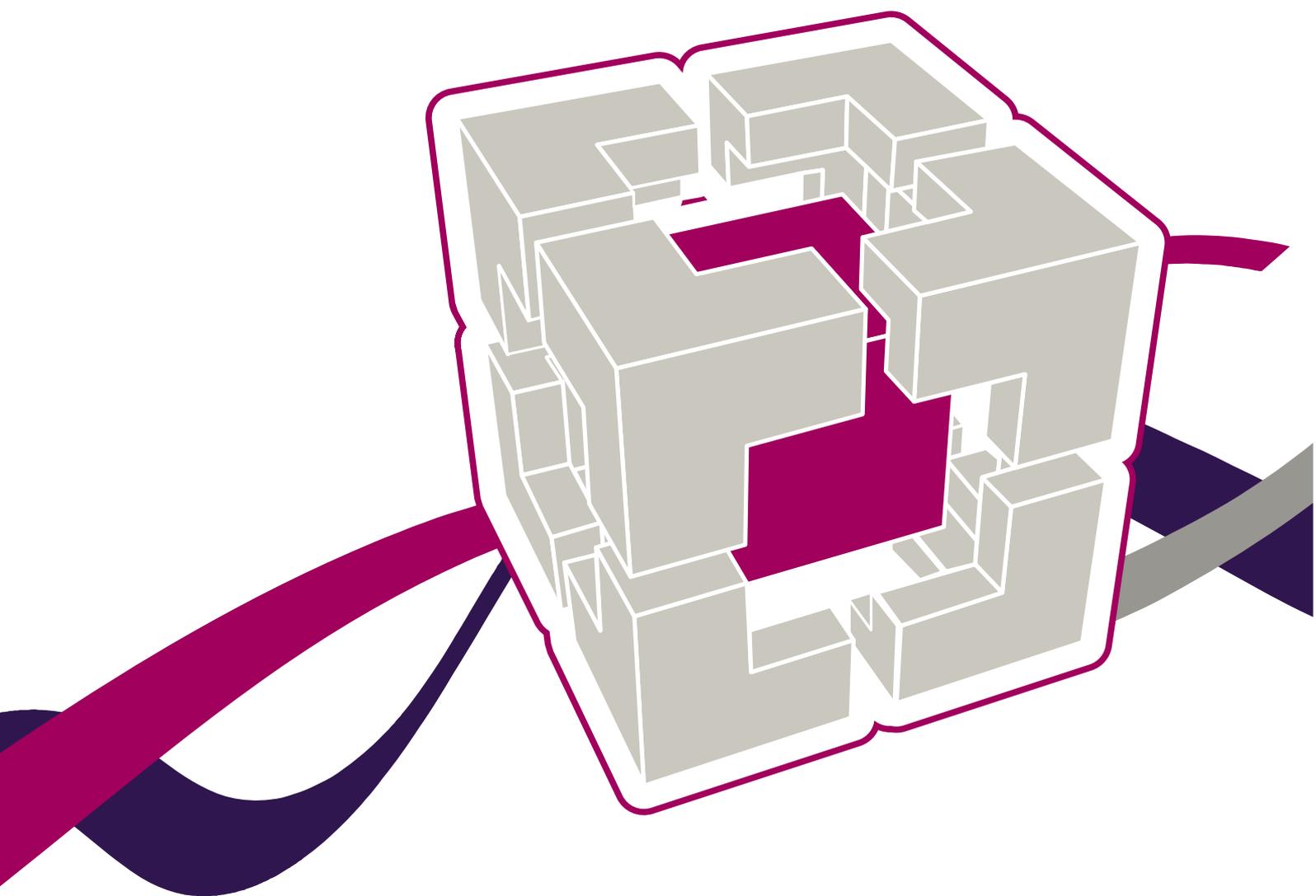


Your Healthcare Leadership Model 360° Individual report

Anne Sample

Tuesday 6 May 2014



Your Healthcare Leadership Model 360° Individual report

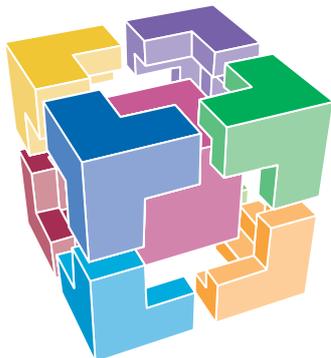
Contents

- 04** Your Performance and Importance ratings
- 05** Your Performance versus Importance summary
- 06** Your 360° overview
- 07** Your rater groups
- 08** Your highest scoring items
- 09** Your lowest scoring items
- 10** Your hidden strengths
- 11** Your blind spots
- 12** Your item analysis
- 22** Your rater comments
- 26** **Appendix**
Your personal development



The purpose of this report is to help develop your work performance and provide you with feedback and focus for future leadership development

The Healthcare Leadership Model



The Healthcare Leadership Model is to help those who work in health and care to become better leaders. It is useful for everyone – whether you have formal leadership responsibility or not, if you work in a clinical or other service setting, and if you work with a team of five people or 5,000. It describes the things you can see leaders doing at work and is organised in a way that helps everyone to see how they can develop as a leader. It applies equally to the whole variety of roles and care settings that exist within health and care.

