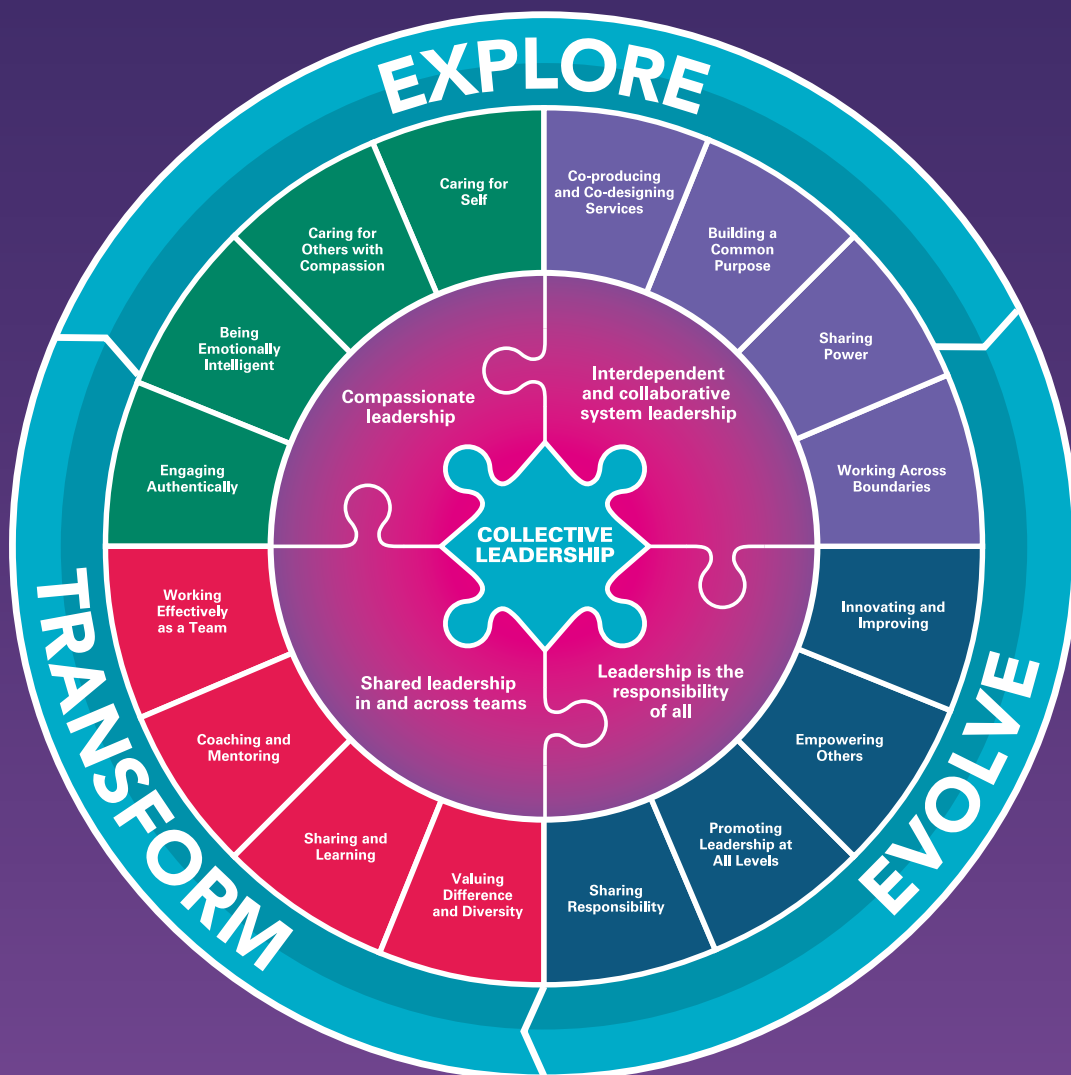


ANNEX

04

A Collective Leadership Framework for Nursing and Midwifery



Assessment Tool

INTRODUCTION

To support the implementation of the *Collective Leadership Framework*, this **Assessment Tool** will support nurses and midwives to develop their collective leadership capabilities, regardless of their level or area or field of practice.

