

MANAGEMENT COMPETENCY
USER PACK

FOR CLERICAL / ADMINISTRATIVE MANAGERS:
GRADES IV TO SENIOR MANAGEMENT

Managing

change

people

the service

yourself

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Management Competency Wheel for Clerical/Administrative Managers: Grades IV to Senior Management

For ease of use, the 14 competencies have been presented under four subheadings in the Management Competency Wheel below.

- > **MANAGING THE SERVICE**
- > **MANAGING PEOPLE**
- > **MANAGING YOURSELF**
- > **MANAGING CHANGE**

These sub headings indicate how the competencies will help managers to deliver the priorities for their organisation.



INTRODUCTORY BOOKLET >

Selecting the competencies relevant to your role

MANAGING THE SERVICE >

- 1 Knowing the health service and how it works
- 2 Planning and managing resources
- 3 Evaluating information and judging situations
- 4 Setting standards to be proud of
- 5 Delivering quality and fairness for service-users

MANAGING PEOPLE >

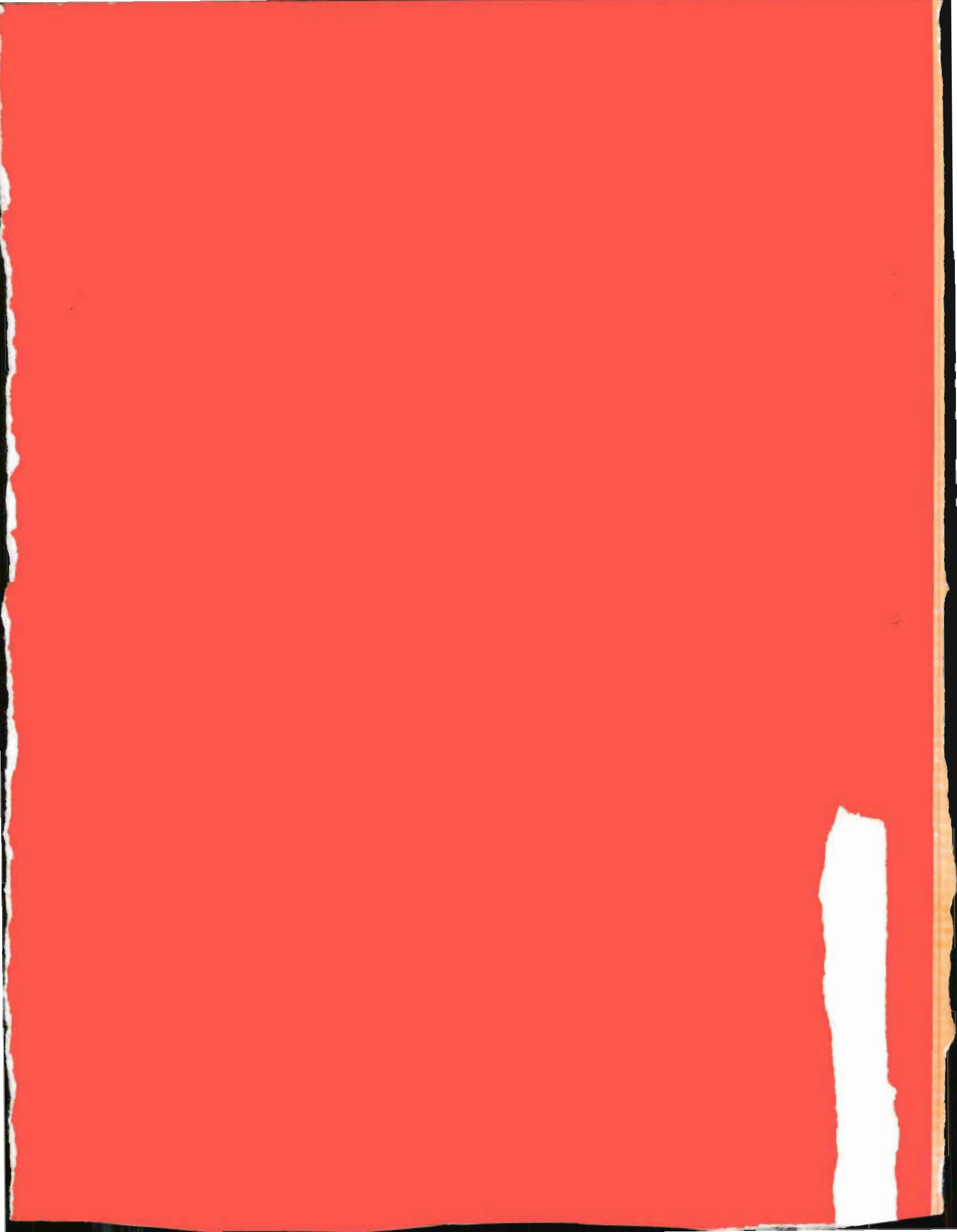
- 6 Influencing people and events
- 7 Managing individual performance
- 8 Being the communication channel
- 9 Creating team spirit
- 10 Supporting personal development

MANAGING YOURSELF >

- 11 Being a role model
- 12 Maintaining composure and quality of working life

MANAGING CHANGE >

- 13 Integrating the service
- 14 Embracing the change agenda



Office
for
Health
management

Office for Health Management
26 Harcourt Street
Dublin 2

tel 01 475 4044
fax 01 475 4066
email info@toh.m.ie
web www.officeforhealthmanagement.ie

Managing

Log onto www.officeforhealthmanagement.ie/elearning
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change

people

the service

yourself

Why the competency frameworks were developed:

This user pack presents a set of competencies that have been identified for managers of the clerical/administrative grades IV to senior management inclusive. It aims to provide a comprehensive competency framework for management development activities.

The competency frameworks are the result of research commissioned by The Office for Health Management in 2001. At that time, the office also commissioned a parallel piece of research for managers of Health and Social Care Professions. A steering group representative of management and staff interests was assembled to guide the research.

How the competency frameworks were devised:

The research was carried out by Pearn Kandola, a practice of Occupational Psychologists, between January 2001 and January 2003. Adhering to best practice, Pearn Kandola used a multi-method approach in researching the management roles:

- documentation analysis
- focus group discussions
- 1:1 interviews
- benchmarking against comparable organisations
- consultation questionnaires.

For each management role a range of data was gathered from jobholders, their managers, their interfacing team members, direct reports and key people with a strategic view on the future of the service. A representative sample of participants across gender, grades, and departments was included in the project. Significant time and energy has been given to this research from individuals across the health service, in particular by the project liaisons and briefers in each health agency.

A more detailed account of the methodology is available in a technical report available on the Office for Health Management website: www.officeforhealthmanagement.uk

What the competency frameworks look like:

The competencies focus exclusively on the management component of the roles in question rather than on specific technical skills such as accounting or training. The research aimed to provide a generic framework based on a broad sample of managers across a diverse range of roles within the health service.

To cope with this diversity of management roles, the framework is presented in a highly flexible format that requires you to tailor it to your individual circumstances.

There are 14 competencies clustered into 4 subheadings as illustrated in the management competency wheel opposite. Each competency is also detailed at four levels:

Level 1 – grades IV, V & VI

Level 2 – grades VI, VII & VIII

Level 3 – grades VIII & general manager

Level 4 – the senior management team

The objectives associated with each level are presented in the 'introductory booklet: selecting the competencies relevant to your role' to help you to decide the most appropriate level of your role and the most relevant competencies.

Making use of the frameworks

Having prioritised the competencies and selected the appropriate levels, managers will be able to identify their strengths and areas for development by self assessing against the indicators for each competency. The Office for Health Management has Personal Development Planning (PDP) materials to guide this process. Those materials can be accessed via www.officeforhealthmanagement.ie/elearning

You can register online, access competency questionnaires and invite others to give their views on your strengths and development areas. You can also access a PDP e-learning programme, an online interactive PDP workbook and you will be given the opportunity to visit helpful links. Please use the flap opposite to store your PDP materials.

A label is provided in sticker format to enable you to personalise your user pack

Each competency is presented in a separate booklet in the following format.

COMPETENCY TITLE [E.G. CREATING TEAM SPIRIT]

DEFINITION [A BRIEF DESCRIPTION OUTLINING THE CRITICAL ASPECTS OF THIS COMPETENCY]

Indicators of more effective performance

- x
- x
- x
- x

Indicators of less effective performance

- x
- x
- x
- x

2 lists of actions to help managers understand how to demonstrate this competency in practice.



LEVEL

1



GRADE IV, V & VI

OBJECTIVES

Often the front line in the service, the responsibility of staff members with management competencies at this level tends to be the execution of the service in an efficient yet people-centred manner. Typically, they are required to:

- Ensure the efficient day-to-day administration of their area of responsibility.
- Ensure deadlines are met and that service levels are maintained.
- Ensure accurate attention to detail and consistent adherence to procedures within their areas of responsibility.
- Supervise and ensure the well-being of staff within their remit.
- Ensure that the front line of the service is kept informed and that their views are communicated to middle management.
- Embrace change and adapt local work practices accordingly.
- Co-operate and work in harmony with other teams and disciplines.
- Ensure that service-users are treated with dignity and respect.

LEVEL

2



GRADE VI, VII & VIII

OBJECTIVES

The responsibility of people with management competencies at this level tends to involve overseeing the execution of the service in an efficient and people-centred manner, while finding ways to drive change within limited resources. Typically, they are required to:

- › Plan the activities in their area of responsibility to ensure the achievement of service plans.
- › Monitor and review the work of the team to ensure a consistently high standard.
- › Ensure that procedures and local working practices are efficient and aligned with best practice.
- › Take responsibility for the motivation, development and productivity of staff within their remit.
- › Ensure that the front line of the service is kept informed and that their views are communicated to upper management.
- › Embrace change, finding innovative ways to deliver service improvements within resource limitations.
- › Establish working practices that promote cross-functional team working.
- › Create a culture of accountability and respect for the individual that supports the achievement of the National Health Strategy.



