

Information Kit



HealthcareSource Leadership Assessment
has the exclusive endorsement of the
American Hospital Association (AHA).

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AHA Solutions
An American Hospital Association Company™

www.aha-solutions.org

The AHA Endorses Behavioral Assessments from HealthcareSource



HealthcareSource
Quality Talent. Quality Care.

SOLUTIONS EARNING THE AHA ENDORSEMENT

- HealthcareSource Staff AssessmentSM**
 A behavioral science-based assessment that uses performance benchmarks that measure key competencies to help health care organizations select and develop employees who align with the organization's mission and values
- HealthcareSource Leadership AssessmentSM**
 Offered in two report formats, the solution enables HR to evaluate 10 competencies required for effective leadership in today's environment
- Nurse Critical Thinking Assessment**
 Evaluates critical thinking skills among nurses, and provides prescriptive suggestions and worksheets for nurse critical thinking developmental plans

The ability to successfully attract and retain competent and committed staff with high-level clinical and customer service skills can be the difference between a struggling and successful health care organization. It is critical that hospitals integrate new assessment technologies to address the evolution of today's competitive field. HealthcareSource specializes in health care behavioral assessments and offers three solutions that address fit, leadership and critical thinking. HealthcareSource distinguishes itself with the caliber of its assessment tools and the leadership of the organization. Because the design, research and validation processes are health-care based, the solutions reflect a deep understanding of hospital staffing challenges.

AHA SOLUTIONS

As an American Hospital Association (AHA) member service, AHA Solutions, Inc. collaborates with hospital leaders and market consultants to conduct product due diligence and identify solutions to hospital challenges in the areas of care continuum, clinical integration, cultural transformation and financial sustainability. AHA Solutions provides related marketplace analytics and education to support product decision making. We are your trusted resource for education, information and products and services that foster operational excellence in hospitals.

THE VALUE OF THE AHA ENDORSEMENT TO HOSPITALS & HEALTH SYSTEMS

- ✓ Frees your time to focus on patient care
- ✓ Cuts through the clutter of product selection
- ✓ Helps enhance your due diligence process
- ✓ Access to AHA thought leaders & field experts

THE VALUE OF OTHER RESOURCES TO HOSPITALS & HEALTH SYSTEMS

- ✓ Offers easy access to education & research
- ✓ Complimentary webinars, audio-conferences & seminars
- ✓ Peer-to-peer networking events
- ✓ Complimentary surveys & benchmarking information

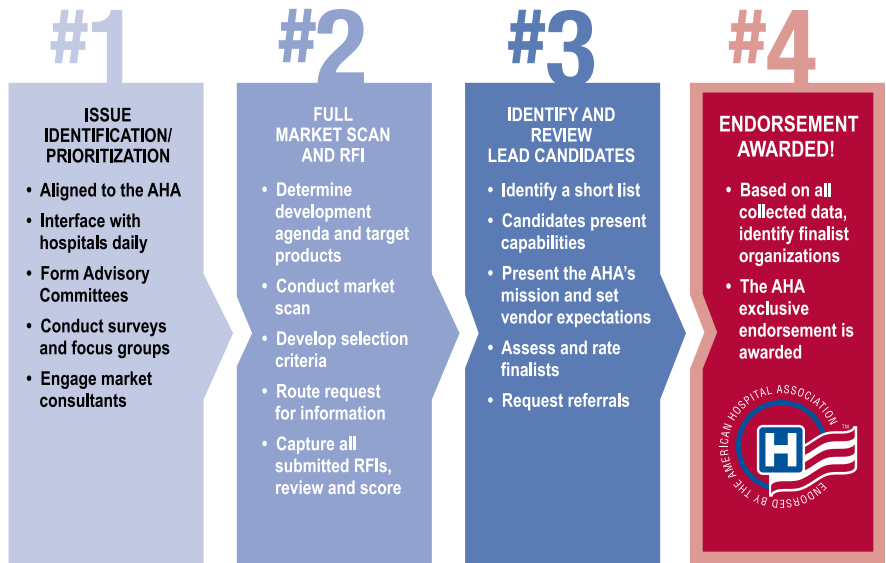
AHA SIGNATURE DUE DILIGENCE PROCESS™

AHA Solutions consults hospital executives and administrators, policy makers, consultants and its advisory committees to identify the operational issues facing our nation's hospitals.

In collaboration with these organizations, AHA Solutions sets strategy, determines selection criteria against market need and assesses relevant products and services through the AHA Signature Due Diligence Process™. This process provides in-depth understanding of the respective marketplace and allows for a deep financial, organizational and product evaluation of endorsement candidates.

When a product or service and the vendor behind it emerges, demonstrating outstanding commitment to health care, dedication to hospitals in their pursuit of excellence and leadership in all selection criteria, AHA proudly awards its exclusive Endorsement.

When hospitals select an AHA-Endorsed product or service, they can be confident it has met AHA's highest standards.



The HealthcareSource Leadership AssessmentSM offers **two independent report formats**.

1. Selection Report

The Selection Report has been designed to focus on the “fit” of a candidate and provides accurate, objective information to those involved with the selection process.

Selection

- Interviews, resumés, and references reveal a limited amount of information regarding a candidate’s leadership potential.
- The **Selection Report** measures competencies that have been identified as being critical to successful job performance for Healthcare Leaders. The Leadership AssessmentSM allows you to evaluate job performance in advance of your selection decision.
- Custom interview questions are generated for any scores in the “low” range for any of the nine leadership competencies (e.g. Conscientiousness, Openness to Change, Emotional Evenness, etc.) and Critical Thinking.

2. Developmental and Succession Planning

The Developmental Report has been designed for incumbent Leaders. This format prescribes specific suggestions to improve each individual’s three lowest-ranked competencies and assist them in creating a Developmental Action Plan.

Development

- The future success of your Organization will be determined by the abilities of your Leadership Team.
- The **Development Report** allows you to identify the strengths and weaknesses of your Leadership Team on an individual basis. The Leadership Assessment provides an objective analysis of ten Leadership competencies. The feedback report provides individuals with instruction and Prescriptive Suggestions to develop an effective Developmental Action Plan.
- A **Group Development Report** provides insight highlighting the strengths of your leadership team as well as development needs to help prepare for Succession Planning.

Validated for Two Levels of Leadership

The HealthcareSource Leadership Assessment has been independently validated for **two specific levels** of Leadership.

Front-Line Leader scoring norms specific to:

- Charge Nurse
- Nurse Supervisor
- Supervisor

Leader scoring norms specific to:

- Technical
- Nurse Manager
- Manager
- Director
- Executive

Structured Behavioral-Based Interview Guides are included with each Selection Feedback Report Developmental Reports provide follow-up prescriptive recommendations to address development needs.

HealthcareSource Leadership AssessmentSM is an internet-based Assessment and takes approximately 60-80 minutes to complete.

Sample Personality Questions

I seldom, if ever, miss a day of work.

- STRONGLY DISAGREE
- DISAGREE
- NEITHER AGREE NOR DISAGREE
- AGREE
- STRONGLY AGREE

I am very satisfied with my life.

- STRONGLY DISAGREE
- DISAGREE
- NEITHER AGREE NOR DISAGREE
- AGREE
- STRONGLY AGREE

I get excited about new and different ideas.

- STRONGLY DISAGREE
- DISAGREE
- NEITHER AGREE NOR DISAGREE
- AGREE
- STRONGLY AGREE

When I work by myself, I usually work on one project at a time.

- STRONGLY DISAGREE
- DISAGREE
- NEITHER AGREE NOR DISAGREE
- AGREE
- STRONGLY AGREE

I like learning new things.

- STRONGLY DISAGREE
- DISAGREE
- NEITHER AGREE NOR DISAGREE
- AGREE
- STRONGLY AGREE

I have very high goals and aspirations.

- STRONGLY DISAGREE
- DISAGREE
- NEITHER AGREE NOR DISAGREE
- AGREE
- STRONGLY AGREE

I always follow-through on my commitments.

- STRONGLY DISAGREE
- DISAGREE
- NEITHER AGREE NOR DISAGREE
- AGREE
- STRONGLY AGREE

I often get stressed with all the demands placed on me.

- STRONGLY DISAGREE
- DISAGREE
- NEITHER AGREE NOR DISAGREE
- AGREE
- STRONGLY AGREE

Sample Biographical Questions

Are you comfortable in changing a goal you set for yourself when circumstances make it seem unreachable?

- Yes
- No
- Uncertain

Do you like to maintain the status quo unless there is a good reason to change it?

- Yes, very much
- Yes, to some extent
- No, not really
- No, not at all

Compared with other people you have worked with recently, do you usually:

- Get more done
- Get the same amount done
- Get less done

What is your ideal work preference?

- To work on one thing at a time
- To work on 2 or 3 things at a time
- To work on many things at a time

People who know you best would say that you take on more than you can handle.

- Often
- Sometimes
- Rarely
- Never

The goals you set for yourself are usually so high that they are:

- Often unattainable
- Sometimes unattainable
- Usually attainable
- Almost always attainable

The **HealthcareSource Leadership Assessment** is an internet-based assessment comprised of two modules.