We want to help you understand how your leadership behaviours affect the culture and climate you, your colleagues, and teams work in. Whether you work directly with patients and service users or not, you will realise what you do and how you behave will affect the experiences of patients and service users of your organisation, the quality of care provided, and the reputation of the organisation itself. The nature and effect of a positive leadership style can be summed up as:

Leadership that emphasises care for staff and high-quality support services



Figure 1 : The nature and effect of a positive leadership style

The importance of personal qualities

The way that we manage ourselves is a central part of being an effective leader. It is vital to recognise that personal qualities like self-awareness, self-confidence, self-control, self-knowledge, personal reflection, resilience and determination are the foundation of how we behave. Being aware of your strengths and limitations in these areas will have a direct effect on how you behave and interact with others, and they with you.

Without this awareness, it will be much more difficult (if not impossible) to behave in the way research has shown that good leaders do. This, in turn, will have a direct impact on your colleagues, any team you work in, and the overall culture and climate within the team as well as within the organisation. Whether you work directly with patients and service users or not, this can affect the care experience they have. Working positively on these personal qualities will lead to a focus on care and high-quality services for patients and service users, their carers and their families.

While personal qualities have not been separately highlighted in the Healthcare Leadership Model, you will find them throughout the various dimensions. It is important to realise that areas identified for development within the model may be as much about how you manage yourself as about how you manage your behaviour and relate to other people.

About this report

Your **Healthcare Leadership Model 360° Individual report** collects and evaluates perceptions of your leadership behaviour in the workplace. Ratings are based on your responses and the responses of your raters.

The results give an indication of current performance and provide a platform from which an accurate picture of your strengths and development areas can be built.

The information within this report should be treated as confidential to you and your facilitator. You may wish to share the report with others, for example your team, but that is completely your own choice.

How to use this report

This report is based on the **Healthcare Leadership Model** which is made up of nine leadership dimensions. Each dimension is presented against five levels of **Performance** (Insufficient, Essential, Proficient, Strong and Exemplary). **Your Performance level for each dimension is shown on page 4.**

Your Performance level for each dimension may be compared against the **importance** rating on each dimension to your job role. **The Importance rating for your job role for each dimension is shown on page 4.**

Performance ratings are based on **Behaviour** feedback from your raters. Behaviour feedback has been collated from up to five perspectives:

- **Self** - your own self perception
- **Line Manager** - the person to whom you report
- **Peers** - colleagues and fellow team members, probably at a similar job level, with whom you work
- **Direct reports** - those for whom you have direct responsibility to lead
- **Others** - anyone else you would like to receive feedback from and could include patients, senior colleagues, junior colleagues, clients, etc.

Your feedback on the nine dimensions is shown from **page 6 onwards.**

Important tips:

- All feedback is valuable and should be viewed as an opportunity for learning and development.
- Feedback is based on perceptions and should be used as a guide for development not an absolute.
- Work behaviours can be developed. Use the feedback to clarify your current strengths and areas for future development.
- Please discuss this report with your facilitator.

Your Performance and Importance ratings

The table below shows your Performance and Importance ratings for each of the nine dimensions. The ideal is to have a high Performance rating on dimensions that are of high Importance to your job role.



Performance: S Self ● Your raters ● * Comparison group

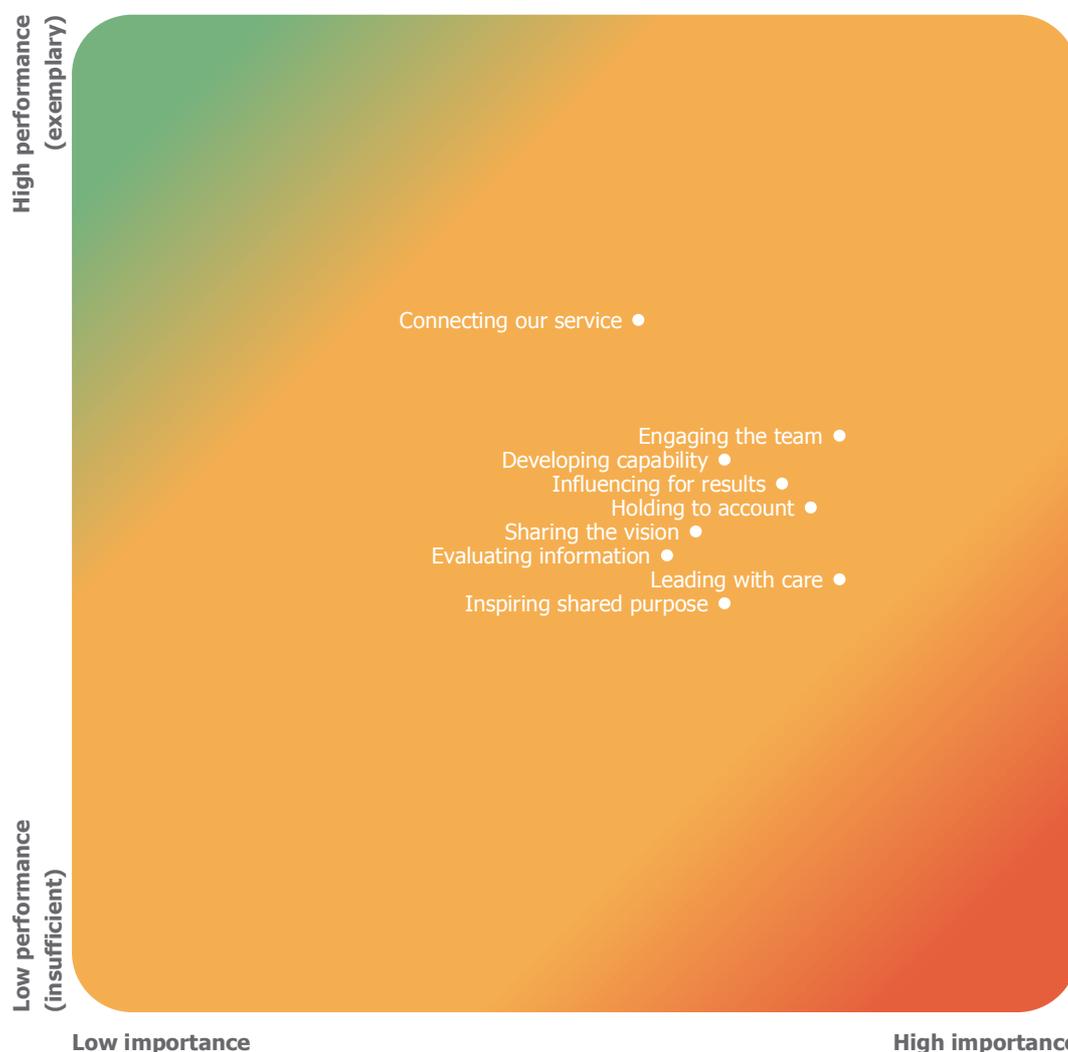
Importance: S Self L Linemanager D Direct reports P Peers and Others

