**NHS Digital Leadership Assessment - Band X Rating Form**

**Assessment details**

Complete the information below before completing the rating form:

|  |  |
| --- | --- |
| Candidate: |  |
| Interviewer: |  |
| Date: |  |

**Points to remember**

* Only use this rating form once the interview has finished.
* Before scoring the candidate, review the rating guidance on the next page.
* Score each of the four competencies using the rating sheets within this document.
* Complete the summary results on this page.

**Summary results**

**Note:** the competencies used in this training are not the Generic Attributes, as some participants will be applying for roles and viewing the scoring criteria would provide an unfair advantage. However, the scoring approach and template are the same.

|  |  |
| --- | --- |
| **Competency** | **Overall Score** |
| Influencing others | **/4** |
| Managing change | **/4** |
| Supporting performance | **/4** |
| **TOTAL SCORE:** | **/12** |

**Scoring guidance**

* Remember that consistency is very important as it increases the validity of the assessment. Apply the same objective criteria when scoring each candidate. Do not allow yourself to be influenced by biases.
* Do not compare the candidate to others you have observed. Evaluate the candidate against the criteria in this document.
* After the interview, go through your notes and classify the evidence recorded.
* Review all of the evidence for each competency – looking across all of your notes (from other competency questions) for relevant evidence – and then use the designated page in this document to score each indicator as follows:

|  |  |
| --- | --- |
| Clear demonstration of indicator: | **✓✓** (Double tick) |
| Partial demonstration of indicator: | **✓** (Single tick) |

* You must have evidence to support your rating. **NEVER** give the candidate the benefit of doubt (e.g. if a candidate is between a double or single tick, always give a single tick).
* If you have insufficient evidence to score an indicator, leave it blank.
* Remember that the paired positive and negative indicators are **NOT opposites** of each other. It is possible to observe clear demonstration of a positive indicator, as well as evidence for it in the paired negative indicator.
* Once all of the indicators for a competency have been scored (or left intentionally blank), use the **appropriate table** below to arrive at an overall score for the competency.
* Use the spaces provided to summarise key points of feedback, both positive and negative. This will support any feedback given to the candidate. Your feedback comments should be factual and reflect the ratings you have given.

**Competency scores**

|  |  |
| --- | --- |
| **Competency Rating** | **Total tick score** |
| **4** (outstanding) | Total tick score is **7 or 8** |
| **3** (good) | Total tick score is **5 or 6** |
| **2** (marginal) | Total tick score is **3 or 4** |
| **1** (poor) | Total tick score is **1 or 2** |
| **0** (no evidence) | Total tick score is **0 or below** |

**INFLUENCING OTHERS**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Indicator score** | **Positive indicators** | | **Negative indicators** | | **Indicator score** |
|  | Makes evidence-based contributions to build credibility. | | Builds a case based entirely on their own opinion | |  |
|  | Gathers information from multiple sources to inform recommendations. | | Relies on a single source of information or evidence | |  |
|  | Listens to the opinions of decision makers and internal customers to inform their approach. | | Does not consider others’ perspectives | |  |
|  | Constructively challenges senior stakeholders when information exists that supports an alternative course of action. | | Says what others want to hear or challenges in an aggressive way | |  |
|  | **TOTAL Positive ticks** (double ticks count as two) |  |  | **TOTAL Negative ticks** (double ticks count as two) |  |
|  |  | **TOTAL TICK SCORE** (Positive ticks minus Negative ticks) |  |  |  |

|  |  |
| --- | --- |
| **INFLUENCING OTHERS**  (Positive and negative feedback summary) |  |
|  | **Competency Score (/4)** |