The following information provides guidance on how to use the Assessment Tool and help you to identify your individual learning and development needs.

This tool should help you build on capabilities you already have. It promotes a flexible approach to maintaining and developing in any setting or practice area where you find yourself.

How to Use the Assessment Tool?

In order to identify and develop your collective leadership capabilities, there are a number of processes you need to work through as outlined below.

A. Assessing Your Learning and Development Needs

As the *Framework* is based on the concept that leadership is not restricted to people who hold designated leadership roles, it has not been tied to particular job roles, stages or levels. Therefore, you may find that, where you assess your individual learning and development needs to be, may vary depending on the component, enabler or capability itself.

All capabilities included in the framework are important in developing your leadership role. However, the type of job you have, the needs of the people you work with and the context of your role within your organisation will all affect which are most important for you to use and develop.

In order to assess your learning and development needs, you will need to work through each collective leadership component, enabler and capability relevant to your role. There is no particular order.

BEST PRACTICE TIPS:

Assess yourself against all the components, enablers and capabilities. You may want to ask a colleague or your line manager to help you decide on your learning and development needs.

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To work through a collective leadership enabler, take each capability in turn and rate yourself using the following scale:

1. You need a lot of development
2. You need some development
3. You are well developed

You should assess yourself against ALL the capabilities relative to your role for each of the four leadership components. You may want to ask a colleague or your line manager to help you decide.

BEST PRACTICE TIPS:

Be honest with yourself – rate yourself realistically, even if you do require a lot of development. You may find it helpful to discuss this with your manager or with another colleague, for example during professional supervision.

You can, if you wish, ask different people to assess you using the Assessment Tool. To do this, ask people in advance if they are happy to do this for you and then give them a copy of the relevant pages to complete and return to you.

People you may want to approach might include:

- Your line manager
- Other nurses or midwives you work with
- Others e.g. colleagues you work with outside your organisation
- Other members of the multi-professional team you work with.

This is commonly known as a 360° assessment.

B. Gathering Your Results

Having assessed yourself, you are ready to look at where your learning and development needs are.

BEST PRACTICE TIPS:

Ask other people to help you to gather a true picture of your learning and development needs. Select two or three areas to focus on at most at any one time. You may wish to take one enabler over a 4-6 week period and provide evidence for your learning as you acquire the capabilities you want to develop.

C. Planning for Your Learning and Development Needs

Once you have decided *what* you need to learn and develop for each of your identified leadership capabilities, you need to plan *how* you are going to do that. There are many ways you can do this. Meeting your learning and development needs can incorporate many types of flexible learning activities for example:

- supervised practice with a more experienced colleague;
- formal learning and development programmes;
- visits to another service area to observe practice or develop skills;
- completing an audit on an area of practice;
- development of practice activities;
- service development activities;
- distance and e-learning activities.

It may be necessary for you to maintain a portfolio of learning and development to demonstrate that you have developed the relevant behaviours. This will include pieces of supporting evidence such as:

- supervision and appraisal session records;
- reflections on specific area of learning and development;
- records of learning arising from participation in activities;
- reflections on reading journal articles;
- certificates achieved through any formal learning processes;
- other documentation e.g. a thank you letter from a service user or colleague.

Keeping a portfolio is useful to demonstrate your ongoing development e.g. for appraisal or revalidation requirements.

