

Northern Care Alliance

# NCA Leadership By All Competency Framework

## Table of Contents

Context.....	3
Introduction to the <i>Leadership By All</i> competency framework.....	3
How to review the Competencies.....	4
Core Leaders Competencies.....	6
Appendices.....	18

## Context

At NCA, our mission is to ensure that everything we do contributes to saving and improving lives. We are ambitious for our patients, communities and colleagues and our six core beliefs underpin this ambition. Whatever the context, our services aim to be: pioneering, connected, deliverable at scale, trusted, highly reliable, and value for money. By applying these beliefs, and being our professional best, we individually and collectively contribute to improving the experiences of our patients and colleagues.

### ***Leadership By All***

To achieve this, we are pioneering a new way of supporting and developing colleagues to be their professional best and reach their potential - *Leadership By All*. At NCA we define leadership as: *bringing to life our core beliefs in a way that makes a difference and contributes towards our mission of saving lives, improving lives*. Whatever your role, you can make a difference. Wherever you work your contribution matters and impacts on our service delivery and patient and colleague experiences. There are countless examples of how great things happen when we and our colleagues feel able and are supported to 'step up'. *Leadership By All* means we are all encouraged and supported to take and make opportunities to demonstrate leadership whether we're formally a leader or not.

### ***Development For All***

We plan to achieve the change towards a culture of *Leadership By All* by delivering an ambitious and pioneering in our approach to developing our people. Rather than the traditional top down approach, we plan to focus on developing mindful, high performing teams. We know that teams are stronger and more sustainable than even the strongest team leader and that the best teams are mindful of the well-being of their team members. Safe, healthy, and happy colleagues are more engaged and more able to deliver services that improve outcomes. So, our ambition for our colleagues is - supporting you to be your professional best and achieve your potential by providing access to *Development For All*

## Introduction to the *Leadership By All* competency framework

The NCA *Leadership By All* Competency Framework provides guidelines to support our strengths-based approach to individual performance and contribution. The aim of the Competency Framework is to provide us with a guide to what is expected of us in terms of *Leadership By All* in our roles. The Competency Framework provides us with a shared understanding about how we act and behave, with our patients, peers and colleagues. The NCA recognises that success in our role is both about what we do (applying your technical knowledge, skills, and ability) and how we do it (the mindset, values and behaviours we consistently choose and demonstrate).

This document describes the NCA *Leadership By All* Competency Framework in respect of the 'how' we go about our work in order to deliver our goals. The Competency Framework will be an important baseline tool/measure for:

- Recruitment & selection
- Talent management & assessment
- Career reviews
- Succession planning
- Performance management
- Organisation design/role reviews

The *Leadership By All* Competency Framework is one piece in the 'jigsaw' of what is expected of us in a particular role. Other pieces of the jigsaw include – our job description, professional competencies, team and individual objectives. Diagram 1 (over the page) shows how the pieces fit together. The 6 levels combine to ensure every individual has clear standards about what is expected of them in terms of the culture of the organisation, their service, their profession, their team and their role. Each level is brought to life by tools that define and describe what is expected in terms of mind-set, knowledge, skills and

behaviour. Delivering to these standards will ensure we achieve the NCA vision 2025 ambitions for patients, communities and colleagues.



The tools and methods\* referenced in this framework are all available on the NCA intranet or operationalised as part of the *Leadership By All* Development Programmes. Further tools to support teams and individuals are available on the intranet but also via your local Senior Organisational Development Practitioner who can be contacted via [TOD@srft.nhs.uk](mailto:TOD@srft.nhs.uk)

### How to review the Competencies

The *Leadership By All* Competency Framework has been developed to help you, colleagues and peers recognise the behaviours that you are expected to demonstrate in your role. Also, embedded in this Competency Framework, are the NCA core belief and values which are at the core of *Leadership By All*. Every one of us has daily opportunities to 'step up' and demonstrate leadership and we are striving to become a culture of empowered and engaged colleagues who bring our values to life by demonstrating that they:-

**CARE | COLLABORATE | INSPIRE | DELIVER EXCELLENCE**

The Competency Framework provides a set of generic expectations/standards defined at five levels:-

<b>All colleagues and aspiring &amp; emerging leaders</b>	
<b>Front Line Leaders</b>	Typically bands 4-6 - patient-customer   service-team   planning & delivering change & service   local   day-to-day   task focused
<b>Operational/service Leaders</b>	Typically bands 7-8a - communities-team/s  service/s  enabling change   task & targets  shaping delivery   project management   SOPs   collaborating
<b>Senior leaders</b>	Typically bands 8b-8d - divisions/directorates-functions  determining direction  initiating & informing transformation   TOMs   influencing   partnerships   commercial operations
<b>Executive / Director</b>	Typically bands 9 – Exec - workforce-population-communities   Group-CO   strategy & vision   regional-national  future impact   systemic influence  funding streams

Note: levels are provided as a guide and to support development. It should also be noted that the levels are cumulative; therefore senior leaders should be proficient in the other levels in addition to their own. The Competency Framework contains 12 competencies divided into four clusters:



**Care**

This cluster concentrates on learning from our experiences and ensuring that these are used to develop ourselves and our skillset. Resilience, adaptability and self-awareness underpin our success; our people know their capabilities, develop themselves in response to changing requirements and play to their strengths. They are open to learning and use a range of opportunities to drive their personal growth. They are excited by change and motivated to learn new things.