26 Harcourt Street

Dublin 2

tel 01 475 4044

fax 01 475 4066

email info@toh.ie

web www.officeforhealthmanagement.ie

LEVEL

3



GRADES VIII and GENERAL MANAGER

OBJECTIVES

Managers with competencies at this level are typically charged with responsibility for ensuring the effectiveness of service delivery in a particular area of the organisation. They have a significant role to play in ensuring the delivery of the organisation's short-term goals and some will be contributing to the development of the longer-term vision. The key objectives for this level are to:

- Liaise with senior management to develop service plans and report frequently on progress against them.
- Define and communicate local objectives that will ensure the achievement of the organisational strategy within resource limitations.
- Implement effective controls to monitor, evaluate and report the standards of delivery within their areas of responsibility.
- Take ultimate responsibility for the effectiveness of service delivery in their areas of responsibility.
- Ensure that staff within their remit are kept informed and that their views are channelled to senior management teams.
- Take responsibility for the motivation, growth and productivity of staff within their remit.
- Create a culture of accountability, openness to change, respect for the individual and teamwork that supports the achievement of the National Health Strategy.

3 STEPS TO
HELP YOU
SELECT THE
COMPETENCIES
MOST RELEVANT
TO YOUR ROLE

LEVEL

4



THE SENIOR MANAGEMENT TEAM

OBJECTIVES

The senior management team accepts ultimate responsibility for the development and delivery of the organisation's strategic goals and long term vision. The key objectives for this level are to:

- Define and communicate a vision for the organisation in line with national health policy, the economic environment and best practice in health care.
- Develop strategic plans that help to deliver the strategy within resource limitations.
- Work with individual managers to communicate objectives, develop service plans and monitor actions.
- Take responsibility for the motivation, growth and productivity of staff within their remit.
- Monitor and review the progress of the organisation against key performance indicators, taking prompt corrective action when necessary.
- Create a culture of accountability, openness to change, respect for the individual and teamwork that supports the achievement of the National Health Strategy.
- Represent the organisation in dealings with the public and other health agencies at a national level.

There are 14 separate competencies, allowing you to prioritise those that hold most importance in your current situation.

1

Identify the level most appropriate to your role:

Review the objectives associated with each of the four levels (as outlined in this introductory booklet) and select the level that best matches the demands of your role in short and medium term.

Use the space below to record your level.

Your level:

2

Review the management competency wheel and identify the 8 to 10 most important competencies for your role.

In deciding the important competencies please consider your current responsibilities and how your role may evolve in the coming 12 to 18 months. Do consult your manager or a colleague if that would help.

Use the space below to record your priority competencies.

Important competencies for your role:

1

2

3

4

5

6

7

8

9

10

3

Consult the relevant competency booklet and review the indicators relevant to your level:

It is important to note that five of the management competencies do not change across the levels.

These five management competencies are:

- > Managing individual performance.
- > Being the communication channel.
- > Creating team spirit.
- > Being a role model.
- > Maintaining composure and quality of working life.

No matter what level a manager is at, or aspires to get to, once they have developed these five competencies they will remain of benefit to them as they progress. With increased responsibility they will have to learn some new skills, but these five will likely remain the same.

What next?

Log on to www.officeforhealthmanagement.ie/elearning to complete your personal development planning materials.

1

MANAGING THE SERVICE. >

Knowing the health service
and how it works



LEVEL

1



GRADE IV, V & VI

Indicators of more effective performance

- > Has sufficient knowledge of the relevant procedures and practices to perform the role efficiently and ensure standards are maintained in the team.
- > Keeps staff members up to date with legislation and policy relevant to the department.
- > Has a good understanding of how they and their team contribute to the organisation's mission, values and goals.
- > Understands how their department impacts on the service-user.
- > Has a thorough understanding of how neighbouring departments and functions must combine their efforts to achieve optimum service levels.
- > Has a good understanding of the internal dynamics that can affect the running of their department.
- > Uses knowledge of the organisation's structures and traditions to help achieve results.

Indicators of less effective performance

- > Is not sufficiently knowledgeable of practice and procedure to be truly effective.
- > Fails to keep staff updated on changes to policy and legislation relevant to their roles.
- > Isn't clear about how the department relates to the mission, values or goals of the organisation.
- > Is not sufficiently in touch with the service-users to understand how to meet their needs.
- > Is not familiar enough with other departments and functions and as such operates too independently, missing opportunities to increase service levels.
- > Doesn't always appreciate the internal dynamics that can affect the running of their department.
- > Makes the achievement of results more difficult by failing to show an understanding of the organisation's structures and traditions.

LEVEL

2



GRADE VI, VII & VIII

Indicators of more effective performance

- > Has sufficient knowledge of the relevant procedures and practices to perform the role efficiently and ensure standards are maintained in the team.
- > Keeps staff members up to date with legislation and policy relevant to the department.
- > Has a good understanding of how they and their team contribute to the organisation's mission, values and goals.
- > Understands how their department impacts on the service user.
- > Has a thorough understanding of how neighbouring departments and functions must combine their efforts to achieve optimum service levels.
- > Has a good understanding of the internal dynamics that can affect the running of their department.
- > Uses knowledge of the organisation's structures and traditions to help achieve results.

Indicators of less effective performance

- > Is not sufficiently knowledgeable of practice and procedure to be truly effective.
- > Fails to keep staff updated on changes to policy and legislation relevant to their roles.
- > Isn't clear about how their department relates to the mission, values or goals of the organisation.
- > Is not sufficiently in touch with the service-users to understand how to meet their needs.
- > Is not familiar enough with other departments and functions and as such operates too independently, missing opportunities to increase service levels.
- > Doesn't always appreciate the internal dynamics that can affect the running of their department.
- > Makes the achievement of results more difficult by failing to show an understanding of the organisation's structures and traditions.



26 Harcourt Street
Dublin 2

tel 01 475 4044

fax 01 475 4066

email info@toh.ie

web www.officeforhealthmanagement.ie

LEVEL

3



GRADES VIII and GENERAL MANAGER

Indicators of more effective performance

- > Has sufficient knowledge of the relevant procedures and practices to perform the role efficiently and ensure standards are maintained in their area of responsibility.
- > Keeps ahead of legislative and policy changes and communicates their implications above and below as appropriate.
- > Is completely abreast of the mission, values and strategy of the organisation and of how to help deliver it.
- > Uses an understanding of the organisation as a whole to direct the activities of various departments towards the achievement of optimum service levels and strategic priorities.
- > Has an astute appreciation of the internal dynamics of the organisation. Understands who the key stakeholders are and is in touch with the trends of thinking in relation to key issues.
- > Keeps track of events and trends within the health service nationally and within their field internationally.

Indicators of less effective performance

- > Is not sufficiently knowledgeable of practice and procedure within their area of responsibility to be truly effective.
- > Is reactive when it comes to changes in legislation or policy that have implications for their area.
- > Performs role without fully incorporating the thinking behind the organisation's mission, values and strategy.
- > Lacks a strategic understanding of the organisation as a whole and the links and synergies between different departments.
- > Is sometimes out of touch with current political events within the organisation.
- > Adopts an internal focus, without sufficient attention to the wider arena.

KNOWING THE HEALTH SERVICE AND HOW IT WORKS

LEVEL

4



THE SENIOR MANAGEMENT TEAM

Indicators of more effective performance

- Has sufficient knowledge of the relevant procedures and practices to perform the role efficiently and ensure standards are maintained in their area of responsibility.
- Identifies the strategic priorities for the organisation by pro-actively identifying changes in the political, economic and social climate.
- Has sufficient understanding of other departments and functions in the organisation to come to a realistic and informed strategic view about how the organisation can deliver on its strategic priorities.
- Has an astute appreciation of the internal dynamics of the organisation. Understands who the key stakeholders are and is in touch with the trends of thinking in relation to key issues.
- Understands and influences the national political environment in which the organisation and the service operates.
- Keeps track of events and trends within the health service nationally and internationally.

Indicators of less effective performance

- Is not sufficiently knowledgeable of practice and procedure within their area of responsibility to be truly effective.
- Needs direction on the strategic priorities of the organisation. Fails to look sufficiently ahead to be pro-active in the face of change.
- Does not have sufficient breadth of perspective to understand the significance and practicalities of strategic priorities that lie beyond their principal area of responsibility.
- Is sometimes out of touch with current political events within the organisation.
- Doesn't sufficiently understand the national political environment or how to influence events within it.
- Adopts an internal focus, without sufficient attention to the wider arena.

Maintains a thorough understanding of the organisational dynamics and how to work within the culture to achieve results. Knows who the key stakeholders are and how their roles inter-relate within the wider organisation. Develops and maintains a broad knowledge of the policies and procedures of the organisation together with the relevant legislation.

2

MANAGING THE SERVICE

Planning and Managing Resources

LEVEL

1



GRADE IV, V & VI

Indicators of more effective performance

- > Devotes energy and time to the most important task at any given time.
- > Breaks large assignments into manageable parts and tackles them in a logical order.
- > Makes sure that people are aware of specific deadlines and standards for the achievement of tasks.
- > Sets realistic goals and time-scales, taking account of potential problems and competing priorities.
- > Helps staff members to organise and co-ordinate their work.
- > Keeps others informed through regular review meetings and updates on progress against plans.
- > Takes responsibility for the achievement of personal and staff deadlines.
- > Maintains an awareness of budgetary constraints and value for money.

Indicators of less effective performance

- > Prioritises less important tasks above those that are more urgent.
- > Needs to have large assignments planned out.
- > Allows others to work without clear direction or awareness of time-scales.
- > Fails to anticipate potential obstacles when setting goals and time-scales.
- > Leaves staff to their own devices to the detriment of their efficiency.
- > Fails to monitor progress against plans or give updates to others.
- > Is complacent of deadlines and fails to inform others if these are likely to slip.
- > Lacks awareness of available budgets when planning or conducting work.

LEVEL

2



GRADE VI, VII & VIII

Indicators of more effective performance

- Sets and communicates specific deadlines and standards for the achievement of operational plans.
- Foresees potential problems or competing priorities and takes appropriate action to ensure service standards don't suffer.
- Keeps themselves and others informed on progress through regular review meetings and updates.
- Takes responsibility for the achievement of personal and staff deadlines.
- Demonstrates innovation in aiming to work within resource limitations.
- Fosters an awareness of the need for value for money and a sense of accountability for budgets within the team.
- Helps to predict future service needs based on concrete analysis of previous activity and changes in service provision.
- Devotes energy and time to the most important task at any given time.

