



The State of Veterinary Leadership in the UK

The VMG Veterinary Leadership Standards Framework research findings 2024

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Executive summary

Background

In 2020, VMG launched the Veterinary Leadership Standards Framework (LSF), an evidence-based summary of the three domains required for an effective leader in the veterinary sector – Professional Values, Behaviours and Practices, and Knowledge and Skills. The LSF was accompanied by a self-assessment tool, which veterinary leaders can complete to identify their areas of strength and areas for development. This report presents an analysis by Shift Insight of 413 submissions via the online self-assessment tool, between March 2022 to February.

What is the current state of leadership in the veterinary sector?

Respondents overall were most likely to indicate their current level of leadership knowledge and skills was 'Intermediate' (46%). It was notable that only 1% indicated that their current level of knowledge was 'Expert'.

As shown below, there were significant differences by career level – 92% of Starting/Aspiring leaders indicated their knowledge was basic, compared to only 5% of Principal Leaders and 4% of Senior Management.

Those rating themselves differently in terms of leadership knowledge did demonstrate differing levels of confidence in their understanding of key topics in the framework and exhibited different levels of consistency in behaviours. **However, it was notable that some knowledge and behaviours were not present even in those indicating 'advanced' or 'expert' status, particularly in the area of planning and strategy.**

In which values, behaviours, knowledge, and skills do leaders report being most confident?

Veterinary leaders were particularly confident in their implementation of actions and behaviours around professional values and around their positive advocacy for the profession, their organisation and the sector.

Most consistent professional values:

- Maintain principles of hierarchy and integrity
- Take pride in high standards of professional competence
- Believe in the power of great leadership to enhance animal welfare

Most consistent behaviours:

- Demonstrate my professional values
- Be a positive advocate for my profession
- Be positive advocate for the veterinary sector
- Be a positive advocate for my organisation

Knowledge areas most often completely understood:

- The recruitment cycle
- Role and functions of the RCVS, VMD, NOAH and DEFRA
- The mental health support services available
- Principle of data protection
- Principles and practice of informed consent

In which values, behaviours, knowledge, and skills do leaders report that they require development?

While the data collected looks only at where veterinary leaders report a lack of understanding, rather than how important it is that they require this understanding, it still indicates key gaps that could be a useful focus for CPD, by the VMG or other sector bodies.

In comparison to professional values, as well as behaviour and practices, veterinary leaders were much less likely to give confident responses in leadership areas related to knowledge and skills. This was particularly the case in knowledge areas related to planning and strategy, and in behaviours relating to both planning and strategy as well as leading change and innovation.

Particular areas of potential focus might include those listed right.

Knowledge areas:

- How to support remote or dispersed teams
- Different strategic planning models
- How to identify collaborative partners
- How to conduct a skill gap analysis
- How to develop a communication strategy
- Corporate social responsibility
- Different change models and processes
- How to resolve conflict
- Mindset theory
- How to negotiate

Conclusions

The data collected in this exercise suggests a professional leadership with pride in its professional values, displaying key strengths in interpersonal skills, regulatory compliance, mental health and wellbeing support, and advocacy in particular. However, it also suggests significant opportunities for strengthening the sector through the development of knowledge, skills, and behaviours in a number of key areas - most notably around strategic development and planning, leading innovation and the use of theoretical models and data.



Behaviour areas:

- Ensure that my organisation is regularly benchmarked against our competitors
- Regularly review our local and national social and economic situation, and plan for potential impacts
- Regularly evaluate our work for its environmental impact
- Set and critically evaluate KPIs for my team
- Ensure that organisational data is regularly collated, analysed and shared
- Regularly review business plans and adjust as necessary
- Align projects with strategic goals to ensure we are on track
- Actively review supplier relationships and act accordingly
- Regularly review our current and potential future client/customer demographics
- Actively assess my organisational culture and my impact on it

Background to the project

The Veterinary Management Group (VMG) are the UK's professional association for those in veterinary leadership and management. It works to transform leadership in the profession by providing inspiration, guidance, training and practical resources – enabling leaders and managers to develop the skills they need to succeed, both personally and professionally.

In 2020, VMG launched the **Veterinary Leadership Standards Framework (LSF)**, an evidence-based summary of the three domains required for an effective leader in the veterinary sector – Professional Values, Behaviours and Practices, and Knowledge and Skills. The LSF **was accompanied by a self-assessment tool**, which veterinary leaders can complete to identify their areas of strength and areas for development.

This report presents an analysis of 413 submissions via the online self-assessment tool, between March 2022 to February 2024.