- It takes an average of 60-80 minutes to complete both modules.
- Results are available immediately.
- The Leadership Assessment has been designed to make it a difficult assessment to cheat. However, an “Inflated Response Index” has been built-into the assessment to alert you to those individuals that may be presenting themselves in an overly favorable manner.
- The Leadership Assessment utilizes personality, biographical, and intellectual ability question formats. This page provides examples of personality and biographical questions.

Sample Critical Thinking Questions

Carefully read through the Background Information, then, select the best answer. The answer choices are **True, False,** or **Unknown.**

- Mark **True** if the statement logically follows from the **Background Information** provided.
- Mark **False** if the statement does not follow from the **Background Information** provided.
- Mark **“Unknown”** if further **Background Information** is necessary in order to identify if the statement is either true or false.

Sample Problems

Please review the sample problem below and complete “Question 3” on your own.

Background Information:

Sally is currently a patient in Hospital A.
 Bob is currently a patient in Hospital B.
 Bob has never been a patient in Hospital A.

1. Sally and Bob are currently Hospital Patients.
 - True
 - False
 - Unknown
2. Bob was a patient in Hospital A.
 - True
 - False
 - Unknown
3. Sally was a patient in Hospital B.
 - True
 - False
 - Unknown

The Critical Thinking module of the assessment evaluates an individual’s ability to analyze and understand written and numerical information and use that information to make meaningful inferences.

All questions and scenarios are Healthcare-related and provide a high level of face validity. Examples of these types of questions are provided below.

You should have marked “Unknown” for Question 3. Based on the information provided in the Background Information we don’t know if Sally has ever been a patient in Hospital B. Additional information would be necessary to indicate a “True” or “False” response.

Background Information:

Mary Beth is a supervisor of a unit consisting of four employees — Cheryl, Susan, Fred, and Michael. Financial hardship dictates that the organization has to downsize its operations and Mary Beth has to let two of her employees go. The organization decides to retain or terminate employees based on their seniority.

- Mike has higher seniority than Cheryl.
- Fred has higher seniority than Sue.
- Fred has higher seniority than Cheryl.

1. Fred will be terminated.
 - True
 - False
 - Unknown
2. Cheryl will be terminated.
 - True
 - False
 - Unknown

Sample Selection Report



HealthcareSource Leadership Assessment utilizes a “multiple assessment” approach that measures for key personality behaviors and critical thinking:

- An overview of the candidate’s potential for job success. Three scales are provided: Job Performance, People Orientation, and Task Orientation.
- Evaluates ten Leadership Competencies that have been identified as being critical to successful leadership in today’s competitive Healthcare Industry.
- Custom Interview Questions are provided for any scores in the “low” range for nine Leadership Competencies and Critical Thinking. This allows interviewers to probe potential problem areas in advance of the selection decision.
- Two Structured Behavioral Interview Guides are provided to guide interviewers through a consistent, structured process.

Results are available immediately.

Selection Report

Name: Heidi Leader
Date/Time: 02/04/2016 04:00 PM

Organization Name: PB Healthcare
Scoring Norm: Director
Structured Interview: Leader
Applicant Type: External

Inflated Response Scale

OK **CAUTION**

This candidate responded to questions in a forthright, realistic manner.

The Leadership Assessment has been validated for Front-Line Leader and Leader job families. "Norms" are now available for specific levels of leaders both internal and external to the organization.

- FL Front-Line Leader**
 - Charge Nurse
 - Nurse Supervisor
 - Supervisor
- L Leader**
 - Technical
 - Nurse Manager
 - Manager
 - Director
 - Executive

Job Fit Indices	Low			Average				High		
	1	2	3	4	5	6	7	8	9	10
Job Performance Index The higher an individual scores on this index the more likely they are to be rated as a "high performing" Healthcare Leader.										
People Orientation The higher an individual scores on this index, the more likely they are to be concerned about others and focus on creating a positive and friendly work environment based on mutual respect and trust.										
Task Orientation The higher an individual scores on this index, the more likely they are to be concerned about work tasks and goals and focus on organizing and defining what needs to be done to "get work accomplished."										

The Job Fit Indices indicate how well each applicant compares to successful Healthcare Leaders in terms of: Job Performance, People Orientation, and Task Orientation. Norms are validated for both of the Job Families. The norms allow you to evaluate job performance in advance of the selection decision.

When scores are in the 1-3 range, the applicant should be pursued with a considerable degree of caution.

This report is confidential and should never be shown to the applicant.

The Healthcare Leadership Competencies measure the “Fit” that Healthcare Organizations have deemed critical for successful job performance.

Healthcare Leadership Competencies

Competency Scores

These competencies have been identified as being critical to the success of Leaders within the Healthcare environment. Scores in the “low” range (scores 1-3) indicate a POTENTIAL problem area. Custom-written interview questions are provided to help you determine if an applicant’s “fit” is in alignment with job & organizational requirements.

Norm: Director		Low			Average				High			
	Low Scores	1	2	3	4	5	6	7	8	9	10	High Scores
ACHIEVEMENT ORIENTATION Desire to accomplish career aspirations and goals.	Lacking ambition and drive for success. Aimless.											Desires to be successful. Wants to reach long term career goals.
CONSCIENTIOUSNESS Willingness to work hard & complete tasks and projects.	Unreliable and procrastinates. Not dependable.											Hardworking, thorough and responsible.
EMOTIONAL EVENNESS Calm, even-tempered and able to effectively deal with stress.	Feelings of anger and guilt. Temperamental.											Calm, even-tempered, positive, and under control.
OPENNESS TO CHANGE Adapts to changing priorities, demands, and work processes.	Resists change. Comfortable with status quo.											Adjusts to changing demands & priorities & ... to do
SELF CONFIDENCE Positive self-image and self-reliant.	Lack of trust in self. Poor self-image. Defers to others.											... d a
INNOVATIVE THINKING Creative & willing to experiment with new ideas & approaches.	Limited curiosity. Rigid thinking. Conventional thinker.											Applies novel approaches to solving current problems.
MULTI-TASKING Ability to work on multiple tasks or projects simultaneously.	Frustrated by multiple demands. Resists changing priorities.											Comfortable working on multiple tasks or projects.
SELF DEVELOPMENT Willingness to update & improve job-related skills & knowledge.	Resists new methods or approaches. Avoids learning opportunities.											Seeks out education, training and developmental opportunities.
CUSTOMER ORIENTATION Enjoys personal contact with customers.	Sees customers as an imposition. Ignores or avoids service requests.											Courteous, service-oriented and responsive to the needs of others.



Use custom questions to probe this scale.

Custom follow-up interview questions are provided for any scores in the “Low” range. The custom questions are tailored for each Job Family.

Critical Thinking Score

Norm: Leader		Low			Average				High			
	Low Scores	1	2	3	4	5	6	7	8	9	10	High Scores
CRITICAL THINKING Ability to analyze and understand written and numerical information and use that information to make meaningful inferences.	Difficulty making inferences. May lack logic in terms of decision making.											Ability to analyze, understand and interpret information. Analytical and rational decision-maker.

Structured Behavioral-Based Interview Guides

Leadership Assessment Structured Selection Process - AN OVERVIEW				
STEP 1. INFLATED RESPONSE INDEX	STEP 2. JOB FIT INDICES	STEP 3. LEADER COMPETENCIES	STEP 4. STRUCTURED INTERVIEW GUIDE #1	STEP 5. STRUCTURED INTERVIEW GUIDE #2
Check for “OK” and “caution” scores on page 1.	Check for “caution” scores on any of the three indices on page 1.	Use custom written questions to probe “low scores” in greater detail (when applicable) page 4.	Use this guide to conduct an initial, behavioral-based, structured interview.	Use this guide to conduct secondary panel or peer interviews.

Structured Interview

The structured interview guides utilize behavioral-based interview questions to assess previous job behaviors/ performance. Research demonstrates past performance is an excellent predictor of future, on-the-job performance. Each question is likely to take five minutes. Give the applicant plenty of time to recall specific situations. Use the “probes” to clarify and pursue specific details.

Preparation (Before the candidate arrives)

- Coordinate time, place and roles with interviewers
- Prepare the interview room and prevent interruptions (e.g. phone)
- Review the candidate’s resume/application
- Review the Leadership Assessment Feedback Report & review

Opening the Interview Session

- Greet the candidate – try to put them at ease
- Introduce the interviewer(s) along with their position in the org
- Explain the purpose of the interview
 - ▶ To gather information to enable the organization to make a fa
 - ▶ To help the candidate understand the organization and the p
- Inform the candidate you’ll be taking notes

The HealthcareSource Leadership Assessment incorporates a structured, behavioral-based interview process that includes two structured interview guides (to facilitate multiple interviews):

- A structured format increases the reliability and consistency of the interview(s).
- Behavioral interviews more accurately predict a candidate’s potential for success than traditional or situational interviews.
- Questions are designed to reveal examples of past performance to assess the candidate’s proficiency in job-related situations.

Sample Introductory Opening

“I am going to ask you a number of questions. Some questions may ask you to tell about an actual experience you’ve had. Others may ask you about your education or some specific skill or knowledge. The purpose of the interview is to gather information and assist in making a fair decision. We also want to help you better understand our organization and this position. I’ll be taking notes during our interview. Do you have any questions before we get started?”