* Comparison group scores will only appear when substantial normative data has been collected

Your Performance versus Importance summary

The table below shows a summary of your Performance versus Importance ratings for each of the nine dimensions.

If you are rated low in Performance on dimensions that are of high Importance this is an area of risk (marked in **red**) and you should prioritise your development actions here. If you are rated the same in Performance as on Importance this shows appropriate balance (marked in **amber**). If you are rated high in Performance on dimensions that are of low Importance this is an area of talent or strength that is currently not rated as important in your role (marked in **green**) that may be worth discussing with your facilitator.



Importance and Performance ratings are based on average ratings by others

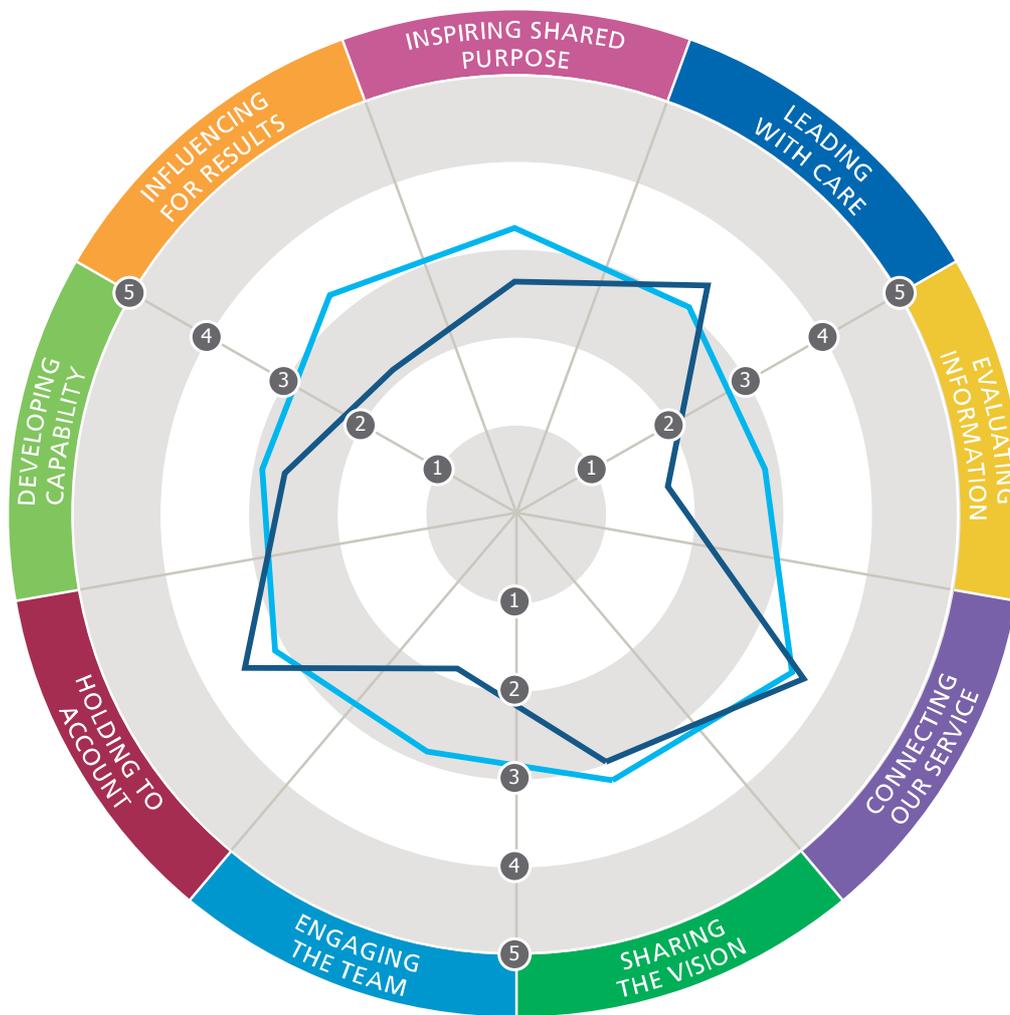
- Opportunity zone
- Balanced zone
- Risk zone

Your 360° overview

The diagram below displays the average rating from all of your raters and from yourself on the nine leadership dimensions of the Healthcare Leadership Model. This diagram enables you to see any gaps in perception between yourself and your raters.