**Collaborate**

This cluster focuses on interacting with others and building effective relationships. Developing and maintaining effective working relationships with colleagues at all levels is critical for performance. Our best people identify key stakeholders and decision makers and influence to achieve results. They lead, inspire, engage, develop and motivate others and are skilled communicators, using their interpersonal awareness to get the most from their interactions.

**Inspire**

This cluster focuses on thinking and reasoning skills including analysing data. It includes the abilities to reason effectively, gather appropriate data and make decisions are key skills in helping direct efforts and energies in the right direction. Our best people think broadly, strategically and creatively to develop new processes, way of working and delivering care to ensure sustainable delivery of services across the NCA.

**Deliver Excellence**

This cluster focuses on delivery and ensuring that we provide the best care and service possible. Using their skills, experience and abilities, our people work hard in order to get the best results. They organise and execute work, plan for the future and find ways to deliver better care at lower cost. They drive the sustainability and future success of the NCA through the smart application of our resources.

## Core Leaders Competencies

### Conscious Leader

Capitalising on a range of opportunities to drive their personal growth; reflecting on experiences, observing others, soliciting feedback and using the learning to identify strategies for future success and performance improvement. Seeking out challenging experiences, developing own reputation within the NCA and beyond and identifying ways in which personal development can be aligned with current and organisational needs and long-term career plans.

Level	Level description	Indicators
<b>Level 1:</b> <b>Aspiring/Emerging</b> <b>&amp; ALL colleagues</b>	Demonstrates a desire to grow and develop in role	<ul style="list-style-type: none"> <li>• Sees personal development as being necessary for high performance or success</li> <li>• Welcomes constructive feedback from others</li> <li>• Shows a realistic view of own strengths/development needs</li> <li>• Looks to learn from past experiences, successes or mistakes</li> </ul>
<b>Level 2:</b> <b>Front Line</b>	Keeps technical skills and knowledge up to date	<ul style="list-style-type: none"> <li>• Engages in on-the-job learning</li> <li>• Reads relevant organisational, technical or professional publications, relevant to their role</li> <li>• Attends training courses to develop their knowledge</li> <li>• Learns from others within their own function or team</li> </ul>
<b>Level 3:</b> <b>Operational/Service</b>	Develops competencies and abilities to improve performance in role	<ul style="list-style-type: none"> <li>• Responds constructively to both negative and positive feedback; uses both to improve overall performance</li> <li>• Recognises own strengths and limitations and seeks roles which play to their strengths</li> <li>• Sets personal development objectives which help them perform their current role to greater effect</li> <li>• Thinks beyond technical knowledge and skills when planning personal development</li> </ul>
<b>Level 4:</b> <b>Senior</b>	Develops skills and competencies to prepare for future roles	<ul style="list-style-type: none"> <li>• Aligns their personal development plan with the competencies and skills required for the next role</li> <li>• Actively seeks opportunities to develop skills which are considered outside their current remit</li> <li>• Engages in a range of learning experiences (e.g. mentoring coaching, reading, research, job shadowing etc.) in order to broaden their abilities</li> <li>• Willing to stretch outside of their comfort zone/learn new things</li> </ul>
<b>Level 5:</b> <b>Executive / Director</b>	Engages in continuous learning and long-term career planning	<ul style="list-style-type: none"> <li>• Habitually reflects on past experiences, successes and failures to inform future action</li> <li>• Actively seeks feedback from others and uses this to improve personal performance</li> <li>• Shows an acute awareness of personal strengths and limitations and actively manages both</li> <li>• Develops a long-term career strategy and takes steps (e.g. sideways moves, professional qualifications) to realise them</li> </ul>

## Drive and Motivation

A Leader is able to demonstrate passion, commitment and drive to make a positive contribution to the NCA. Bringing energy and enthusiasm into all aspects of their role and believing that they can make a difference. Demonstrating resilience and an ability to self-motivate through difficult times and increasing their efforts in the face of obstacles and challenges.

Level	Level description	Indicators
<b>Level 1:</b> Aspiring/Emerging & ALL colleagues	Demonstrates a desire to grow and develop in role	<ul style="list-style-type: none"> <li>Does not give up in the face of obstacles or difficulties; looks at ways to overcome setback or things that have gone wrong</li> <li>Does not allow short-term or minor failures to obscure longer-term goals</li> <li>Talks in positively or complimentary terms about the organisation, or is positive about their work or their role</li> <li>Goes the above and beyond the minimum required to get things done</li> </ul>
<b>Level 2:</b> Front Line	Demonstrates an interest in their role and wants to make a positive contribution	<ul style="list-style-type: none"> <li>Gains personal satisfaction from performing their role to the best of their ability</li> <li>Seeks ways to add value or 'go the extra mile' in their current job</li> <li>Projects a positive, credible self-image; has an enthusiastic, energetic and positive approach to work</li> <li>Talks about their role and personal contribution in positive terms</li> </ul>
<b>Level 3:</b> Operational/Service	Demonstrates drive and resilience	<ul style="list-style-type: none"> <li>Addresses multiple demands without losing focus or energy</li> <li>Increases efforts in the face of difficulties or obstacles and recovers quickly after setbacks</li> <li>Remains calm and focused during stressful or challenging situations; concentrates only things they can control or influence</li> <li>Encourages others during challenging times with their positive, can-do attitude</li> </ul>
<b>Level 4:</b> Senior	Wants to make a difference in the organisation. Is seen as a role model for drive and motivation	<ul style="list-style-type: none"> <li>Demonstrates a curiosity about the broader organisation and talks about the NCA in positive terms</li> <li>Finds ways to contribute to corporate efforts and projects</li> <li>Gets involved in areas which are outside their remit and where skills and abilities make a difference</li> <li>Demonstrates a drive to make a positive difference and a success of the NCA by taking carefully calculated risks</li> </ul>
<b>Level 5:</b> Executive / Director	Is a role model for drive and motivation	<ul style="list-style-type: none"> <li>Is seen as a role model for their positive attitude, their passion for and commitment to the organisation</li> <li>Acts as an ambassador for the NCA when representing the organisation outside</li> <li>Is able to motivate both themselves and others through prolonged periods of pressure or uncertainty</li> <li>Inspires others with their drive, enthusiasm and energy</li> </ul>