Conducting the Body of the Interview

- Stick to the structured format provided
- Read the questions provided (do not paraphrase)
- Use probes to ensure complete understanding of the response
- Remember to take notes
- Provide the candidate with a realistic preview of the job requirements and your selection process

Following the Interview

- Review and complete notes
- Evaluate the candidate on factors and fit
- Reach consensus with other interviewers and make final decision

Custom Interview Questions [Leader]

This section of the interview guide provides you with specific questions to probe (based on results). Use these questions to determine if the applicant's "fit" is in alignment with the job requirements and Organization's culture.

Custom Interview Questions are provided for "Low" scores on the *Healthcare Leadership Competencies* and "Low" Critical Thinking scores. The Custom Interview Questions are specific to each Job Family.

Interviewers are encouraged to probe low scores to ensure the applicant's "Fit" is in alignment with the job requirements and Organization's culture.

Emotional Evenness

This individual scored low on the Evenness scale. Individuals scoring in this range may be temperamental or respond unfavorably to stress. Use any or all of the questions provided to probe this further.

Question 1:

What steps do you take to remain optimistic and upbeat during tough time on the job?

- How well does that work?
- Tell me about a time that didn't work
- What other approaches do you use?

Question 2:

We all have our own way of dealing with stress. Please tell me what you do to deal with stress on the job.

- Why these actions?
- How have they worked in the past?
- Could you give me a specific example of a time these actions worked well for you?

Question 3:

In a leadership role you will have to settle disagreements between members of your staff. Tell me about the biggest disagreement you have helped resolve between two members of your staff or coworkers.

- What was the disagreement about?
- What actions did you take?
- What was the outcome?

Question 4:

Sooner or later we all have a bad day at work. Tell me about the most difficult day you've experienced on the job.

- What circumstances created the situation?
- What steps did you take to cope with the bad situation?
- Was the situation resolved? How so?

RED FLAGS:

- Strategies to manage stress are not likely to be effective.
- Attempts to justify why it is okay to loose temper.
- Gets upset/agitated in answering questions.

LISTEN FOR:

- Ability to manage stressful situations.
- Remains calm and under control in the midst of difficult circumstances.
- Positive outlook with optimistic and upbeat attitude.

NOTES

Structured Interview Questions [Leader] - Interview Guide 1

The following behavioral-based interview questions are designed to assist those in Healthcare Organizations in selecting the very best Leaders. Use this structured guide to conduct a structured interview and ensure the candidate's "fit" is in alignment with your values, culture, and environment.

Question 1: [Change Leadership]

Describe the most difficult **long-term** change (involving organization, reorganization, job redesign, merger, etc.) you've ever had to deal with.

- What was your reaction? Why?
- How did you respond? Why?
- How did you go about selling the "change" to your staff?
- What, if anything, would you do differently if you had it to do over again?

RED FLAGS:

- Did not anticipate resistance.
- Failed to consider all the sources of resistance to change.
- Simplistic strategy for overcoming resistance to change.

LISTEN FOR:

- Initiates and effectively "sells" change.
- Proactive in initiating positive change.
- Ability to overcome objections to change.

SITUATION	ACTION
<p>Marginal Response (Bottom 20% of Candidates)</p> <input type="checkbox"/> 1 POINT	<p>Fair Response</p> <input type="checkbox"/> 2 POINTS
	<p>Satisfactory Response</p> <input type="checkbox"/> 3 POINTS

The **Structured Interview Guides** provide a behavioral-based interview tailored for the specific Job Family (Front-line Leader or Leader.)

The **Behavioral-Based Structured Interview Guides** evaluate the following additional **Leadership Competencies**:

- Change Leadership
- Project Management
- Planning & Organization
- Promoting Teamwork
- Judgment & Decision Making

Question 2: [Project Management]

Describe a situation when you used your project management skills to complete a project on-time, and within budget?

- What obstacles were you confronted with?
- How did your planning help you deal with the obstacles?
- What resulted from the use of your project management skills?

RED FLAGS:

- Little experience in effectively managing projects.
- No systematic/overly general project management approach.
- Offered simplistic project example.

LISTEN FOR:

- A specific, consistent approach to managing projects.
- A successful project management track record.
- Ability to prioritize competing work demands.

SITUATION	ACTION	OUTCOME
<p>Marginal Response (Bottom 20% of Candidates)</p> <input type="checkbox"/> 1 POINT	<p>Fair Response</p> <input type="checkbox"/> 2 POINTS	<p>Satisfactory Response</p> <input type="checkbox"/> 3 POINTS
	<p>Very Good Response</p> <input type="checkbox"/> 4 POINTS	<p>Optimal Response (Top 20% of Candidates)</p> <input type="checkbox"/> 5 POINTS

The **Structured Interview Guides** can be tailored to address any of the measured competencies or initiatives that your organization may have.



Structured Interview Questions [Leader] - Interview Guide 1

The following behavioral-based interview questions are designed to assist those in Healthcare Organizations in selecting the very best Leaders. Use this structured guide to conduct a structured interview and ensure the candidate's "fit" is in alignment with your values, culture, and environment.

Question 3: [Planning & Organizing]

Getting the job done sometimes requires development of a detailed plan. Give me a specific example of a time when you developed and implemented such a detailed plan.

- What steps did you use to develop the plan?
- How did you plan for obstacles that you may encounter?
- How did it turn out?

RED FLAGS:

- Used overly simple system or no system at all.
- Did not anticipate changes to plan.
- Little rationale/logic for chosen approach.

LISTEN FOR:

- Ability to organize, prioritize and accomplish work objectives in a consistent manner.
- Utilizes a specific plan or process to prioritize work.

SITUATION	ACTION	OUTCOME

Marginal Response <small>(Bottom 20% of Candidates)</small> <input type="checkbox"/> 1 POINT	Fair Response <input type="checkbox"/> 2 POINTS	Satisfactory Response <input type="checkbox"/> 3 POINTS	Very Good Response <input type="checkbox"/> 4 POINTS	Optimal Response <small>(Top 20% of Candidates)</small> <input type="checkbox"/> 5 POINTS
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Question 4: [Promotes/Fosters Teamwork]

Not all departments function effectively. Tell me about a time when a department you were involved with, had problems getting its objectives accomplished.

- Were the problems resolved?
- What part did you take in resolving the problems?
- How could the problems have been avoided?

RED FLAGS:

- Threatened team member.
- Unable to resolve conflict.
- Strategy chosen not effective long term solution.

LISTEN FOR:

- Supports the efforts of others.
- Presents evidence of effectively dealing with interpersonal conflicts.
- Actively listens to the concerns and ideas of team members.

SITUATION	ACTION	OUTCOME

Marginal Response <small>(Bottom 20% of Candidates)</small> <input type="checkbox"/> 1 POINT	Fair Response <input type="checkbox"/> 2 POINTS	Satisfactory Response <input type="checkbox"/> 3 POINTS	Very Good Response <input type="checkbox"/> 4 POINTS	Optimal Response <small>(Top 20% of Candidates)</small> <input type="checkbox"/> 5 POINTS
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Structured Interview Questions [Leader] - Interview Guide 1

The following behavioral-based interview questions are designed to assist those in Healthcare Organizations in selecting the very best Leaders. Use this structured guide to conduct a structured interview and ensure the candidate's "fit" is in alignment with your values, culture, and environment.

Question 5: [Judgment & Decision Making]

Tell me about a recent job-related situation in which your judgment was not as good as it could have been.

- What happened?
- How did you deal with the consequences of this situation?
- What, if anything, would you do differently today?

RED FLAGS:

- Did not take responsibility for poor judgment and decision making.
- Did not consider consequences of actions.
- Did not learn from decision making process and outcome.

LISTEN FOR:

- An admission of less-than-perfect performance.
- The ability to change their course of action.
- Improved decision-making based on the mistakes of previous decisions.

SITUATION	ACTION	OUTCOME

Marginal Response (Bottom 20% of Candidates)	Fair Response	Satisfactory Response	Very Good Response	Optimal Response (Top 20% of Candidates)
<input type="checkbox"/> 1 POINT	<input type="checkbox"/> 2 POINTS	<input type="checkbox"/> 3 POINTS	<input type="checkbox"/> 4 POINTS	<input type="checkbox"/> 5 POINTS

Question 6: [Self-Confidence]

At some point, all of us experience something that really shakes our self-confidence. Please describe your most memorable work-related situation, when your confidence was shaken.

- What led up to the incident?
- How did you respond?
- How did things turn out?
- What did you learn from the experience?

RED FLAGS:

- Unable to get past negative event.
- Did not learn from experience.
- Self-confidence seriously damaged as a result of experience.

LISTEN FOR:

- Ability to overcome adversity.
- Actively looks for opportunities to learn and improve.
- Shows confidence in their ability to handle the situation.