Feedback has been collected from up to five perspectives; **Self**, **Line manager** **Peers**, **Direct reports** and **Others**. All 360° behaviours are rated against a 1 to 5 scale (with N being No opportunity to observe):

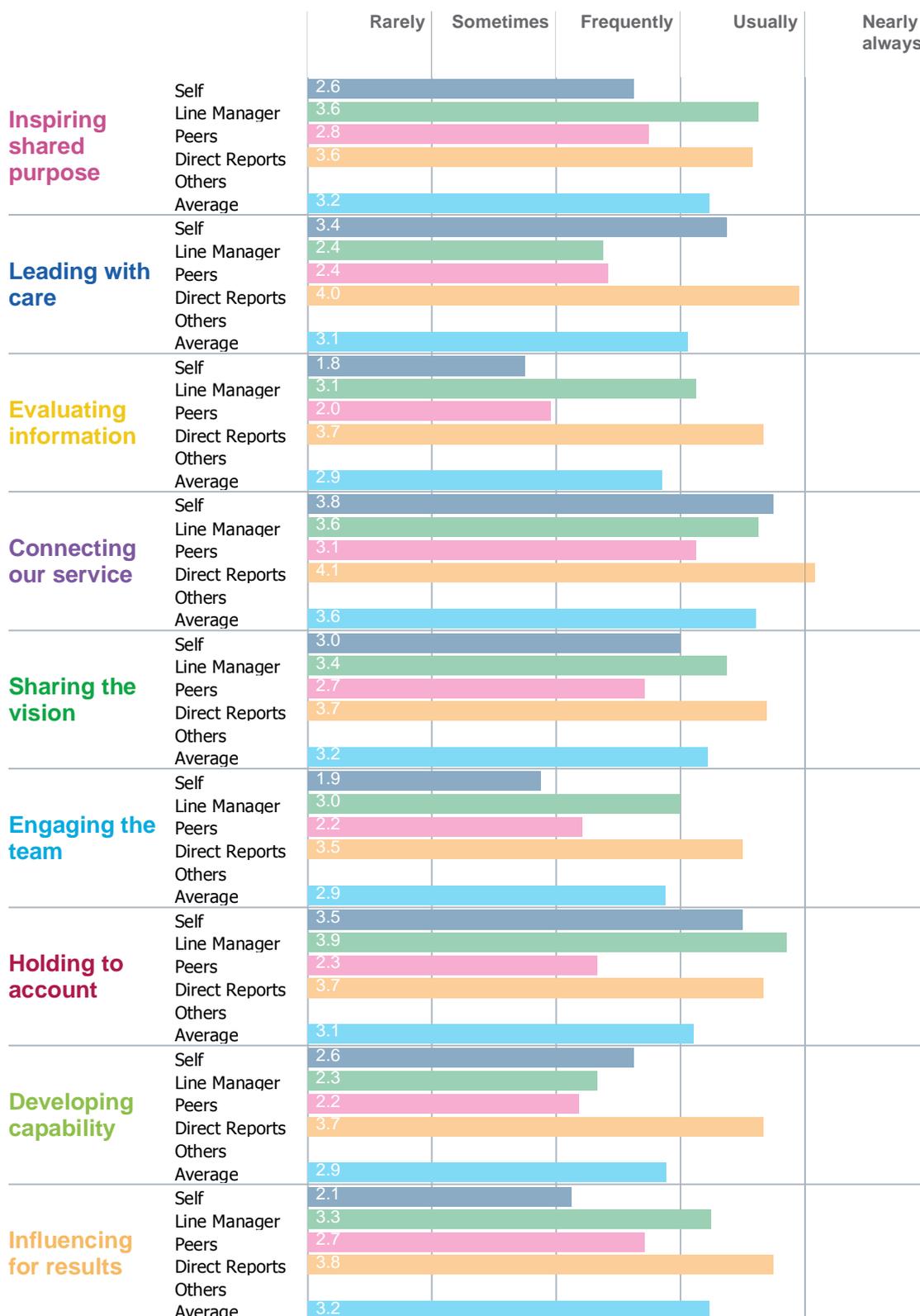
- 1 – Rarely (less than 30% of time)
- 2 – Sometimes (30% of time)
- 3 – Frequently (60% of time)
- 4 – Usually (80% of time)
- 5 – Nearly always (95% of time)
- N – No opportunity to observe



■ Self rating
 ■ Average rating (excludes self rating)

Your rater groups

The table below displays the average ratings given on each of the 360° dimensions by your different rater groups. This table enables you to see any gaps in perception between yourself and your rater groups.



Your highest scoring items from raters

The table below displays the five behaviours that received the **highest** average rating from your raters. These behaviours probably indicate areas of strength.

Avg. rating	Behaviour	360° dimension
4.1	Communicates honestly, appropriately and at the right time with people at all levels	Sharing the vision
4	Behaves consistently and makes sure others do so even when under pressure	Inspiring shared purpose
4	Knows what they need to do and who to go to so that well-judged decisions are made in their organisation	Connecting our service
4	Understands how financial and other pressures influence the way people react in their organisation	Connecting our service
3.9	Actively promotes values of service in line with NHS principles	Inspiring shared purpose

 Average rating (excludes self rating)

1 - Rarely
4 - Usually

2 - Sometimes
5 - Nearly always

3 - Frequently

Your lowest scoring items from raters

The table below displays the five behaviours that received the **lowest** average rating from your raters. These behaviours probably indicate areas for development.