## Managing Change

A Leader is able to adapt their approach to changing needs from the business or outside. They are able to develop appropriate responses and showing flexibility when new priorities emerge or when things aren't working. Challenging the status quo, demonstrating openness to new processes and using appropriate coping mechanisms in order to deal constructively with change.

Level	Level description	Indicators
<b>Level 1:</b> <b>Aspiring/Emerging</b> <b>&amp; ALL colleagues</b>	Demonstrates a positive approach to change	<ul style="list-style-type: none"> <li>Actively seeks change, or seeks to challenge the status quo</li> <li>Finds new ways of doing things and challenges past successes</li> <li>Embraces reasonable changes to own role</li> <li>Finds it easy to adjust own approach to work in the light of technological or organisational changes and advancements</li> </ul>
<b>Level 2:</b> <b>Front Line</b>	Copes effectively with changes to own role or function	<ul style="list-style-type: none"> <li>Recognises changes in circumstances and adjusts own activities accordingly</li> <li>Adjusts easily to new technology which affects their role</li> <li>Is open to adopting new processes and ways of working which can improve efficiency or performance</li> <li>Proactively identifies things within their own role which could be done better</li> </ul>
<b>Level 3:</b> <b>Operational/Service</b>	Adapts priorities in response to internal or external changes or demands	<ul style="list-style-type: none"> <li>Responds constructively and quickly to shifting goalposts or changing requirements</li> <li>Copes effectively with rapid change or increased demands</li> <li>Reprioritises own work or the work of the team in response to external pressures</li> <li>Is flexible in their approach; adapts their working style to suit the needs of the situation</li> </ul>
<b>Level 4:</b> <b>Senior</b>	Challenges the status quo and proactively anticipates manages change	<ul style="list-style-type: none"> <li>Proactively identifies the need for change and convinces others to act</li> <li>Develops plans to implement change in areas which are performing sub-optimally</li> <li>Changes own plans or approach when things aren't working</li> <li>Is willing to challenge the way things are done, even if this makes them unpopular</li> </ul>
<b>Level 5:</b> <b>Executive / Director</b>	Proactively anticipates managing change	<ul style="list-style-type: none"> <li>Actively plans to mitigate the effect of changes within the organisation</li> <li>Develops change management plans which incorporate short term 'wins' and longer-term deliverables</li> <li>Identifies potential risks and obstacles to change, managing these appropriately</li> <li>Engages all those who are affected by change in the decision-making, planning and implementation processes, encouraging them to take a positive approach</li> </ul>



## Influencing across systems

A Leader has the ability to use interpersonal flexibility and emotional intelligence to get a point across and shape the thinking of others. They are able to progress an agenda by using a broad repertoire of influencing skills and styles, whilst keeping people on board and demonstrating respect for others' views, needs and opinions. They make an impact and developing own reputation within the NCA and beyond.

Level	Level description	Indicators
<b>Level 1:</b> <b>Aspiring/Emerging</b> <b>&amp; ALL colleagues</b>	Demonstrates a desire to develop own influencing style	<ul style="list-style-type: none"> <li>Adopts influencing styles or tactics which are appropriate for the audience or situation</li> <li>Utilises influencing tactics and/or is successful in adapting their approach to others</li> <li>Seeks to consider the needs, views and interests of other parties when looking to influence them</li> </ul>
<b>Level 2:</b> <b>Front Line</b>	Employs a preferred influencing style or strategy to bring others round to their way of thinking	<ul style="list-style-type: none"> <li>Successfully uses one style of influencing (e.g., providing data, pointing out the benefits of an approach)</li> <li>Prepares their case before seeking to bring others round to their way of thinking</li> <li>Uses direct persuasion to convince others of their ideas</li> <li>Overcomes objections and resistance by showing the benefits of their approach</li> </ul>
<b>Level 3:</b> <b>Operational/Service</b>	Uses more than one influencing style or strategy to influence others	<ul style="list-style-type: none"> <li>Successfully employs more than one influencing strategy or tactic when trying to persuade others</li> <li>Effectively employs bold, unusual or dramatic steps to persuade and convince others</li> <li>Rehearses or role-plays conversations or presentations to get feedback on their intended approach</li> <li>Anticipates the effect of their approach on others</li> </ul>
<b>Level 4:</b> <b>Senior</b>	Adapts their own style and approach to influence others effectively.	<ul style="list-style-type: none"> <li>Switches to a different strategy or style and flexes own approach when the preferred tactic is not working</li> <li>Takes a planned approach, thinks through their strategy, contingencies and likely objections in advance</li> <li>Tailors messages and their own personal approach to the needs, interests and views of others</li> <li>Aligns their personal agenda with the other party's; works towards successful outcomes</li> </ul>
<b>Level 5:</b> <b>Executive / Director</b>	Uses a broad range of tactics and complex influencing strategies. Employed to successfully move the agenda forwards	<ul style="list-style-type: none"> <li>Builds alliances, coalitions and behind the scenes support in order to progress their agenda (including politically/organisationally)</li> <li>Uses complex influencing strategies tailored to the situation and the people involved</li> <li>Has a firm grasp of organisational politics and manages these effectively to gain positive results for the NCA</li> <li>Successfully employs indirect influencing to persuade others (e.g., uses experts to strengthen their case, gets key decision-makers or influential people on board)</li> </ul>

## Managing People

A Leader has the ability to act as a leader expert or point of contact on relevant issues or projects. They create a vision for a group or team and getting others to support them in achieving that vision. They inspire others with their energy and enthusiasm and living the values of the organisation. Leaders provide engagement and motivation in an act of bringing people together in order to achieve a common purpose.

