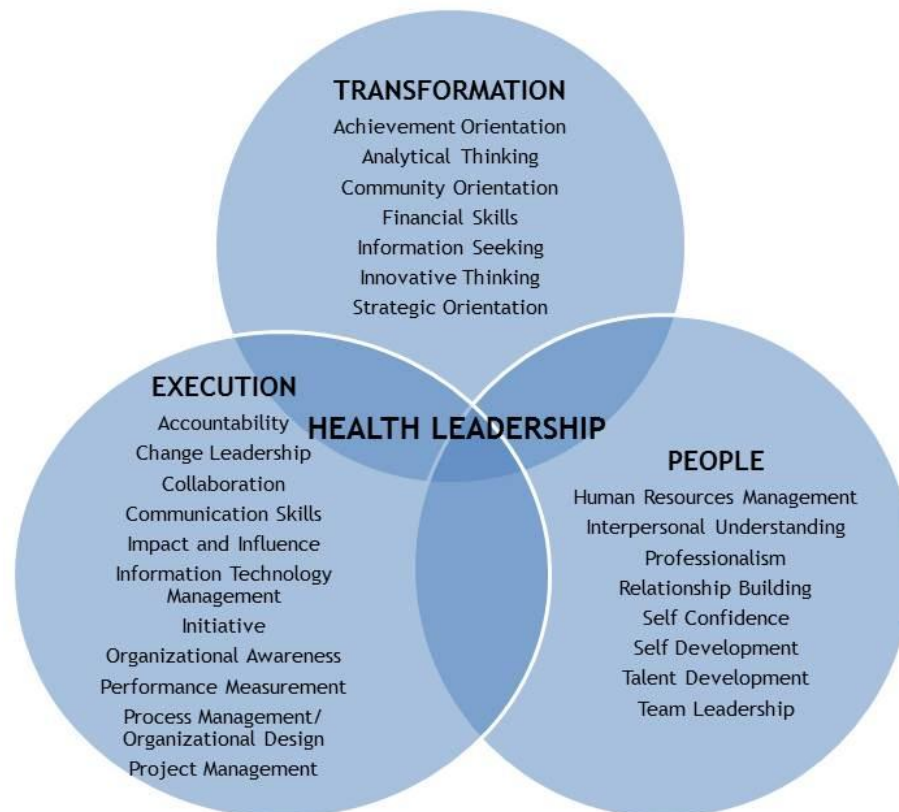


# NCHL HEALTH LEADERSHIP COMPETENCY MODEL



The National Center for Healthcare Leadership (NCHL) Model contains three domains with 26 competencies; the three domains—transformation, execution, people—capture the complexity and dynamic quality of the health leader’s role and reflect the dynamic realities in health leadership today. These competencies apply to individuals throughout their careers, and so only 17 competencies are included in this modified model.

Description of each competency includes a general definition followed by an ascending number of levels that describe the difficulty, complexity, or sophistication of demonstration. The levels are now sequentially advancing in the competency.

(A number of competencies contained in the original NCHL model are viewed by CAHME as knowledge areas, and so they are not included in the modified competency model. The CAHME knowledge areas are: **epidemiology, financial skills and management, health care administration, health care institutions (delivery, finance, insurance, payment, policy/regulation), health care law, health care marketing, health care systems in other countries, health economics, health informatics, health services research, human resources management, information technology management, organizational decision making, politics of health policy, process management/organizational design/quality improvement, project management, strategic planning—we cover these knowledge areas in our curriculum).**

The competencies identified by the Program are integrated in the teaching of the health care system and health care management knowledge and skill areas within the curriculum.

**TRANSFORMATION:** Visioning, energizing, and stimulating a change process that coalesces communities, patients, and professionals around new models of healthcare and wellness.

