

Introduction

Welcome to Health Service Managers' Survey

Aim of the study

The project will identify the management competency levels, and thus the training and professional development needs of senior and middle level managers working in the Chinese and Thai health systems in order to improve their management practice.

Based on the validated MCAP management competency framework (consisting of six core competencies that can be measured by 82 behavioural items), the project will differentiate the behavioural items that are most relevant and important for Chinese and Thai health managers to fulfil their managerial responsibilities and will also confirm their perceived competence levels.

In addition, the project will explore the types of management training that health service managers have completed in the past year and the relevance and usefulness of such training to improving their competency in performing their managerial responsibilities effectively and efficiently.

The combination of the above findings will identify the perceived training requirements to improve the management competence among Chinese and Thai health service managers and inform the future direction of training and professional development.

Who will participant?

Senior health service managers working in the public hospitals in Jinan, China, Thai District Health Office, District Hospital and Health Promoting Hospitals

How long each assessment will take?

No more than 25 minutes

This questionnaire consists of three components, with each component asking a series of questions about different topics:

First component: demographic, educational background and work experience

Second component: previous management professional development and its perceived usefulness and relevance

Third component: perceived relevance / importance of the behavioural items associated with the six core management competencies, and confirmation of competency level for each

Informed consent

By proceeding the survey, you will give full consent to the participation of the online survey. However, you can withdraw from the survey at anytime by simply not to proceed the survey or not to submit the answers at the end of the survey.

1. Please select the classified level of the hospital where you are currently employed (for Chinese participants only)

- Category III
- Category II
- Category I

2. What is the level of your management position?

- Executive Directors
- Director of Administration
- Associate Director of Administration
- Director of Medical Services
- Associate Director of Medical Services
- Director of Nursing

3. Have many years have you been in the current management position?

4. How many years have you been working as a health service manager (including the current management position)?

5. How many years have you been working in the hospital system (including all years that you work for other hospitals)

6. What is your gender?

- Male
 Female

7. What is your age?

8. Do you have any of the following degrees?

- TAFE
 Bachelors
 Master
 Doctorate or PhD

9. Please select the discipline(s) of all of the degrees that you obtained

- Medicine
 Nursing
 Management
 Others (please key in details)

10. Are you currently studying to obtain a degree? If yes, please provide the type of degree and the discipline area of study?

- No
 Yes

10a. I am currently studying for the following degree

- TAFE
 Bachelors
 Master
 Doctorate or PhD

10b. What is the discipline area of the study?

- Medicine
 Nursing
 Management
 Others (please key in details)

Second component

11. Please indicate how important these competencies are to your current management position

	Very unimportant	Somewhat unimportant	Neither unimportant or important	Somewhat important	Very important
Evidence-informed decision-making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Operations, administration and resource management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrated knowledge of healthcare environment and the organisation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpersonal, communication qualities and relationship management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leading people and organisation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enabling and Managing Change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12.

Please indicate whether you felt well prepared to demonstrate each of the following management competencies prior to taking up the recent management position.

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
Evidence-informed decision-making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Operations, administration and resource management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrated knowledge of healthcare environment and the organisation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpersonal, communication qualities and relationship management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leading people and organisation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enabling and Managing Change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13.

Did you undertake any of the following types of management training that prior to taking up the current management position (**Tick all that apply**)

- Conflict resolution
- Employee Relations
- Safety and Emergency
- Performance management
- Leadership and Supervisory
- Human resource management
- Making management decisions
- Health information management
- Time Management and Planning
- Interpersonal and communication
- Health service resource management
- Strategic Planning and implementation
- Service / project planning and evaluation
- Healthcare quality monitoring and control
- Value and ethics in healthcare organisation
- Health and organisation policies and procedures
- Others

14.

Have you undertaken any of the following types of management training after you have taken up the current management position? (**Tick all that apply**)

- Conflict resolution
- Employee Relations
- Safety and Emergency
- Performance management
- Leadership and Supervisory
- Human resource management
- Making management decisions
- Health information management
- Time Management and Planning
- Interpersonal and communication
- Health service resource management
- Strategic Planning and implementation
- Service / project planning and evaluation
- Healthcare quality monitoring and control
- Value and ethics in healthcare organisation
- Health and organisation policies and procedures
-

Others

15. In the past three years, have you committed/participated in any of the following types of the study for more than 10 hours per year?