SITUATION	ACTION	OUTCOME

Marginal Response (Bottom 20% of Candidates)	Fair Response	Satisfactory Response	Very Good Response	Optimal Response (Top 20% of Candidates)
<input type="checkbox"/> 1 POINT	<input type="checkbox"/> 2 POINTS	<input type="checkbox"/> 3 POINTS	<input type="checkbox"/> 4 POINTS	<input type="checkbox"/> 5 POINTS

The **Structured Interview Guides** provide follow up questions for three of the measured **Leadership Competencies**:

- Self-Confidence
- Achievement Orientation
- Conscientiousness



Structured Interview Questions [Leader] - Interview Guide 1

The following behavioral-based interview questions are designed to assist those in Healthcare Organizations in selecting the very best Leaders. Use this structured guide to conduct a structured interview and ensure the candidate's "fit" is in alignment with your values, culture, and environment.

Question 7: [Achievement Orientation]

Please describe your most ambitious, work-related goal or aspiration.

- What motivated you to set this goal?
- What action(s) have you taken thus far to meet this goal?
- What obstacles do you anticipate and how do you plan to overcome them?
- How will you know when you have reached your goal?

RED FLAGS:

- Described a relatively modest goal or aspiration.
- Little explanation as to why the goal was set.
- Did not have a plan for how to reach goal.

LISTEN FOR:

- Sets high standards for self and others.
- Willingness to do whatever it takes to get the job done.
- Takes responsibility for work outputs.
- Determined and strong-willed.

SITUATION	ACTION	OUTCOME

Marginal Response <small>(Bottom 20% of Candidates)</small> <input type="checkbox"/> 1 POINT	Fair Response <input type="checkbox"/> 2 POINTS	Satisfactory Response <input type="checkbox"/> 3 POINTS	Very Good Response <input type="checkbox"/> 4 POINTS	Optimal Response <small>(Top 20% of Candidates)</small> <input type="checkbox"/> 5 POINTS
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Question 8: [Conscientiousness]

Tell me about the single greatest responsibility you've ever held in a job.

- What did you do to meet that responsibility?
- Why do you think you were selected for the responsibility?
- If you had it to do over again, what, if anything, would you do differently? Why?

RED FLAGS:

- Describes a relatively modest responsibility.
- Did not work hard to be successful.
- Did not learn much from the responsibility.

LISTEN FOR:

- A track record of increased responsibility.
- Highly motivated.
- Perseveres in overcoming obstacles.
- A track record of accomplishing the goals/objectives of the organization.

SITUATION	ACTION	OUTCOME

Marginal Response <input type="checkbox"/> 1 POINT	Fair Response <input type="checkbox"/> 2 POINTS	Satisfactory Response <input type="checkbox"/> 3 POINTS	Very Good Response <input type="checkbox"/> 4 POINTS	Optimal Response <input type="checkbox"/> 5 POINTS
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Candidate Summary Score Sheet - Interview Guide 1 Date/Time: _____

Candidate Name: _____ Position: _____

Interviewer Name(s): _____

Scoring Instructions	EXPERIENCE & EDUCATION							Average !./0-	
Use the five-point scale from the "Scoring Legend" (below) to rate this Candidate in regard to their Experience, Education & Training and any other criteria that would apply. For example, if a Candidate is a Leader with a ten-year, successful track record and possesses the background and experience you desire, you may rate them as a "5" (Optimal) on "Experience."	Experienc- (From application, resume and interview)	1	2	3	4	5			
	Education & Training (From application, resume and interview)	1	2	3	4	5			
	Other: _____ (e.g. Professionalism. Use the same criteria for all Candidates)	1	2	3	4	5			
SCORING LEGEND: 1 = Marginal 2 = Fair 3 = Satisfactory 4 = Very Good 5 = Optimal									Average !./0-

Scoring Instructions	BEHAVIORAL FIT							Average !./0-	
Use the five-point scale from the "Scoring Legend" (below) to rate this Candidate in regard to their Behavioral Fit. Review each of the criteria (e.g. Job Performance) and use your judgment to provide a rating using the numeric score to the right that best represents the "fit" of this candidate for the position. For example, if a Candidate scores an "8.5" on the Job Performance Index, you would likely rate them a "5" (Optimal) on the scale to the right. As you rate the Competency Scores, consider the scores in relation to the job requirements, culture and "fit" with the position. The objective is to combine this information to make a final rating.	Job Performance	1	2	3	4	5			
	People Orientation	1	2	3	4	5			
	Task Orientation	1	2	3	4	5			
	Competency Scores	1	2	3	4	5			
SCORING LEGEND: 1 = Marginal 2 = Fair 3 = Satisfactory 4 = Very Good 5 = Optimal									Average !./0-

Scoring Instructions	INTERVIEW RESULTS							Average !./0-	
Calculate the average score for any Custom Questions you asked, then select the numeric score to the right that best represents that score (if Custom Questions were not generated, leave this section blank).	Custom Interview Questions (If Applicable)	1	2	3	4	5			
Calculate the average score for the Structured Interview Questions you asked, then select the numeric score to the right that best represents that score.	Structured Interview Questions	1	2	3	4	5			
Calculate the average score for any Technical Interview Questions you asked, then select the numeric score to the right that best represents that score.	Technical Interview Questions	1	2	3	4	5			
SCORING LEGEND: 1 = Marginal 2 = Fair 3 = Satisfactory 4 = Very Good 5 = Optimal									Average !./0-

SCORING MATRIX INSTRUCTIONS:

Bring the !./0- for each of the three criteria (!"#\$\$%&'(\$)*!+,-./0 1\$2-3&%-4)5&.)-+)'6'. \$%3&\$7)8\$9,10 to the !./0- column. Total the three criteria to calculate the **Final Candidate Score**.

ASSIGNING WEIGHTS:

If you would like to weight one criteria more than another, write in the weight for each of the criteria in the appropriate column. Keep criteria weights simple (e.g. 1.0, 1.5, 2.0) and no criteria should receive more than a double (i.e. 2.0) weight.

NOTE: Be sure to consistently apply the same weight criteria for all Candidates you are considering for this position.

INTERVIEWER'S TOOLKIT - Admin User Access Only

The Toolkit includes a Behavioral-Based Interviewer Training Module, Additional Competency and Critical Thinking questions, as well as questions for Additional Competencies. Log into the Leadership Assessment, click on the Support tab; then click on Interviewer's Toolkit to view.

Next Action:

Make offer
 Do not pursue further
 Consider but interview others
 Refer this person to: _____

The *Leadership Assessment Selection Report* has been designed & validated for Healthcare Leaders. It should be used in conjunction with other information such as work experience, education, training, background checks, interview, etc. The Leadership Assessment should not be the sole determining factor in your decision-making process. Do not share the information from the Selection Report with the Candidate. If you hire this Candidate, you may wish to provide them with the *Leadership Assessment Developmental Feedback Report*. The Developmental version provides specific recommendations and suggestions to enhance their on-the-job performance. It's designed to assist them in creating a developmental action plan in a proactive manner. For additional information, please contact HealthcareSource at 800.869.5200 or hlasupport@healthcaresource.com.

SCORING MATRIX	Weight	Score	TOTAL
EXPERIENCE & EDUCATION			
BEHAVIORAL FIT			
INTERVIEW RESULTS			
FINAL CANDIDATE SCORE			



Structured Interview Questions [Leader] - Interview Guide 2

The following behavioral-based interview questions are designed to assist those in Healthcare Organizations in selecting the very best Leaders. Use this structured guide to conduct a structured interview and ensure the candidate's "fit" is in alignment with your values, culture, and environment.

Question 1: [Change Leadership]

Thinking back to your last (or present) job, please describe a major effort at instituting new or innovative changes in work procedures or processes in which you played a significant role.

- How did the change originate?
- How did you go about selling the change?
- How successful were those changes?
- If you had it to do over again, what would you do differently?

RED FLAGS:

- Did not anticipate resistance.
- Failed to consider all the sources of resistance to change.
- Simplistic strategy for overcoming resistance to change.

LISTEN FOR:

- Initiates and effectively "sells" change.
- Proactive in initiating positive change.
- Ability to overcome objections to change.

SITUATION	ACTION	OUTCOME
<div style="border: 1px solid orange; padding: 10px; background-color: #f9a825; color: white;"> <p>An additional Structured Interview Guide is automatically provided to facilitate multiple interviews. This guide can also be tailored to meet organizational initiatives.</p> <p>The same Leadership Competencies are evaluated as in Interview Guide 1 however, a different set of interview questions are utilized.</p> </div>		
<p>Marginal Response (Bottom 20% of Candidates) Fair Response Satisfactory Response</p> <p><input type="checkbox"/> 1 POINT <input type="checkbox"/> 2 POINTS <input type="checkbox"/> 3 POINTS</p>		

Question 2: [Project Management]

Tell me about a time you had a number of projects to handle concurrently, and each project required multiple steps in order to complete it.

- How did you plan your work?
- What factors did you consider when prioritizing your work?
- What was the outcome?

RED FLAGS:

- Little experience in effectively managing projects.
- No systematic/overly general project management approach.
- Offered simplistic project example.

LISTEN FOR:

- A specific, consistent approach to managing projects.
- A successful project management track record.
- Ability to prioritize competing work demands.