For more help with gathering information or keeping a portfolio and how to reflect, go to:
<https://www.nmc.org.uk>

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Leadership Component: *Leadership is the responsibility of all*

Rating Scale: 1 Needs a lot of development | 2 Needs some development | 3 Well developed

Enablers: <i>I will achieve this by...</i>		Outcomes: <i>We will achieve a culture where everyone...</i>	1	2	3
	Capabilities: <i>I can demonstrate or evidence this by...</i>				
Innovating and Improving	accepting and assisting in developing new ideas to improve safety and quality of services	...improves safety and contributes to quality improvement			
	reviewing practice and putting forward ideas to improve quality of services and minimise risk				
	taking action when I notice shortfalls in patient safety and am not afraid to try new things				
	routinely seeking feedback from people to improve services				
	working with others to constructively improve our services using systematic quality improvement approaches				
Empowering Others	respecting, valuing and acknowledging the roles, contributions and expertise of others	...enjoys being at work and is encouraged to use their expertise			
	creating a supportive environment which actively seeks and encourages others' contributions				
	providing opportunities to give and receive feedback				
	recognising the need for open and honest communication				
	encouraging people to engage in decision-making and to challenge constructively				
Promoting leadership at all levels	accepting that I have a leadership role in ensuring safe, high quality, compassionate care and support	...is a leader, even if not a formal leadership position, and develops leadership capabilities			
	acting as a leader using a range of collective leadership capabilities				
	recognising that leadership within the team is shared and not the responsibility of only one person				
	actively communicating with others using effective methods				
	seeking opportunities to develop and improve own leadership capabilities				
Sharing responsibility	involving key people in formal and informal decision-making processes about the future of services	...can influence, make decisions and take action where appropriate			
	remaining accountable for making timely decisions in complex situations				
	modifying decisions & flexing direction when faced with new information or changing circumstances				
	participating in decision-making				
	making unpopular decisions when in the best interests of service users and staff				

Collective Leadership Component: *Shared leadership in and across teams*

Rating Scale: 1 Needs a lot of development 2 Needs some development 3 Well developed					
Enablers: <i>I will achieve this by...</i>	Capabilities: <i>I can demonstrate or evidence this by...</i>	Outcomes: <i>We will achieve a culture where everyone...</i>	1	2	3
Working effectively as a team	understanding roles, responsibilities and purpose within the team	...works together and recognises contributions of all team members			
	being aware of team dynamics and acting to promote effective team working				
	seeking opportunities to support and help people in both my own and other teams				
	helping others towards common goals, providing clear objectives and offering appropriate support				
	seeking feedback and examples of good practice, aiming to improve where possible				
Coaching and mentoring	identifying situations when coaching and mentoring could be used	... helps others to achieve their goals and reach their full potential through supportive conversations			
	actively listening during the mentoring/coaching session				
	being realistic about mentoring/coaching expectations and recognising when additional support may be needed				
	building rapport, using intuition to ask appropriate questions and giving constructive feedback and support				
	using effective techniques to foster the long-term learning or development of others				
Sharing and learning	respecting the psychological safety provided within my team to share learning and improve the improve the quality of my work	... shares their experiences for learning and improvement, and feels safe to be open and honest			
	interacting with team members to develop mutual understanding, empathy and caring to practically support each other, in an open and honest way.				
	actively seeking opportunities to learn and share with other colleagues				
	applying learning to practical work				
	building learning from experience into future plans				
Valuing difference and diversity	valuing diversity and challenging discrimination within the team and across the organisation	...values the contributions of people from diverse backgrounds and with different perspectives			
	speaking up if behaviours exist that aren't inclusive or don't promote diversity and equality				
	learning from the lived experience of the people around us and work to promote equality, diversity and inclusion				
	seeking diverse views when making decisions to ensure the best possible outcomes for others				
	upholding personal and professional ethics and values, taking into account the values of the organisation and respecting the culture, beliefs and abilities of others				

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Collective Leadership Component: *Compassionate leadership*

