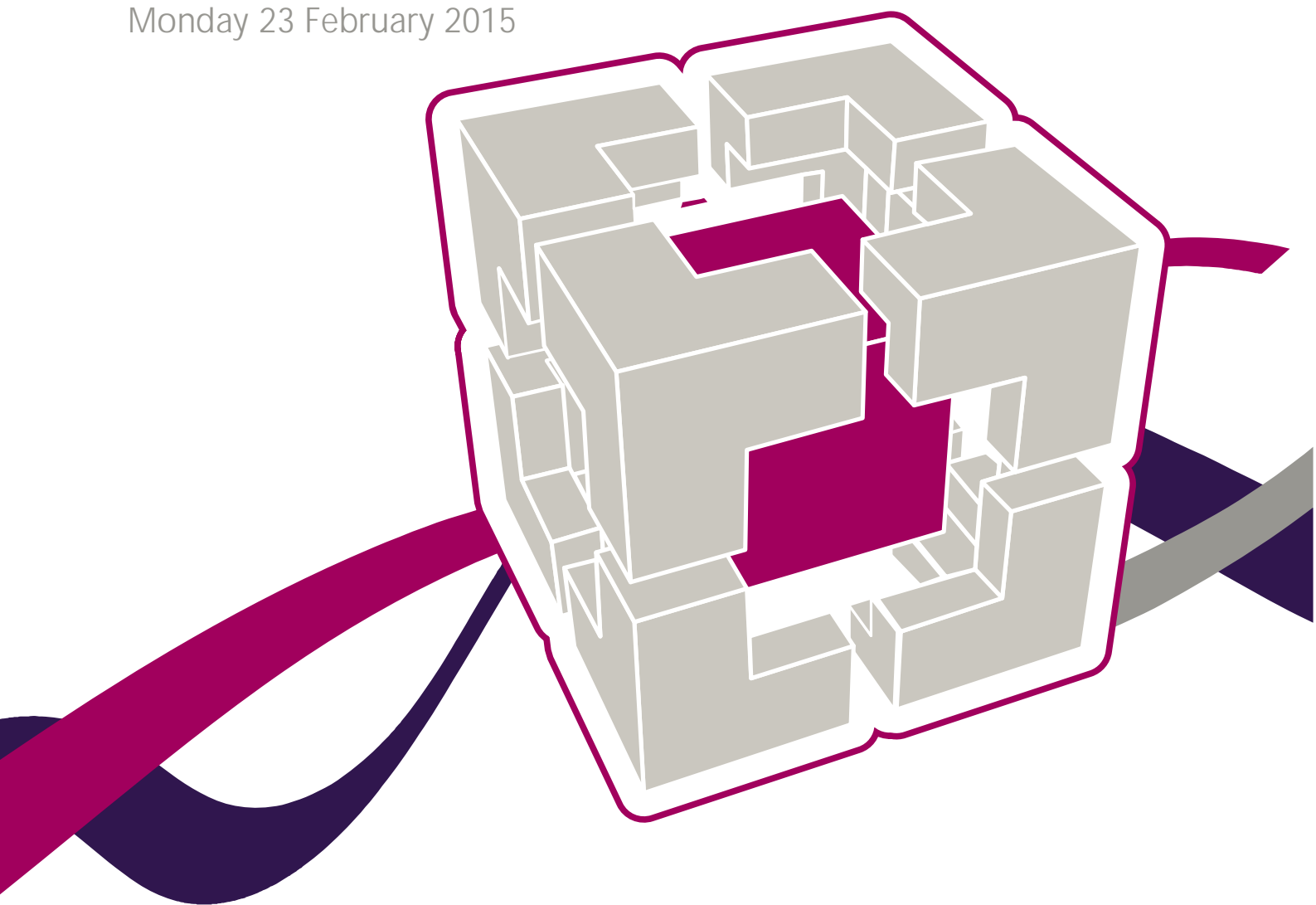


Healthcare Leadership Model 360° Group report

Sample Group Report 1

Number in group: 3

Monday 23 February 2015



Healthcare Leadership Model 360° Group report

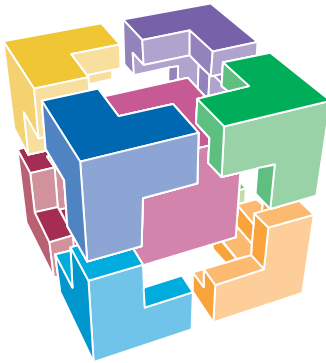
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The purpose of this report is to help increase understanding of this group's work performance, providing feedback and focus for future leadership development

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

The **Healthcare Leadership Model 360° Group report** summarises the results for a group of Individual 360° reports. An Individual 360° report collects and evaluates perceptions of an individual's leadership behaviour in the workplace. Ratings are based on the individual's responses and the responses of their raters.