Level	Level description	Indicators
<b>Level 1:</b> <b>Aspiring/Emerging</b> <b>&amp; ALL colleagues</b>	Contributes to the overall direction and performance of their team or area	<ul style="list-style-type: none"> <li>Positively delegates leadership to others</li> <li>Accepts the lead on projects when asked</li> <li>Willingly puts self forward for new responsibilities or challenges</li> <li>Follows instructions from others and also sets direction for their own role</li> </ul>
<b>Level 2:</b> <b>Front Line</b>	Sets out own views on how their own role should contribute to team or area	<ul style="list-style-type: none"> <li>Sets personal goals and standards</li> <li>Takes responsibility for making things happen</li> <li>Puts self forward as a technical or subject matter expert</li> <li>Sets a personal example by behaving in a way which is in line with the organisational values</li> </ul>
<b>Level 3:</b> <b>Operational/Service</b>	Contributes to the overall direction and performance of their team or area	<ul style="list-style-type: none"> <li>Offers to lead on relevant projects or initiatives</li> <li>Provides thought and thoughtful leadership</li> <li>Deals constructively with conflict and interpersonal issues which inhibit performance</li> <li>Supports others in developing strategic and operational plans for their area</li> <li>Sets goals with others in line with team priorities</li> </ul>
<b>Level 4:</b> <b>Senior</b>	Enables the team to work more effectively together by motivating and bringing people together.	<ul style="list-style-type: none"> <li>Leads on organisational or corporate projects and initiatives</li> <li>Creates cross-functional networks which contribute to operational efficiency</li> <li>Encourages others to achieve goals through their personal energy, enthusiasm, understanding of what motivates people and by celebrating success</li> <li>Shares resources with other areas</li> </ul>
<b>Level 5:</b> <b>Executive / Director</b>	Creates a compelling vision for their area or organisation, inspiring others to make this a reality	<ul style="list-style-type: none"> <li>Creates a sense of common purpose and inspires others through their engaging leadership style</li> <li>Articulates a vision that generates excitement, enthusiasm and commitment</li> <li>Acts as a role model of integrity, fairness, respect for others and consistency in decision-making</li> <li>Demonstrates a flexible leadership style which gets the best out of people</li> </ul>

## Respect, Value & Engage

A Leader will collaborate with others through the development and maintenance of effective and productive working relationships with colleagues across the organisation. Sharing knowledge and resources and proactively finding ways to support and develop others with the aim of improving organisational performance.

Level	Level description	Indicators
<b>Level 1:</b> <b>Aspiring/Emerging</b> <b>&amp; ALL colleagues</b>	Considers the wider team in everything they do	<ul style="list-style-type: none"> <li>• Carries out tasks with reference to and consideration for, others</li> <li>• Distributes information that would be useful to others</li> <li>• Willingly shares their knowledge and expertise to help others learn</li> <li>• Assists colleagues who are experiencing difficulties</li> </ul>
<b>Level 2:</b> <b>Front Line</b>	Responds positively to requests for help from manager or colleagues	<ul style="list-style-type: none"> <li>• Treats others with respect, fairness and consistency</li> <li>• Makes time available to help others when asked</li> <li>• Uses their skills and knowledge to make things easier for others</li> <li>• Thinks about the impact of their own work and performance on others in the team</li> </ul>
<b>Level 3:</b> <b>Operational/Service</b>	Proactively finds ways to support people in their team or area	<ul style="list-style-type: none"> <li>• Offers own time and experience to help others learn</li> <li>• Supports the learning and development of colleagues by coaching, mentoring or training</li> <li>• Takes an active interest in the people with whom they work</li> <li>• Goes out of their way to be supportive and helpful to others</li> </ul>
<b>Level 4:</b> <b>Senior</b>	Shares knowledge and resources across their area.	<ul style="list-style-type: none"> <li>• Actively participates in knowledge sharing and cross-functional networking groups</li> <li>• Makes appropriate information and knowledge available promptly to those who have a need for it</li> <li>• Recognises and capitalises on the opportunities presented by the diversity within and across different teams</li> <li>• Sets up systems and processes by which useful information or intelligence can be shared</li> </ul>
<b>Level 5:</b> <b>Executive / Director</b>	Actively looks for ways in which their team can support other areas of the business	<ul style="list-style-type: none"> <li>• Builds relationships and positive alliances across teams to create efficiencies and reduce overlap and waste</li> <li>• Sets up knowledge-sharing or best practice groups to disseminate knowledge across the NCA</li> <li>• Deals constructively and directly with inter-team tensions or conflict</li> <li>• Shares resources across teams for the overall benefit of the NCA. Even if this means a short-term impact on their own team's objectives</li> </ul>

## Strategic Judgement

For the strategic leader, they must have the ability to think broadly and longer-term. They must take time to look across the NCA and also throughout the public sector to understand the impact of changes and developments. They use judgment and reasoning abilities to identify threats and opportunities and identify the optimal response to these.