Indicators of less effective performance

- Delegates work without being clear about the standards and deadlines required.
- Fails to anticipate potential distracters or to develop contingencies.
- Is out of touch about the progress of the team or fails to update others.
- Is complacent of deadlines and fails to inform others if these are likely to slip.
- Shows little evidence of achieving efficiencies through innovation.
- Creates a culture where inefficiency is tolerated.
- Predicts future service levels inaccurately or unreliably.
- Prioritises less important tasks above those that are more urgent.



26 Harcourt Street
Dublin 2

tel 01 475 4044

fax 01 475 4066

email info@toh.m.ie

web www.officeforhealthmanagement.ie

LEVEL

3



GRADES VIII and GENERAL MANAGER

Indicators of more effective performance

- › Contributes to the development of strategy and service plans for their area of the organisation.
- › Plans to develop services that will meet the future needs of the public.
- › Develops realistic service plans for their area of the organisation based on an understanding of resource limitations and overall service needs.
- › Translates broad strategies into specific, measurable objectives and action plans.
- › Accurately estimates and allocates the resources required to deliver strategic plans.
- › Regularly monitors progress against service plans for their area and takes appropriate, timely action to resolve potential difficulties.
- › Takes appropriate opportunities to ensure that initiatives are evaluated in terms of value for money.
- › Demonstrates innovation to overcome resource limitations.
- › Devotes energy and time to the most important task at any given time.

Indicators of less effective performance

- › Has insufficient understanding of the strategy and of service planning.
- › Doesn't understand the trends and developments in health care that indicate the direction events will take.
- › Develops service plans that fail to recognise the limitations on resources or the strategic priorities of the organisation.
- › Is overly flexible or casual in the development of action plans to deliver on strategic priorities.
- › Makes unrealistic estimations of resource requirements.
- › Fails to monitor progress against plans or reacts too late when difficulties are arising.
- › Doesn't prioritise or encourage value-for-money evaluations.
- › Shows little evidence of surmounting challenges presented by resource limitations.
- › Prioritises less important tasks above those that are more urgent.

PLANNING AND MANAGING RESOURCES

LEVEL

4



THE SENIOR MANAGEMENT TEAM

Indicators of more effective performance

- Contributes to the development of a clear vision of the organisation.
- Contributes to the development of overall strategy and service plans for the organisation that will help to deliver on its vision.
- Brings an objective perspective to negotiations of the priority areas based on an understanding of resource limitations and service needs.
- Translates broad strategies into specific, measurable objectives and action plans.
- Regularly monitors progress against service plans and takes appropriate timely action to resolve potential difficulties.
- Creates an understanding of the importance of value for money in the culture of the organisation.
- Devotes energy and time to the most important task at any given time.

Indicators of less effective performance

- Has insufficient breadth of perspective to see how the organisation needs to be positioned in the medium to long term.
- Has insufficient understanding of the organisation and service as a whole to contribute to the development of strategy.
- Fails to recognise the true priorities for energy and resources.
- Is overly flexible or casual in the development of action plans to deliver on strategic priorities.
- Fails to monitor progress against plans or reacts too late when difficulties are arising.
- Fails to emphasise the importance of evaluating value for money.
- Prioritises less important tasks above those that are more urgent.

Plans the delivery of a service by accurately estimating the needs and prioritising resources appropriately. Monitors activities to ensure budgets are adhered to. Delegates tasks to others and makes sure deadlines are met.

3

MANAGING THE SERVICE >

Evaluating Information and Judging Situations



LEVEL

1



GRADE IV, V & VI

Indicators of more effective performance

- › Gathers information from enough sources and other people to make well-founded decisions.
- › Takes information on board quickly and accurately.
- › Thinks through decisions to make sure they are in line with policy and local practice.
- › Makes decisions and solves problems in a timely manner before they accumulate.
- › Appropriately involves others in making decisions that affect them.
- › Recognises when it is appropriate to refer decisions to a higher level of management.
- › Informs others of decisions that have implications for them.
- › Accepts accountability for their decisions.

Indicators of less effective performance

- › Makes decisions without considering all critical factors or opinions.
- › Is slow or inaccurate in assimilating information.
- › Makes decisions without considering their implications.
- › Procrastinates over decisions or allows problems to build up.
- › Makes decisions without consulting the relevant parties.
- › Fails to recognise when it is appropriate to elevate decision-making.
- › Fails to inform others of decisions that affect them.
- › Is reluctant to accept accountability for their decisions.

LEVEL

2



GRADE VI, VII & VIII

Indicators of more effective performance

- > Gathers information from enough sources and other people to make well-founded decisions.
- > Takes information on board quickly and accurately.
- > Uses experience to generate a number of possible alternatives.
- > Thinks ahead to the consequences of decisions and refers to precedence to ensure consistency.
- > Makes decisions in a transparent manner by involving and empowering others where appropriate.
- > Communicates decisions comprehensively and ensures that the team understands how to action them.
- > Confidently explains the rationale behind decisions when faced with opposition.
- > Makes decisions and solves problems in a timely manner before they accumulate.
- > Recognises when it is appropriate to refer decisions to a higher level of management.

Indicators of less effective performance

- > Makes decisions without considering all critical factors or opinions.
- > Is slow or inaccurate in assimilating information.
- > Tends not to look creatively at problems or decisions.
- > Makes isolated decisions without sufficient regard for longer-term consistency.
- > Doesn't include others sufficiently in making decisions that affect them or retains too much control over decisions.
- > Fails to communicate decisions comprehensively, leaving staff unsure about how to implement them.
- > Is not comfortable defending the rationale behind decisions.
- > Procrastinates over decisions or allows problems to build up.
- > Fails to recognise when it is appropriate to elevate decisions to the next level.



26 Harcourt Street
Dublin 2

tel 01 475 4044

fax 01 475 4066

email info@tohm.ie

web www.officeforhealthmanagement.ie

LEVEL

3



GRADES VIII and GENERAL MANAGER

Indicators of more effective performance

- Gathers information from enough sources and other people to make well-founded decisions.
- Understands the practicalities of value for money and cost-benefit analysis.
- Takes information on board quickly and accurately.
- Challenges policy, practice and the traditional health service boundaries when necessary in the interest of the right solution or decision.
- Recognises the implications and consequences of decisions in political and strategic terms for the entire organisation.
- Makes decisions in a transparent manner by involving and empowering others where appropriate.
- Communicates decisions comprehensively and ensures that others understand how to action them.
- Confidently explains the rationale behind decisions when faced with opposition or competing demands.
- Is objective but not insensitive in their approach to decision-making.
- Makes decisions and solves problems in a timely manner before they accumulate.
- Recognises when it is appropriate to refer decisions to a higher level of management.

Indicators of less effective performance

- Makes decisions without considering all the critical factors or opinions.
- Makes or proposes decisions without applying the appropriate financial rationale.
- Is slow or inaccurate in assimilating information.
- Allows traditional policies or structures to hinder them in arriving at the right solution.
- Gets caught up in the detail of the situation without considering the wider picture or the longer term.
- Doesn't include others sufficiently in making decisions that affect them or retains too much control over decisions.
- Fails to communicate decisions comprehensively, leaving staff unsure about how to implement them.
- Is not comfortable defending the rationale behind decisions.
- Is overly subjective or emotional in their approach to decision-making.
- Procrastinates over decisions or allows problems to build up.
- Fails to recognise when it is appropriate to elevate decisions to the next level.

EVALUATING INFORMATION AND JUDGING SITUATIONS

LEVEL

4

THE SENIOR MANAGEMENT TEAM

Indicators of more effective performance

- Gathers information from enough sources and other people to make well-founded decisions.
- Understands the practicalities of value for money and cost-benefit analysis.
- Challenges policy, practice and the traditional health service boundaries when necessary in the interest of the right solution or decision.
- Makes decisions in a transparent manner by involving and empowering others where appropriate
- Communicates decisions comprehensively and ensures that others understand how to action them.
- Confidently explains the rationale behind decisions when faced with opposition or competing demands.
- Is objective but not insensitive in their approach to decision-making.
- Makes decisions and solves problems in a timely manner before they accumulate.
- Stays abreast of political and social events at national level in the health service to ensure that decisions made are sensitive to the current climate.
- Recognises when it is appropriate to refer decisions to a higher authority.

Indicators of less effective performance

- Makes decisions without considering all critical factors or opinions.
- Makes or proposes decisions without applying the appropriate financial rationale.
- Allows traditional policies or structures to hinder them in arriving at the right solution.
- Doesn't include others sufficiently in making decisions that affect them or keeps too much control of decisions.
- Fails to communicate decisions comprehensively, leaving staff unsure about how to implement them.
- Is not comfortable defending the rationale behind decisions.
- Is overly subjective or emotional in their approach to decision-making.
- Procrastinates over decisions or allows problems to build up.
- Operates without due consideration of the national environment and the agendas of other health service agencies.
- Fails to recognise when it is appropriate to elevate decisions to a higher authority.

Relies on experience to understand and evaluate problems. Gathers information from a variety of sources before evaluating the benefits and consequences of decisions. Demonstrates sound practical judgement and decisiveness.

4

MANAGING THE SERVICE >

Setting standards
to be proud of



LEVEL

1



GRADE IV, V & VI

Indicators of more effective performance

- > Demonstrates pride in the quality of work of their department.
- > Is sufficiently aware of policy and legislative requirements to conduct their duties to the appropriate standard.
- > Ensures that policies and procedures are well documented and clearly understood by anyone for whom they have responsibility.
- > Ensures that traditional work practices in their area are compliant with current standards.
- > Communicates immediately to resolve potential problems when standards may be slipping or their area is compromised.
- > Pays close and accurate attention to detail in personal work.
- > Monitors and reviews team work to ensure its quality and accuracy.
- > Ensures that archives and records are readily available if required by those with appropriate authority.

Indicators of less effective performance

- > Tolerates poor quality in the work of the department.
- > Occasionally lacks the depth of knowledge of policy or legislative requirements to ensure standards are maintained.
- > Fails to ensure sufficient communication and awareness of standards.
- > Allows traditional ways of doing things to persist, even when it means a compromise on standards.
- > Fails to flag potential slips in standards in a timely fashion.
- > Produces work that contains inaccuracies or inconsistencies.
- > Neglects to make sufficient time to quality assure the team's work.
- > Is inconsistent in keeping files and archives updated and maintained.

