**LEADERSHIP QUALITIES : DESCRIPTORS** *(In no order of importance)*

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| QUALITIES | **DESCRIPTORS** | **REFERENCE TO SUPPORTING BEHAVIOURS** | **REFERENCE TO SUPPORTING KSF CORE +** |
| Personal Qualities | Personal Governance:*(See detail in* ***Appendices 1&2*** )Personal Management:Seeking Understanding: | ▪ commitment to service excellence▪ integrity and probity▪ account for performance▪ engage with others in decision-making▪ develop team and self▪ self-awareness▪ emotional competence & consistency▪ articulate and live by values (‘being-the-talk’)▪ asking the hard questions proactively▪ listening empathetically to understand▪ maintaining a contemporary knowledge of best practice | See detail in **Appendix 2**See detail in **Appendix 2**See detail in **Appendix 2** | K3 |
| **Service Excellence** | Ensuring Focus:Delivering Governance:(clinical, staff, financial/corporate)Achieving Results: | ▪ directing attention to the key issues▪ regulating the temperature (managing pace and stress)▪ looking after the needs of patients, staff and the public▪ balancing risks▪ creating a climate of performance delivery and accountability▪ resolving complex problems through a win : win approach |  | G5HWBG4 / G6HWBG5 |
| Future Focus | Setting the direction:Creating and making choices:Developing capability and capacity with partners:Leading Change: | ▪ creating purpose with a focus on outcomes▪ shaping and articulating the future with passion▪ thinking flexibly and innovatively▪ making choices in uncertainty and ambiguity▪ taking risks with political astuteness▪ building relationships and partnerships which recognise interdependency and which share learning▪ instilling a staff, team and organisational development culture▪ aligning people, structures, systems and processes to secure goals▪ seizing technological solutions to improve healthcare▪ inspiring others and unleashing energy to change |  | G8G2 / G8G1 / G7G2 |

LEADERS’/MANAGERS’ CODE OF PERSONAL GOVERNANCE

**As a NHS Scotland Leader / Manager I will:**

* **Pursue service excellence** by
* ensuring patients’/clients’ needs are at the centre of decision-making
* seeking to protect patients/clients and staff from clinical and environmental risk
* encouraging service excellence and supporting changes to make this a reality
* **Act with integrity and probity** by
* communicating with openness and honesty in all matters including handling complaints and giving feedback to staff
* ensuring confidential and constructive communication
* managing resources and financial risk effectively and efficiently
* ensuring personal integrity and probity at all times
* seeking to protect patients/clients and NHS resources from fraud, inducements and corruption
* **Account for my own and my team’s performance** by
* taking responsibility for my own and my team’s performance
* complying with all statutory requirements
* providing appropriate explanations on performance
* acting on suggestions/requirements for improving performance
* supporting the Accountable Officer of my organisation in his/her responsibilities
* **Engage appropriately with others in decision-making** by
* ensuring that patients, the public, staff and partner organisations are able to influence decision-making in relation to NHS services
* supporting effective and informed decision-making by patients about their own care
* seeking out the views of others and building mutual understanding
* ensuring clarity and consistency in relation to dual accountability
* **Develop my team and myself** by
* building and developing effective teams, supported by appropriate leadership
* instilling trust and giving freedom to staff/partners to make decisions within authority
* being aware of and taking responsibility for my behaviour and continuous personal development as a NHS leader / manager, to ensure my fitness for purpose.

| **LEADERSHIP BEHAVIOURS : SOME EXAMPLES** |
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| **PERSONAL QUALITIES** | **POSITIVE BEHAVIOURS** | **NEGATIVE BEHAVIOURS** |
| **PERSONAL GOVERNANCE****Commitment to service excellence****Integrity and probity****Account for performance****Engage with others****Develop self and team** | * Challenges decisions not based on patients’/clients’ needs
* Recognises and rewards excellence
* Celebrates ‘success’
* Diagnoses and tackles poor performance
* Truthful
* Open approach to issues
* Lets people say ‘No’, otherwise ‘Yes’ is meaningless
* Respects confidentiality of information consistently
* Checks potential probity issues
* Accepts responsibility and accountability
* Gives credit where credit is due
* Challenges micro-management
* Gives clear, concise, timely explanations - no surprises
* Ensures information is organised to show good / poor performance
* Promotes spirit of co-operation and interdependency
* Seeks first to understand
* Encourages meaningful dialogue at the earliest opportunity
* Develops shared vision
* Flexible
* Builds self-belief and ‘can do’
* Gives freedom to make decisions within authority
* Lets go – take risks
* Instils trust
* Values everyone as individuals
* Uses inclusive language
* Understands and values cultural differences
* Shows willingness to change and learn from mistakes
* Encourages appropriate behavour
 | * Makes/supports decisions without patients’/clients‘ needs at the centre
* Rewards poor practice
* Rewards or take a punitive approach to poor performance
* Deceptive / dishonest / manipulative
* Hides and encrypts information
* ‘Yes-men’ abound
* Gossips confidential information
* Flaunts / ignores potential probity issues
* ‘Passes the buck’
* Takes credit for others’ work
* Promotes dependency culture
* Withholds or is late with information – lots of surprises!
* Information about performance is poorly organised / ignored
* Suspicious – promotes independency
* Seeks first to be understood
* Clique led decision-making
* Keeps others in the dark
* Rigid – imposes change
* Destroys confidence
* Control, control, control
* Promotes oppressive, complex accountability
* Manipulative – other agenda
* Views everyone as ‘the same’
* Uses discriminatory language
* Uses a ‘diversity-blind’ approach
* Knows-it-all
* Inappropriate behaviour isn’t challenged
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| **PERSONAL MANAGEMENT****Self-awareness****Emotional competence and consistency****Articulate and live by values** | * Takes time to reflect
* Values honest feedback
* Realistic about strengths and limitations
* Seeks help
* Positive and enthusiastic
* Consistent behaviour
* Mature, constructive behaviour
* Warmth – easy to approach
* Respects others
* Handles others’ emotions appropriately
* Practices what s/he preaches
* Keeps promises - follows through
 | * Blind spots – doesn’t seek out feedback
* Avoids potential weakening of personal power base by indicating personal limitations
* Expectations of self / others unrealistic
* Negative / cynical
* Moody
* ‘Toys out of pram’ / vindictive / bullying behaviour
* Cool – approached only when essential
* Lacks respect for others
* Insensitive to others’ emotions
* Words and actions don’t match
* Let’s others down - doesn’t make it happen
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| **SEEKING UNDERSTANDING****Asking the hard questions proactively****Listening empathetically to understand****Maintaining a contemporary knowledge of best practice** | * Challenges status quo
* Creates climate of support and accountability
* Open to new ideas
* Shows genuine concern
* Tests comprehension and summarises
* Seeks comparisons and encourages change
* Ensures teaching and R&D are integral and improve service delivery
 | * Prefers the status quo
* Creates climate of blame
* Closed to new thinking - blocks
* Superficial interest in others
* Assumes understanding - content with loose ends
* Reacts to externally driven change
* Does not maximise the benefit of teaching and R&D to improve service delivery
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