Avg. rating	Behaviour	360° dimension
2.1	Provides long-term mentoring or coaching	Developing capability
2.4	Takes the initiative and responsibility to put things right outside their remit if they see others fearing to act	Inspiring shared purpose
2.4	Carries out, or encourages, research to understand the root causes of issues	Evaluating information
2.4	Encourages team members to get to know each other's pressures and priorities so that they can cooperate to provide a seamless service when	Engaging the team
2.5	Takes positive action to make sure other leaders are taking responsibility for the emotional wellbeing of their teams	Leading with care

 Average rating (excludes self rating)

1 - Rarely
4 - Usually

2 - Sometimes
5 - Nearly always

3 - Frequently

Your hidden strengths

The table below displays up to five behaviours that show the biggest difference; where others rated you **higher** than you rated yourself. These behaviours may indicate areas of hidden strength. Check the item analysis pages for more detail, e.g. what is the range of scores, how many raters did you select, were the raters overly positive?

Self rating	Avg. rating	Behaviour	360° dimension
1	3.6	Recognises and actively appreciates each person's unique perspectives and experience	Engaging the team
1	3.1	Demonstrates that the health and wellbeing of their team are important to them	Leading with care
1	3	Has the self-confidence to question the way things are done in their area of work	Inspiring shared purpose
1	3	Creatively applies fresh approaches to improve current ways of working	Evaluating information
1	3	Avoids jargon and expresses themselves clearly	Influencing for results

Self rating
 Average rating (excludes self rating)

1 - Rarely
4 - Usually

2 - Sometimes
5 - Nearly always

3 - Frequently

Your blind spots

The table below displays up to five behaviours that show the biggest difference; where others rated you **lower** than you rated yourself. These behaviours may indicate your blind spots, possibly weaknesses that others see more presently than you do. Check the item analysis pages for more detail, e.g. what is the range of scores, how many raters did you select?

Self rating	Avg. rating	Behaviour	360° dimension
5	2.5	Takes positive action to make sure other leaders are taking responsibility for the emotional wellbeing of their teams	Leading with care
5	3.1	Shares responsibility for colleagues' emotional wellbeing even when they may be junior to those colleagues	Leading with care
4	2.4	Takes the initiative and responsibility to put things right outside their remit if they see others fearing to act	Inspiring shared purpose
5	3.4	Acts flexibly to overcome obstacles	Connecting our service
5	3.6	Specifies and prioritises what is expected of individuals and the team	Holding to account

Self rating
 Average rating (excludes self rating)

1 - Rarely
4 - Usually

2 - Sometimes
5 - Nearly always

3 - Frequently

Your item analysis

The tables in the following section display the spread of scores given by yourself and all rater groups on each behaviour. The average score for each behaviour is shown alongside the number of times a particular score was given by each rater group. Each item is arranged in order by the average rating. The number (1–5) at the top of each column represents the rating given. N represents 'No opportunity to observe'. If there are fewer than three raters in either 'Peers' or 'Direct reports' both sets of scores will be combined into the 'Others' group and marked by * so as to protect rater anonymity.



Inspiring shared purpose

	Self rating	Avg. rating	Line manager					Peers					Direct reports					Others				
			1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Behaves consistently and makes sure others do so even when under pressure	4	4			1			1	2						1	2						
Actively promotes values of service in line with NHS principles	2	3.9				1		1	2				1	1	1							
Acts as a role model for belief in and commitment to the service	2	3.4				1		1	2				2	1								
Enables colleagues to see the broader meaning in what they do	3	3.3				1		1	1	1			1	2								
Supports their team or colleagues when they are challenging the way things are done	3	3.1				1		1	1	1			1	1	1							
Has the self-confidence to question the way things are done in their area of work	1	3	1					1	1		1		1	2								
Has the courage to challenge beyond their remit even when it may involve considerable personal risk	2	2.7				1		2		1			1	1	1							
Takes the initiative and responsibility to put things right outside their remit if they see others fearing to act	4	2.4				1		1	1		1		1	1		1						

What is it?

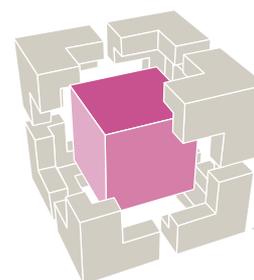
- Valuing a service ethos
- Curious about how to improve services and patient care
- Behaving in a way that reflects the principles and values of the NHS

Why is it important?

Leaders create a shared purpose for diverse individuals doing different work, inspiring them to believe in shared values so that they deliver benefits for patients, their families and the community

What is it not?

- Turning a blind eye
- Using values to push a personal or 'tribal' agenda
- Hiding behind values to avoid doing your best
- Self-righteousness
- Misplaced tenacity
- Shying away from doing what you know is right



Leading with care

	Self rating	Avg. rating	Line manager					Peers					Direct reports					Others							
			1	2	3	4	5	N	1	2	3	4	5	N	1	2	3	4	5	N	1	2	3	4	5
'Reads' others and acts with appropriate empathy, especially when they are different from themselves	4	3.3	1					1	1			1			2	1									
Creates the conditions that help their team provide mutual care and support	4	3.3		1					2			1			3										
Demonstrates that the health and wellbeing of their team are important to them	1	3.1		1					2			1			1	2									
Cares for their own physical and mental wellbeing so that they create a positive atmosphere for the team and service users	3	3.1	1					1	1			1			1	2									
Shares responsibility for colleagues' emotional wellbeing even when they may be junior to those colleagues	5	3.1		1					3						2	1									
Notices negative or unsettling emotions in the team and acts to put the situation right	2	3		1				1	1			1			2	1									
Understands the underlying reasons for their behaviour and ensures negative feelings do not affect their team	3	2.9		1					2			1			3										
Takes positive action to make sure other leaders are taking responsibility for the emotional wellbeing of their teams	5	2.5		1					2	1					2		1								

What is it?

