Actively seeks feedback from customers, patients, employees and other stakeholders on strategies to improve performance.
   - Decisively addresses and resolves business problems that impact programs and other areas of the organization.

4. **Leverages Opportunities and Solutions**
   - Takes advantage of existing opportunities.
   - Displays agility in responding to changing healthcare opportunities or threats.
   - Shows a commitment to building superior relationships with patients, stakeholders, partners and the community.
   - Understands how customers, patients and/or stakeholders might look at programs/services from a cost/benefit perspective.
   - Leverages cost-benefit analyses to understand the financial implications of manipulating the business and financial levers when designing and implementing programs.

5. **Optimizes Programs and Solutions for Business Benefit**
   - Engineers and promotes new opportunities/solutions to problems that generate revenue; displays an innovative, entrepreneurial mindset.
   - Understands the healthcare system and formulates proactive strategies to position the organization as a provider of choice.
   - Leverages the organization’s competencies to optimize flow, functionality and effectiveness.
   - Looks for opportunities to drive financial improvements through alternate service delivery options and to differentiate the organization by identifying unique opportunities to exceed customer, patient and community expectations and achieve positive outcomes.

**Target Level**
Thinking Critically

Business Acumen, continued

6. Directs the Organization

- Displays a strategic understanding of the economy, trends and broad business issues, including new developments in healthcare, and uses that understanding to formulate strategies for the organization as a whole.
- Develops the strategy for partnerships and alliances that will best further the goals of the organization and the healthcare system.
- Applies an extensive knowledge of all of the internal and external factors that influence and affect the long-term success of the organization.
Thinking Critically

Strategic Orientation

The ability to understand the business implications of decisions on one’s role, and link daily work to the organization’s strategy. This ranges from a simple understanding to a sophisticated awareness of the impact of the world at large on strategies and choices. This includes the ability to take a long-term perspective on the nature of healthcare and the community served by the organization, charting a course that delivers results today and well into the future.

1. Understands and Aligns Current Actions with Strategic Goals
   - Analyzes and comprehends operational and service area goals and strategies developed by others.
   - Prioritizes own work in alignment with business goals.
   - Reviews own and team’s actions and priorities against the organization’s business plan, and adjusts actions/priorities accordingly.
   - Develops and defines unit objectives and goals in line with larger organizational goals.
   - Uses common sense and past experience to understand issues in the business.

2. Thinks in Strategic (Future-Oriented) Terms
   - Develops and implements long-term objectives, strategies, and goals for one’s own service area that are truly aligned with the strategy.
   - Actively increases one’s own knowledge of the business and competitive environment to determine long-term issues, problems or opportunities.
   - Develops and defines department objectives and goals in line with larger organizational goals.

3. Plans Actions to Fit Strategy
   - Evaluates and links short-term objectives in the context of long-term business strategies/goals.
   - Incorporates knowledge of customers’ needs/concerns, along with current and future trends/issues and best practices, into the business plan.
   - Reviews own and team’s actions against the organization’s strategic plan.
   - Considers the big picture when considering possible opportunities or projects.

4. Understands External Impact on Internal Strategy
   - Is aware of the projected directions or trends in the industry and the community at large, and how changes might impact the organization.
   - Determines how present policies, processes, and methods will be affected by future developments and trends.
   - Aggressively changes the strategic approach and reevaluates business practices in own portfolio in light of future market conditions and opportunities.
   - Develops and establishes broad scale, longer-term objectives, goals, or projects (e.g., affecting a department or organization/facility).

5. Incorporates Complex Factors Into Developing a Strategy for the Organization and Broader Healthcare System
   - Creates a strategic vision that will guide the organization and healthcare system into the future.
   - Aggressively changes the strategic approach and reevaluates business practices for the whole organization in light of future market conditions and opportunities.
Interpersonal Sensitivity

Acting to understand and respond appropriately to the concerns of others. It involves practicing active listening when interacting with individuals or groups. It includes the ability to reflect on verbal and non-verbal behaviour and communicate effectively.