The Group report gives an indication of current performance and provides a platform from which an accurate picture of group strengths and development areas can be built.

The information within this report is treated as confidential by the person who created the group. They may wish to share the report with others within the group.

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*. The group's overall Performance level for each dimension is shown on **page 4**.

Group Performance levels for each dimension may be compared against the group **Importance** rating on each dimension to your job role. The Importance rating for the group's job role for each dimension is shown on **page 4**.*

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

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

Group results on the nine dimensions are shown from **page 6** onwards.

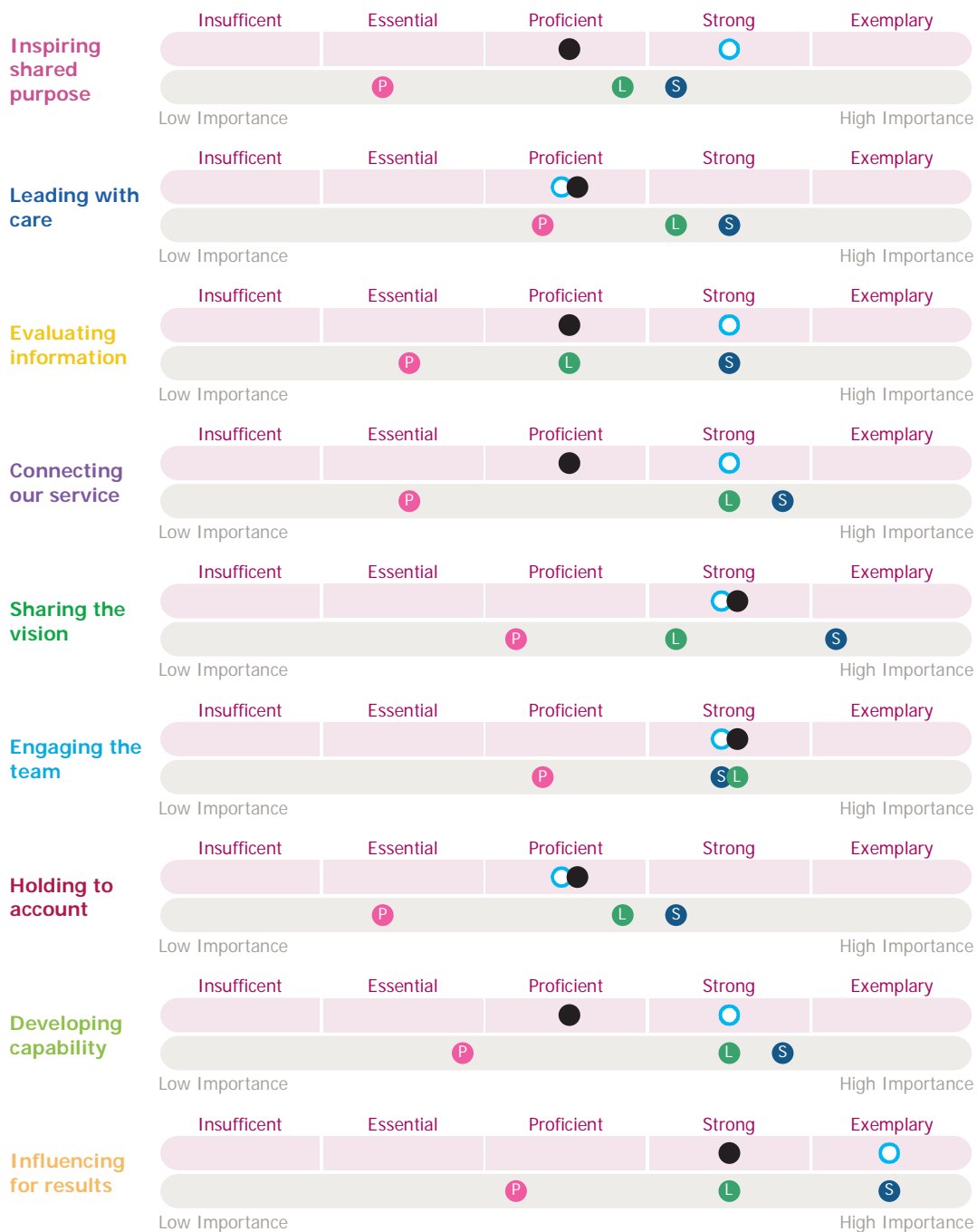
Important tips:

- All work behaviours can be developed. Use this feedback to clarify current strengths and areas for future development in the group.
- Individual 360° reports are available separately to individual respondents.