Rating Scale: 1 Needs a lot of development 2 Needs some development 3 Well developed					
Enablers: <i>I will achieve this by...</i>	Capabilities: <i>I can demonstrate or evidence this by...</i>	Outcomes: <i>We will achieve a culture where everyone...</i>	1	2	3
Caring for self	Understanding my own emotions, values and sense of purpose and their effect on my performance.	...looks after their own physical, psychological and social wellbeing			
	Managing my own time effectively and completing work requirements and commitments to a high standard, without compromising my own health and wellbeing.				
	Practicing taking care of the physical, mental and emotional aspects of my life to promote health and wellbeing.				
	Remaining calm and focused under pressure.				
	Recognising when I am struggling/overwhelmed and seek timely support				
Caring for others with compassion	Being kind, valuing people as individuals, treating them with compassion, courtesy, respect and dignity.	...shows kindness and listens to others, to understand their needs and help improve their wellbeing			
	Providing support and taking effective action to improve the health and wellbeing of others, focusing on what matters				
	Listening, showing empathy, advocating and working in partnership when dealing with people				
	Creating psychologically safe environments that enable open, honest and fearless conversations.				
	Appreciating the physical and emotional impact of working in HSC, offering support when needed.				
Being emotionally intelligent	Identifying my own emotions and prejudices and understanding how these can affect my judgment and behaviour	...knows how their attitudes, feelings and behaviours can impact on relationships			
	Identifying my strengths and limitations, the impact of my behaviour on others and the effect of stress on my own behaviour				
	Managing the impact of my emotions on my behaviour with consideration of the impact on others				
	Recognising and articulating my own values and principles, understanding how these may differ from those of other individuals and groups				
	Being positive in my outlook to identify opportunities in situations and in my relationships with others to gain their support				
Engaging authentically	Showing genuine, care, respect and concern for others wellbeing, which includes the work and life needs of people	...is real, genuine, open and honest			
	Aiming to deliver what I promise, acknowledging when I cannot and communicate what I will do in a clear, engaging and transparent way				
	Communicating clearly to prevent misunderstanding, taking time to check that people know what is being asked of them, as well as appreciating what is asked of me				
	Recognising situations that could create risk or cause harm to people and having the confidence to raise concerns and speak up when needed				
	Acknowledging when things have gone wrong and act in a way that creates a fair and just culture				

Collective Leadership Component: *Interdependent and collaborative system leadership*

Rating Scale: 1 Needs a lot of development 2 Needs some development 3 Well developed						
Enablers: <i>I will achieve this by...</i>	Capabilities: <i>I can demonstrate or evidence this by...</i>	Outcomes: <i>We will achieve a culture where everyone...</i>	1	2	3	
			Co-producing and co-designing services	actively helping others to become involved and creating the conditions to support them in decision making processes valuing the contribution from people with lived and learned experience encouraging differences of opinion and being comfortable with this developing and strengthening my facilitation skills to solve problems together strengthening the development of partnerships working between staff, people with lived experience and their respective communities	...works together as equals to design and deliver health and social care services	
Building a common purpose	committing to the vision and objectives of my organisation challenging behaviours, symbols & rituals which are not consistent with the vision and objectives of my organisation being clear on my responsibilities & making the best use of my expertise & the expertise others bring valuing open, respectful and thoughtful debate with others to achieve high quality, continually improving compassionate care and support acknowledging the effort and contribution of the people I work with	...shares the same goal of delivering high-quality, continually improving compassionate care and support				
Sharing power	developing relationships that achieve the best mutually agreed outcomes for people through agreed values, goals, wishes and desires participating and sharing in decision-making to improve my services engaging authentically in my relationships with others to create connectedness between people working together across different organisations, departments and teams to ensure safe quality care and support is provided developing relationships that achieve the best mutually agreed outcomes for people through agreed values, goals, wishes and desires	...connects and combines their strengths, knowledge and expertise				
Working across boundaries	bringing myself to work, acting with purpose and enabling safe personal self-expression for myself and others. encouraging, promoting and sharing learning in and across organisations, learning from engagement with patients/service users and their carers/families reaching out to people beyond my immediate network actively considering others' perspectives and gathering diverse viewpoints developing an inquisitive mindset with high levels of curiosity and questioning	...shares resources and knowledge across professions, agencies and sectors				



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This document is available to download on NIPEC's website at www.nipec.hscni.net along with other supporting resources.

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