Level	Level description	Indicators
<b>Level 1:</b> <b>Aspiring/Emerging</b> <b>&amp; ALL colleagues</b>	Shows some interest in the wider system	<ul style="list-style-type: none"> <li>• Expands their thinking to the boundaries of their own role</li> <li>• Grasps opportunities to link or collaborate with others</li> <li>• Demonstrates an 'outward-looking' focus, and a wealth of awareness of other health or public sector activity</li> <li>• Adapt personal priorities in response to changing business needs</li> </ul>
<b>Level 2:</b> <b>Front Line</b>	Looks at their role in the wider context of the team	<ul style="list-style-type: none"> <li>• Links personal objectives to the team or manager's plan or strategy</li> <li>• Looks at other people in similar roles to identify different ways of doing things</li> <li>• Recognises changes in circumstances within the team and adjusts own activities and plans accordingly</li> <li>• Considers the impact of own decisions and actions on others</li> </ul>
<b>Level 3:</b> <b>Operational/Service</b>	Looks across their department or their division to identify opportunities	<ul style="list-style-type: none"> <li>• Identifies opportunities to link their own efforts with those of others</li> <li>• Spots trends and patterns in information that are not obvious to others</li> <li>• Reviews divisional information and data to identify opportunities for improvement</li> <li>• Recognises changes within the organisation and adjusts team or area plans accordingly</li> </ul>
<b>Level 4:</b> <b>Senior</b>	Looks at their role in the context of the whole organisation.	<ul style="list-style-type: none"> <li>• Articulates the link between what they do as an individual and the broader organisational purpose</li> <li>• Seeks to understand other NHS organisations/other Care organisations activities and understand the impact for the NCA</li> <li>• Draws on a wide range of organisational and management to inform decision-making</li> <li>• Performs SWOT or PESTLE (or other analysis) to understand the opportunities and threats for the organisation</li> </ul>
<b>Level 5:</b> <b>Executive / Director</b>	Looks externally and nationally (across other NHS organisations) to	<ul style="list-style-type: none"> <li>• Develops strategies which drive the longer term benefits and successes for the NCA</li> <li>• Identifies threats, opportunities, strengths and weaknesses of the NCA and reviews strategies in light of this</li> <li>• Identifies systemic issues and trends and recognises their impact on current and future efforts</li> <li>• Anticipates likely future scenarios based on a realistic assessment of trends and developments</li> </ul>

## Decision Making

A Leader is able to identifying and analyse appropriate data, research, facts, opinions and information to make informed and well-reasoned decisions. They are able to come to clear conclusions, in a timely manner, in the best interests of the NCA and its employees. They have the confidence to make decisions in the face of incomplete information.

Level	Level description	Indicators
<b>Level 1:</b> <b>Aspiring/Emerging</b> <b>&amp; ALL colleagues</b>	Embraces the opportunity to make decisions in own role	<ul style="list-style-type: none"> <li>Embraces making clear decisions on issues that affect them, their role or their team</li> <li>Facilitates decisions with colleagues or managers and takes ownership</li> <li>Expedites and/or takes necessary time to come to conclusions</li> <li>Takes steps to check the accuracy, reliability or validity of information used when making decisions</li> </ul>
<b>Level 2:</b> <b>Front Line</b>	Makes decisions in a timely manner	<ul style="list-style-type: none"> <li>Takes decisions that are clearly within their scope of authority</li> <li>Checks that decisions made are consistent with organisational values, policies and guidelines</li> <li>Ensures that decisions are taken in a timely manner so as not to delay other activities</li> <li>Seeks the support of relevant others when decisions are outside own area of expertise or responsibility</li> </ul>
<b>Level 3:</b> <b>Operational/Service</b>	Makes decisions with careful attention to available facts	<ul style="list-style-type: none"> <li>Identifies and evaluates the range of options open to them</li> <li>Articulates the assumptions made and the risks involved in decisions taken</li> <li>Analyses information carefully to identify facts, patterns, trends and missing data that may impact on a decision</li> <li>Communicates decisions clearly to those who are affected</li> </ul>
<b>Level 4:</b> <b>Senior</b>	Actively seeks a broad range of information to support decisions	<ul style="list-style-type: none"> <li>Consults to an appropriately broad degree, without letting this get in the way of coming to a timely conclusion</li> <li>Fully explains the rationale behind decisions so that others understand and buy in to them</li> <li>Draws conclusions supported by reasoned arguments and reliable information</li> <li>Makes and/or implements difficult or unpopular decisions when necessary</li> </ul>
<b>Level 5:</b> <b>Executive / Director</b>	Uses judgement and knowledge to make decisions	<ul style="list-style-type: none"> <li>Demonstrates an outer confidence in their intuition and judgment when perfect information is not available</li> <li>Explores all possible sources of information when having to make a decision</li> <li>Is willing to accept responsibility for making decisions in the face of uncertainty and ambiguity</li> <li>Takes action to change direction or review decisions if new information comes to light</li> </ul>

## Transformation and innovation

A Leader is able to apply creative thinking skills to existing or novel problems to find new ways of doing things. Showing initiative; proactively developing new ideas and systems which drive innovation and maintain our reputation as a world health provider. Looking at things differently, bringing fresh thinking and technical advancements for the benefit of the NCA.