LEVEL

2



GRADE VI, VII & VIII

Indicators of more effective performance

- > Is sufficiently aware of policy and legislative requirements to conduct their duties to the appropriate standard.
- > Ensures that policies and procedures are well documented and clearly understood by anyone for whom they have responsibility.
- > Takes ultimate responsibility for ensuring high standards of service within area of responsibility.
- > Takes immediate action and initiative when problems arise or standards slip.
- > Looks for feedback from benchmarking or other evaluations to see where service standards need to be reinforced.
- > Monitors and reviews the work of the team to ensure its quality and accuracy.
- > Ensures that all general and financial records are readily available if required by those with appropriate authority.
- > Pays close and accurate attention to detail in personal work.

Indicators of less effective performance

- > Occasionally lacks the depth of knowledge of policy or legislative requirements to ensure standards are maintained.
- > Fails to ensure sufficient communication and awareness of standards.
- > Fails to take ownership when quality standards are not met.
- > Fails to flag potential slips in standards in a timely fashion, or resolve them satisfactorily when appropriate.
- > Is not pro-active in trying to avoid dips in service standards.
- > Neglects to make sufficient time to quality assure the team's work.
- > Is inconsistent in keeping files, archives and financial records updated and maintained.
- > Produces work that contains inaccuracies or inconsistencies.



26 Harcourt Street
Dublin 2

tel 01 475 4044

fax 01 475 4066

email info@toh.ie

web www.officeforhealthmanagement.ie

LEVEL

3



GRADES VIII and GENERAL MANAGER

Indicators of more effective performance

- > Is sufficiently aware of policy and legislative requirements to conduct their duties to the appropriate standard.
- > Works with each direct report to implement policies and establish working practices to ensure standards are met.
- > Creates a culture where high standards are valued and respected.
- > Has up-to-date knowledge of current standards of quality across their area of the organisation.
- > Facilitates benchmarking initiatives to identify areas for improvement and to learn from others.
- > Develops innovative solutions to improve the quality of service provided within resource limitations.
- > Is skilled in financial management and acts in line with best practice and legislative requirements.
- > Pays close and accurate attention to detail in personal work.

Indicators of less effective performance

- > Occasionally lacks the depth of knowledge of policy or legislative requirements to ensure standards are maintained.
- > Is not active enough in establishing standards for quality and finding practical ways to achieve them.
- > Fails to demonstrate the importance of valuing quality.
- > Is unaware of where the current strengths and weaknesses lie within their area of responsibility.
- > Doesn't prioritise benchmarking activity or fails to facilitate it appropriately.
- > Fails to take timely action to address any incidents of low standards within their area of responsibility.
- > Supervises without proper management information.
- > Produces work that contains inaccuracies or inconsistencies.

SETTING
STANDARDS TO
BE PROUD OF

LEVEL

4



THE SENIOR MANAGEMENT TEAM

Indicators of more effective performance

- > Is sufficiently aware of policy and legislative requirements to conduct their duties to the appropriate standard.
- > Works with each direct report to develop policies to ensure quality standards are achieved.
- > Sells the importance and value of setting high standards to upper and middle managers.
- > Regularly monitors and evaluates the most critical standards, and reports to the board with solutions.
- > Makes resources available for benchmarks to ensure that the organisation is as good as "best in class".
- > Identifies the areas of greatest risk across the organisation and prioritises resources to ensure the appropriate standards are maintained.
- > Instils a culture where standards of financial management are in line with best practice and legislative requirements.
- > Pays close and accurate attention to detail in personal work.

Indicators of less effective performance

- > Occasionally lacks the depth of knowledge of policy or legislative requirements to ensure standards are maintained.
- > Is not pro-active in clearly establishing standards for quality.
- > Fails to motivate others to achieve high standards of quality.
- > Is infrequent in monitoring of standards or fails to focus on the most critical measures.
- > Adopts an insular focus, without checking how standards in the organisation compare with those of their peers.
- > Prioritises less important areas over those of greater need, exposing the organisation unnecessarily.
- > Supervises without proper management information by allowing poor standards of financial management.
- > Produces work that contains inaccuracies or inconsistencies.

Sets quality standards and develops policies to ensure they are maintained. Monitors and evaluates procedures to ensure a quality service is delivered and strives to ensure full compliance with best practice.



LEVEL

1



GRADE IV, V & VI

Indicators of more effective performance

- > Understands service-users by being approachable and by listening to them.
- > Demonstrates a desire to do their best for service-users.
- > Ensures each service-user is treated in a fair and equitable manner.
- > Demonstrates accountability and transparency in all dealings with the public.
- > Treats all information on service-users with confidentiality and discretion.
- > Presents a positive image to the public by delivering on promises.
- > Follows up to ensure service-users receive the appropriate service from their department.
- > Listens to the feedback of service-users and addresses their concerns.
- > Educates and empowers service-users to help themselves.

Indicators of less effective performance

- > Adopts a hasty or off-putting manner when dealing with the public.
- > Provides a poor example to staff by placing insufficient importance on the concerns of the service-user.
- > Provides an inconsistent service to users.
- > Fails to take ownership or work transparently when dealing with the public.
- > Places insufficient emphasis on confidentiality or discretion.
- > Over-promises or fails to deliver.
- > Takes an individual rather than a departmental view and assumes that service-users will look after themselves.
- > Is complacent when faced with customer complaints.
- > Provides little assistance to service-users to make informed decisions about their health care.

LEVEL

2



GRADE VI, VII & VIII

Indicators of more effective performance

- Is in touch with and understands the concerns and needs of the service-user population.
- Facilitates accurate, regular evaluation of the extent to which the service meets the needs of its users.
- Supports the empowerment of service-users by operating in a transparent manner and striving to educate them wherever possible.
- Works with their team to generate and implement ideas to make their area of the service more people-friendly.
- Encourages staff in their area to take responsibility for the quality of the experience of the service-user.
- Identifies inequities in service provision and raises these concerns, offering solutions where possible.
- Presents a positive image to the public by delivering on promises.

Indicators of less effective performance

- Is out of touch with service-users.
- Is inaccurate or inconsistent in evaluating the success of the service in meeting the needs of its users.
- Is not customer friendly, giving the minimum of information to service-users.
- Persists with practices that fail to place people at the heart of activities.
- Shows little empathy with the service-user. Fails to create a culture where the service-user's experience is considered at each turn.
- Doesn't look out for inequities in service provision or fails to do anything about them if spotted.
- Over-promises or fails to deliver.



26 Harcourt Street

Dublin 2

tel 01 475 4044

fax 01 475 4066

email info@toh.m.ie

web www.officeforhealthmanagement.ie

LEVEL

3



GRADES VIII and GENERAL MANAGER

Indicators of more effective performance

- > Is in touch with and understands the concerns and needs of the service-user population.
- > Puts measures in place to ensure an accurate, regular evaluation of the extent to which the service meets the needs of its users.
- > Ensures that the practices and policies in their area of the organisation support the empowerment of the service-user.
- > Develops and supports initiatives that promote a people-centred culture.
- > Ensures that staff in their area of responsibility have the understanding and mechanisms to promote patient advocacy effectively.
- > Takes responsibility for the equitable distribution of resources and equality of access to services.
- > Presents a positive image to the public by delivering on promises.

Indicators of less effective performance

- > Is out of touch with service-users.
- > Manages their area of the organisation without sufficient metrics in place to evaluate the service from the perspective of its users.
- > Sticks to traditional practices and models of healthcare, with insufficient regard for the role of the service user in a modern health service
- > Persists with practices that fail to place people at the heart of activities.
- > Pays insufficient attention to the promotion of patient advocacy. Doesn't allocate sufficient resources to bring about the required changes in thinking and practice.
- > Allows the equity of service delivery to go unchecked. Fails to champion disadvantaged or excluded groups.
- > Over-promises or fails to deliver.

DELIVERING QUALITY AND FAIRNESS FOR SERVICE-USERS

LEVEL

4



THE SENIOR MANAGEMENT TEAM

Indicators of more effective performance

- Is in touch with and understands the concerns and needs of the service-user population.
- Puts measures in place to ensure an accurate, regular evaluation of the extent to which the service meets the needs of its users.
- Influences the practices and policies of the organisation towards the empowerment of the service-user.
- Influences the policies of the organisation to promote a people-centred culture.
- Manages change within the organisation in a fashion that promotes patient advocacy.
- Takes responsibility for the equitable distribution of resources and equality of access to services.
- Presents a positive image to the public by delivering on promises.

Indicators of less effective performance

- Is out of touch with service-users.
- Manages the organisation without sufficient metrics in place to evaluate the service from the perspective of its users.
- Places insufficient emphasis on empowering service-users to make informed decisions about their health care.
- Allows the welfare of people to slip down the list of priorities when policies are being formulated.
- Sponsors change initiatives that neglect to put the service-user first.
- Neglects to monitor the equity of service delivery or fails to take appropriate action.
- Over-promises or fails to deliver.

Promotes a user-centred culture within the health service. Strives to ensure that the service is delivered in a fair and equitable manner. Promotes accountability and transparency in the administration of the service.

6

MANAGING PEOPLE >

Influencing people and events



LEVEL

1



GRADE IV, V & VI

Indicators of more effective performance

- Establishes strong personal credibility by demonstrating integrity and a high degree of competence in their area of expertise.
- Shows appreciation for different perspectives and uses these insights to prepare effective arguments.
- Does sufficient research and preparation to make sound arguments and handle questions with credibility.
- Makes credible arguments by balancing "gut feel" and enthusiasm with sound evidence of the benefits of any proposals.
- Involves and consults with staff and other relevant groups to gather their opinions and support for new initiatives.
- Demonstrates diplomacy and tact when influencing others.
- Remains firm but flexible when putting forward points of view.
- Has more than one influencing style and uses the one most appropriate to the situation.

Indicators of less effective performance

- Lacks credibility as an authority within area of responsibility.
- Doesn't pay due consideration to the perspectives of others when preparing arguments.
- Is insufficiently informed to handle questions that arise.
- Makes arguments that lack logical rationale or in a manner that lacks strength of conviction.
- Tries to influence events without due consideration of the opinions or support of others.
- Lacks sensitivity when persuading others.
- Adopts an inflexible approach when putting forward own case.
- Consistently applies same tactics regardless of situation and people involved.

