

Diagnostic checklist for systems leadership teams

This checklist reflects insights and research from academic and practitioner work on teams, public leadership and systems and has been developed through reflection on practice.* It is intended to be used repeatedly by systems leadership teams; something you can use as a regular part of your work together to keep you focussed on how to improve your collective and individual systems leadership capacity.

1. Work through the checklist individually and grade your systems leadership team against each of the criteria
2. Provide an overall grade for each section.
3. The most important part of using the checklist is the discussion that you then have as a team and the actions that you agree to take as a result. Until you have agreed your actions the checklist has not done its job!

	How is this leadership team's design and capability?	What needs to shift or change and what will help this to happen?	Grade Overall
	A B C D E		
Authorising Environment	<p>_____ We have a clear sense of our mandate and our 'authorising environment'</p> <p>_____ We keep connected to and and make sense of the wider environment and adapt accordingly</p> <p>_____ We see ourselves as leading for/with the system/community not just our institutions</p>		

* Originally adapted by Liz Goold, Chris Pietroni and Mari Davis from Hawkins (2011), Waggerman & Hackman (2010), Moore (1995), Wheatley (2014)
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Clarifying	<p>_____ We have a shared compelling purpose and priorities that are <i>clear</i> to all members and their constituency and linked to public value</p> <p>_____ We have a high level of systems thinking in the group as a whole that we apply to our collective endeavour</p> <p>_____ We do 'the real work' together involving interdependent tasks and important joint decisions</p>		
Co-Creating	<p>_____ We have a safe environment where 'un-discussables', concerns and differences can be raised and worked with</p> <p>_____ We have an interdependent team culture that maximises the diversity of roles and experience and complementary skills and styles needed to lead this effort</p> <p>_____ We have explicit norms of conduct that specify what we expect of each other and regularly hold ourselves accountable to them</p>		
Connecting	<p>_____ We actively engage all the critical stakeholders (internal/external) in our work and pay attention to the quality of those relationships</p> <p>_____ We actively work across sector/professional, organisational and cultural boundaries and create spaces and opportunities to harness multiple perspectives</p> <p>_____ We actively engage and learn from others beyond our own networks</p>		
Core Learning	<p>_____ We actively seek real-time feedback from each other and stakeholders and act on it</p> <p>_____ We build in regular opportunities to take stock, reflect, think together and make sense of learning from practice</p> <p>_____ We provide regular support and challenge to each other to sustain individual and collective learning and performance</p> <p>_____ We are open to experimenting, innovating and learning from mistakes</p>		