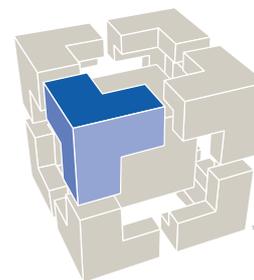
- Having the essential personal qualities for leaders in health and social care
- Understanding the unique qualities and needs of a team
- Providing a caring, safe environment to enable everyone to do their jobs effectively

Why is it important?

Leaders understand the underlying emotions that affect their team, and care for team members as individuals, helping them to manage unsettling feelings so they can focus their energy on delivering a great service that results in care for patients and other service users

What is it not?

- Making excuses for poor performance
- Avoiding responsibility for the wellbeing of colleagues in your team
- Failing to understand the impact of your own emotions or behaviour on colleagues
- Taking responsibility away from others



Evaluating information

	Self rating	Avg. rating	Line manager					Peers					Direct reports					Others						
			1	2	3	4	5	N	1	2	3	4	5	N	1	2	3	4	5	N				
Conducts thorough analyses of data over time, comparing outcomes and trends to relevant benchmarks	2	3.3				1		1	2							2	1							
Collects and records the essential data for their area of work accurately and on time	2	3.1				1		2	1						1	2								
Looks outside their area of work for information and ideas that could bring about continuous improvement	2	3	1					1	1	1				1	1	1								
Creatively applies fresh approaches to improve current ways of working	1	3				1		1	1	1					1	2								
Sees patterns that help them to do things better, more efficiently or with less waste	1	2.7				1		1	2					1	1	1								
Creates improved pathways, systems or processes through insights that are not obvious to others	1	2.7				1		1	2						2	1								
Establishes ongoing methods for measuring performance, to gain a detailed understanding of what is happening	3	2.6				1		2	1						2	1								
Carries out, or encourages, research to understand the root causes of issues	2	2.4				1		1	2					1	1	1								

What is it?

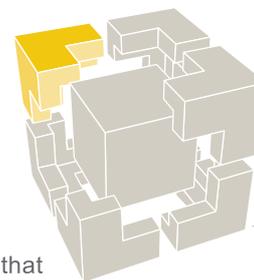
- Seeking out varied information
- Using information to generate new ideas and make effective plans for improvement or change
- Making evidence-based decisions that respect different perspectives and meet the needs of all service users

Why is it important?

Leaders are open and alert to information, investigating what is happening now so that they can think in an informed way about how to develop proposals for improvement

What is it not?

- Failing to look beyond the obvious
- Collecting data without using it
- Thinking only about your own measures or experience
- Reluctance to look for better ways of doing things
- Ignoring problems by ignoring data
- Using research as a weapon



Connecting our service

	Self rating	Avg. rating	Line manager					Peers					Direct reports					Others				
			1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Knows what they need to do and who to go to so that well-judged decisions are made in their organisation	4	4			1			2	1						1	2						
Understands how financial and other pressures influence the way people react in their organisation	5	4			1			1	1	1				1	2							
Understands the formal structure of their area of work and how it fits with other teams	3	3.9			1			1	2					2	1							
Is flexible in their approach so they can work effectively with people in organisations that have different standards and approaches from their own	4	3.7	1					1	2					1	2							
Acts flexibly to overcome obstacles	5	3.4	1					1	1	1				1	1	1						
Builds strategic relationships to make links across the broader system	4	3.4			1			1	1	1				1	2							
Understands which issues affect decisions across the system so that they can anticipate how other stakeholders will react	3	3.3			1			1	1	1			2	1								
Hands over effectively to others and takes responsibility for continuity of service provision	2	3.1			1			1	1	1				3								

What is it?

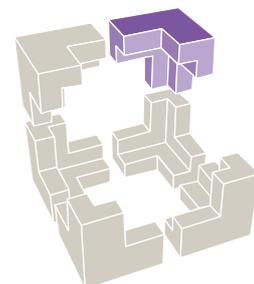
Understanding how health and social care services fit together and how different people, teams or organisations interconnect and interact

Why is it important?

Leaders understand how things are done in different teams and organisations; they recognise the implications of different structures, goals, values and cultures so that they can make links, share risks and collaborate effectively

What is it not?

- Being rigid in your approach
- Thinking about only your part of the organisation
- Believing only your view is the right one
- Thinking politics is a dirty word
- Failing to engage with other parts of the system
- Focusing solely on the depth of your area at the expense of the broader service



Sharing the vision

	Self rating	Avg. rating	Line manager					Peers					Direct reports					Others					
			1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
Communicates honestly, appropriately and at the right time with people at all levels	5	4.1			1				2		1					1	2						
Is visible and available to their team	4	3.6			1				2		1					1	2						
Makes a vivid picture of future success emotionally compelling	3	3.4			1				2		1					1	1	1					
Displays confidence and integrity under robust and public criticism	2	3.1			1				1		1	1				1	1	1					
Uses stories and examples to bring the vision to life	4	3			1				1		2					1	2						
Encourages others to become 'ambassadors' for the vision and generates excitement about long-term aims	2	2.9			1				1		1	1				1	1	1					
Clearly describes the purpose of the job, the team and the organisation and how they will be different in the future	3	2.8			1				2		1					1	1	1					
Describes future changes in a way that inspires hope, and reassures staff, patients and the public	1	2.7			1				1		1	1				1	2						

What is it?