Level	Level description	Indicators
<b>Level 1:</b> <b>Aspiring/Emerging</b> <b>&amp; ALL colleagues</b>	Identifies some problem areas in own role	<ul style="list-style-type: none"> <li>• Is happy taking carefully calculated risks</li> <li>• Accepts barriers and problems and seeks ways to overcome them</li> <li>• Develops new ideas and persuades others of their merits</li> <li>• Shares good ideas with their leaders/team</li> </ul>
<b>Level 2:</b> <b>Front Line</b>	Uses creative thinking to overcome problems in own role	<ul style="list-style-type: none"> <li>• Uses initiative to resolve recurring problems in own role or team</li> <li>• Takes calculated risks to improve own performance</li> <li>• Tries out new ways of working</li> <li>• Allocates time to identifying and resolving the root causes of problems</li> </ul>
<b>Level 3:</b> <b>Operational/Service</b>	Generates new ideas which contribute to improving performance in own area or department	<ul style="list-style-type: none"> <li>• Shares ideas openly with colleagues</li> <li>• Actively looks for new ways of working together</li> <li>• Participates in brainstorming sessions or innovation forums</li> <li>• Uses influencing and persuasive skills to sell their ideas to others</li> </ul>
<b>Level 4:</b> <b>Senior</b>	Uses creative thinking to drive innovation for the NCA	<ul style="list-style-type: none"> <li>• Shares creative or innovative ideas with relevant people across the organisation</li> <li>• Identifies and pursues opportunities for the NCA to partner with external experts and/or other organisations to drive new developments</li> <li>• Demonstrates skills in identifying current trends and technologies in order to drive development</li> </ul>
<b>Level 5:</b> <b>Executive / Director</b>	Creates a culture in which creativity and innovation can flourish	<ul style="list-style-type: none"> <li>• Helps to create a culture of innovation by encouraging others to take calculated risks and share ideas</li> <li>• Creates systems or processes by which innovations can be shared across the organisation</li> <li>• Provides ongoing support, encouragement and resources to individuals or teams for testing new ideas</li> <li>• Champions business cases and plans for ideas to drive innovation across the organisation</li> </ul>

## Patient and People Focus

A Leader will focus their own and others' efforts on providing care, compassion and understanding to our patients, colleagues and peers. Going the extra mile in service of the public, delivering on our vision and setting the Northern Care Alliance apart from its contemporaries.

Level	Level description	Indicators
<b>Level 1:</b> <b>Aspiring/Emerging</b> <b>&amp; ALL colleagues</b>	Focuses attention on providing a high standard of care	<ul style="list-style-type: none"> <li>• Understands repeated problems and seeks to change it or looks for the cause</li> <li>• Demonstrates professionalism, provides a high-level of service/interaction to patients/peers or colleagues</li> <li>• Is pleasant/considerate when dealing with patients/peers or colleagues</li> <li>• Behaves in a way which is consistent with NCA values and behaviours</li> </ul>
<b>Level 2:</b> <b>Front Line</b>	Focuses own efforts on making patients/peers or colleagues happy	<ul style="list-style-type: none"> <li>• Uses communication styles that are appropriate to the needs and interests of patients/peers or colleagues</li> <li>• Proactively identifies repeated problems or barriers to deliver of our services and takes appropriate/reasonable steps to resolve them</li> <li>• Asks questions to gain clear understanding of patients/peers or colleagues problems, issues or complaints</li> <li>• Keeps patients/peers or colleagues informed on progress</li> </ul>
<b>Level 3:</b> <b>Operational/Service</b>	Goes the 'extra mile' to the benefit of patients/peers or colleagues	<ul style="list-style-type: none"> <li>• Shows a clear understanding of different patients/peers or colleagues needs/interests and reacts appropriately</li> <li>• Works collaboratively with patients/peers or colleagues to establish expectations and needs in order to agree service delivery levels</li> <li>• Treats all patients/peers or colleagues as individuals and takes pride in delivering a personalised, high level service</li> <li>• Brings people together from various teams to address potential barriers to working collaboratively and providing the best service possible</li> </ul>
<b>Level 4:</b> <b>Senior</b>	Develops process to track, monitor and improve Patient and People experiences	<ul style="list-style-type: none"> <li>• Formally gathers and analyses patients/peers or colleagues feedback (NSS, Pulse Checks, evaluative feedback, NAAS, CAAS etc.) and 'satisfaction' levels and uses this information to improve performance (present &amp; future)</li> <li>• Monitors solutions put in place to improve service delivery levels to ensure they have the desired impact</li> </ul>
<b>Level 5:</b> <b>Executive / Director</b>	Creates, fosters and maintains an inclusive patient & people culture	<ul style="list-style-type: none"> <li>• Shares patients/peers or colleagues feedback and intelligence with other teams (Workforce, HR or Organisational Development) to help identify potential problems before they occur</li> <li>• Develops robust communications plans and strategies which ensure patients/peers or colleagues are fully consulted and informed of innovations, improvements and policy/procedural changes (present &amp; future)</li> </ul>

## Driving Quality

A Leader will demonstrate a genuine desire to deliver work of the highest quality; developing, implementing and monitoring processes which ensure a high standard is achieved and maintained, adhering to organisational and professional standards. Incorporating risk management, health & safety procedures and driving improvement in everything we do.