SITUATION	ACTION	OUTCOME
<p>Marginal Response (Bottom 20% of Candidates) Fair Response Satisfactory Response Very Good Response Optimal Response (Top 20% of Candidates)</p> <p><input type="checkbox"/> 1 POINT <input type="checkbox"/> 2 POINTS <input type="checkbox"/> 3 POINTS <input type="checkbox"/> 4 POINTS <input type="checkbox"/> 5 POINTS</p>		



Structured Interview Questions [Leader] - Interview Guide 2

The following behavioral-based interview questions are designed to assist those in Healthcare Organizations in selecting the very best Leaders. Use this structured guide to conduct a structured interview and ensure the candidate's "fit" is in alignment with your values, culture, and environment.

Question 3: [Planning & Organizing]

Give me an illustration of when you were able to use your planning or organizing skills to solve an organizational related problem?

- How did you approach the problem?
- Why did you approach it that way?
- What was the outcome?

RED FLAGS:

- Used overly simple system or no system at all.
- Did not anticipate changes to plan.
- Little rationale/logic for chosen approach.

LISTEN FOR:

- Ability to organize, prioritize and accomplish work objectives in a consistent manner.
- Utilizes a specific plan or process to prioritize work.

SITUATION	ACTION	OUTCOME

Marginal Response <small>(Bottom 20% of Candidates)</small> <input type="checkbox"/> 1 POINT	Fair Response <input type="checkbox"/> 2 POINTS	Satisfactory Response <input type="checkbox"/> 3 POINTS	Very Good Response <input type="checkbox"/> 4 POINTS	Optimal Response <small>(Top 20% of Candidates)</small> <input type="checkbox"/> 5 POINTS
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Question 4: [Promotes/Fosters Teamwork]

Tell me about a situation when you had to mediate a serious conflict between two members of your team.

- What led up to the conflict and how did you hear about it?
- What did you do to attempt to resolve the conflict?
- What was the outcome?

RED FLAGS:

- Lacked a proactive conflict resolution approach.
- Unable to resolve conflict.
- Strategy chosen not effective long term solution.

LISTEN FOR:

- Supports the efforts of others.
- Presents evidence of effectively dealing with interpersonal conflicts.
- Actively listens to the concerns and ideas of team members.

SITUATION	ACTION	OUTCOME

Marginal Response <small>(Bottom 20% of Candidates)</small> <input type="checkbox"/> 1 POINT	Fair Response <input type="checkbox"/> 2 POINTS	Satisfactory Response <input type="checkbox"/> 3 POINTS	Very Good Response <input type="checkbox"/> 4 POINTS	Optimal Response <small>(Top 20% of Candidates)</small> <input type="checkbox"/> 5 POINTS
---	---	---	--	--



Structured Interview Questions [Leader] - Interview Guide 2

The following behavioral-based interview questions are designed to assist those in Healthcare Organizations in selecting the very best Leaders. Use this structured guide to conduct a structured interview and ensure the candidate's "fit" is in alignment with your values, culture, and environment.

Question 5: [Judgment & Decision Making]

Not everybody agrees with the decisions we make. Tell me about a time when you made a decision and there was considerable disagreement from others, with what you did.

- Why did you make the decision?
- What were the major areas of disagreement?
- How did you deal with the disagreement?
- What, if anything, would you do differently today?

RED FLAGS:

- Did not take responsibility for poor judgment and decision making.
- Did not consider consequences of actions.
- Did not learn from decision making process and outcome.

LISTEN FOR:

- An admission of less-than-perfect performance.
- The ability to change their course of action.
- Improved decision-making based on the mistakes of previous decisions.

SITUATION	ACTION	OUTCOME

Marginal Response <small>(Bottom 20% of Candidates)</small> <input type="checkbox"/> 1 POINT	Fair Response <input type="checkbox"/> 2 POINTS	Satisfactory Response <input type="checkbox"/> 3 POINTS	Very Good Response <input type="checkbox"/> 4 POINTS	Optimal Response <small>(Top 20% of Candidates)</small> <input type="checkbox"/> 5 POINTS
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Question 6: [Self-Confidence]

Sometimes we are given a project that we're not really sure we can handle. Please describe the last time you were in such a situation.

- What, if anything, made you doubt your ability to handle the project or assignment?
- How did you approach the project (i.e. what did you do regarding the assignment)?
- How did things work out?
- What would you do differently next time?

RED FLAGS:

- Lacks confidence in ability.
- Second guesses their ability and decisions.
- Avoids new challenges and projects.

LISTEN FOR:

- Ability to overcome adversity.
- Actively looks for opportunities to learn and improve.
- Strong belief in their capabilities and present themselves in a positive manner.

SITUATION	ACTION	OUTCOME

Marginal Response <small>(Bottom 20% of Candidates)</small> <input type="checkbox"/> 1 POINT	Fair Response <input type="checkbox"/> 2 POINTS	Satisfactory Response <input type="checkbox"/> 3 POINTS	Very Good Response <input type="checkbox"/> 4 POINTS	Optimal Response <small>(Top 20% of Candidates)</small> <input type="checkbox"/> 5 POINTS
---	---	---	--	--



Structured Interview Questions [Leader] - Interview Guide 2

The following behavioral-based interview questions are designed to assist those in Healthcare Organizations in selecting the very best Leaders. Use this structured guide to conduct a structured interview and ensure the candidate's "fit" is in alignment with your values, culture, and environment.

Question 7: [Achievement Orientation]

Please describe your primary work related goals for the next two years.

- What steps are you taking to ensure those goals are met?
- What about your long-term career goals?
- What steps are you taking to meet those long-term goals?

RED FLAGS:

- Described a relatively modest goal or aspiration.
- Little thought given to goals or career planning.
- Does not have a plan or goals established.

LISTEN FOR:

- Sets high standards for self.
- Determined and strong-willed.
- Positive work ethic.
- Track record of increased responsibility.

SITUATION	ACTION	OUTCOME		
<p>Marginal Response (Bottom 20% of Candidates)</p> <input type="checkbox"/> 1 POINT	<p>Fair Response</p> <input type="checkbox"/> 2 POINTS	<p>Satisfactory Response</p> <input type="checkbox"/> 3 POINTS	<p>Very Good Response</p> <input type="checkbox"/> 4 POINTS	<p>Optimal Response (Top 20% of Candidates)</p> <input type="checkbox"/> 5 POINTS

Question 8: [Conscientiousness]

Describe a project or work assignment you were responsible for in which the end result did not meet your expectations.

- What could have been done to improve the outcome?
- What prevented you from taking that action?
- How did your supervisor respond?
- What did you learn from the experience? What would you do differently next time?

RED FLAGS:

- Did not work hard to be successful.
- Did not learn much from the situation.
- Gave up in the midst of the task.

LISTEN FOR:

- A track record of pursuing high standards.
- Highly motivated.
- Perseveres in overcoming obstacles.
- A track record of accomplishing the goals/objectives of the organization.

SITUATION	ACTION	OUTCOME		
<p>Marginal Response (Bottom 20% of Candidates)</p> <input type="checkbox"/> 1 POINT	<p>Fair Response</p> <input type="checkbox"/> 2 POINTS	<p>Satisfactory Response</p> <input type="checkbox"/> 3 POINTS	<p>Very Good Response</p> <input type="checkbox"/> 4 POINTS	<p>Optimal Response (Top 20% of Candidates)</p> <input type="checkbox"/> 5 POINTS



Candidate Summary Score Sheet - Interview Guide 2 Date/Time: _____

Candidate Name: _____ Position: _____

Interviewer Name(s): _____

Scoring Instructions	EXPERIENCE & EDUCATION					
Use the five-point scale from the "Scoring Legend" (below) to rate this Candidate in regard to their Experience, Education & Training and any other criteria that would apply. For example, if a Candidate is a Leader with a ten-year, successful track record and possesses the background and experience you desire, you may rate them as a "5" (Optimal) on "Experience." SCORING LEGEND: 1 = Marginal 2 = Fair 3 = Satisfactory 4 = Very Good 5 = Optimal	Experienc- <small>(From application, resume and interview)</small>	1	2	3	4	5
	Education & Training <small>(From application, resume and interview)</small>	1	2	3	4	5
	Other: _____ <small>(e.g. Professionalism. Use the same criteria for all Candidates)</small>	1	2	3	4	5
						Average 1./0-

Scoring Instructions	BEHAVIORAL FIT					
Use the five-point scale from the "Scoring Legend" (below) to rate this Candidate in regard to their Behavioral Fit. Review each of the criteria (e.g. Job Performance) and use your judgment to provide a rating using the numeric score to the right that best represents the "fit" of this candidate for the position. For example, if a Candidate scores an "8.5" on the Job Performance Index, you would likely rate them a "5" (Optimal) on the scale to the right. As you rate the Competency Scores, consider the scores in relation to the job requirements, culture and "fit" with the position. The objective is to combine this information to make a final rating. SCORING LEGEND: 1 = Marginal 2 = Fair 3 = Satisfactory 4 = Very Good 5 = Optimal	Job Performance	1	2	3	4	5
	People Orientation	1	2	3	4	5
	Task Orientation	1	2	3	4	5
	Competency Scores	1	2	3	4	5
						Average 1./0-

Scoring Instructions	INTERVIEW RESULTS					
Calculate the average score for any Custom Questions you asked, then select the numeric score to the right that best represents that score (if Custom Questions were not generated, leave this section blank).	Custom Interview Questions (If Applicable)	1	2	3	4	5
Calculate the average score for the Structured Interview Questions you asked, then select the numeric score to the right that best represents that score.	Structured Interview Questions	1	2	3	4	5
Calculate the average score for any Technical Interview Questions you asked, then select the numeric score to the right that best represents that score.	Technical Interview Questions	1	2	3	4	5
						Average 1./0-

SCORING MATRIX INSTRUCTIONS:

Bring the (1./0- for each of the three criteria (!"#\$\$%&'(\$)*!+,(-.&/'0 1\$2-3&/%-4)5&.)'+)6'.\$%3&\$7)8\$9,10 to the "1./0-" column. Total the three criteria to calculate the **Final Candidate Score**.