Question areas

The questionnaire within the self-assessment tool included 95 questions, linked to the following areas of the Veterinary Leadership Standards Framework.

- Professional values
- Behaviours and practices
- Knowledge and skills

The VMG Veterinary Leadership Standards Framework:

1. Supports the initial and continuing professional development of all those working in, or aspiring to, leadership roles in the veterinary sector.
2. Demonstrates to the veterinary sector, clients, and other stakeholders the benefits that excellent leadership and management bring to the provision of veterinary services.
3. Fosters dynamic approaches to veterinary leadership and management through creativity, innovation and continuous development in diverse veterinary practice, business, and/or organisational settings.
4. Facilitates individuals and organisations in striving towards and gaining formal recognition for excellence in leadership and management.
5. Acknowledges the variety of roles, styles and approaches contributing to excellent 21st century veterinary leadership and management.



1
Developing Yourself



3
Developing Others



5
Planning and Strategy



2
Communicating and Influencing



4
Leading Change and Innovation



6
Knowing your sector

Key research objectives

The overall aim of the project is to identify leadership skills gaps and training priorities in the veterinary sector. This project will also provide the VMG with a robust benchmark to focus its future activities.

The analysis aims to answer the following research questions (right):

What is the current state of leadership in the veterinary sector?

In which values, behaviours, knowledge and skills do leaders report being most confident?

In which values, behaviours, knowledge and skills do leaders report that they require development?

Analysis methods

Shift Insight used Q Professional software for processing and analysing the survey responses. This enabled us to clearly identify findings that are statistically significant, using appropriate tests for each question type.

All questions have been analysed to examine variations in responses by current leadership career stage and self-assessed level of leadership knowledge and skills. Only differences which are statistically significant at a 95% confidence level are reported. An appendix to this report contains tables for all questions in the survey.

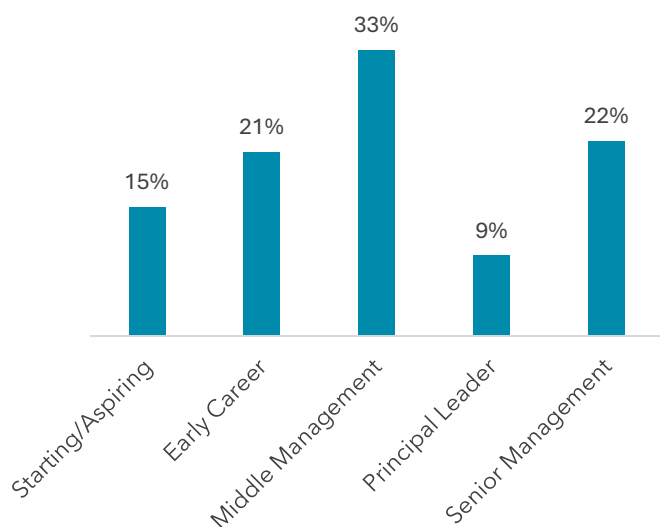
Profile of respondents

413 usable responses were received. Respondent profiles were as follows:



Career stage

Q: How would you describe your current leadership career stage?
Base n = 143



Job role	%
Practice Manager	33.66%
Head/Senior RVN	23.97%
Head/Senior Vet	22.28%
Senior Administrator	8.72%
Area/Regional Manager	4.84%
Client Care Manager	3.15%
Educator/Academic	2.18%
Other	1.21%

Behaviour and practice

While respondents often said that they frequently (i.e. 'always' or 'most of the time') demonstrated professional values, led by example or acted as a positive advocate; they were less consistent in supporting others, challenging themselves and others or using the principles of evidence-based practice. Nevertheless, as with the questions on professional values, very few respondents indicated that they never acted in accordance with these statements.

Veterinary leaders that reported a basic level of leadership knowledge and skills were most likely to indicate that they had not frequently challenged others to evaluate and improve their performance (52% vs 68% overall), used the principles of evidence-based practice (61% vs 71%) and supported others to develop their leadership practice (61% vs 76%). Those in Head/Senior Vet roles were more likely to indicate that they used the principles of evidence-based practice, though this may have been interpreted by some in relation to their clinical role.