LEVEL

2



GRADE VI, VII & VIII

Indicators of more effective performance

- > Establishes strong personal credibility by demonstrating integrity and a high degree of competence in their area of expertise.
- > Understands who the key stakeholders are in their area of the organisation, their agendas and their styles of influencing.
- > Involves and consults with staff and other relevant groups to gather their opinions and support for new initiatives.
- > Resolves conflicts between individuals or groups in a constructive and timely fashion.
- > Uses informal networks to stay in touch with undercurrents and to gauge accurately the standpoints of other groups.
- > Identifies others who have similar objectives for influencing events and combines their efforts.
- > Is creative in developing evidence-based rationale to support arguments.
- > Handles objections effectively and with confidence.
- > Balances diplomacy and tact with a firm, objective approach.

Indicators of less effective performance

- > Lacks credibility as an authority within area of responsibility.
- > Adopts tactics to influence others that don't take account of how other key stakeholders will react.
- > Tries to influence events without due consideration of the opinions or support of others.
- > Allows conflicts to remain unresolved to the detriment of the efficiency and harmony of their area.
- > Is out of touch with the attitudes and standpoints of key stakeholders.
- > Misses opportunities to be influential by failing to consider the bigger picture and situations of others.
- > The rationale developed to support arguments do not influence those making the decisions.
- > Replies to objections with poor arguments or with insufficient confidence.
- > Misjudges the dynamics of the situation and adopts an ineffective approach.

Office
for
Health
management



26 Harcourt Street

Dublin 2

tel 01 475 4044

fax 01 475 4066

email info@toh.ie

web www.officeforhealthmanagement.ie

LEVEL

3



GRADES VIII and GENERAL MANAGER

Indicators of more effective performance

- Establishes strong personal credibility by demonstrating integrity and a high degree of competence in their area of expertise.
- Has a grounded knowledge of the mechanisms for influencing their part of the organisation, e.g. how to maximise the partnership process, how to influence the organisational strategy or national policy, etc.
- Mediates between competing agendas in an objective and ethical manner.
- Resolves conflicts between individuals or groups in a constructive and timely fashion.
- Balances diplomacy and tact with a firm approach.
- Uses informal networks to stay in touch with undercurrents and to gauge accurately the standpoints of other groups.
- Builds alliances with others within and outside of the organisation to pursue common objectives with greater strength.
- Builds innovative, evidence-based arguments that align with the strategic priorities of the organisation to influence others and negotiate commitment.

Indicators of less effective performance

- Lacks credibility when influencing or negotiating. Fails to handle objections in a credible manner.
- Lacks understanding of how to influence events in their area of the Health service and adopts ineffective tactics as a result.
- Allows personal bias or subjectivity to cloud judgement. Fails to ensure they have a balanced perspective on all the evidence available.
- Allows conflicts to remain unresolved to the detriment of the efficiency and harmony of their area.
- Misjudges the dynamics of the situation and adopts an ineffective approach.
- Is out of touch with the attitudes and standpoints of key stakeholders.
- Works too independently and misses opportunities to influence activities in their favour.
- Arguments are not innovative, evidence based or sufficiently aligned with the bigger picture to be effective.

INFLUENCING PEOPLE AND EVENTS

LEVEL

4



THE SENIOR MANAGEMENT TEAM

Indicators of more effective performance

- Establishes strong personal credibility by demonstrating integrity and a high degree of competence in their area of expertise.
- Has a grounded knowledge of the mechanisms for influencing their organisation and the service, e.g. how to maximise the partnership process, how to relate productively with government departments or the board, etc.
- Negotiates effectively to secure longer-term objectives on behalf of their function and the organisation.
- Balances diplomacy and tact with a firm approach.
- Builds credible evidence-based arguments that align with the strategic priorities of the service to secure internal and external commitment.
- Balances competing strategic priorities within the organisation in an objective and ethical manner – acting as final arbitrator in defining the way ahead.
- Builds alliances with others within and outside of the organisation to pursue common objectives with greater strength.
- Uses informal networks to stay in touch with undercurrents and to gauge accurately the standpoints of other groups.
- Influences the organisation through inclusivity. Involves and consults with key stakeholders appropriately to establish as much common ground and consensus as possible.

Indicators of less effective performance

- Lacks credibility when influencing or negotiating.
- Lacks understanding of the importance, agendas or strategies of key stakeholders and adopts ineffective tactics when influencing them.
- Fails to make convincing arguments or handle objections skillfully enough to secure their objectives in negotiations.
- Misjudges the dynamics of the situation and adopts an ineffective approach.
- Arguments are not meaningfully based in the language or concepts required by those being influenced.
- Allows personal bias or subjectivity to cloud judgement in negotiations. Fails to ensure they have a balanced perspective on all the evidence available.
- Works too independently and misses opportunities to influence the broader agenda effectively.
- Is out of touch with the attitudes and standpoints of key stakeholders.
- Allows conflicts between key stakeholders to persist to the detriment of a co-ordinated a unified effort towards the strategic objectives.

Presents compelling arguments by understanding and anticipating the agendas of others. Uses information and facts to build an effective case. Involves and consults with key stakeholders tactfully and listens to their views. Balances diplomacy with assertiveness.



Manage one's team in a transparent and equitable manner. Provides clear direction on a regular basis and adopts an approachable management style. Deals with under-performance in a timely manner and ensures improvement where possible.

LEVEL

1

GRADE IV, V & VI

LEVEL

2

GRADE VI, VII & VIII

LEVEL

3

GRADES VIII and
GENERAL MANAGER

LEVEL

4

THE SENIOR
MANAGEMENT TEAMOffice
for
Health
managementIndicators of more
effective performance

- Treats staff in a fair and equitable manner.
- Maintains confidentiality when dealing with staff problems.
- Ensures an even distribution of workload among the team.
- Ensures team members are aware of their role and how it contributes to the bigger picture.
- Explains the nature and importance of policies and outlines supporting procedures.
- Holds regular meetings to keep staff informed and hear their views.
- Is approachable and available for advice and support.
- Appreciates that staff have commitments outside of work and monitors work/life balance accordingly.
- Tackles performance problems in a timely and constructive manner.

Indicators of less
effective performance

- Treats some staff members less favourably than others.
- Deals with sensitive staff issues in an indiscreet manner.
- Allows some staff members to shirk their fair share of the workload.
- Allows individuals to focus solely on their immediate goals without an appreciation of the bigger picture.
- Fails to set standards of performance as set out in policies and procedures.
- Meets with staff irregularly, keeps them in the dark or shows insufficient interest in their views.
- Becomes consumed with own work at the expense of being available to staff.
- Allows people in the team to develop a work/life balance that is unhealthy for them.
- Allows performance problems to fester.

The background of the text area is a textured, reddish-orange abstract design. It features a large, faint handprint shape in the center. Overlaid on this are various text fragments in a similar color, including the word 'Managing' at the top left, 'change' and 'people' in the middle, and 'the same' and 'myself' at the bottom. The overall effect is layered and artistic.

Communicates complex
information in simple terms.
Ensures that regular two-way
communication happens
across functions and levels.
Communicates in a clear and
effective manner, listening and
ensuring that messages are
clearly understood.

LEVEL

1

GRADE IV, V & VI

LEVEL

2

GRADE VI, VII & VIII

LEVEL

3

GRADES VIII and
GENERAL MANAGER

LEVEL

4

THE SENIOR
MANAGEMENT TEAM

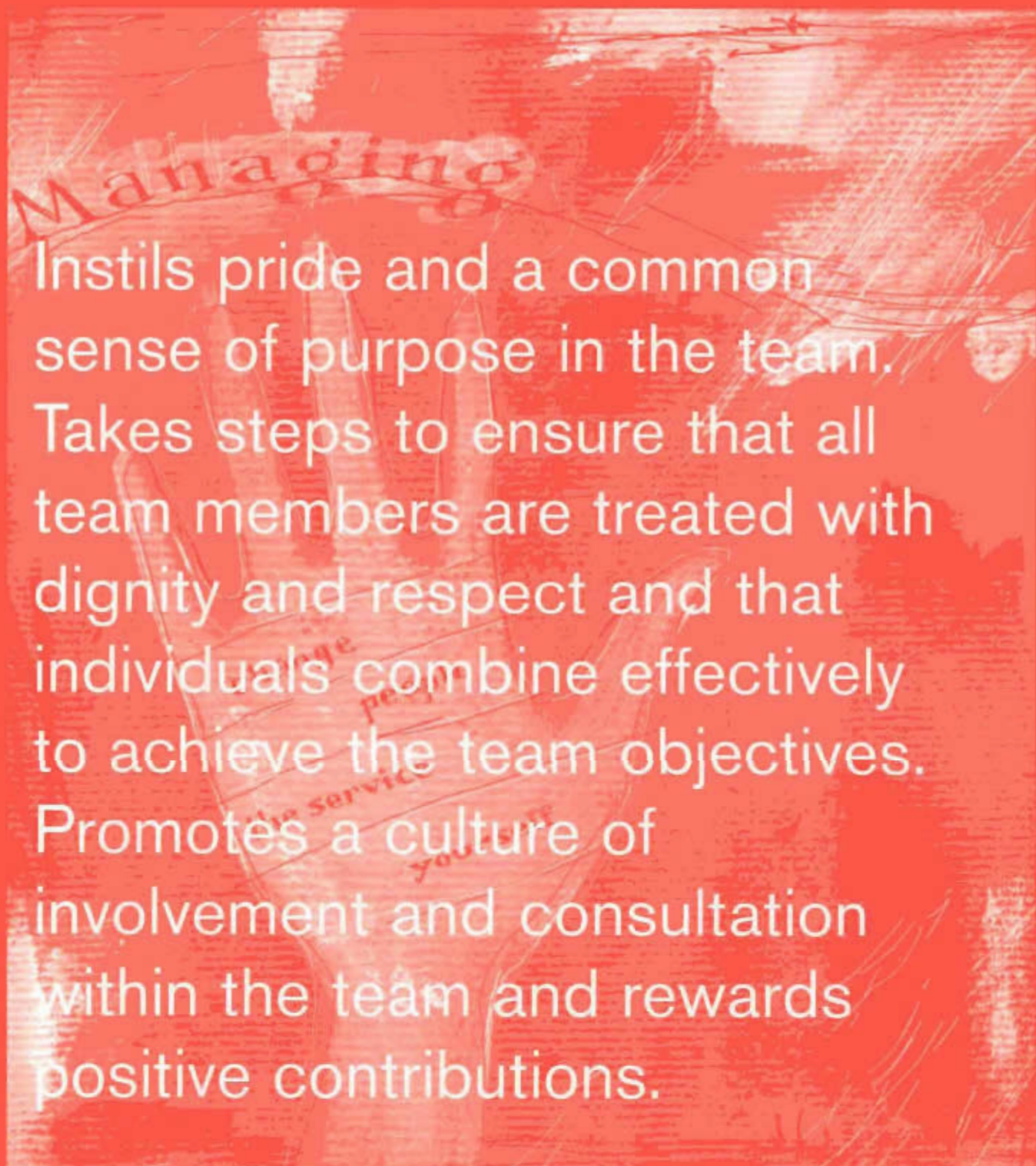
Office
for
Health
management

Indicators of more
effective performance

- › Presents written information in a clear, concise and structured manner.
- › Clearly and concisely communicates the intended message to the audience.
- › Describes complex information in simple terms, avoiding unnecessary jargon.
- › Actively listens to others, using questions to check for understanding.
- › Anticipates and recognises the emotional reactions of others when delivering sensitive messages.
- › Delivers presentations to groups with confidence and credibility.
- › Represents the organisation with credibility and shows discretion when dealing with the public or other agencies.
- › Facilitates two-way communication up and down the hierarchy.
- › Puts resources in place to promote and improve communication in their area of responsibility.