ASSIGNING WEIGHTS:

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NOTE: Be sure to consistently apply the same weight criteria for all Candidates you are considering for this position.

SCORING MATRIX	Weight	Score	TOTAL
EXPERIENCE & EDUCATION			
BEHAVIORAL FIT			
INTERVIEW RESULTS			
FINAL CANDIDATE SCORE			

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Next Action: Make offer Do not pursue further
 Consider but interview others Refer this person to: _____

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For additional information, please contact HealthcareSource at 800.869.5200 or hlasupport@healthcaresource.com.

Sample Development Report

Developmental Feedback Report

Name: Heidi Leader

Date/Time: 02/04/2016 04:00 PM

Organization Name: PB Healthcare

Scoring Norm: Leader - Opportunities

Introduction

Professional Development is one of the cornerstones of our working drive to progress in our careers, keeps Healthcare competitive and

There are numerous benefits when we pursue developmental oppo

- Becoming increasingly effective in the workplace
- Being able to help, influence and lead others by example
- Being confident of future employability
- Enjoying a fulfilling and rewarding career

Managing professional development is just like managing any other achieve our objectives.

Your Professional Development

STEP ONE: Identification of relative strengths and weaknesses.

Self-awareness (learning about your strengths and weaknesses) is time and energy pursuing.

“You can’t change it – until

Once identified, strengths can be leveraged and weaknesses can strategies. While this can, and should be done using different meth appraisals, 360 feedback, etc.) the *HealthcareSource Leadership* accurate, objective perspective outlining your strengths and weak

The *HealthcareSource Leadership Assessment* measures critical H report will provide you with your three highest-ranking competencie competencies (i.e. developmental opportunities). This information Developmental Action Plan.

Setting Goals and Taking Action

STEP TWO: Create a Developmental Action Plan.

In addition to ranking your “scores” for the competencies measured, the *HealthcareSource Leadership Assessment* will “prescribe” specific solutions (e.g. on-the-job activities, books, etc.) to assist you in identifying developmental resources for your three lowest-ranked competencies. This information is designed to identify the activities & resources that will best assist you in your professional development.

You will find a sample Developmental Action Plan template included at the end of your report. It is designed to assist you in quantifying your developmental activities and the goal-setting process.

“Development is a process – not an event”

The Leadership Assessment Developmental Feedback Report is used to:

- Develop Incumbent Leaders
- Provide a newly hired/promoted Leader with a Developmental Action Plan.
- Succession Planning (i.e. Provide high-potential Leaders with an objective assessment of their strengths and developmental opportunities. Additionally the assessment may be used to develop high-potential staff that aspire to become leaders.)
- Identify training needs of an Organization’s entire Leadership Team

Norms are available for:

- | | |
|--|--|
| <input type="checkbox"/> FL Front-Line Leader | <input type="checkbox"/> L Leader |
| <input type="checkbox"/> Charge Nurse | <input type="checkbox"/> Technical |
| <input type="checkbox"/> Nurse Supervisor | <input type="checkbox"/> Nurse Manager |
| <input type="checkbox"/> Supervisor | <input type="checkbox"/> Manager |
| | <input type="checkbox"/> Director |
| | <input type="checkbox"/> Executive |



Creating Self-Awareness

Your results are presented below, in a forced-ranked format. Review your ranking scores (developmental opportunities). This is the primary information for your Action Plan.

Healthcare Leader Competencies

Competency Ranking
 These competencies have been identified as being critical to the success of a leader. Use the rankings to identify your strengths (e.g. 1 = highest ranked competency, 10 = lowest ranked competency). National Benchmarks offer a comparison of how your scores compare to your peers within the same leadership job family, based on data from hundreds of Healthcare organizations across the country. For additional information, please contact hlasupport@healthcaresource.com.

The Leadership Assessment will “force rank” the ten Healthcare Leadership competencies from “1” (highest ranked competency) to “10” (lowest ranked competency), on an individual basis.

This methodology makes prescriptive follow-up recommendations that focus on the employee’s three lowest ranked competencies (i.e. 10, 9, 8), that should be targeted for development. The system also provides the option to make Prescriptive Suggestions for the individuals three highest rated competencies (i.e. 1, 2, 3) or any of the traits measured within the Leadership Development Report. Recent findings indicate that allowing individual’s to further develop their strengths can help enhance an organizations employee engagement initiatives.

Norm: Leader	Forced Ranking	National Benchmark
Critical Thinking Ability to critically analyze and understand written and numerical information and use that information to make meaningful inferences.	1	High
Self Confidence Being self-reliant and having feelings of being capable and effective.	2	High
Achievement Orientation Desire to accomplish career aspirations and goals.	3	High
Self Development Willingness to update and improve job-related skills and knowledge.	4	High
Customer Orientation Enjoys personal contact with customers.	5	Avg
Innovative Thinking Being creative and willing to experiment with new ideas and approaches.	6	Avg
Openness To Change Easily adapting to changing priorities, demands, and work processes.	7	Avg
Multi-Tasking Ability to work on multiple tasks or projects simultaneously.	8	Avg
Conscientiousness Willingness to work hard and complete tasks and projects.	9	Low
Emotional Evenness Calm, even tempered and able to effectively deal with stress.	10	Low

Feedback provided in this report will direct the individual’s developmental efforts toward the activities likely to have the greatest impact on their job performance. Return on investment is achieved by directing the individual to invest time and expense, focusing on the most important developmental targets that will provide the highest return.

Identify Strengths

Outlined below are your three **highest-ranking** competency scores. These are to be viewed as strengths, and are likely to be helpful to you as a Leader. You may be well aware of your strengths already, or you may be surprised with your scores. Either way, the objective is to build on your strengths.

Relative Strengths

Self Confidence

You are likely seen by others as having a positive self-image and as having a strong belief in your own capabilities. You are self-reliant and trust in your own ability to get things done.

Relative Strengths highlight the three highest ranked competencies for each individual.

Critical Thinking

Critical thinking is a skill you use every day as you make decisions and analyze information. Placing yourself in situations that expose you to complex information (e.g., charts, graphs, reports, statistics) is one method of improving this skill. You may also want to consider some of the developmental prescriptions designed to sharpen your critical thinking ability.

Innovative Thinking

You tend to be a creative thinker and you're willing to think about different ways of doing things. Your "out-of-the-box" thinking allows you to approach problems and issues from a new and fresh perspective.

Use this information to leverage your *strengths* and begin to formulate your **Developmental Action Plan**.

Identify Developmental Opportunities

Based on your assessment results, you'll find three competencies listed below. These are your three **lowest ranking** competencies and have been identified as potential developmental opportunities. Specific prescriptive activities & suggestions are provided throughout the balance of this report.

Potential Developmental Opportunities

Emotional Evenness

It appears as though your reaction to stressful and demanding situations may not be as positive as it could be. Your developmental prescriptions will provide suggestions to assist you in responding to stressful situations & challenging interpersonal interactions.

Conscientiousness

While being a "workaholic" is not a desired outcome, you may want to invest extra time or energy to ensure you're meeting the full range of work expectations and demands. Your on results (vs. activity) and accomplishing critical work objectives.

Developmental Opportunities highlight the three lowest ranked competencies for each individual.

Multi-tasking

While being focused and single-minded can be a very positive and productive trait, the ability to multi-task is a critical function you may want to become more proficient in. Your prescriptive suggestions will provide a variety of suggestions to develop your skill and comfort as it relates to multi-tasking.

Use this information to identify *developmental opportunities* for inclusion in your **Developmental Action Plan**.

Competency: EMOTIONAL EVENNESS

Definition: Calm, even-tempered and able to effectively deal with stress.

Prescriptive Suggestions

Most learning & development occurs through on-the-job activities. Classroom style training provides the knowledge required to address specific issues; however, putting that knowledge into practice is where true developmental improvement occurs.

Outlined below are a variety of suggestions to assist you as you pursue your professional development:

Suggested Actions

Target Behavior:
Deal with stress

- ▶ Think about how changes you make affect others
- ▶ You may want to consider the impact of your actions on others
- ▶ Make sure you take time when you are stressed to think about how you are affecting others
- ▶ Take care of yourself. Get enough sleep, eat well, and exercise.
- ▶ Consider the impact of your actions on others.
- ▶ Make sure you are not taking on too much.
- ▶ Don't take on too many suggestions.
- ▶ Drugs, such as alcohol, can affect your judgment and ability to deal with stress.
- ▶ If work-related stress is affecting your career choices, consider talking to a career counselor.

Competency: EMOTIONAL EVENNESS

Definition: Calm, even-tempered and able to effectively deal with stress.

