

The Wellbeing Accelerator

Leadership Self-Assessment Framework

The Wellbeing Accelerator framework and workbook is designed to help you answer the question **“What might I do to become a better leader and manager?”**

It looks at leadership from the perspective of team members and how the behaviours of line managers can create an environment where they thrive and can deliver their best performance. It has been designed for experienced leaders wanting to assess their performance through to those aspiring to their first position who would like to understand behaviours that best support team members.

In many schools we have seen increases in staff stress and mental ill-health, unwanted turnover, higher than anticipated absence levels and low morale in some staff. Teachers in England have also been shown to have the lowest job satisfaction compared to those in all comparable economies globally.

Research across a number of sectors, including schools, has shown the significant benefits of accelerating staff wellbeing. These include improved personal and organisational productivity and performance, a reduction in employee absences and turnover and stronger outcomes. Research also shows that one of the biggest determinants of wellbeing and performance are line managers. We would be happy to share details of this research with you.

“The thing that is causing people to get ill at work and adversely affect their quality of working life is line managers who are not socially and interpersonally skilled – they don’t have the soft skills that are needed.” These are the words of Professor Sir Cary Cooper, one of the UKs leading experts on organisational wellbeing and president of the Chartered Institute of Personnel and Development (CIPD).

This is largely down to the structure of education. There is often insufficient time available for CPD and personal development, and the timetable dictates that limited time is given to specific leadership duties. This self-assessment is designed to help tackle this.

What behaviours and competencies should you possess if you are going to create an environment where your team members are fully engaged, productive and happy?

The good news is that you don’t have to guess. Goldsmiths, University of London, in a five year project funded by Investors in People, the Health and Safety Executive and the CIPD, have come up with an answer.

They have identified **12 competencies** that, when demonstrated by line managers, were shown to **prevent and reduce staff stress**. These have been used to create a self-assessment tool to support you in identifying your strengths and areas you might want to develop.

These are all available for you to use through our accelerator self-assessment tool.

The 12 Competencies Proven to Prevent and Reduce Employee Stress

AREA	COMPETENCY
Respectful and responsible: Managing emotions and having integrity	<p>1. Integrity Being respectful and honest with employees</p> <p>2. Managing Emotions Behaving consistently and calmly around the team</p> <p>3. Considerate Approach Being thoughtful in managing others and delegating</p>
Managing and communicating existing and future work	<p>4. Proactive Work Management Monitoring and reviewing existing work, allowing future prioritisation and planning</p> <p>5. Problem Solving Dealing with problems promptly, rationally and responsibly</p> <p>6. Participative / Empowering Listening to, meeting and consulting with the team, providing direction, autonomy and development opportunities to individuals</p>
Managing the individual within the team	<p>7. Personally Accessible Available to talk to personally</p> <p>8. Sociable Relaxed approach, such as socialising and using appropriate humour</p> <p>9. Empathetic Engagement Seeking to understand everyone in the team in terms of their health and satisfaction, motivation, point of view and life outside work</p>
Reasoning / Managing difficult situations	<p>10. Managing Conflict Dealing with conflicts decisively, promptly and objectively</p> <p>11. Use of Organisation and External Resources Seeking advice when necessary from other leaders, experts and specialists</p> <p>12. Taking Responsibility for Resolving Issues Having a supportive and responsible approach to issues and incidents in the team</p>

Using the Self-Assessment Tool

You have access to the first questionnaire to self-assess against Area 1 and competencies 1-3. You can do this individually, work with your line manager, a peer, a coach or as part of the management team to which you belong.

Take the assessment using the link and PIN you have been given. Enter your e-mail address and answer each of the questions in turn, following the instructions given. Once you have completed all questions, please click on the submit button and this will generate a brief report with your scores.

You will also be e-mailed a copy of these scores and a link for you to download a more comprehensive report on what the competencies and scores are likely to mean for you. You are the only person that will see this report, unless you choose to share it with others. This means you can be honest in your answers, as this process is designed to help you decide on action that you want to take.

Step 1 - Awareness

After you receive your score and download your report, read through it. A brief 'workbook' is available below you can use the questions asked to raise your awareness of how you measure against the competencies assessed and to think about action you might want to take.

Step 2 - Acknowledge

The report is designed to support self-reflection by covering what you might expect to see if you were effective, aware or have a development need in each of the competencies assessed. This will act as a check against the score you achieved and you can acknowledge your strengths and areas you may want to develop.

As part of this and the final step below you may want to work with your line manager or a trusted peer or coach to check your own assessment against the views of others.

As a management team you can also work together through each of the competencies and behaviours, supporting each other and identifying strengths and gaps. This is recommended for teams with or wanting to build a high level of trust, which is so important in leadership and building the right performance culture.

Step 3 - Action

The final step is action, to decide on any steps you might want to take. The reports for each area contain suggestions that you can use in helping to decide on action. Use the workbooks and questions to work through the steps if you wish and in developing your plan. We also provide training in areas identified and across a wide range of soft skills.

Deliberate practice of the behaviours you want to focus on is the best way to help them become habits. Set out how you will do this and build in regular reflection time to review what is going well and what you want to continue to do differently.

Area 1 Workbook

Area Being Assessed	Respectful and responsible: Managing emotions and having integrity
Competencies	<ol style="list-style-type: none"> 1. Integrity 2. Managing Emotions 3. Considerate approach

My Personal Reflections

Questions you might consider:

- How well do my scores match the descriptors for each competency?
- What stands out as my strengths and can I evidence this with examples?
- Are there any behaviours that I might want to change? What evidence do I have that supports my view?

Do the views of others (manager, peers, team, coach...) support mine?

Who will I work with and ask?

What am I prepared to share?

What can I confirm and what is being challenged?

What specific actions will I take and what support do I need?