Indicators of less
effective performance

- › Produces written communication that is difficult to follow in structure and content.
- › Communicates the message in an unclear or long-winded manner.
- › Loses the audience or leaves them confused.
- › Demonstrates poor listening skills.
- › Is insensitive to how others may feel about the messages being delivered.
- › Fails to gain credibility and respect when delivering presentations.
- › Gets drawn into situations with the public or other agencies for which they aren't qualified or skilled to handle.
- › Focuses on one-directional communication at the expense of upward communication.
- › Fails to remove or overcome barriers to communication in their area of responsibility.



LEVEL

1

GRADE IV, V & VI

LEVEL

2

GRADE VI, VII & VIII

LEVEL

3

GRADES VIII and
GENERAL MANAGER

LEVEL

4

THE SENIOR
MANAGEMENT TEAM

Office
for
Health
management

Indicators of more
effective performance

- Treats people with dignity and respect.
- Works as part of the team to establish a shared sense of purpose and unity.
- Makes time to get to know the team members individually.
- Ensures the team is fully aware of each member's role and how they fit together.
- Empathises with staff and seeks to understand their frustrations.
- Demonstrates a willingness to become involved and help team members if they are under pressure.
- Reacts constructively to setbacks and avoids blaming individual team members.
- Involves the team in the running of the service and in decisions that affect them.
- Celebrates successes and ensures that credit falls where it is due.
- Strives to ensure that other groups show recognition for the contributions made by their team.

Indicators of less
effective performance

- Is disrespectful towards others or treats them in an undignified manner.
- Prefers to work independently rather than engage in necessary teamwork.
- Is impersonal or distant, overly formal or unfriendly.
- Provides insufficient direction regarding roles and responsibilities within the team.
- Is out of touch with how the team is feeling or fails to show concern.
- Doesn't take a share of the team's workload when they are under pressure.
- Views setbacks in a negative light and looks to apportion blame.
- Fails to consult with the team or involve them in making decisions that affect them.
- Fails to celebrate successes or give credit where it is due.
- Neglects to gain recognition from other groups for the contribution of their team.



LEVEL

1



GRADE IV, V & VI

Indicators of more effective performance

- Encourages people by praising their efforts and achievements.
- Recognises when staff members need to develop and provides constructive feedback.
- Identifies and agrees training and development needs with individuals and designs a plan to meet them.
- Demonstrates innovation in finding low-cost people development solutions.
- Shares own knowledge and experience with others.
- Empowers staff by appropriately delegating responsibility and authority.
- Provides on-the-job training for staff on a frequent basis.
- Encourages staff to take responsibility for their own development.
- Invites feedback from others and reviews own performance.
- Sets an example by openly pursuing continuous personal development.

Indicators of less effective performance

- Neglects to acknowledge achievements.
- Fails to give constructive feedback.
- Pays insufficient attention to formal staff development.
- Sees people development only in traditional terms, i.e. formal training courses.
- Is unwilling to share own knowledge and experience with others.
- Fails to consider development opportunities when delegating.
- Fails to avail of opportunities to provide on-the-job training to staff.
- Contributes to a culture that fails to encourage learning and personal development.
- Places little value on feedback from others.
- Fails to identify own development needs or engage in personal development programmes.

LEVEL

2



GRADE VI, VII & VIII

Indicators of more effective performance

- > Keeps senior management informed of the status of people development in their area of responsibility and makes well-founded proposals to make it a priority.
- > Demonstrates innovation in finding low-cost people development solutions.
- > Ensures that all staff in their area of responsibility understand the benefits and practicalities of personal development.
- > Encourages people by praising their achievements and providing constructive feedback.
- > Identifies and agrees training and development needs with direct reports and designs a plan to meet them.
- > Shares own experience and provides coaching to increase competence.
- > Empowers staff by appropriately delegating responsibility and authority.
- > Sets an example by seeking feedback and openly pursuing continuous personal development.

Indicators of less effective performance

- > Puts insufficient energy and commitment into raising the standards of people development in their area of responsibility.
- > Sees people development only in traditional terms, i.e. formal training courses.
- > Doesn't understand the benefits of people development or fails to overcome scepticism or inaction in a convincing manner.
- > Neglects to coach others by acknowledging their achievements and providing feedback.
- > Leaves personal development up to the individual.
- > Is protective of own knowledge and experience or neglects to spend time effectively coaching direct reports.
- > Doesn't grow and develop direct reports through empowerment and challenge.
- > Fails to identify own development needs or engage in personal development programmes.



26 Harcourt Street

Dublin 2

tel 01 475 4044

fax 01 475 4066

email info@toh.ie

web www.officeforhealthmanagement.ie

LEVEL

3



GRADES VIII and GENERAL MANAGER

Indicators of more effective performance

- Liaises with the HR department to define the people development needs in their part of the organisation for the short to medium term.
- Negotiates within resource limitations to find funding for the development of people within their responsibility.
- Demonstrates innovation in finding low-cost people development solutions.
- Includes people development in service plans.
- Ensures that all staff in their area of responsibility understand the benefits and practicalities of personal development.
- Encourages people by praising their achievements and providing constructive feedback.
- Identifies and agrees training and development needs with direct reports and designs a plan to meet them.
- Shares own experience and provides coaching to increase competence.
- Empowers staff by appropriately delegating responsibility and authority.
- Sets an example by seeking feedback and openly pursuing continuous personal development.

Indicators of less effective performance

- Fails to prioritise people development in the formulation of their strategic plans.
- Allows people development to slip down the list of priorities when it comes to negotiation of funding.
- Sees people development only in terms of formal training courses.
- Plans the service based on current practices and ways of working, without taking the opportunity to support personal development.
- Doesn't understand the benefits of people development or fails to overcome scepticism or in action in a convincing manner.
- Neglects to coach others by acknowledging their achievements and providing feedback.
- Leaves personal development up to the individual.
- Is protective of own knowledge and experience or neglects to spend time effectively coaching direct reports.
- Doesn't grow and develop direct reports through empowerment and challenge.
- Fails to identify own development needs or engage in personal development programmes.

SUPPORTING PERSONAL DEVELOPMENT

LEVEL

4



THE SENIOR MANAGEMENT TEAM

Indicators of more effective performance

- Contributes to the formulation of a strategy for training and development that will help to resource the organisation in line with its strategic aims and the National Health Strategy.
- Defines a plan for the resourcing of their area of the organisation including people development and succession planning.
- Understands and sells the benefits of people development to upper and middle management levels in a convincing manner.
- Strives to work within resource limitations to find funding and low-cost options for the development of people.
- Promotes personal development in service planning.
- Encourages people by praising their achievements and providing constructive feedback.
- Identifies and agrees training and development needs with direct reports and designs a plan to meet them.
- Empowers staff by appropriately delegating responsibility and authority.
- Sets an example by seeking feedback and openly pursuing continuous personal development.