Prescriptive Suggestions

Target Behavior:

Ensure that your thoughts and actions do not cause anyone to question your integrity

Suggested Actions:

- ▶ Model the behavior you expect from others.
- ▶ Demonstrate integrity in your actions.
 - ▶ Demonstrate honesty.
 - ▶ Give credit where credit is due.
 - ▶ Be honest.
 - ▶ Don't try to cover up mistakes.
 - ▶ Keep commitments.
 - ▶ Praise people for their accomplishments.
 - ▶ Avoid spreading rumors.
 - ▶ Avoid spreading negative information.
 - ▶ Avoid gossip.
 - ▶ Challenge yourself to do better.

Competency: EMOTIONAL EVENNESS

Definition: Calm, even-tempered and able to effectively deal with stress.

Prescriptive Suggestions

Target Behavior:

Express positive expectations about others

- ▶ Develop expectations which will challenge the skills and abilities of group members and promote pride in achievements:
 - ▶ Set an example of professionalism in all you do.
 - ▶ Assess the skills and experience of individuals and design assignments which will always challenge them.
 - ▶ Set goals which will inspire pride when compared to expectations of the department or other work groups.
 - ▶ Identify the potential "cushions" in a goal and push for more aggressive targets.
 - ▶ Make sure your expectations can become standard practice and not just a one-time effort.
- ▶ Communicate your vision and expectations for your work group:
 - ▶ Develop and share a clear list of qualities you feel are necessary to achieve excellent performance.
 - ▶ Discuss the list with your team members and solicit their input.
 - ▶ Define clear standards and goals as a group and refer to them frequently.
 - ▶ Review and update the list at least once a year.
- ▶ Continually reinforce a vision of excellence:
 - ▶ Refer often to the group's vision and standards in group meetings or feedback sessions.
 - ▶ Base measurements, criticism, rewards, and praise on behavior and performance that supports the vision and goals of the group.
 - ▶ Model these priorities in your own behavior in order to encourage others to follow.
 - ▶ Publicly recognize and reward achievement of these standards or the progress made towards achieving them.
 - ▶ Call attention to and challenge behaviors or performance that undermines the vision.
- Target Behavior:**
Give peers and direct reports sincere praise when they do a good job
 - ▶ To ensure that praise is sincere, be specific:
 - ▶ Describe the specific behavior or accomplishment; explain its impact on you, the group, or the organization.
 - ▶ Thank the individual or group responsible. Ask what you can do to encourage the behavior to continue.
 - ▶ Praise more than you criticize:
 - ▶ Actively seek out positive behaviors to praise.
 - ▶ Don't limit your praise to the top performers in your group.
 - ▶ Get out of your office and mingle with your group so that you will be aware of what is going on and will be able to give timely praise.
 - ▶ Focus praise on the behaviors that are most important, but don't forget areas of a lower priority (behaviors that make the work place run more smoothly).
 - ▶ Keep track of goals that others set for themselves and give recognition when they make progress towards those goals.
 - ▶ Don't wait for perfect performance to give praise. Look for signs of progress toward the goal and use that as an opportunity to encourage and reinforce improved behavior.
 - ▶ Keep track of the amount of praise and criticism you give:
 - ▶ Keep a tally of the number of times you praise and criticize during the day.
 - ▶ Unless your ratio of praise to criticism is at least ten-to-one, go out of your way to "catch people doing the right thing."

Target Behavior:
Be trusted and respected

Suggested Actions

- ▶ Be predictable.
 - ▶ Make good decisions.
 - ▶ Walk your talk.
 - ▶ Handle your responsibilities.
 - ▶ Inform others of your decisions.
 - ▶ If you become informed, inform others.
- ▶ Make yourself available.
 - ▶ Allow yourself to be approached.
 - ▶ Keep an open mind.
 - ▶ Keep in touch with others.
- ▶ Make yourself a good listener.
 - ▶ Carefully listen to others.
 - ▶ If you cannot listen, let others know.
 - ▶ Always communicate with others.
 - ▶ Communicate with others.

Specific Prescriptive Suggestions are integrated into the Developmental Feedback Report.

Prescriptive Suggestions are designed to appeal to a wide variety of learning styles and the recommendations are specific for each Job Family (i.e. Leader prescriptions are different from Font-Line Leader prescriptions).

All resources have been identified by Dr. Fred Morgeson, Chief Scientific Advisor, and map directly to the Leadership competencies. NetLearning Clients may purchase courseware from the eLearning Library.

Competency: EMOTIONAL EVENNESS
Definition: Calm, even-tempered and able to effectively deal with stress.

Prescriptive Suggestions

This section of the feedback report provides you with a wide-variety of developmental solutions to pursue. These are designed to appeal to diverse learning styles and preferences. Your objective in this section of the feedback report is to identify those resources that you would commit to pursuing and integrate them into your *Developmental Action Plan* (see the last page of your feedback report).
 (Please note that every effort has been made to provide accurate, up-to-date information in regard to these materials. Pricing and availability are subject to change.)

HealthcareSource
 eLearning

Courses are part of a program. To find out if you are a training professional...

- Optimizing Your Balance: Taking Your Stress
- Professionalism, Etiquette, and Professional Accountability
- Leadership Essentials: Building Your Influence as a Leader
- Management Essentials: Developing Your Reports
- Giving Feedback

Competency: EMOTIONAL EVENNESS
Definition: Calm, even-tempered and able to effectively deal with stress.

Prescriptive Suggestions

On-line Developmental Resources

Title	Description	URL
Reference for Business	The site provides an abundance of resources for the business executive.	www.referenceforbusiness.

Books

- How to Reduce Conflict and Stress: Leaders and Teams Can Protect Their Productivity from Turf Wars ISBN-13: 978-14...
- Managing Stress: Preventing Burnout in the Healthcare Workforce ISBN 13: 978-15...
- Organizational Stress Management: A Practical Approach ISBN-13: 978-02...
- Management in Stress and Emotional Dysfunction Live ISBN-13: 978-15...

Competency: EMOTIONAL EVENNESS
Definition: Calm, even-tempered and able to effectively deal with stress.

Prescriptive Suggestions

Books

Title	Description	Author
The Stress Effect: Why Smart Leaders Make Dumb Decisions--And What to Do About It ISBN-13: 978-0470589038	The ability to make sound and timely decisions is the mark of a good leader. But when leaders with otherwise strong track records suddenly begin making poor decisions--as seen in the recent corporate scandals that rocked the business world--the impact can be widespread. In <i>The Stress Effect</i> , leadership expert Henry L. Thompson argues that stress is often the real culprit behind this leadership failure: when leaders' stress levels become sufficiently elevated--whether in the boardroom or on the front line of a manufacturing process--their ability to effectively use their emotional intelligence and cognitive ability in tandem to make wise decisions is significantly impaired. Until now, experts have argued that increasing your emotional intelligence will help you cope with and manage stress. This book suggests that stress actually blocks access to your emotional intelligence as well as your cognitive ability, two critical components in the decision-making process.	Henry L. Thompson, PhD.
Better Under Pressure: How Great Leaders Bring Out the Best in Themselves and Others ISBN-13: 978-1422138700	Justin Menkes reveals the common traits that make these leaders successful. Drawing on in-depth interviews with sixty CEOs from an array of industries and performance data from two hundred other leaders, Menkes shows that great executives strive relentlessly to maximize their own potential--as well as stoke their people's innate thirst for their own triumphs.	Justin Menkes
The Successful Manager's Handbook (8th edition) ISBN-13: 978-0972577038	The <i>handbook</i> provides practical strategies & developmental suggestions for a wide-variety of leadership competencies. Outlined below are some relevant developmental suggestions for Emotional Evenness: Show Adaptability, Chapter 27 and Establish Trust, Chapter 26	Susan H. Gebelein, Kristie J. Nelson-Neuhauser, Carol J. Skube, David G. Lee, Lisa A. Stevens, Lowell W. Hellervik, Brian L. Davis

Creating Your Developmental Action Plan

When creating your plan, you should consider:

- When and how you learn best.
- The type of activities that will be most effective for you.
- The resources (time & financial) required to pursue your plan.
- Additional resources that may be available to you through your Organization.

When Should You Plan?

Now! If you don't have a clear direction, you won't know what to do, where to go, or recognize when you've attained your goals!

The period that your plan covers is up to you. Generally plans fall into three categories - long term, medium term, and short term. The norm is that short term is about one year, medium term is up to five years and long term is up to 10 years.

The amount of detail in your plans will vary too. Longer term plans might just be ideas or visions for the future, while your short term plan should have specific milestones and deadlines for you to work towards.

You will need to think about planning regularly — at least once per year. Once you have done your first plan, subsequent planning sessions will consist of a review of the past development period, and adding new actions for the next period.

Focus Your Learning

When you have reached the end of this stage you may find you have created a daunting list: it is therefore a good idea to concentrate on only a few areas at any one time. Choose only those competencies immediately relevant to your current job to start with. That way you will be able to experience discernible or measurable progress and consolidate your learning.

Set realistic and achievable targets for yourself and have only, say, 3 or 4 targets to reach for any one period. Obviously, if you meet your targets early you can always bring your review forward!