<b>Achievement Orientation</b>	A concern for surpassing a standard of excellence. The standard may be one's own past performance (striving for improvement); an objective measure (results orientation); outperforming other (competitiveness); challenging goals, or something that has not been done previously (innovation).
Level 1:	Wants to do Job Well; Expresses Feeling about Performance ( <i>tries to do the job well or right; expresses a desire to do better; expresses frustration at waste or inefficiency; delivers expected results in line with job requirements</i> )

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<b>Analytical Thinking</b>	The ability to understand a situation, issue, or problem by breaking it into smaller pieces or tracing its implications in a step-by-step way. It includes organizing the parts of a situation, issue, or problem systematically; making systematic comparisons of different features or aspects; setting priorities on a rational basis; and identifying time sequences, causal relationships, or if-then relationships.
Level 1:	Breaks Down Problems ( <i>breaks problems into simple lists of tasks or activities without assigning values; lists items with no particular order or set of priorities</i> )
Level 2:	Identifies Basic Relationships ( <i>identifies the cause-and-effect relationship between two aspects of a situation; separates situations into two parts—pro and con; sorts out a list of tasks in order of importance</i> )
Level 3:	Recognizes Multiple Relationships ( <i>makes multiple causal links—several potential causes of events, several consequences of actions, or multiple-part chain of events—A leads to B leads to C leads to D; analyzes relationships among several parts of a problem or situation—e.g., anticipates obstacles and thinks ahead about next steps, in detail, with multiple steps</i> )
Level 4:	Develops Complex Plans or Analyses ( <i>identifies multiple elements of a problem and breaks down each of those elements in detail, showing causal relationships between them; peels back multiple layers of a problem; uses several analytical techniques to identify potential solutions and weigh the value of each</i> )

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<b>Information Seeking</b>	An underlying curiosity and desire to know more about things, people, or issues, including the desire for knowledge and staying current with health, organizational, industry, and professional trends and developments. It includes <b>pressing for exact information; resolving discrepancies by asking a series of questions; and scanning for potential opportunities</b> or information that may be of future use, as well as staying current and seeking best practices for adoption.
Level 1:	Consults Available Resources ( <i>asks direct questions of the people who are knowledgeable about the situation, such as people who are directly involved; uses readily available information, or consults other resources</i> )
Level 2:	Investigates Beyond Routine Questions ( <i>conducts preliminary investigations regarding a problem or situation beyond routine questioning; finds those closest to the problem and investigates further, such as asking</i> )
Level 3:	Delves Deeper ( <i>asks a series of probing questions to get at the root of a situation, a problem, or a potential opportunity below the surface issues presented; calls on others who are not personally involved, to get their perspective, background information, experience, etc.; does not stop with the first answer, finds out why something happened; seeks comprehensive information, including expecting complexity</i> )
Level 4:	Conducts Research to Maintain Knowledge ( <i>makes a systematic effort over a limited period of time to obtain needed data or feedback; conducts in-depth investigation from unusual sources; commissions others to conduct formal research—e.g., market, financial, competitive—through newspapers, magazines, computer search systems, or other resources regarding practices in health and other industries for the purpose of keeping current; seeks expert perspective and knowledge</i> )

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<b>Innovative Thinking</b>	The ability to <b>apply complex concepts, develop creative solutions, or adapt previous solutions</b> in new ways for breakthrough thinking in the field.
Level 1:	Applies Basic Rules ( <i>applies simple rules, common sense, evidence, and past experiences to identify problems; recognizes when a current situation is exactly the same as a past situation</i> )
Level 2:	Recognizes Patterns Based on Life Experience ( <i>when looking at information, sees patterns, trends, or missing pieces/linkages; notices when a current situation is similar or dissimilar to a past situation, and identifies the similarities and/or differences</i> )
Level 3:	Applies “Tried and True” Concepts or Trends ( <i>uses knowledge of theory and different past trends or occurrences to look at current situations; applies and modifies concepts or methods appropriately</i> )

**TRANSFORMATION:** Visioning, energizing, and stimulating a change process that coalesces communities, patients, and professionals around new models of healthcare and wellness.