[See full data tables for all questions in this area](#)



Knowledge and skills 1: Developing yourself

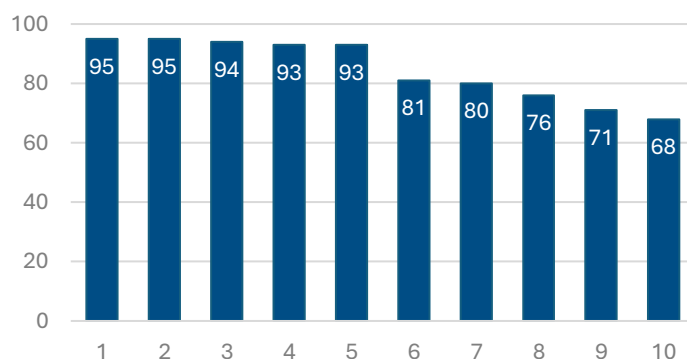
In terms of developing themselves, veterinary leaders in the sample were most confident in seeking support for their own needs, but they were least likely to be contributing to the advancement of the profession, or having enough time to reflect and plan.

Only 37% of veterinary leaders agreed that they contributed to advancing the field of veterinary leadership frequently (i.e. selecting 'definitely' or 'mostly'). One potential barrier for this may be time constraints. Of the 41% who felt that they made time in their day to pause, reflect and plan, 58% indicated they were frequently contributing to advancing the field of veterinary leadership, compared to only 22% who made time to pause, reflect and plan less frequently.

Notably, only 23% of those that rated their current level of leadership knowledge and skills as 'basic' felt that they contributed to advancing the field of veterinary leadership frequently, compared to 64% of those that rated their level 'advanced'.

This section also explored respondents' future career plans. Just under half felt that they had the next step in their career planned.

In my working life, I understand... % of respondents indicating 'always' or 'most of the time'



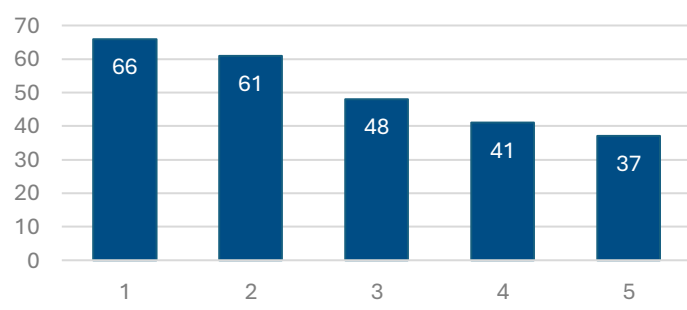
1. Demonstrate my professional values
2. Lead by example
3. Am a positive advocate for my profession
4. Am a positive advocate for the veterinary sector
5. Am I positive advocate for my organisation
6. Engage in CPD appropriate to my current role and career goals
7. Challenge myself to evaluate and improve my performance
8. Support others to develop their leadership practice, whatever the role
9. Use the principles of evidence-based practice
10. Challenge others to evaluate and improve their performance

Base n = 413, all questions in this section shown in

Those who rated their current level of leadership knowledge and skills as 'advanced' were most likely to feel that they had their career planned (66%).

[See full data tables for all questions in this area](#)

In my working life, I understand... % of respondents indicating 'definitely' or 'mostly'



1. Actively seek feedback on my performance
2. Have a support network of people who can support, advise, challenge and empower me
3. Have the next step in my career planned
4. Make time in my day to pause, reflect and plan
5. Contribute to advancing the field of veterinary leadership

Base n = 409-411, all questions in this section shown in chart



Knowledge and skills 2: Communicating and influencing

When exploring communication and influence, veterinarians were most confident using their interpersonal skills, and least confident in their understanding of formal processes or theories, such as communication strategy and mindset theory, or those that might involve interpersonal conflict or negotiation.

Behaviours relating to communicating and influencing

Questions around behaviours in this area highlighted respondents' confidence around other interpersonal skills, such as communicating appropriately and effectively with people from different cultures, and using active listening techniques. They were far less likely to indicate practising the more business-related skill of regularly reviewing the 'client journey' through their organisation.



Knowledge and skills 3: Developing others

Veterinary leaders submitting data appeared to have the most confidence in issues around mental health and wellbeing. Again, there was less confidence in areas relating to theoretical elements. Interestingly, given an increased move to hybrid working in all areas of life since COVID, respondents indicated very low levels of confidence in supporting remote or dispersed teams.

Practice Managers were particularly confident about mental health and the recruitment cycle. Senior Management were more confident across almost all areas than other leadership levels. A lack of understanding of skills gaps analysis and supporting remote teams was present across all self-assessed levels of expertise, aside from those who considered themselves experts.

Behaviours relating to developing others

Around half of respondents reported either definitely or mostly following the standards set out in this area, including visibly practising good wellbeing habits (e.g. taking breaks, eating lunch), actively promoting interprofessional working and ensuring exit interviews were conducted.