- Non-management related training organised or provided by the current hospital that you are employed
- Management related training organised or provided by the current hospital that you are employed
- Non-management related training organised or provided externally
- Management related training organised or provided externally
- Self-study on management-related topics
- I did not commit to any of the above training

16. During the past three years, have you encountered any of the difficulties listed below in fulfilling your management role?

Please select from the list below (Tick all that apply). Please add any additional significant difficulties you have encountered not included in the list.

- Peer conflict
- Team conflict
- High staff turnover
- Conflicts with patients
- Creating an innovative team
- Making right hiring decisions
- Losing a high potential employee
- Changing team skill requirements
- Doing something unethical or wrong
- Confronting higher management level
- Confronting an employee performance problem
- Employee engagement in decision-making and implementation of change
- Having to learn something new such as information or medical technology
- I have not encountered any of the above difficulties
- Others (please provide details)

17. You have just finished the first and second components of the survey!

You are getting there, thank you for the patience and efforts so far.

The third component is about the perceived competence and importance of the six core management competencies consisting 82 behavioural items.

Third Component - perceived management competence

. Two scales will be used below to measure the level of competence and also the importance of the competency and associated behavioural items.

<i>Competency Assessment Descriptive Scale</i>	
1	May be capable of demonstrating minor aspects in my role
2	May be capable of demonstrating in my role, but not in all required aspects
3	Can fully demonstrate in my role with regular guidance
4	Can generally demonstrate in my role, but guidance is needed occasionally
5	Can demonstrate in my role independently without guidance
6	Always apply appropriately in my role with extensive experience
7	Always apply appropriately in my role, with extensive experience gained from diverse management roles at executive level
<i>The level of importance to the management role</i>	
1	Very unimportant
2	Not so important
3	Unsure whether it is important
4	So what important
5	Very important

18. According to the above competency descriptive scale, please indicate the level of competence for each of the following competencies

	1	2	3	4	5	6	7
Evidence-informed decision-making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Operations, administration and resource management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrated knowledge of healthcare environment and the organisation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpersonal, communication qualities and relationship management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leading people and organisation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enabling and Managing Change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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6	Always apply appropriately in my role with extensive experience
7	Always apply appropriately in my role, with extensive experience gained from diverse management roles at executive level
The level of importance to the management role	
1	Very unimportant
2	Not so important
3	Unsure whether it is important
4	So what important
5	Very important

19. Please indicate the competence level and importance of each of behavioural items for each of the six core management
Competency One - Evidence-informed decision-making

	Competency level in demonstrating each item							Importance to your management role					
	1	2	3	4	5	6	7	1	2	3	4	5	
Use timely and appropriate questioning/investigation to identify the nature of a problem, issue or opportunity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seek appropriate evidence from multiple organisational sources to guide the identification of solutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seek appropriate (qualitative /quantitative) evidence from multiple external sources to guide the identification of solutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critically appraise the validity and relevance of evidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assess and prioritise the relevance of evidence to the question(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use evidence to question and improve existing practice and processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1	2	3	4	5	6	7	1	2	3	4	5	
Apply the best form(s) of evidence to guide management decision-making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluate the process of seeking and applying evidence to management decision-making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Anticipate decision implementation problems/ impacts and develop and communicate appropriate contingency plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Set and use measures to evaluate decision outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support and encourage colleagues and subordinates to use evidence to guide decision-making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Anticipate and prepare for the future by staying abreast of best practice and emerging trends that will have an impact on health outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

. Two scales will be used below to measure the level of competence and also the importance of the competency and associated behavioural items.