** Please note that if the group consists of different job roles, then the importance rating may be less relevant.*

Group Performance and Importance ratings

The table below shows group 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 the group's job role. The table shows the average of all self ratings and the average of all rater groups.

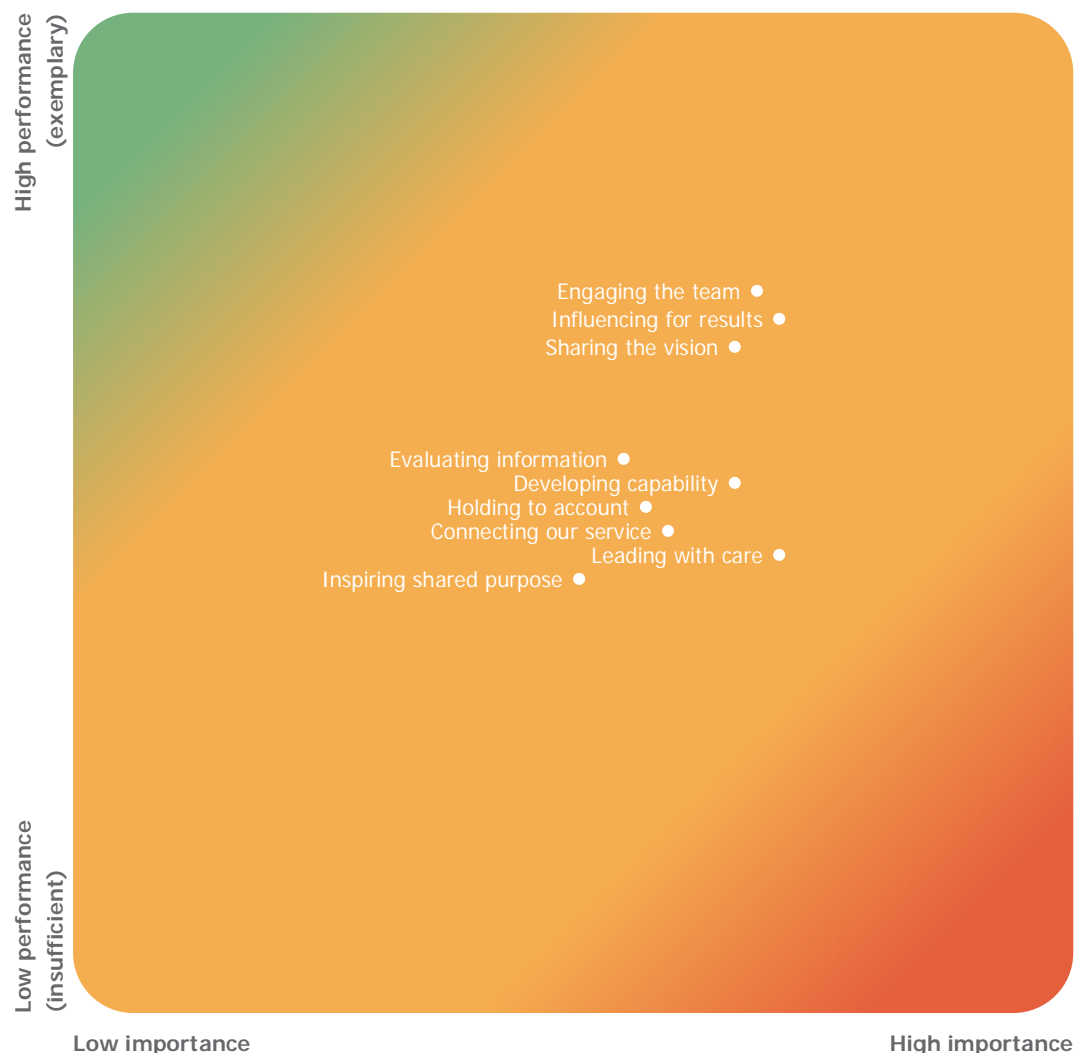


Performance: ● All raters ● * Comparison group ○ Selves
Importance: ● Self ● Linemanager ● Direct reports ● Peers and Others
 * Comparison group scores will only appear when substantial normative data has been collected

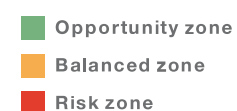
Group Performance versus Importance summary

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

If the group are rated low in Performance on dimensions that are of high Importance this is an area of risk (marked in **red**) and the group should prioritise their development actions here. If the group are rated the same in Performance as on Importance this shows appropriate balance (marked in **amber**). If the group 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 the group job role (marked in **green**).