Level	Level description	Indicators
<b>Level 1:</b> <b>Aspiring/Emerging</b> <b>&amp; ALL colleagues</b>	Competency not demonstrated or 'in opposition' indicators observed	<ul style="list-style-type: none"> <li>• Fails to check own work for quality, completeness and standards.</li> <li>• Accepts errors and omissions in others' work.</li> <li>• Breaches professional and organisational standards with regards to Health and Safety or risk management.</li> <li>• Does the bare minimum required to reach organisational standards.</li> </ul>
<b>Level 2:</b> <b>Front Line</b>	Is committed to delivering high quality work within own role	<ul style="list-style-type: none"> <li>• Routinely checks own work against required quality standards.</li> <li>• Takes immediate action to correct errors and omissions in own work.</li> <li>• Identifies barriers to performing their own role to a high standard and takes action to remove these.</li> <li>• Responds to and behaves in line with relevant organisational, occupational and professional quality standards.</li> </ul>
<b>Level 3:</b> <b>Operational/Service</b>	Sets 'stretch' standards for own (and/or the team's) performance and strives to achieve these	<ul style="list-style-type: none"> <li>• Sets targets for quality and completeness of work that goes beyond the minimum required.</li> <li>• Is able to apply our Quality Improvement (QI) sets, protocols, methods and tools.</li> <li>• Develops robust processes by which work is checked, assessed and monitored for quality.</li> <li>• Compares the quality of work against that of others in similar roles or teams and strives to outperform others.</li> </ul>
<b>Level 4:</b> <b>Senior</b>	Develops risk management and monitoring processes to manage and measure quality within their own team	<ul style="list-style-type: none"> <li>• Establishes systems for collecting and assessing information on overall performance.</li> <li>• Encourages teams and individuals to flag up issues which impact quality or expose the NCA to risk.</li> <li>• Develops a range of methods and measures by which quality and performance are assessed</li> <li>• Develops risk management programmes which protect the NCA, patients, peers and colleagues.</li> </ul>
<b>Level 5:</b> <b>Executive / Director</b>	Develops and implements quality improvements for the benefit of the NCA	<ul style="list-style-type: none"> <li>• Develops programmes or initiatives which drive continuous improvement in the organisation.</li> <li>• Benchmarks the performance of own area or the NCA in terms of quality, taking actions to improve levels as and where appropriate.</li> <li>• Is able to identify bottlenecks in the system/processes or barriers to quality standards and then takes actions to address these.</li> <li>• Reviews and evaluates organisational quality standards to ensure they remain at profession leading level</li> </ul>



## Achieving Results

A Leader will manage their and others' time in an effective and efficient manner through planning, organising, structuring and prioritising work. Leaders will execute projects and tasks within appropriate timescales and budgets, to the satisfaction of stakeholders, with careful attention to cost effectiveness, value for money and resource management.

Level	Level description	Indicators
<b>Level 1:</b> <b>Aspiring/Emerging</b> <b>&amp; ALL colleagues</b>	Ensures own work is delivered on time	<ul style="list-style-type: none"> <li>• Delivers on deadlines and agreed timescales</li> <li>• Delivers work in a timely manner and meets quality standards</li> <li>• Organises own work with reference to team objectives and/or organisational priorities</li> <li>• Creates networks within the team by enabling the delivery process</li> </ul>
<b>Level 2:</b> <b>Front Line</b>	Organises own work in an efficient manner	<ul style="list-style-type: none"> <li>• Plans and structures own work in order to achieve agreed objectives</li> <li>• Strives to deliver within agreed deadlines</li> <li>• Thinks carefully about how to make the best use of their time</li> <li>• Balances quality standards with the need to meet deadlines</li> </ul>
<b>Level 3:</b> <b>Operational/Service</b>	Prioritises work and delivers against team or departmental objectives	<ul style="list-style-type: none"> <li>• Focuses on performance outcomes despite uncertain or difficult circumstances</li> <li>• Actively links own efforts to those of others within the team to avoid overlap, rework or delays</li> <li>• Spots opportunities to deliver beyond expectations, where this would help others perform more effectively</li> <li>• Sets own targets and objectives with clear reference to how these contribute to the departmental business plan</li> </ul>
<b>Level 4:</b> <b>Senior</b>	Contributes to effective planning and organising within their area.	<ul style="list-style-type: none"> <li>• Engages in the team planning process by proactively setting personal (and/or team) objectives</li> <li>• Identifies opportunities to improve the way work is organised and flows within the team. Takes corrective action when plans go off track</li> <li>• Creates systems or processes by which help the team work in a more efficient and cost effective way</li> <li>• Spots opportunities to reduce or manage costs more effectively within their area</li> </ul>
<b>Level 5:</b> <b>Executive / Director</b>	Manages projects, programmes or teams with careful attention to cost efficiency and forward planning	<ul style="list-style-type: none"> <li>• Creates detailed project plans which incorporate risk management, effective use of resources and measurable outcomes</li> <li>• Takes account of all stakeholders needs and translates strategic goals into practical, efficient and effective operational plans</li> <li>• Takes appropriate corrective action when projects go off track</li> <li>• Monitors projects or programmes against plans and timescales</li> </ul>

## Appendices

Across the NHS, many organisations use a variety of operational guidance or frameworks for their staff. Here is a selection of some of these documents. They may be useful for further development of roles, team or divisional plans. Occupation/professional bodies also provide competence frameworks for the colleagues they represent (nurses, midwives, social workers, doctors, HR/finance professionals etc.)