Indicators of less effective performance

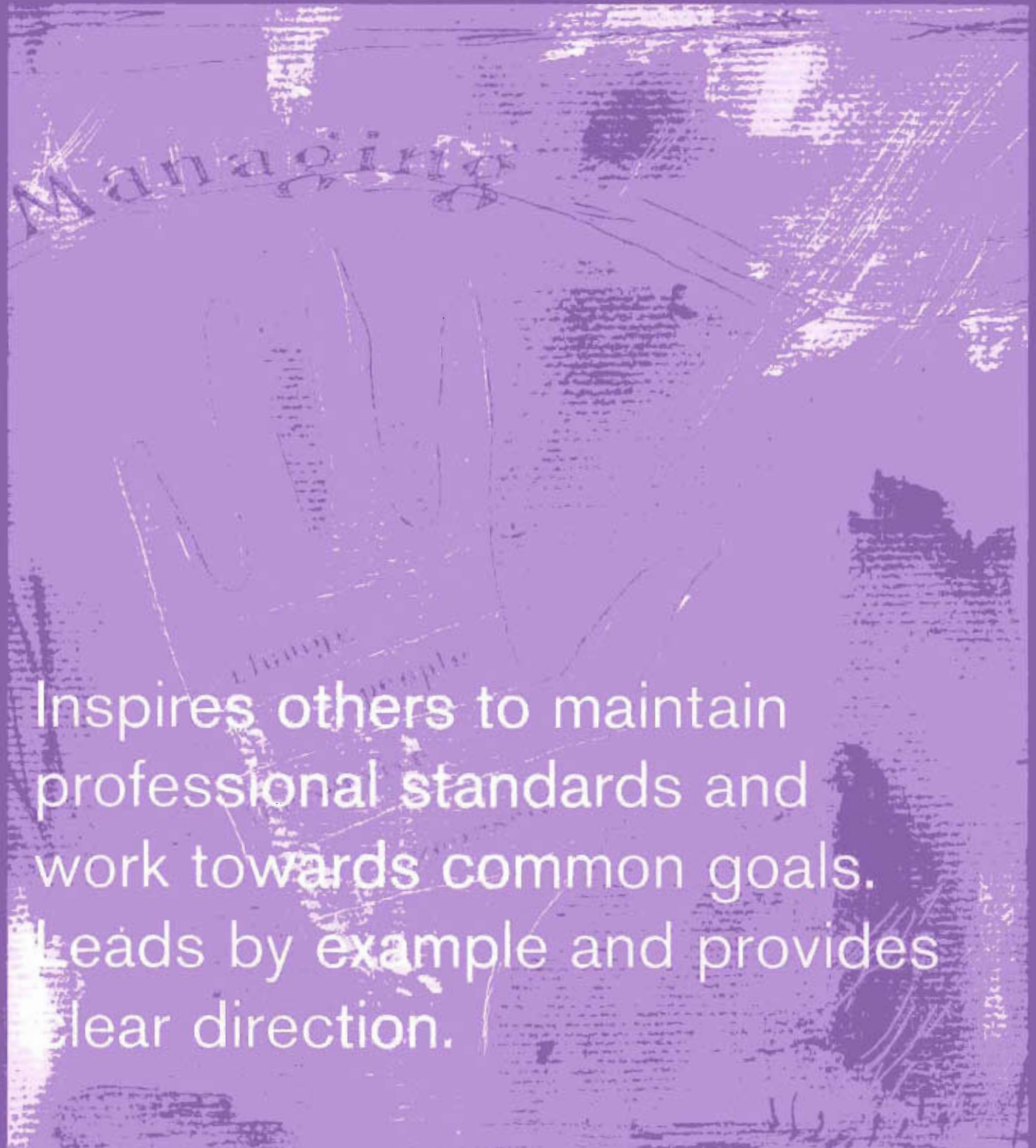
- Takes little interest in the people development aspect of the organisational strategy.
- Fails to prioritise people development in the formulation of their strategic plans.
- Doesn't understand the benefits of people development or fails to overcome scepticism or inaction in these groups in a convincing manner.
- Allows people development to slip down the list of priorities when it comes to the allocation of funding.
- Allows service plans to be submitted that make no contribution to the development of people.
- Neglects to coach others by acknowledging their achievements and providing feedback.
- Leaves personal development up to the individual.
- Doesn't grow and develop their direct reports through empowerment and challenge.
- Fails to identify own development needs or engage in personal development programmes.

Promotes and supports a culture of continuous development and learning. Works with individuals to identify strengths and development needs. Highlights learning opportunities and encourages staff to improve continuously. Seeks feedback and demonstrates a practical commitment to one's own development.

11

MANAGING YOURSELF

Being a role model



Inspires others to maintain professional standards and work towards common goals. Leads by example and provides clear direction.

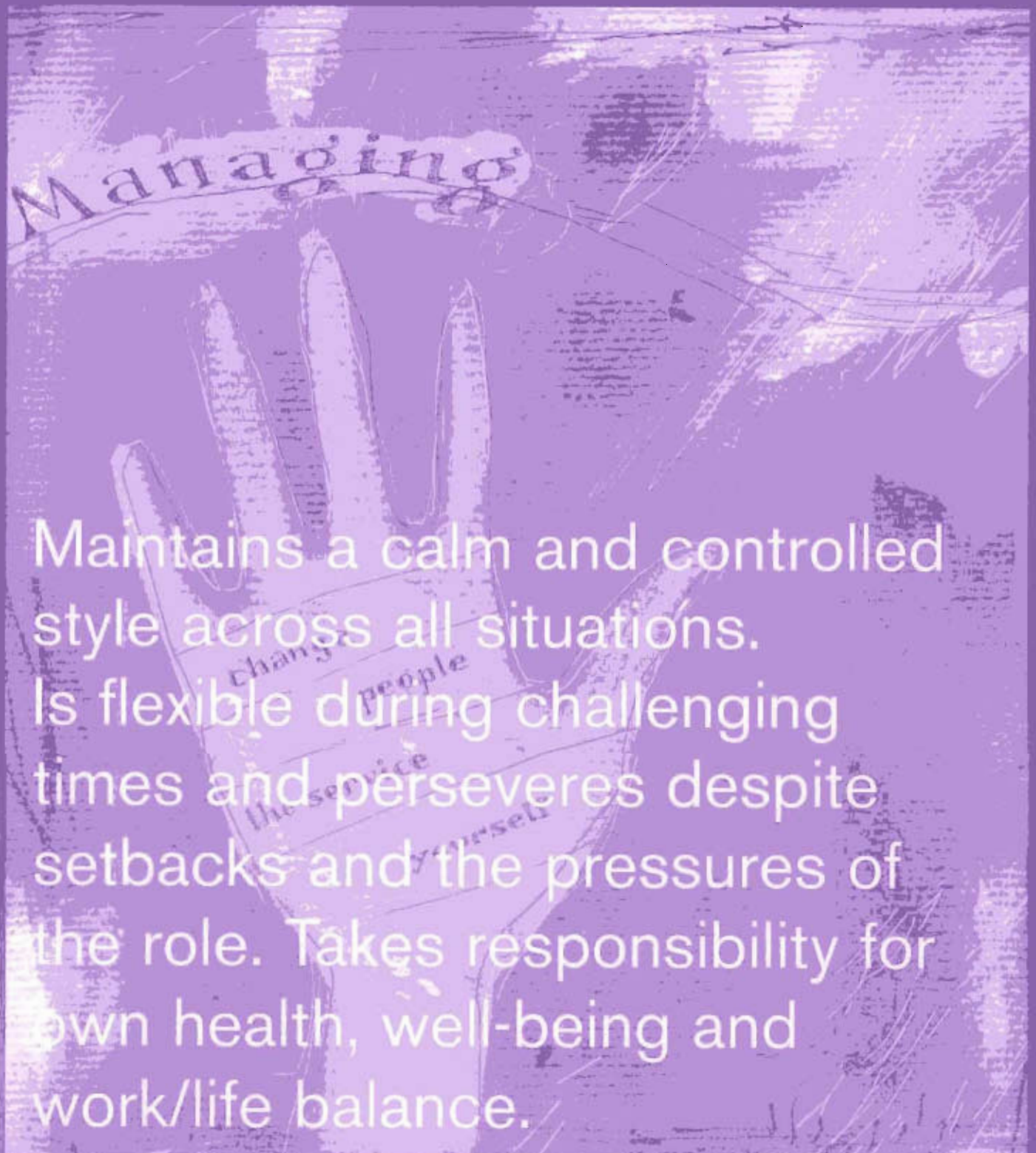
LEVEL	LEVEL	LEVEL	LEVEL
1	2	3	4
GRADE IV, V & VI	GRADE VI, VII & VIII	GRADES VIII and GENERAL MANAGER	THE SENIOR MANAGEMENT TEAM

Indicators of more effective performance

- › Acts in a manner that is consistent with the organisation's values and vision.
- › Maintains sound ethical and professional standards at all times.
- › Inspires members in their team to work to high standards.
- › Provides clear direction to team members so they understand where the organisation is going and how they contribute to its success.
- › Builds personal and organisational credibility by being professional and well informed at all times.
- › Clearly accepts responsibility for standards of work and performance in their area.
- › Reassures staff and builds their confidence by taking responsibility for resolving problems and keeping them updated on progress.
- › Takes the initiative to make their area successful and progressive.
- › Adapts leadership style to suit the demands of the situation and the people involved.
- › Is positive about the future of the organisation and the health service.

Indicators of less effective performance

- › Fails to live the values of the organisation or loses sight of the vision at key times.
- › Occasionally allows ethical or professional standards to slip.
- › Sets or accepts average standards of work.
- › Fails to relay the goals of the organisation and the value of the team in helping to achieve these goals.
- › Portrays oneself and the organisation poorly by being unprofessional or poorly informed.
- › Finds invalid excuses, or blames others, for poor standards in own area.
- › Allows staff to feel too much pressure when problems present themselves.
- › Accepts the status quo when it is not good enough.
- › Demonstrates little flexibility in leadership style and expects others to adapt to them.
- › Is often cynical or pessimistic in outlook.



Maintains a calm and controlled style across all situations.

Is flexible during challenging times and perseveres despite setbacks and the pressures of the role. Takes responsibility for own health, well-being and work/life balance.

LEVEL

1

GRADE IV, V & VI

LEVEL

2

GRADE VI, VII & VIII

LEVEL

3

GRADES VIII and
GENERAL MANAGER

LEVEL

4

THE SENIOR
MANAGEMENT TEAM

Office
for
Health
management

Indicators of more
effective performance

- > Shows patience and tolerance when dealing with conflict or negative attitudes from others.
- > Puts problems in perspective and manages not to become overwhelmed by them.
- > Responds calmly to feedback from colleagues or service-users.
- > Perseveres despite setbacks and ensures that goals are achieved.
- > Is aware of own levels of stress and morale and takes steps to stay within personal limits.
- > Is committed to managing own work/life balance.
- > Serves as a calming influence for staff when they encounter demanding situations.
- > Is in touch with the workload of staff members and knows the levels of stress and morale in the team.

Indicators of less
effective performance

- > Becomes impatient or intolerant when dealing with conflict or negative attitudes from others.
- > Exaggerates problems, loses perspective and reacts inappropriately.
- > Responds defensively or emotionally when faced with feedback.
- > Commitment wanes in the face of setbacks.
- > Allows situations to grow out of control without seeking support.
- > Fails to take responsibility for striking an appropriate work/life balance.
- > Allows staff's anxiety levels to rise beyond the optimum level when they encounter demanding situations.
- > Manages others without sufficient understanding of the support and resources they may require.



LEVEL

1



GRADE IV, V & VI

Indicators of more effective performance

- Learns about the remit and value of other departments and disciplines within the organisation.
- Co-operates in a helpful manner with other parts of the service.
- Liaises across disciplines and functions to share information in order to deliver the best possible people-centred service wherever possible.
- Actively breaks down the traditional "barriers" between their area and others.
- Challenges the way that staff think about the service to ensure they see the need for integration and teamwork.
- Takes prompt action to discourage remarks or behaviours that lead to the preservation of barriers within the service.

Indicators of less effective performance

- Focuses solely on own area without sufficient awareness of the wider service.
- Is resistant to or fails to appropriately prioritise requests from other parts of the service.
- Waits for other disciplines or functions to come to them before they share information.
- Allows the barriers to remain unchallenged.
- Fails to educate their staff about the value of integration and teamwork across the service.
- Turns a blind eye, or contributes to remarks or behaviours that strengthen the barriers to integration within the service.