**CHANGE MANAGEMENT - A**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Indicator score** | **Positive indicators** | | **Negative indicators** | | **Indicator score** |
|  | Identifies opportunities for changes at local level. | | Reluctant to change. Prefers the status quo. | |  |
|  | Makes informed decisions quickly using the information available. | | Delays making decisions when adequate information is available. | |  |
|  | Maintains ongoing communication with stakeholders throughout implementation, adjusting plans as needed. | | Does not communicate with stakeholders during the process. | |  |
|  | Invites questions and responds to queries. Seeks to provide clarity where colleagues remain uncertain. | | Makes no attempt to reassure or support others when there is uncertainty. | |  |
|  | **TOTAL Positive ticks** (double ticks count as two) |  |  | **TOTAL Negative ticks** (double ticks count as two) |  |
|  |  | **TOTAL TICK SCORE** (Positive ticks minus Negative ticks) |  |  |  |

|  |  |
| --- | --- |
| **CHANGE MANAGEMENT**  (Positive and negative feedback summary) |  |
|  | **Competency Score (/4)** |

**CHANGE MANAGEMENT - B**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Indicator score** | **Positive indicators** | | **Negative indicators** | | **Indicator score** |
| **\*** | Seeks out and examines information to gain a comprehensive understanding of the change initiative | | Reluctant to change. Prefers the status quo. | |  |
| **\*\*** | Adapts to change | | Accepts surface information provided, doesn’t seek further clarification | |  |
| **\*\*** | Is positive in the face of uncertainty | | Provides criticism that is not contsructive | |  |
| **\*\*** | Makes effort to build relationships with others to embed change | | Makes no attempt to reassure or support others when there is uncertainty. | |  |
|  | **TOTAL Positive ticks** (double ticks count as two) | 7 |  | **TOTAL Negative ticks** (double ticks count as two) |  |
|  |  | **TOTAL TICK SCORE** (Positive ticks minus Negative ticks) |  |  |  |

|  |  |
| --- | --- |
| **CHANGE MANAGEMENT**  (Positive and negative feedback summary) |  |
|  | **Competency Score (/4)** |

**SUPPORTING PERFORMANCE - A**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Indicator score** | **Positive indicators** | | **Negative indicators** | | **Indicator score** |
|  | Communicates 'what good looks like' to others and checks for understanding. | | Shows no aspiration for the team to do more. Overly tolerant of low standards. | |  |
|  | Uses opportunities to develop less experienced members of the team (e.g. delegation, shadowing). | | Takes no direct involvement in developing capability of others. | |  |
|  | Sets clear, agreed goals for others to work towards. Shows trust in the ability of others to deliver. | | Sets ambiguous, uninspiring or unchallenging goals. | |  |
|  | Provides regular formal and informal feedback to team members they directly work with. Acknowledges good performance and identifies what can be improved. | | Delays giving feedback, or ‘waters down’ messages. Feedback lacks clarity. | |  |
|  | **TOTAL Positive ticks** (double ticks count as two) |  |  | **TOTAL Negative ticks** (double ticks count as two) |  |
|  |  | **TOTAL TICK SCORE** (Positive ticks minus Negative ticks) |  |  |  |

|  |  |
| --- | --- |
| **SUPPORTING PERFORMANCE**  (Positive and negative feedback summary) |  |
|  | **Competency Score (/4)** |

**SUPPORTING PERFORMANCE - B**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Indicator score** | **Positive indicators** | | **Negative indicators** | | **Indicator score** |
|  | Ensures all work is correct, seeking feedback and resolving errors or oversights. | | Lacks attention to detail with regards to quality of work | |  |
|  | Proactive in offering support, making self a resource to help others and seizing opportunities to assist whenever possible. | | Expects others to take responsibility for skills development | |  |
|  | Sacrifices own convenience to help others. | | Shows little interest in developing skills | |  |
|  | Takes initiative to increase skills through additional job responsibilities and new assignments. | | Sees no benefit in learning new skills | |  |
|  | **TOTAL Positive ticks** (double ticks count as two) |  |  | **TOTAL Negative ticks** (double ticks count as two) |  |
|  |  | **TOTAL TICK SCORE** (Positive ticks minus Negative ticks) |  |  |  |

|  |  |
| --- | --- |
| **SUPPORTING PERFORMANCE**  (Positive and negative feedback summary) |  |
|  | **Competency Score (/4)** |