1. Recognizes Behaviour
   - Demonstrates openness and receptivity to new information.
   - Is willing to listen when approached by others.
   - Picks up on non-verbal cues to others’ feelings and emotions, including tone of voice, intuition and choice of words.
   - Is aware of own feelings, reactions and messages.
   - Is able to accurately describe others’ views of specific events or situations.
   - Uses own insights and perceptions to create greater diversity and multi-culturalism.

2. Understands Behaviour
   - Demonstrates objective and active listening.
   - Is able to seek out the facts and pertinent information before drawing conclusions.
   - Participates to check understanding, and invites open dialogue.
   - Is able to anticipate someone’s next action based on an understanding of their behaviour.

3. Effectively Uses Empathy
   - Listens and responds to people’s concerns by altering own behaviour in a helpful manner.
   - Is genuinely sensitive to underlying messages especially where thoughts, feelings or emotions are poorly expressed.
   - Can see things from another person’s perspective, anticipate reactions, and respond accordingly to achieve resolution.
   - Has an accurate appreciation and understanding of the strengths and weaknesses of others.
   - Balances a point of view about another person’s actions; will not be influenced by any extreme of positive or negative implications of a personal relationship or specific action.

4. Makes Insightful Assessments
   - Is capable of accurate assessment and sensitivity to the underlying complex root causes of individual or group behaviour patterns.
   - After assessing an issue, takes appropriate action to resolve workplace related issues/problems and conflict.

5. Actively Increases Diversity and Multicultural Approaches
   - Ensures the organization has a solid understanding of the multicultural landscape to incorporate it into recruitment and training of staff, and service delivery/patient care.
   - Implements systems and processes to ensure no systemic discrimination occurs.
Leadership Presence

The ability to develop and maintain a sense of presence and emotional maturity that is anchored in: an accurate awareness of one’s strengths and limitations; an understanding of one’s own emotions and the impact of one’s behaviour on others; consistent behaviour that is congruent with personal and organizational values; appropriate management of emotions; demonstration of resilience in a range of complex and demanding situations; and, an inner confidence that one can succeed and overcome obstacles.

1. **Consistently Presents Themselves with Self-Assurance**
   - Manages own anxieties and appears confident to others.
   - Has the courage to make full use of the formal authority of the role.
   - Gives it a go however difficult/impossible a task may seem.
   - Is aware of one’s own feelings.
   - Notices when one’s emotions are aroused.
   - Carefully manages own responses and reactions when under pressure.
   - Remains calm in a crisis.
   - Behaves consistently with own stated values and beliefs.
   - Delivers on what they have promised.

2. **Manages Emotions Under Difficult Circumstances**
   - Sees self as a “can do” person and is positive about own ability to succeed.
   - Draws on own relevant experience.
   - Is optimistic about achievement of goals even when the going is tough.
   - Understands the nature and causes of one’s emotional reactions to particular situations.
   - Takes conscious steps to manage own emotions and pressure when necessary.

3. **Demonstrates Personal Courage**
   - Rises to, and relishes, a range of challenges.
   - Has the confidence to involve others in support of a particular goal.
   - Recognizes how challenges to one’s personal values are likely to trigger certain responses in them.
   - Understands the likely implications and impact of one’s emotions, both on self and others, in a range of situations.
   - Develops and effectively utilizes a range of coping mechanisms (e.g., may temporarily withdraw from a stressful situation, create time-out for reflection or recuperation) and/or seeks support from peers/others.
   - Is prepared to support others who are acting consistently with core values.
Personal Effectiveness

Leadership Presence, continued

Target Level  4. Demonstrates Resilience

- Takes on very stretching challenges that others may back away from.
- Is able to respectfully challenge others in positions of power in pursuit of establishing the truth and/or the achievement of organizational goals.
- Knows one’s own strengths and limitations and seeks support in providing leadership that makes a difference to patients and users.
- Manages one’s own energy, pacing one’s efforts for the long haul.
- Is able to absorb and deal constructively with criticism, seeking support when needed.
- Delivers on one’s commitments even when it is difficult to do so, and/or where there may be personal cost in doing so.