<b>Framework:</b>	<b>NHS Wales Management Competency Framework</b>
<p>The key 'values' of framework have been laid out in sections, these sections are then sub divided into specific topics. The example here would be as follows:</p> <p>'Making Things better for People' &gt; 'Safety &amp; Governance' / 'Improvement &amp; Innovation' / 'Engagement – Public &amp; Patients'</p> <p>This is subbed divided then into specific areas relating to the above, the example here would be under 'Improvement &amp; Innovation', the headings are 'IQT' / 'Change Management' / 'Evaluation &amp; Sustainability'</p> <p>These are assigned three levels of understanding for these topics; Entry, Progression and Advanced and mapped against 'Behaviour' / 'Skills' / 'Knowledge'</p> <p>At the end of this framework there is a self-assessment tool to allow employees to chart their progress.</p> <p><a href="http://www.financeacademy.wales.nhs.uk/sitesplus/documents/1084/Academi-NHSTeam-NHSWalesManagementCompetencyFramework2014FINAL.pdf">http://www.financeacademy.wales.nhs.uk/sitesplus/documents/1084/Academi-NHSTeam-NHSWalesManagementCompetencyFramework2014FINAL.pdf</a></p>	

<b>Framework:</b>	<b>NHS National Graduate Management Training Scheme, General Management Competency Framework v2.1</b>
<p>This framework was created using the NHS Leadership framework as the basis and built around 7 domains: Demonstrating Personal Qualities, Working with Others, Managing Services, Improving Services, Setting Direction, Creating the Vision and Delivering the Strategy.</p> <p>For each domain, the competencies have been split between those which are core and specialism (in the framework these are shown in different colours)</p> <p>Where applicable, examples of activities, and associated behaviours, to demonstrate experience are provided, together with the required level of assessment expected to be achieved during participation of that Scheme.</p> <p>The assessment is based on a rating for each competency of 1 to 5:</p> <ol style="list-style-type: none"><li>1 - Awareness/knowledge Demonstrates insight but has no practical experience</li><li>2 - Support Demonstrates competence through assisting others in undertaking a process/task</li><li>3 - Practical application Demonstrates competence through having a defined responsibility for undertaking a process/task</li><li>4 - Experienced practitioner Demonstrates competence through having a defined responsibility for</li></ol>	

regularly undertaking a process/task

5 - Leadership Demonstrates competence through leadership of a process/task

[https://www.leadershipacademy.nhs.uk/wp-content/uploads/dlm\\_uploads/2019/07/General-Management-Competencies-1.pdf](https://www.leadershipacademy.nhs.uk/wp-content/uploads/dlm_uploads/2019/07/General-Management-Competencies-1.pdf)

<b>Framework:</b>	<b>NHS Provider Chair Competency Framework</b>
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This is based around five competency 'domains', these are:

Strategic/People/Professional Acumen/Outcomes focus/Partnerships

As a framework, this is simply "This is what is expected from you in each of the domains, it then goes on to list 4/5 expected behaviours or skills

<https://improvement.nhs.uk/resources/nhs-provider-chair-competency-framework/>

<b>Framework:</b>	<b>Career Framework and Competency Based Job Descriptions Skills for Health Levels 2-6</b>
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The Integrated Urgent Care / NHS 111 Career Framework identifies the key roles for registered and non-registered staff. These are mapped to Skills for Health Levels ranging from Service Advisor at Level 2 to Clinical Director at Level 9.

The core competences have been sourced from the simplified Knowledge and Skills framework (KSF)

So, this framework takes each role from an Operational standpoint and provides the Core competencies for it.

<https://www.england.nhs.uk/wp-content/uploads/2018/03/career-framework-competency-based-job-descriptions-sfh-2-6.pdf>

<b>Framework:</b>	<b>The nine leadership dimensions (Behavioural Framework)</b>
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Each dimension is made up of a brief description of what the dimension is about and why it is important, along with a section that says 'what it is not' to provide further clarity. There are also behavioural indicators which are presented as a series of questions written in the 'first person'

(Do I . . . ?).

These are the questions that guide leaders' thoughts and result in effective leadership behaviour. They are not meant to be answered with a simple 'yes' or 'no', but instead should help you explore your intentions and motivations, and see where your strengths and areas for development may lie.

<https://www.leadershipacademy.nhs.uk/resources/healthcare-leadership-model/nine-leadership-dimensions/>

<b>Framework:</b>	<b>Generic professional capabilities framework (GMC)</b>
<p>This framework sets out the essential generic capabilities needed for safe, effective and high quality medical care in the UK.</p> <p>At its heart are the principles and professional responsibilities of doctors, and we have translated these into educational outcomes so they can be incorporated into curricula.</p> <p>Although this framework relates to postgraduate medical education and training, we expect that it will support all phases of UK medical education and continuing professional development.</p> <p><a href="https://www.gmc-uk.org/education/standards-guidance-and-curricula/standards-and-outcomes/generic-professional-capabilities-framework">https://www.gmc-uk.org/education/standards-guidance-and-curricula/standards-and-outcomes/generic-professional-capabilities-framework</a></p>	

<b>Framework:</b>	<b>Standards of proficiency for registered nurses (NMC)</b>
<p>The Nursing and Midwifery Council has a duty to review the standards of proficiency it sets for the professions it registers on a regular basis to ensure that standards remain contemporary and fit for purpose in order to protect the public. In reviewing the standards, we have taken into account the changes that are taking place in society and health care, and the implications these have for registered nurses of the future in terms of their role, knowledge and skill requirements.</p> <p>This document specifies the knowledge and skills that registered nurses must demonstrate when caring for people of all ages and across all care settings. They reflect what the public can expect nurses to know and be able to do in order to deliver safe, compassionate and effective nursing care.</p> <p><a href="https://www.nmc.org.uk/standards/standards-for-nurses/standards-of-proficiency-for-registered-nurses/">https://www.nmc.org.uk/standards/standards-for-nurses/standards-of-proficiency-for-registered-nurses/</a></p>	