<b>Strategic Orientation</b>	The ability to consider the business, demographic, ethno-cultural, political, and regulatory implications of decisions and develop strategies that continually improve the long-term success and viability of the organization.
Level 1:	Conducts Environmental Scanning ( <i>performs analyses that identify the competitive/market, governmental and regulatory, public opinion, scientific, and technological forces that currently and will shape the organization; identifies the strengths and challenges of the organization vis-à-vis the forces today and into the future; identifies the required social and economic position of the organization in light of the environmental scan</i> )

**EXECUTION:** Translating vision and strategy into optimal organizational performance.

<b>Change Leadership</b>	The ability to energize stakeholders and sustain their commitment to changes in approaches, processes, and strategies.
Level 1:	Identifies Areas for Change ( <i>publicly defines one or more specific areas where change is needed; identifies what needs to change, but may not completely describe the path to change</i> )
Level 2:	Expresses Vision for Change ( <i>defines an explicit vision for change—i.e., what should be different and how; modifies or redefines a previous vision in specific terms; outlines strategies for change</i> )

**EXECUTION:** Translating vision and strategy into optimal organizational performance.

<b>Collaboration</b>	The ability to work cooperatively with others, to be part of a team, to work together, as opposed to working separately or competitively. Collaboration applies when a person is a member of a group of people functioning as a team, but not the leader.
Level 1:	Conducts Work in a Cooperative Manner ( <i>supports team decisions; does his or her share of the work; keeps other team members informed and up-to-date about what is happening in the group; shares all relevant or useful information</i> )
Level 2:	Expresses Positive Attitudes and Expectations of Team or Team Members ( <i>expresses positive attitudes and expectations of others in terms of their abilities, expected contributions, etc.; speaks of team members in positive terms, either to the team member directly or to a third party; develops effective working interactions with teammates</i> )
Level 3:	Solicits Input ( <i>genuinely values others' input and expertise; actively seeks the input of others to increase the quality of solutions developed; displays willingness to learn from others, including subordinates and peers; solicits ideas and opinions to help form specific decisions or plans; works to create common mindset</i> )
Level 4:	Encourages Others ( <i>publicly credits others who have performed well; encourages others; empowers others</i> )
Level 5:	Builds Team Commitment ( <i>acts to promote good working relationships regardless of personal likes or dislikes; breaks down barriers across groups; builds good morale or cooperation within the team, including creating symbols or group identity or other actions to build cohesiveness; encourages or facilitates a beneficial resolution to conflict; creates conditions for high-performance teams</i> )

**EXECUTION:** Translating vision and strategy into optimal organizational performance.

<b>Communication Skills</b>	The ability to speak and write in a clear, logical, and grammatical manner in formal and informal situations, to prepare cogent business presentations, and to facilitate a group.
Level 1:	<p>Uses Generally Accepted English Grammar (<i>uses subject-verb agreement and parallel structure; uses rules of punctuation and sentence and paragraph construction; uses concise thematic construction</i>)</p> <p>Prepares Effective Written Business Cases or Presentations (<i>uses accurate and complete presentation of facts; uses logical presentation of arguments pro and con; develops well-reasoned recommendations; prepares concise executive summary</i>)</p> <p>Makes Persuasive Oral Presentations (<i>uses clear and understandable voice that is free of extraneous phrases—i.e., “uhm” and “you know”; uses effective audiovisual media—presentation software, exhibits, etc.; stays on the topic; engages in non-defensive Q&amp;A; stays within time allotment</i>)</p>

**EXECUTION:** Translating vision and strategy into optimal organizational performance.

<b>Impact and Influence</b>	The ability to persuade, convince, influence, or impress others (individuals or groups) in order to get them to go along with or to support one's opinion or position. The "key" is understanding others, since impact and influence is based on the desire to have a specific impact or effect on others where the person has a specific type of impression to make, or a course of action that he or she wants the others to adopt.
Level 1:	Takes a Single Action to Persuade ( <i>uses direct persuasion in a discussion or presentation; appeals to reason, data, others' self-interest; uses concrete examples, visual aids, demonstrations, etc.; makes no apparent attempt to adapt presentation to the interest and level of the audience</i> )
Level 2:	Takes Multiple Actions to Persuade ( <i>takes two or more steps to persuade without trying to adapt specifically to level or interest of an audience; includes careful preparation of data for presentation; makes two or more different arguments or points in a presentation or discussion; uses multiple points of view and delivery alternatives</i> )
Level 3:	Calculates Impact of Actions or Words ( <i>analyzes the needs, interests, and expectations of key stakeholders; anticipates the effect of an action or other detail on people's image of the speaker; prepares for others' reactions; tailors messages to interests and needs of audience; aligns persuasion actions for targeted effects or impact; takes a well-thought-out dramatic or unusual action in order to have a specific impact</i> )