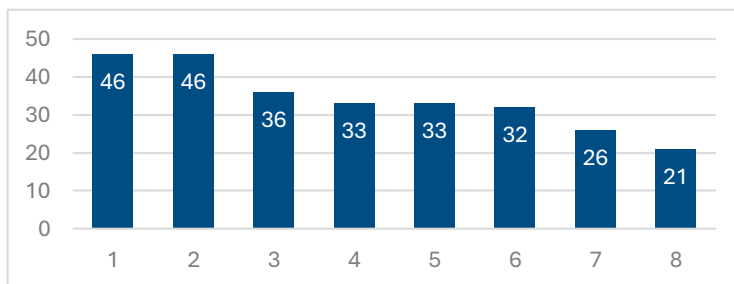
Only 10% overall 'definitely' had a succession plan in place, including 24% of Principal Leaders and 16% of Senior Managers.

[See full data tables for all questions in this area](#)

There were exceptions - 76% of Principal Leaders indicated that they reviewed the client journey (i.e. selected 'definitely' or 'mostly'), compared to 44% overall. Those who indicated their leadership knowledge and skills were 'advanced' were also far more likely to do this (68%).

[See full data tables for all questions in this area](#)

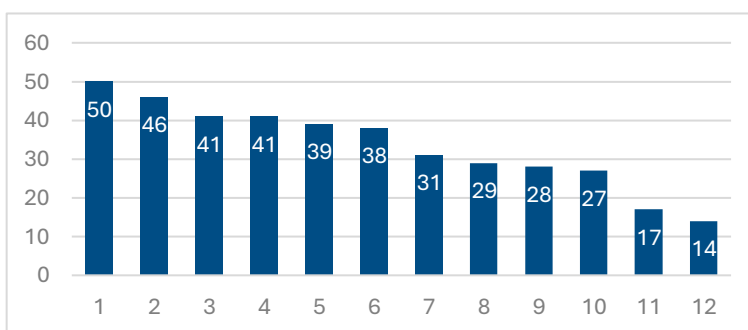
In my working life, I understand... % of respondents indicating 'definitely' or 'mostly'



1. The use and interpretation of nonverbal communication
2. How to manage a complaint
3. The use and impact of print, broadcast, digital and social media
4. The communication tools available
5. How to resolve conflict
6. How to negotiate
7. How to develop a communication strategy
8. Mindset theory

Base n = 406-412, all questions around understanding for this section shown

In my working life, I understand... % of respondents indicating 'definitely' or 'mostly'



1. The mental health support services available
2. The recruitment cycle
3. The positive wellbeing tools and techniques available
4. The principles of mental health first aid
5. The risks, signs and management of workplace bullying
6. The risks, signs and management of stress
7. The principles and practice of effective coaching and mentoring
8. How to set up a coaching or mentoring relationship
9. How to implement and evaluate a personal development plan
10. Theories of team building and development
11. How to support remote or dispersed teams
12. How to conduct a skills gap analysis

Base n = 406-412, all questions around understanding for this section shown in this chart



Knowledge and skills 4: Leading change and innovation

In this area of the framework, we again saw that veterinary leaders' confidence in their interpersonal skills was not matched by their confidence in understanding theoretical models or more commercial elements.

There were differences across job roles here, with Head/Senior RVNs less likely to indicate that they understand how to motivate others - 22% indicated they understand 'completely' or 'very well', compared to 50% of Practice Managers. They were also less confident than other roles about how to effectively manage a project or make a business case for change. As with other sections of the framework, those who reported advanced or expert knowledge were more likely to feel they understood these areas - though still only 44% of those indicating their knowledge was 'advanced' felt they understood change models and processes 'completely' or 'very well'.

Behaviours relating to leading change and innovating

In terms of behaviours in this area, respondents were most likely to be identifying all stakeholders for any proposed change and ensuring they are appropriately consulted (45% selecting 'definitely' or 'mostly'), but far less likely to be conducting a number of data-related activities, namely:



Knowledge and skills 5: Planning and strategy

Of all the areas in the framework, these were least well understood by respondents - four areas (different strategic planning models, how to identify collaborative partners, corporate social responsibility, and how to assess financial performance) had the largest number of people indicate that they did not understand them at all. In the case of identifying partners, over a third of respondents reported that they had no understanding at all of how to do this.

Consistent with other areas, Head/Senior RVNs were less confident in these areas, while Area/Regional Managers were more confident, particularly around assessing financial performance and identifying collaborative partners. As might be expected, Principal Leaders and Senior Management were much more confident in their understanding than those at other levels - though still only one quarter of these respondents, as well as 36% of those who considered their level of leadership knowledge as 'advanced', indicated that they understood different strategic planning models 'completely' or 'very well'.