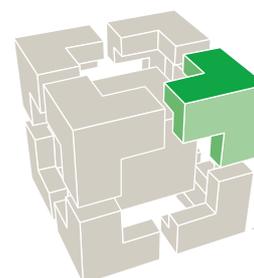
Communicating a compelling and credible vision of the future in a way that makes it feel achievable and exciting

Why is it important?

Leaders convey a vivid and attractive picture of what everyone is working towards in a clear, consistent and honest way, so that they inspire hope and help others to see how their work fits in

What is it not?

- Saying one thing and doing another
- Talking about the vision but not working to achieve it
- Being inconsistent in what you say
- Avoiding the difficult messages



Engaging the team

	Self rating	Avg. rating	Line manager					Peers					Direct reports					Others				
			1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Recognises and actively appreciates each person's unique perspectives and experience	1	3.6			1			2	1						2	1						
Asks for contributions from their team to raise their engagement	2	3.3			1			1	2						2	1						
Asks for feedback from their team on things that are working well and things that could be improved	1	2.9	1					2	1				1	2								
Stretches their team so that they deliver a fully 'joined-up' service, and so give the best value they can	3	2.9			1			1	1	1			1	2								
Shapes future plans together with their team	3	2.7			1			1	2				1	2								
Offers support and resources to other teams in their organisation	1	2.7			1			1	1	1			1	1	1							
Supports other leaders to build success within and beyond their organisation	2	2.6			1			2	1				2	1								
Encourages team members to get to know each other's pressures and priorities so that they can cooperate to provide a seamless service when resources are stretched	2	2.4			1			1	2				2	1								

What is it?

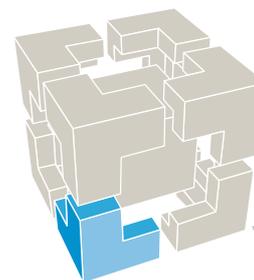
Involving individuals and demonstrating that their contributions and ideas are valued and important for delivering outcomes and continuous improvements to the service

Why is it important?

Leaders promote teamwork and a feeling of pride by valuing individuals' contributions and ideas; this creates an atmosphere of staff engagement where desirable behaviour, such as mutual respect, compassionate care and attention to detail, are reinforced by all team members

What is it not?

- Building plans without consultation
- Autocratic leadership
- Failing to value diversity
- Springing ideas on others without discussion



Holding to account

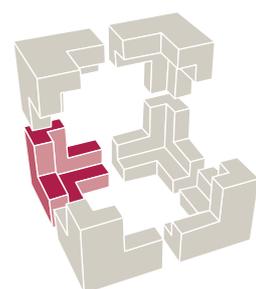
	Self rating	Avg. rating	Line manager					Peers					Direct reports					Others																		
			1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5														
Takes personal responsibility for their own performance	3	3.6				1					2	1								2	1															
Specifies and prioritises what is expected of individuals and the team	5	3.6				1					2	1							1		2															
Sets clear standards for behaviour as well as for achieving tasks	4	3.4				1					2		1						1	1	1															
Gives balanced feedback and support to improve performance	3	3.2					1				1	2							1	1	1															
Notifies and challenges mediocrity, encouraging people to stop drifting and stretch themselves for the best results they can attain	2	3				1					2	1							2	1																
Constantly looks out for opportunities to celebrate and reward high standards	4	2.9		1							2	1							1		1	1														
Shares stories and symbols of success that create pride in achievement	4	2.7				1					1	2							3																	
Encourages a climate of high expectations in which everyone looks for ways for service delivery to be even better	3	2.6				1					1	1	1						2		1															

What is it?

- Agreeing clear performance goals and quality indicators
- Supporting individuals and teams to take responsibility for results
- Providing balanced feedback

Why is it important?

Leaders create clarity about their expectations and what success looks like in order to focus people's energy, give them the freedom to self-manage within the demands of their job, and deliver improving standards of care and service delivery



What is it not?

- Setting unclear targets
- Tolerating mediocrity
- Making erratic and changeable demands
- Giving unbalanced feedback (too much praise or too little)
- Making excuses for poor or variable performance
- Reluctance to change

Developing capability

	Self rating	Avg. rating	Line manager					Peers					Direct reports					Others											
			1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5							
Explores and understands the strengths and development needs of individuals in their team	2	3.4					1	1	1			1			3														
Explores the career aspirations of colleagues in their team and shapes development activities to support them	4	3.3			1			1	1	1			1	2															
Creates conditions in which others take responsibility for their development and learn from each other	2	3.1			1			3					1	1	1														
Builds people development into their planning for their team	3	3					1	2	1				1	2															
Provides development opportunities for other people through experience and formal training	1	2.9	1					2	1				2	1															
Looks for opportunities to develop themselves and learn things outside of their comfort zone	2	2.7	1					3					2	1															
Shares in broad organisational development and succession planning beyond their area of work	4	2.7	1					1	1			1	2	1															
Provides long-term mentoring or coaching	3	2.1	1					1	2				2	1															

What is it?