Setting Priorities

There may be times when your workload can seem unmanageable, and adding development activities on top just makes things seem impossible. Obviously, meeting your work deadlines has to come first, but it is important to remember that making time for your development will pay dividends in the future, as you become more skilled and efficient.

The primary objective of any assessment used for developmental purposes, is to create a Developmental Action Plan.

This template outlines the format and steps necessary to create a Developmental Action Plan.

The Leadership Assessment will provide a high level of value by holding Leaders accountable for the creation and execution of their Developmental Action Plan.

The Feedback Report has been designed so that an individual may be both proactive and intentional in their professional development.

Larry Leader Action Plan	Support Required	Action Step Planned Dates		Potential Barriers	Progress Indicators	Actual Finish Date
		Start	Finish			
<p><i>Openness to Change</i> <i>Listen to, and respect ideas different from my own:</i></p> <p>1. <i>Meet with my Team to discuss how our unit can embrace all the changes facing us</i></p> <p>2. <i>Read the book - Leading Change</i></p>	<p><i>Team Members</i></p> <p><i>2-hours each week for reading</i></p>	<p><i>Monthly Meetings</i></p> <p><i>Start Saturday</i></p>	<p><i>Ongoing</i></p> <p><i>Complete in 30 days (11/22)</i></p>	<p><i>Other issues push aside agenda</i></p> <p><i>TV may intrude on reading time</i></p>	<p><i>Team members opening up to me</i></p> <p><i>Proactively pursuing new ideas</i></p>	

Developmental Action Plan

Date: ___ / ___ / ___

Competency:
Definition:

This is a:
 Strength
 Developmental Opportunity

Action Plan	Support Required	Action Step Planned Dates		Potential Barriers	Progress Indicators	Actual Finish Date
		Start	Finish			
1.						
2.						
3.						
4.						

Summary View — Job Fit Indices (Ascending/Descending Order)

Number of Candidates: 8

Date & Time: May 2, 2017 at 3:56 pm (EDT)

Name (Last, First)	Date	Job Performance	People Orientation	Task Orientation
Leader, Ed	01/25/2016	8.0	6.5	8.0
Leader, Abby	02/03/2016	6.5	6.0	6.5
Leader, Oliver	02/05/2016	6.0	6.0	5.0
Leader, Don	01/25/2016	5.5	5.0	5.0
Leader, Ingrid	02/04/2016	6.5	4.5	8.0
Leader, John	02/05/2016	3.5	4.0	3.0
Leader, Bruce	01/25/2016	3.0	4.0	4.5
Leader, Nancy	02/05/2016	4.5	3.5	4.5
Group Average		5.4	4.9	5.6

Dashboard View:

Compare job fit index scores and competency scores for all leaders or subgroups of leaders from different departments/facilities.

Details View — All Competencies

Number of Candidates: 8

Date & Time: May 2, 2017 at 3:56 pm (EDT)

Name (Last, First)	Date	Achievement	Conscientiousness	Emotional Evenness	Openness to Change	Self Confidence	Innovative Thinking	Multitasking	Self Development	Customer Orientation	Critical Thinking
Leader, Ed	01/25/2016	8.0	7.5	4.5	6.5	7.0	9.0	8.5	7.0	7.5	8.0
Leader, Ingrid	02/04/2016	6.5	7.0	1.5	7.0	6.5	6.5	9.5	5.0	4.5	5.5
Leader, Abby	02/03/2016	6.5	7.0	4.0	5.0	6.0	5.5	5.0	6.5	8.5	6.5
Leader, Don	01/25/2016	6.0	6.0	4.5	4.5	5.0	5.5	2.0	3.0	5.0	8.0
Leader, Oliver	02/05/2016	5.0	4.0	6.0	5.0	6.0	6.0	5.0	4.5	6.5	9.0
Leader, Nancy	02/05/2016	4.0	4.0	2.5	3.5	4.5	4.5	4.5	2.0	4.5	7.0
Leader, Bruce	01/25/2016	2.0	5.0	5.5	5.5	2.5	0.5	5.5	0.5	1.0	6.0
Leader, John	02/05/2016	2.0	2.5	5.5	4.0	3.5	5.0	4.5	3.5	2.0	5.0
Group Average		5.0	5.4	4.3	5.1	5.1	5.3	5.6	4.0	4.9	6.9

Percentage Of People With Similar Competency Rankings

Description

The table below reflects the percentage of individuals who had competencies listed as strengths (three highest-ranked competency scores) and potential developmental opportunities (three lowest ranking competency scores)

Competency	Relative Strength	Potential Developmental Opportunity
Achievement Orientation Desire to accomplish career aspirations and goals.	44%	27%
Self Confidence Being self-reliant and having feelings of being capable and effective.	34%	17%
Conscientiousness Willingness to work hard and complete tasks and projects.	23%	41%
Customer Orientation Enjoys personal contact with customers.	28%	29%
Openness To Change Easily adapting to changing priorities, demands, and work processes.	34%	15%
Innovative Thinking Being creative and willing to experiment with new ideas and approaches.	30%	27%
Self Development Willingness to update and improve job-related skills and knowledge.	22%	28%
Multi-Tasking Ability to work on multiple tasks or projects simultaneously.	31%	32%
Emotional Evenness Calm, even tempered and able to effectively deal with stress.	23%	34%
Critical Thinking Ability to critically analyze and understand written and numerical information and use that information to make meaningful inferences.	27%	47%

Identify strengths and development needs for leadership teams within your organization.

Prescriptive Suggestions – Team Analysis

Training Needs Analysis

The following competencies have been identified as being the lowest-ranked competencies amongst your Team. These are the areas that would provide the highest level of return on investment in terms of group training activities.

Critical Thinking

Ability to critically analyze and understand written and numerical information and use that information to make meaningful inferences.

Conscientiousness

Willingness to work hard and complete tasks and projects.

Emotional Evenness

Calm, even tempered and able to effectively deal with stress.

* The balance of this report provides specific Prescriptive Suggestions for the above competencies.

Prescriptive Suggestions

Prescriptive Suggestions are designed to appeal to a wide variety of learning styles including:

- On-the-Job Activities
- Suggested Actions
- Target Behaviors

Competency: **CRITICAL THINKING**

Definition: **Ability to reason through complex data and solve problems in an effective manner.**

Prescriptive Suggestions

On-line Developmental Resources

Title	Description	URL
Reference for Business	The site provides an abundance of resources for the business executive. Search on either: Decision, Statistical Analysis, Problem Solving, Future Data Management, Critical Thinking or Strategic Thinking	www.referenceforbusiness.com/encyclopedia/
	any articles on Critical Thinking. Access to the information registration (registration is free).	intapp.medscape.com/px/medlineapp/meddirect?searchstring=critical+thinking&cid=med
	articles for promoting critical thinking	www.alfaroteachsmart.com/articles.html
	Healthcare professionals are experiencing increasing pressures to demonstrate value. Controlling costs, providing high quality care, assuring access, and enhancing patient satisfaction have become leading issues. Services increasingly are provided in a context of multi-disciplinary teams and complex organizational arrangements. Meeting these challenges within the current settings requires leadership and managerial skills in addition to clinical expertise.	ocw.jhsph.edu/courses/amhs/index.cfm

Competency: **MULTI TASKING**

Definition: **Ability to work on multiple tasks or projects simultaneously.**

Prescriptive Suggestions

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(Please note that every effort has been made to provide accurate, up-to-date information in regard to these materials. Pricing and availability are subject to change.)



Courses are part of the HealthcareSource eLearning Library™ which is available through HealthcareSource NetLearning®. To find out if your organization subscribes, contact your Organizational Development Manager, LMS coordinator, or other training professional.

Title	Description	Course Number
Leading Teams: Establishing Goals, Roles, and Guidelines	The way in which a team is built is an important factor in determining team success. Leading a team quickly and smoothly into high performance mode requires the groundwork of setting team goals, identifying project tasks and assigning the right people to them, and defining the standards of team behavior to ensure team members work together so that team objectives are met. This course covers techniques for laying the foundation for a successful team. These techniques include setting team goals, assigning roles to individual team members, and defining specific guidelines that outline how team members should behave to minimize conflict and optimize team performance.	team_03_a02_bs_enu5
Setting and Managing	Learn how to set priorities for your departmental team. Begin by	lead_11_a02_bs_enu5

Online Courses--American College of Healthcare Executives

Description	URL
Methods for consistent care such as using process-improvement techniques to identify new work processes that support better outcomes.	www.ache.org/pubs/redesign/selfstudydetail.cfm?pc=WWW1-2172
Learning, educated guesses, and intuition are not enough. Healthcare organizations need a sound strategic plan to successfully address near-term challenges as well as to achieve long-term goals.	www.ache.org/pubs/redesign/selfstudydetail.cfm?pc=WWW1-2194
ache.org/seminars/index.cfm	
Description	URL
Go beyond traditional methods for problem solving and create new approaches that will inspire your team to generate new ideas and facilitate sustainable improvement.	www.ache.org/seminars/seminar.cfm?pc=POSIB
This seminar will help you accelerate your organizational decision-making systems to address strategic, operational and crisis matters through the application of practical models for both decision making	www.ache.org/seminars/onlocation_detail.cfm?pc=DESIS

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