Ensuring that organisational data is regularly collated, analysed and shared (30%)

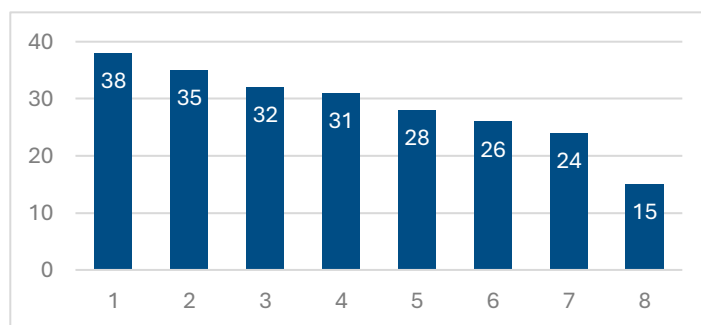
Ensuring that my organisation is regularly benchmarked against our competitors (26%)

Setting and critically evaluating KPIs for my team (22%)

This perhaps suggests that where goals are set and evaluated, it may be qualitative or based on a small number of quantitative measures. Area/Regional Managers were the exception, with 65% 'definitely' or 'mostly' sharing performance measures and outcomes with their team, and setting and critically evaluating their team's KPIs. There was a particular contrast here to Head/Senior RVNs - only 22% and 8% of whom reported 'definitely' or 'mostly' doing these.

[See full data tables for all questions in this area](#)

In my working life, I understand... % of respondents indicating 'definitely' or 'mostly'



1. How to motivate people
2. How to set goals and evaluate success
3. Where to source reliable information on new technology, products, services or processes
4. The principles of clinical audit
5. How to effectively manage a project
6. How to make a business case for a change
7. Theories or organisational culture
8. Different change models and processes

Base n = 407-411, all questions around understanding for this section shown in this chart

Behaviours relating to planning and strategy

Unsurprisingly then, many behaviours linked to these areas appeared to be inconsistently exhibited. 46% of Practice Managers and 77% of Head/Senior RVNs reported that they regularly review business plans and adjust as necessary either 'a little' or 'not at all'.

[See full data tables for all questions in this area](#)



Knowledge and skills 6: Knowing your sector

Respondents overall appeared to have a good understanding of many of the regulatory and legal aspects of the sector, including high levels of understanding of issues around data protection and informed consent. Again, perhaps indicative of a less strategic approach to their organisations, they had less awareness of their environmental context more broadly – 34% indicated that they had either little or no understanding of the impact of the political, economic, social, technological, legal and environmental context.

Senior Administrators were less likely than those in other roles to indicate understanding issues around informed consent – 28% reported that they understood this either a 'little' or 'not at all'. Understanding here was consistent across career stages (particularly for principles of public health, role and functions of the RCVS, VMD, NOAH and DEFRA, and the laws governing the veterinary sector).

Behaviours relating to knowing the sector

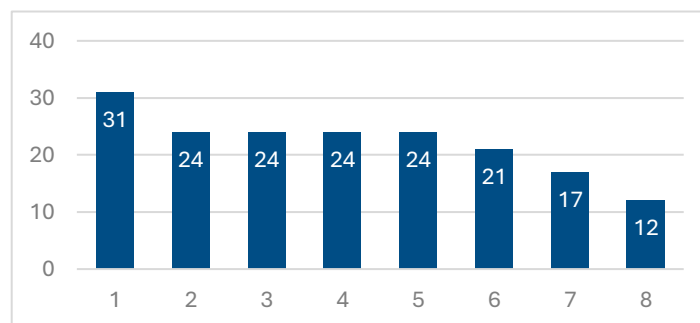
There was considerable variation in the degree to which indicated behaviours were implemented in this area. The following behaviours were widely reported as occurring 'definitely' or 'mostly':

- Ensuring my team comply with their Codes of Professional Conduct (83%)
- Regularly reviewing our consent processes and protocols (53%)

Others were far less so, again often in strategic or commercial areas:

- Actively working to reduce our impact on the environment (33%)
- Regularly reviewing our current and potential future client/customer demographics (30%)
- Regularly evaluating our work for its environmental impact (25%)
- Regularly reviewing our local and national social and economic situation, and planning for potential impacts (20%)

In my working life, I understand... % of respondents indicating 'definitely' or 'mostly'