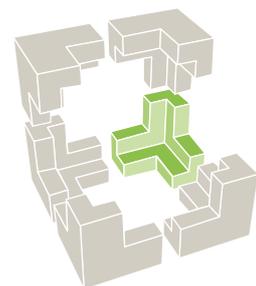
- Building capability to enable people to meet future challenges
- Using a range of experiences as a vehicle for individual and organisational learning
- Acting as a role model for personal development

Why is it important?

Leaders champion learning and capability development so that they and others gain the skills, knowledge and experience they need to meet the future needs of the service, develop their own potential, and learn from both success and failure

What is it not?

- Focusing on development for short-term task accomplishment
- Supporting only technical learning at the expense of other forms of growth and development
- Developing yourself mainly for your own benefit
- Developing only the 'best' people



Influencing for results

	Self rating	Avg. rating	Line manager					Peers					Direct reports					Others				
			1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Shares issues and information to help other people understand their thinking	2	3.4			1			1	2						3							
Adapts their communication to the needs and concerns of different groups	2	3.4			1			2	1				1	1	1							
Creates shared agendas with key stakeholders	2	3.4			1			1	2				1	2								
Creates formal and informal two-way communication channels so they can be more persuasive	3	3.3			1			1	1	1			2	1								
Builds enough support for the idea or initiative to take on a life of its own	3	3.3			1				2	1			1	2								
Contributes calmly and productively to debates arising from strongly-held beliefs, even when their own emotions have been excited	2	3.1			1			2	1				1	1	1							
Avoids jargon and expresses themselves clearly	1	3			1			1	1	1			1	1	1							
Uses indirect influence and partnerships across organisations to build wide support for their ideas	2	2.9			1			1	1	1			1	1	1							

What is it?

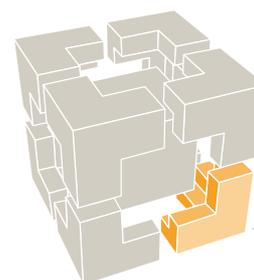
- Deciding how to have a positive impact on other people
- Building relationships to recognise other people's passions and concerns
- Using interpersonal and organisational understanding to persuade and build collaboration

Why is it important?

Leaders are sensitive to the concerns and needs of different individuals, groups and organisations, and use this to build networks of influence and plan how to reach agreement about priorities, allocation of resources or approaches to service delivery

What is it not?

- Being insular
- Pushing your agenda without regard to other views
- Only using one influencing style
- Being discourteous or dismissive



Your rater comments

The following comments are made by your 360 feedback raters.

What do they do well in their role as a leader

Anne tries to do as much as she can for her team in a very difficult and challenging climate.

She is a very strong leader who seems to enjoy her role as well as thriving in it. I have no problems communicating or interacting with her and she has made me feel an important part of the team.

Anne is clearly a subject expert. She knows her area of work inside out, and you know that what she says is absolutely 'on the money'. It's great to have that experience and understanding

Anne is very good at leading the team

She is very supportive in our small team. Creates a good working environment. Gets to know us all as individuals and adapts appropriately. Always professional and hard working.

they are quite charismatic when engaged in a project
people tend to listen to them like their perspective

Anne is a caring and compassionate leader. She takes time to get to know people personally and is flexible in working with diverse groups.

What do they do less well in their role as a leader

Anne would benefit from communicating more vision to the team.

Anne is often quite reactive, things regularly need to be changed at the last minute. This is frustrating.

I would like to see Anne stretch outside of comfort zone. At times, you can see that she is reluctant to push outside of current understanding and look for innovative approaches/ solutions. If we are to continually improve, this is essential as we cannot always rely on what has gone before

She can be a little hard on herself at times and takes responsibility for things that should be passed on to others.

Anne could be more proactive in spotting and exploiting opportunities at times. when she recognises a problem she works hard to resolve it. However, she could be more strategic in her thinking in order to see more of the big-picture.

they can be too dominant
they are too self focussed

Sometimes in thinking out of the box she can be 'stuck in her ways'. Not as innovative as she could be. Doesn't go the extra mile with the upper management to develop and progress our teams position in the trust.

How could they improve in their role as a leader

Try and lift their head up, look forward and plan.

Using her own area of expertise, and the knowledge of others around she could look to build innovative solutions that will impact and sustain performance for the longterm

Anne could try to bring more vision into the team to further inspire us in our work.

Set clear and ambitious goals. Not to be afraid of change. Continue her great communication with the team.

Keep doing what you're doing! Take time to reflect on your workload and what could be delegated to others more.

Delegate more and have more confidence in her teams abilities

by including others more
lead by example rather than being a poor role model

Other advice you could offer them

see previous responses- consult others more and lead by example

Do not become too focused on the things immediately in front of you. You have amazing people in your team. You should utilise them, and develop them to build on success

Try not to do everything yourself (Anne), seek help and delegate.

Anne could be even more effective as a senior leader if she challenged upwards more. she is well thought of and people listen to her. She could use this to be more influential outside of her direct group.

None.

We- as your team, can help you create vision and make the organisational vision a reality.

None

Your actions

Action	Support I will need	How I will measure success	By when

Your Healthcare Leadership Model 360° Individual report provides you with valuable feedback. By sharing your profile with your facilitator, you will be providing them with vital information to help them support your development.

Following your discussion with your facilitator, please update your personal development plan.

Delivered by



www.jcaglobal.com