Competency Assessment Descriptive Scale	

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6	Always apply appropriately in my role with extensive experience
7	Always apply appropriately in my role, with extensive experience gained from diverse management roles at executive level
<i>The level of importance to the management role</i>	
1	Very unimportant
2	Not so important
3	Unsure whether it is important
4	So what important
5	Very important

20.
Competency Two - Operations, administration and resource management

	Competency level in demonstrating each item							Importance of each item to your management role				
	1	2	3	4	5	6	7	Very unimportant	Somewhat unimportant	Neither unimportant or important	Somewhat important	Very important
Complete necessary workforce records (eg overtime, leave, rosters, attendance, absence) to inform the payroll process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Balance the needs of organisation and of staff through effective planning and management of staff roster and work coverage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpret basic financial statements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Monitor financial performance by analysing a variety of financial data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop budgets in accordance with organisational objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manage budgets in accordance with organisational objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Anticipate and plan for changes in policies affecting funding to the organisation/unit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Design and develop appropriate roles and reporting structure (across a range of areas) in accordance with organisational objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effectively manage recruitment, selection and appointment of sufficient, suitably skilled staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1	2	3	4	5	6	7	Very unimportant	Somewhat unimportant	Neither unimportant or important	Somewhat important	Very important
Effectively manage staff turnover and retention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manage staff in accordance with human resource policy and procedure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establish and maintain the organisation's insurance contracts and financial relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct regular two-way performance review & development discussions to support staff development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognise and develop the performance of others by providing timely and appropriate feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contribute to continuous improvement of organisational processes, including quality and safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use performance measures and industry benchmarks to inform continuous performance improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plan, execute and evaluate projects with significant scope and impact	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. Two scales will be used below to measure the level of competence and also the importance of the competency and associated behavioural items.

<i>Competency Assessment Descriptive Scale</i>	
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5	Can demonstrate in my role independently without guidance
6	Always apply appropriately in my role with extensive experience

7	Always apply appropriately in my role, with extensive experience gained from diverse management roles at executive level
<i>The level of importance to the management role</i>	
1	Very unimportant
2	Not so important
3	Unsure whether it is important
4	So what important
5	Very important

22.
Competency Three - Demonstrated knowledge of healthcare environment and the organisation

	Competency level in demonstrating each item							Importance of each item to your management role				
	1	2	3	4	5	6	7	Very unimportant	Unimportant	Neither unimportant or important	Important	Very important
Demonstrate understanding of the healthcare industry and its impact on healthcare organisations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate understanding of political, social, technical and economic factors and their impact on the organisation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate understanding of the roles of key stakeholders in health and how they interact	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate understanding of the highly professionalised health workforce	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply relevant legislation and accountability frameworks specific to healthcare settings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate awareness of clinical and non-clinical risks specific to healthcare organisations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1	2	3	4	5	6	7	Very unimportant	Unimportant	Neither unimportant or important	Important	Very important
Apply quality indices and benchmarks to identify opportunities, set performance standards and improve quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply risk management concepts and techniques in their work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate understanding of the diversity of healthcare needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate awareness of the organisation's history, culture and development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effectively navigate organisational structures, roles and relationships in order to achieve work goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. Two scales will be used below to measure the level of competence and also the importance of the competency and associated behavioural items.

<i>Competency Assessment Descriptive Scale</i>	
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<i>The level of importance to the management role</i>	
1	Very unimportant
2	Not so important
3	Unsure whether it is important
4	So what important
5	Very important

23.
Competency Four - Interpersonal, communication qualities and relationship management

	Competency level in demonstrating each item							Importance of each item to your management role				
	1	2	3	4	5	6	7	Very unimportant	Unimportant	Neither unimportant or important	Important	Very important
Show trust and respect for others in their actions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide appropriate support to others in the workplace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listen and empathise with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engage confidently and constructively in verbal and non-verbal interactions with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicate verbally in a clear, logical and grammatically correct manner in both formal and informal situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Produce written reports/materials which are appropriate for both audience and purpose	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Invest time and effort in working and engaging with stakeholders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Actively question, listen, respond and provide feedback as a basis for effective communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Function effectively in a team by developing and maintaining professional relationships with people from a wide range of backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1	2	3	4	5	6	7	Very unimportant	Unimportant	Neither unimportant or important	Important	Very important
Build collaborative internal and external relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adopt a flexible, client-oriented approach that is sensitive to diverse needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consider and act with sensitivity to the politics of any given situation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work through conflict (and with diverse views) by initiating and engaging in robust conversations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate awareness of own emotions and their impact on others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Show self-control over disruptive emotions and impulses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintain focus, set realistic goals and are not easily distracted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Show awareness of, and sensitivity to, the feelings of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

. Two scales will be used below to measure the level of competence and also the importance of the competency and associated behavioural items.