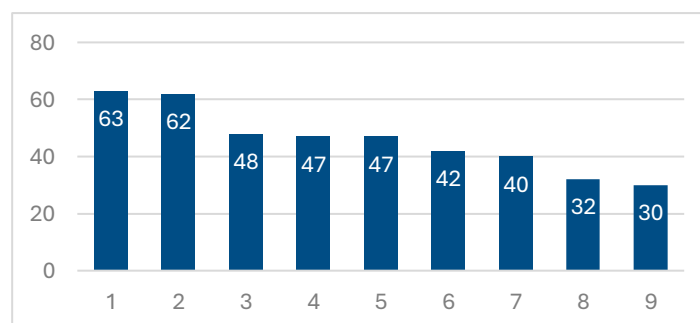
1. How to set goals and evaluate success
2. How to assess financial performance
3. How to set an organisation vision, mission and purpose
4. How to determine organisational values
5. How to carry out a significant event audit
6. Corporate social responsibility
7. How to identify collaborative partners
8. Different strategic planning models

Base n = 409-411, all questions around understanding for this section shown in this chart

Senior Administrators were less likely to ensure their team complies with their Codes of Professional Conduct (58%, compared to 90% of Area/Regional Managers and Head/Senior RVNs. This was also a task more likely to be implemented by Principal Leaders and Senior Management (92%), which may reflect responsibilities within practices themselves.

[See full data tables for all questions in this area](#)

In my working life, I understand... % of respondents indicating 'definitely' or 'mostly'



1. Principles and practice of informed consent
2. Principles of data protection
3. Principles of public health
4. Role and functions of the RCVS, VMD, NOAH and DEFRA
5. Laws governing the veterinary sector
6. Principles and practice of environmental sustainability
7. Principles of professional indemnity
8. Impact of political, economic, social, technological, legal and environmental context
9. Business and legal structures available

Base n = 407-410, all questions around understanding for this section shown in this chart

Appendix: Data tables

Professional values

Q4. In my working role, I understand...					
Row %	Always	Most of the time	Sometimes	Rarely	Never
Maintain principles of honesty and integrity	84.02%	15.74%	0.24%	0%	0%
Take pride in high standards of professional competence	72.40%	25.91%	1.45%	0.24%	0%
Believe in the power of great leadership to enhance animal welfare	72.40%	22.52%	4.84%	0.24%	0%
Believe in the power of great leadership to enhance people's wellbeing	70.46%	26.63%	2.91%	0%	0%
Am committed to continuous improvement	68.77%	28.81%	1.94%	0.48%	0%
Champion the diversity of individuals	49.64%	39.47%	10.90%	0%	0%
Champion the diversity of communities and society	41.40%	39.71%	16.46%	2.18%	0.24%
Total sample; Unweighted; base n = 413					

Behaviour and practice

Q5. In my working role, I understand...					
Row %	Always	Most of the time	Sometimes	Rarely	Never
Use the principles of evidence-based practice	24.70%	46.73%	21.55%	6.05%	0.97%
Challenge others to evaluate and improve their performance	26.88%	41.16%	28.81%	2.66%	0.48%
Challenge myself to evaluate and improve my performance	38.98%	41.16%	18.89%	0.73%	0.24%
Lead by example	40.92%	54.00%	5.08%	0%	0%
Support others to develop their leadership practice, whatever their role	42.86%	32.69%	20.10%	4.12%	0.24%
Engage in CPD appropriate to my current role and career goals	44.07%	36.80%	15.74%	2.91%	0.48%
Demonstrate my professional values	51.57%	43.83%	4.60%	0%	0%
Am a positive advocate for my profession	59.81%	34.62%	5.08%	0.24%	0.24%
Am a positive advocate for the veterinary sector	60.29%	33.17%	6.05%	0.24%	0.24%
Am a positive advocate for my organisation	61.26%	31.48%	6.78%	0.48%	0%
Total sample; Unweighted; base n = 413					

Knowledge and skills 1: Developing yourself

Q6. In my working role, I understand...					
Row %	Definitely	Mostly	Somewhat	A little	Not at all
Have a support network of people who can support, advise, challenge and empower me	32.27%	29.10%	21.27%	13.45%	3.91%
Actively seek feedback on my performance	29.20%	36.50%	23.36%	8.27%	2.68%
Have the next step in my career planned	20.24%	27.80%	26.34%	13.17%	12.44%
Contribute to advancing the field of veterinary leadership	14.63%	22.44%	29.27%	20%	13.66%
Make time in my day to pause, reflect and plan	14.39%	27.07%	32.68%	21.46%	4.39%
Total sample; Unweighted; base n = from 409 to 411					