**EXECUTION:** Translating vision and strategy into optimal organizational performance.

<b>Initiative</b>	Identifying a problem, obstacle, or opportunity and taking action in light of this identification to address current or future problems or opportunities. Initiative should be seen in the context of proactively doing things and not simply thinking about future actions. The time frame of this scale moves from addressing current situations to acting on future opportunities or problems.
Level 1:	Responds to Short-Term Opportunities or Problems ( <i>recognizes and reacts to present opportunities; reacts to present problems, including overcoming obstacles</i> )
Level 2:	Is Decisive in Time-Sensitive Situations ( <i>acts quickly and decisively in a crisis or other time-sensitive situation; acts with a sense of urgency when the norm is to wait, study the situation, and hope the problem will resolve itself</i> )
Level 3:	Looks Ahead to Take Action Short-Term ( <i>anticipates short-term opportunities, obstacles, and problems; takes action to create an opportunity, prevent problems, or avoid future crisis, looking ahead within a three-month time frame</i> )
Level 4:	Takes Action on Longer-Term Opportunities ( <i>anticipates longer-term opportunities, problems, and obstacles; proactively takes action to create an opportunity or avoid future crisis, looking ahead 4-12 months</i> )



**PEOPLE:** Creating an organizational climate that values employees from all backgrounds and provides an energizing environment for them. Also includes the leader’s responsibility to understand his or her impact on others and to improve his or her capabilities, as well as the capabilities of others.

<b>Interpersonal Understanding</b>	The ability to understand other people as well as to accurately hear and understand the unspoken or partly expressed thoughts, feelings, and concerns of others. It measures increasing complexity and depth of understanding of others and includes cross-cultural sensitivity.
Level 1:	Recognizes Emotions and Concerns of Others ( <i>recognizes emotion by reading body language, facial expression, and/or tone of voice; attends to thoughts and concerns—spoken and unspoken—displayed by others</i> )
Level 2:	Interprets Emotions and Verbal Content ( <i>understands both emotion—by reading body language, facial expression, and/or tone of voice—and the content of what the person is saying; accurately interprets emotion and content of what others say; recognizes when the emotion and content do not appear to be in sync</i> )
Level 3:	Commits to Understanding Others ( <i>takes time to get to know people beyond superficial or job-related information; genuinely seeks to understand people as individuals and their points of view; uses insights gained from the knowledge of others to know “where they are coming from” and why they act in certain ways</i> )
Level 4:	Displays Sensitivity to Cultural, Ethnic, and Social Issues ( <i>is sensitive to the cultural, ethnic, and social backgrounds of individuals and groups; understands their differences with an eye toward accommodating or appreciating them; displays an in-depth understanding of the ongoing reasons for a person’s behavior or responses</i> )

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<b>Professionalism</b>	The demonstration of ethics, sound professional practices, social accountability, and community stewardship. The desire to act in a way that is consistent with one’s values and what one says is important.
Level 1:	Acts Openly and Honestly ( <i>acts consistently and according to organization’s expressed core values; deals with staff, public, and government in an open and truthful manner; expresses what he or she believes even when the message may not be welcome; shares information, insights, or comments when it would be easier to refrain from doing so</i> )

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<b>Relationship Building</b>	The ability to establish, build, and sustain professional contacts for the purpose of building networks of people with similar goals and that support similar interests.
Level 1:	Develops or Sustains Informal Contacts ( <i>makes or sustains informal contacts with others that extend beyond formal work relationships; is approachable and able to engage in "small talk" and informal conversations</i> )
Level 2:	Builds Friendly Rapport with Associates ( <i>maintains friendly relations and rapport with work contacts; attends events with associates and other business contacts that provide informal mingling and contact, such as business meals, sporting events, and other outings; finds things that one has in common with associates and uses them to build friendly relations</i> )