Competency Assessment Descriptive Scale	
1	May be capable of demonstrating minor aspects in my role
2	May be capable of demonstrating in my role, but not in all required aspects
3	Can fully demonstrate in my role with regular guidance
4	Can generally demonstrate in my role, but guidance is needed occasionally
5	Can demonstrate in my role independently without guidance
6	Always apply appropriately in my role with extensive experience
7	Always apply appropriately in my role, with extensive experience gained from diverse management roles at executive level
The level of importance to the management role	
1	Very unimportant
2	Not so important
3	Unsure whether it is important
4	So what important
5	Very important

24.

Competency Five - Leading people and organisation

	Competency level in demonstrating each item							Importance of each item to your management role				
	1	2	3	4	5	6	7	Very unimportant	Unimportant	Neither unimportant or important	Important	Very important
Develop and/or implement a shared vision to achieve organisational goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Competency level in demonstrating each item							Importance of each item to your management role				
	1	2	3	4	5	6	7	Very unimportant	Unimportant	Neither unimportant or important	Important	Very important
Manage with reference to the broader organisational context												
Engage effectively in organisational decision-making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inform and educate influential decision makers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Balance the values and priorities of both organisation and profession(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lead, develop and evaluate performance to build an effective team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Empower others to achieve goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1	2	3	4	5	6	7	Very unimportant	Unimportant	Neither unimportant or important	Important	Very important
Adapt leadership style to suit the situation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establish and maintains a personal and professional support network	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Persevere to achieve goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate energy, commitment and enthusiasm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage ideas and identify opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Remain calm whilst under pressure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

. Two scales will be used below to measure the level of competence and also the importance of the competency and associated behavioural items.

Competency Assessment Descriptive Scale	
1	May be capable of demonstrating minor aspects in my role
2	May be capable of demonstrating in my role, but not in all required aspects
3	Can fully demonstrate in my role with regular guidance
4	Can generally demonstrate in my role, but guidance is needed occasionally
5	Can demonstrate in my role independently without guidance
6	Always apply appropriately in my role with extensive experience
7	Always apply appropriately in my role, with extensive experience gained from diverse management roles at executive level
The level of importance to the management role	
1	Very unimportant
2	Not so important
3	Unsure whether it is important
4	So what important
5	Very important

25. Competency Six - Enabling and Managing Change

	Competency level in demonstrating each item							Importance of each item to your management role				
	1	2	3	4	5	6	7	Very unimportant	Unimportant	Neither unimportant or important	Important	Very important
Explain the need for change in an effective way	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assess readiness for change and plans accordingly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Act accountably and accept personal responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effectively balance consultation and decisiveness in decision making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use available evidence to appraise options	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1	2	3	4	5	6	7	Very unimportant	Unimportant	Neither unimportant or important	Important	Very important
Anticipate and appreciate the impact of change and plans accordingly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implement change and effectively manage the transition process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluate the processes and outcomes of change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognise and tolerate ambiguity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26.

The second phase of the study will be Focus Group Discussions (FGD). The purposes of the FGD is to clarify some of the findings of the survey, discuss professional development needs of senior health service managers, and to formulate strategies in developing the health service management workforce.

If you would like to participate in the FGD roughly 6 months after completed the survey, please provide your email address in the space provided. You will be contacted by one of the project investigators with more details.

- No, I do not want to participate in the FGD
- Yes, please contact me with details in relation to the FGD via this email address

27.

You have come to the end of the assessment. Please click Yes to submit the answers, or use the previous button to review the answers.

Please note, once the survey is submitted, you will not be able to withdraw the data provided in the survey as no identifiable information is linked to the survey.

- Yes