Knowledge and skills 2: Communication and influencing

Q7. In my working role, I understand ...					
Row %	Completely	Very well	Reasonably well	A little	Not at all
How to manage a complaint	11.41%	34.71%	38.35%	15.05%	0.49%
The communication tools available (devices, software and apps)	10.49%	22.93%	34.88%	21.46%	10.24%
The use and interpretation of nonverbal communication	9.98%	36.50%	35.77%	14.36%	3.41%
The use and impact of print, broadcast, digital and social media	9.73%	26.03%	38.20%	21.17%	4.87%
How to negotiate	6.07%	25.49%	50.73%	16.50%	1.21%
Mindset theory	5.42%	15.76%	29.56%	29.31%	19.95%
How to resolve conflict	5.11%	28.22%	48.91%	17.03%	0.73%
How to develop a communication strategy	4.41%	21.81%	38.24%	28.68%	6.86%
Total sample; Unweighted; base n = from 406 to 412					

Q8. In my working role, I understand...					
Row %	Definitely	Mostly	Somewhat	A little	Not at all
Can communicate appropriately and effectively with people from different cultures to my own	34.55%	46.96%	15.57%	2.92%	0%
Use active listening techniques	29.13%	45.87%	19.90%	5.10%	0%
Assess the impact of communications on different audiences	22.49%	37.16%	26.16%	9.54%	4.65%
Regularly review the 'client journey' through my organisation	16.75%	27.67%	26.21%	22.33%	7.04%
Total sample; Unweighted; base n = from 409 to 412					

Knowledge and skills 3: Developing others

Q9. In my working role, I understand ...					
Row %	Completely	Very well	Reasonably well	A little	Not at all
The mental health support services available	19.46%	30.41%	26.52%	18.25%	5.35%
The recruitment cycle	16.75%	29.13%	31.31%	15.05%	7.77%
The principles of mental health first aid	13.63%	27.01%	27.25%	24.33%	7.79%
The positive wellbeing tools and techniques available	11.89%	28.88%	26.70%	25.97%	6.55%
The risks, signs and management of workplace bullying	11.65%	26.94%	34.71%	20.87%	5.83%
The risks, signs and management of stress	9.85%	28.08%	36.95%	19.95%	5.17%
How to set up a coaching or mentoring relationship	8.27%	20.44%	34.79%	25.55%	10.95%
Theories of team building and development	7.56%	19.02%	39.76%	25.61%	8.05%
The principles and practice of effective coaching and mentoring	7.52%	23.54%	36.41%	23.30%	9.22%
How to implement and evaluate a personal development plan	7.37%	20.64%	34.15%	26.54%	11.30%
How to conduct a skills gap analysis	4.37%	9.71%	25.97%	29.13%	30.83%
How to support remote or dispersed teams	3.40%	13.35%	28.64%	34.47%	20.15%
Total sample; Unweighted; base n = from 406 to 412					

Q10. In my working role, I understand...					
Row %	Definitely	Mostly	Somewhat	A little	Not at all
Visibly practise good wellbeing habits (taking breaks, eating lunch, etc)	25.12%	24.63%	21.46%	22.20%	6.59%
Ensure exit interviews are conducted to learn from team members	21.36%	22.33%	18.45%	11.41%	26.46%
Actively promote interprofessional working	20.49%	26.83%	22.20%	17.32%	13.17%
Have a succession plan in place	9.51%	15.85%	24.39%	16.10%	34.15%

Total sample; Unweighted; base n = from 410 to 412; total n = 413; 3 missing

Knowledge and skills 4: Leading change and innovation

Q11. In my working role, I understand ...					
Row %	Completely	Very well	Reasonably well	A little	Not at all
The principles of clinical audit	10.24%	20.73%	29.76%	25.61%	13.66%
How to set goals and evaluate success	9.05%	26.41%	45.48%	15.89%	3.18%
Where to source reliable information on new technology, products, services or processes	7.80%	24.63%	38.29%	22.93%	6.34%
How to motivate people	7.56%	30%	45.85%	13.90%	2.68%
How to make a business case for a change	7.30%	18.73%	27.74%	26.28%	19.95%
How to effectively manage a project	6.34%	21.95%	40.24%	22.44%	9.02%
Theories of organisational culture	6.10%	18.29%	32.20%	26.34%	17.07%
Different change models and processes	4.91%	10.57%	30.47%	32.19%	21.87%