LEVEL

2



GRADE VI, VII & VIII

Indicators of more effective performance

- Has a thorough understanding of how their area of responsibility can change in practical terms, to provide a more integrated service.
- Identifies practical opportunities to remove barriers or create new links in the interest of greater cross-disciplinary teamwork.
- Enthusiastically participates in and leads on cross-disciplinary initiatives.
- Ensures that all staff in their area of responsibility understand the benefits and practicalities of an integrated, user-oriented service.
- Looks for opportunities to work with other health agencies to create greater efficiencies or benefits for the service-user.
- Learns about the remit and value of other departments and disciplines within the organisation.
- Takes responsibility for the effectiveness of teamwork between their team and other areas of the organisation.

Indicators of less effective performance

- Has yet to localise this concept and identify practical opportunities to achieve a more integrated service.
- Promotes the traditional boundaries through inherited management practices.
- Pays lip-service to cross-disciplinary initiatives without investing time or energy in them.
- Doesn't explain the goals of cross-disciplinary team working or highlight practical examples of areas for improvement to the team.
- Leaves it up to others to spot links and make connections.
- Focuses solely on own area without sufficient awareness of the wider service.
- Fails to give the integration of the service due priority and energy to make sufficient difference in the short to medium term.

Office
for
Health
management

26 Harcourt Street

Dublin 2

tel 01 475 4044

fax 01 475 4066

email info@toh.ie

web www.officeforhealthmanagement.ie

LEVEL

3



GRADES VIII and GENERAL MANAGER

Indicators of more effective performance

- Develops a practical understanding of organisation development theory and understands how this applies to the need for integration of the service.
- Analyses practices within their area of responsibility to identify activities that lead to the reinforcement of traditional health service boundaries.
- Identifies opportunities to create greater integration and develops specific objectives to achieve them.
- Actively participates in and champions cross-disciplinary initiatives.
- Includes the integration of the service in service plans.
- Ensures that all staff in their area of responsibility understand the benefits and practicalities of an integrated, user-oriented service.
- Makes constructive links with other health agencies at a national level to share information and learn from others.
- Structures cross-agency initiatives where appropriate.

Indicators of less effective performance

- Has insufficient understanding of organisation development. Doesn't understand the practicalities of where to start and how to make it a success.
- Promotes traditional boundaries through inherited management practices.
- Is not pro-active in taking the initiative to integrate the service or is overly informal in approach.
- Pays lip-service to cross-disciplinary initiatives without investing time or energy in them.
- Plans the service based on current practices and ways of working, without taking the opportunity to plan for the future.
- Doesn't explain the goals of cross-disciplinary team working or highlight practical examples of areas for improvement to the team.
- Operates in a silo, with insufficient networking with other health agencies.
- Allows duplication and lost synergies to go unchecked.

INTEGRATING THE SERVICE

LEVEL

4



THE SENIOR MANAGEMENT TEAM

Indicators of more effective performance

- ▶ Develops a thorough understanding of organisation development theory. Seeks the views of experts in this field about its application to the organisation.
- ▶ Spends time developing an accurate understanding of why traditional health service boundaries have existed over time.
- ▶ Analyses current practices at senior management level to identify activities that lead to the reinforcement of traditional health service boundaries.
- ▶ Ensures that the integration of the service is central to all change initiatives and policy formulation.
- ▶ Actively participates in and champions cross-disciplinary initiatives.
- ▶ Promotes the integration of the service in service planning.
- ▶ Sells the benefits of integration to upper and middle management levels in a convincing manner.
- ▶ Participates in initiatives that help to integrate the service with other health agencies at a national level.

Indicators of less effective performance

- ▶ Fails to develop beyond a "lay person's" view of organisational development. Doesn't seek expert advice or pool ideas with those more experienced.
- ▶ Tries to begin to integrate the service without a thorough understanding of the sensitivities and traditions that are at play.
- ▶ Promotes traditional boundaries through inherited management practices.
- ▶ Lets this issue slip off the agenda when it comes to formulating policies or plans for change.
- ▶ Pays lip-service to cross-disciplinary initiatives without investing time or energy in them.
- ▶ Allows service plans to be submitted that make no contribution to the integration of activities.
- ▶ Doesn't deal with scepticism or reluctance in these groups in a convincing manner.
- ▶ Operates in a silo, with insufficient collaboration with other health agencies.

Co-operates respectfully across functions and disciplines in the interest of a people-centred service. Builds bridges and removes barriers between levels and functions.



LEVEL

1



GRADE IV, V & VI

Indicators of more effective performance

- Strives to improve the quality and efficiency of service provided by their team.
- Learns from mistakes and ensures that these do not reoccur.
- Communicates changes to practice in a timely and thorough manner.
- Looks to the team for ideas for change.
- Embraces change by being enthusiastic and flexible to new ideas and new ways of working.
- Makes appropriate use of technology to advance the quality and efficiency of service provision.
- Welcomes and acts on feedback from service-users in an effort to improve the quality of the service provided.

Indicators of less effective performance

- Accepts current standards of service without seeking to improve them.
- Doesn't think ahead to prevent mistakes reoccurring in the future.
- Doesn't communicate changes in a manner that ensures the department's efficiency.
- Doesn't encourage the team to generate ideas for service improvement.
- Has a preference for traditional methods of working and is slow to adapt to new ideas.
- Fails to make full use of available technology.
- Fails to seek or discounts feedback from service-users

LEVEL

2



GRADE VI, VII & VIII

Indicators of more effective performance

- ✦ Brings all staff groups together to gather ideas on where change is needed and suggestions on how to bring it about.
- ✦ Looks critically at the service to identify where inefficiencies lie and bring suggestions for change to upper management.
- ✦ Understands how the needs and expectations of service-users are changing.
- ✦ Embraces change by being enthusiastic and flexible to new ideas. Empowers the team to make improvements.
- ✦ Positively contributes to the implementation of ideas for change by finding practical ways to make policies work.
- ✦ Makes appropriate use of technology to advance the quality and efficiency of service provision.
- ✦ Shares new ideas and initiatives with staff and colleagues in order to seek their opinions.
- ✦ Ensures the co-operation of the staff within their remit by supporting them through the change process.

Indicators of less effective performance

- ✦ Fails to create a culture in the team where change is discussed openly and constructively.
- ✦ Is not sufficiently driven or capable of identifying the necessary areas for change or suggesting solutions.
- ✦ Is not sufficiently in touch with changes in the service-user population.
- ✦ Is reluctant or slow to change. Doesn't encourage the team to strive for greater efficiency.
- ✦ Is too passive in their contribution to change. Waits for others to find ways to make changes happen.
- ✦ Fails to make full use of available technology.
- ✦ Communicates new ideas too late or in a one-way manner.
- ✦ Doesn't sufficiently support members of the team through the change process.

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Health
management

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fax 01 475 4066

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LEVEL

3



GRADES VIII and GENERAL MANAGER

Indicators of more effective performance

- Brings disparate groups together to establish consensus on the need for change and to gain suggestions on how to bring it about.
- Makes senior management aware of the blocks to progress within the organisation and provides realistic solutions.
- Embraces the National Health Strategy by encouraging activities that lead to progress. Is flexible and rewards attempts at reform.
- Identifies the needs for change by benchmarking their area of the service nationally and internationally.
- Understands how the needs and expectations of service-users are changing.
- Is up to date with the latest thinking in management practice in the health service.
- Takes a national perspective, avoiding unnecessary duplication across the service.
- Implements strategic ideas for change, finding practical ways to make policies work.
- Strives to keep staff directed towards the longer-term change agenda, while maintaining efficiency of day-to-day service.
- Bases implementation plans on a sound understanding of the principles of change management.

Indicators of less effective performance

- Allows different agendas and groups to go their own way, to the detriment of a unified, cohesive programme of change.
- Is not sufficiently driven or capable of identifying the need for reform or finding solutions.
- Is not an active advocate for change. Discourages risk taking and promotes the status quo.
- Does not prioritise the need to look outside the organisation for examples of best practice.
- Bases plans on the current needs and make up of the service-user population.
- Is not sufficiently aware of the latest thinking in management practice.
- Works on the change agenda in an insular fashion, or competes with other agencies in an unproductive manner.
- Finds it difficult to translate high-level direction into practical steps towards progress.
- Creates a culture where staff focus too much on the day to day and not enough on the future.
- Needs a greater understanding of the principles that underpin successful change initiatives.

EMBRACING THE CHANGE AGENDA

LEVEL

4



THE SENIOR MANAGEMENT TEAM

Indicators of more effective performance

- ▶ Establishes consensus within the senior team and key stakeholders about the priorities for change.
- ▶ Ensures that new policies are future oriented and that those blocking progress are revised.
- ▶ Embraces the National Health Strategy by encouraging activities that lead to increased learning and progress towards the vision.
- ▶ Creates a culture of innovation and flexibility within upper and middle management levels.
- ▶ Brings a visionary perspective to the senior team by keeping up to date with trends in health care nationally and internationally.
- ▶ Has a clear picture of the trends that will impact on the future of management practice in the health service.
- ▶ Takes a national perspective, avoiding unnecessary duplication across the service.
- ▶ Controls the pace and extent of change within the organisation, balancing the need for progress with that for stability.
- ▶ Strives to keep the energy of the organisation directed towards the strategic change agenda.

Indicators of less effective performance

- ▶ Allows disparate groups and agendas to block progress towards comprehensive change.
- ▶ Has a strategic focus that is not sufficiently driven by the need for reform and change.
- ▶ Is not an active advocate for change, fails to encourage valid attempts at reform.
- ▶ Discourages risk taking and promotes the status quo.
- ▶ Is not sufficiently aware of strategic trends in health care.
- ▶ Is not sufficiently aware of strategic trends in management practice.
- ▶ Works on the change agenda in an insular fashion, or competes with other agencies in an unproductive manner.
- ▶ Allows the balance to tip too much to either side, allowing the pace to drop too low, or trying to achieve too much too quickly.
- ▶ Creates a culture where upper and middle management levels focus too much on the day to day, here and now.

Promotes change and continuously strives to improve the quality and efficiency of the administration of the service.

Takes the initiative to proactively identify inefficiencies and implement solutions.

Encourages others to embrace the change agenda.