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<b>Self-Confidence</b>	A belief in one's own capability to accomplish a task and select an effective approach to a task or problem. This includes confidence in one's ability as expressed in increasingly challenging circumstances and confidence in one's decisions or opinions.
Level 1:	Acts Confidently within Job or Role ( <i>works without needing direct supervision; appears confident in person; presents self well</i> )

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<b>Self-Development</b>	The ability to have an accurate view of one's own strengths and development needs, including the impact that one has on others. A willingness to address needs through reflective, self-directed learning, and by trying new approaches.
Level 1:	Seeks Feedback ( <i>routinely seeks feedback from others, including those who are likely to be critical; appreciates the need to learn and grow</i> )
Level 2:	Improves Own Performance ( <i>regularly reflects on own performance including events that were successful and those that were less so; learns from less successful events, missteps, and challenges; sets annual improvement goals; is open to coaching</i> )
Level 3:	Considers the Impact One Has on Others ( <i>is aware of what behaviors and styles get the best results and matches styles to the situation; reflects on the impact one has on others prior to making decisions or taking actions; modifies behaviors in response to informal cues as well as formal feedback and integrates the results into personal development efforts and goals; tries out new leadership techniques and adopts those with positive impact</i> )



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<b>Team Leadership</b>	Sees oneself as a leader of others, from forming a team that possesses balanced capabilities to setting its mission, values, and norms, as well as to holding the team members accountable individually and as a group for results.
Level 1:	<i>Manages Team Meetings Well (conducts efficient and effective meetings; states meeting agendas and objectives; controls time and pace; makes assignments)</i>
Level 2:	<i>Keeps People Informed (provides essential information for decision making and fulfillment of responsibilities individually and collectively; lets people affected by the team know what is happening and the status of decisions; explains the reasons behind a decision promptly and candidly)</i>
Level 3:	<i>Promotes Team Effectiveness (creates the conditions that enable the team to perform at its best—e.g., setting clear direction, providing appropriate structure, getting the right people; determines team membership—including selection and dismissal—team assignments, performance management, and team development actions in a manner that promotes team morale and productivity; obtains input from others to promote the effectiveness of the group or process)</i>

**PEOPLE:** Creating an organizational climate that values employees from all backgrounds and provides an energizing environment for them. Also includes the leader's responsibility to understand his or her impact on others and to improve his or her capabilities, as well as the capabilities of others.

<b>Talent Development</b>	The drive to build the breadth and depth of the organization's human capability and professionalism, including supporting top-performing people and taking a personal interest in coaching and mentoring high-potential leaders.
Level 1:	<i>Expresses Positive Expectations of Others (makes positive comments regarding others' developmental future, particularly those whom others might see as not having high potential; believes others want to, and/or can learn to, improve their performance)</i>
Level 2:	<i>Gives Short-Term, Task-Oriented Instruction (gives detailed instructions and/or one-the-job demonstrations; provides specific helpful suggestions)</i>

The following areas in the NCHL model are no longer included in the modified model adopted by Health Services Management, University of Missouri:

**Community Orientation:** The levels presented in the NCHL model are for someone already working in health care administration. “Introduce tools and techniques for...” could be used; however, this would turn it into a knowledge area.

**Accountability:** The levels presented in the NCHL model are for someone already working in healthcare administration. “Introduce tools and techniques for...” could be used, however this would turn it into a knowledge area.

**Organizational Awareness:** The levels presented in the NCHL model are for someone already working in health care administration. “Introduce tools and techniques for...” could be used; however, this would turn it into a knowledge area.

**Performance Measurement:** The levels presented in the NCHL model are for someone already working in health care administration. “Introduce tools and techniques for...” could be used; however, this would turn it into a knowledge area.

**Financial Skills:** This is a knowledge area.

**Information Technology Management:** This is a knowledge area.

**Process Management and Organizational Design:** This is a knowledge area.

**Project Management:** This is a knowledge area.

**Human Resource Management:** This is a knowledge area.