Total sample; Unweighted; base n = from 407 to 411; total n = 413; 6 missing

Q12. In my working role, I understand...					
Row %	Definitely	Mostly	Somewhat	A little	Not at all
Identify all stakeholders for any proposed change and ensure they are appropriately consulted	17.52%	27.25%	21.17%	11.92%	22.14%
Regularly 'horizon scan' for new products, services or processes that could lead to improvement	12.68%	19.76%	24.39%	22.93%	20.24%
Share performance measures and outcomes with my team	11.92%	20.92%	23.60%	19.71%	23.84%
Actively assess my organisational culture and my impact on it	9.29%	24.21%	31.78%	17.11%	17.60%
Ensure that organisational data is regularly collated, analysed and shared	8.09%	21.81%	19.61%	23.77%	26.72%
Set and critically evaluate KPIs for my team	7.80%	13.90%	18.29%	19.02%	40.98%
Ensure that my organisation is regularly benchmarked against our competitors	5.64%	20.59%	18.38%	22.79%	32.60%

Total sample; Unweighted; base n = from 408 to 411; total n = 413; 5 missing

Knowledge and skills 5: Planning and strategy

Q13. In my working role, I understand ...					
Row %	Completely	Very well	Reasonably well	A little	Not at all
How to determine organisational values	8.05%	15.85%	28.54%	28.29%	19.27%
How to set goals and evaluate success	7.84%	22.79%	34.31%	25.49%	9.56%
How to set an organisational vision, mission and purpose	7.79%	16.30%	26.03%	26.76%	23.11%
How to carry out a significant event audit	7.54%	16.30%	27.01%	27.01%	22.14%
How to assess financial performance	6.83%	17.32%	25.61%	23.66%	26.59%
Corporate social responsibility	4.41%	16.91%	27.70%	24.26%	26.72%
How to identify collaborative partners	4.16%	12.47%	18.83%	29.58%	34.96%
Different strategic planning models	3.41%	8.54%	26.59%	28.78%	32.68%
Total sample; Unweighted; base n = from 408 to 411; total n = 413; 5 missing					

Q14. In my working role, I understand...					
Row %	Definitely	Mostly	Somewhat	A little	Not at all
Make decisions based on the best available data	17.60%	29.34%	24.45%	14.91%	13.69%
Actively review supplier relationships and act accordingly	9.02%	19.76%	20.24%	17.56%	33.41%
Align projects with strategic goals to ensure we are on track	9.00%	19.71%	25.06%	18.49%	27.74%
Regularly review business plans and adjust as necessary	8.76%	14.84%	19.71%	18.73%	37.96%
Total sample; Unweighted; base n = from 409 to 411; total n = 413; 4 missing					

Knowledge and skills 5: Planning and strategy

Q15. In my working role, I understand the ...					
Row %	Completely	Very well	Reasonably well	A little	Not at all
Principles and practice of informed consent	25.85%	37.32%	25.37%	8.29%	3.17%
Principles of data protection	25.43%	36.67%	28.85%	8.31%	0.73%
Role and functions of the RCVS, VMD, NOAH and DEFRA	18.34%	28.85%	32.52%	14.18%	6.11%
Principles of public health	14.95%	33.09%	34.56%	13.73%	3.68%
Principles of professional indemnity	12.29%	27.27%	35.14%	15.72%	9.58%
Laws governing the veterinary sector	12.20%	34.88%	35.12%	13.66%	4.15%
Principles and practice of environmental sustainability	11.30%	30.22%	39.56%	14.00%	4.91%
Impact of the political, economic, social, technological, legal and environmental context	10.05%	22.30%	34.07%	23.04%	10.54%
Business and legal structures available	6.60%	22.98%	30.32%	22.25%	17.85%
Total sample; Unweighted; base n = from 407 to 410; total n = 413; 6 missing					

Q16. In my working role, I understand...					
Row %	Definitely	Mostly	Somewhat	A little	Not at all
Ensure my team comply with their Codes of Professional Conduct	56.97%	25.67%	11.00%	3.67%	2.69%
Regularly review our consent processes and protocols	23.28%	30.15%	22.30%	13.97%	10.29%
Actively work to reduce our impact on the environment	10.54%	22.55%	29.17%	24.02%	13.73%
Regularly review our current and potential future client/customer demographics	9.02%	21.22%	25.85%	18.78%	25.12%
Regularly evaluate our work for its environmental impact	6.86%	17.65%	29.17%	23.77%	22.55%
Regularly review our local and national social and economic situation, and plan for potential impacts	5.90%	14.50%	22.36%	20.64%	36.61%
Total sample; Unweighted; base n = from 407 to 410; total n = 413; 6 missing					