Importance and Performance ratings are based on average ratings by others



Group 360° overview

The diagram below displays the group average rating from all raters and all self ratings on the nine leadership dimensions of the Healthcare Leadership Model. This diagram enables the group to see any gaps in perception between themselves and their raters.

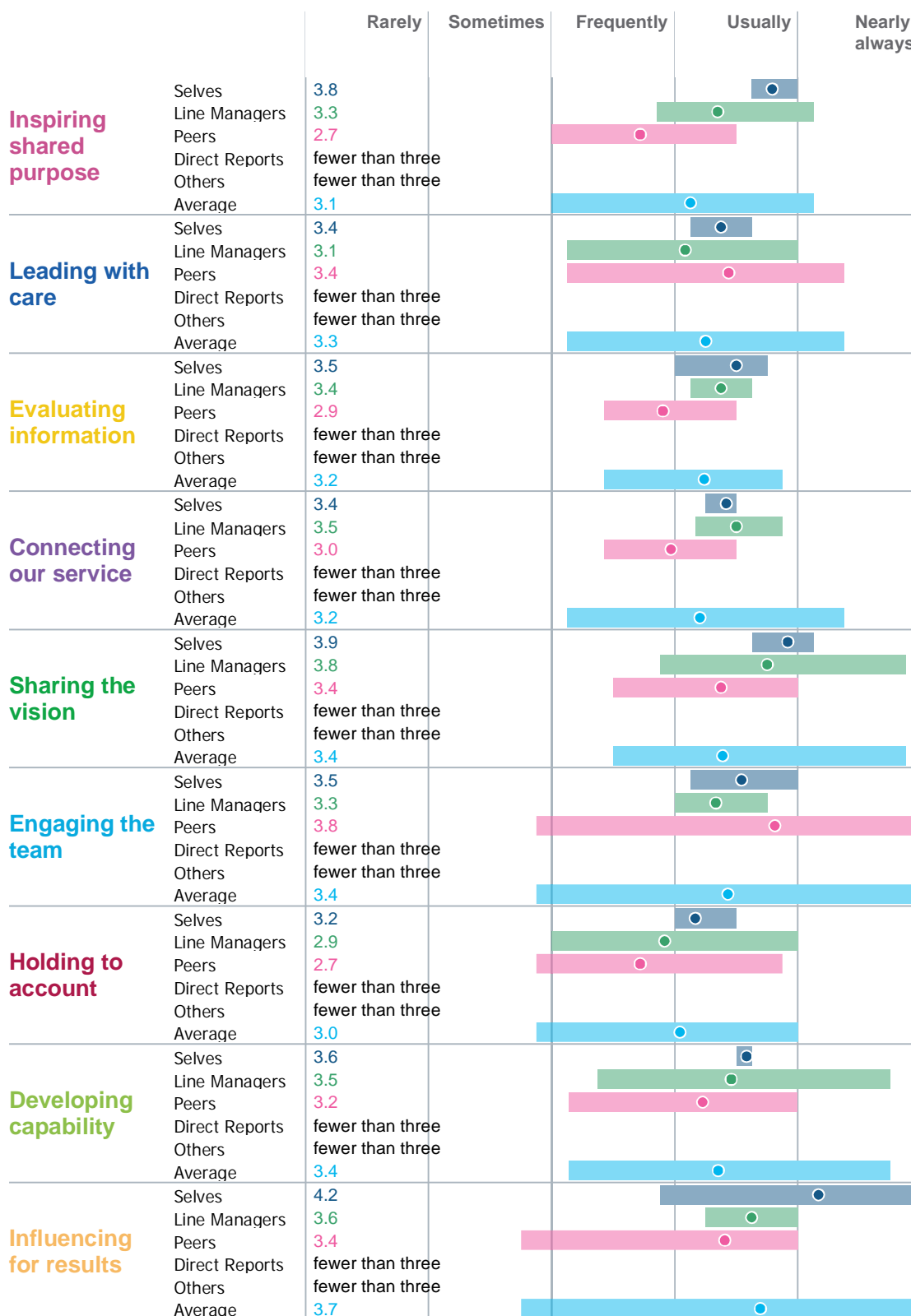
Feedback has been collected from up to five perspectives; **Self**, **Line manager** **Peers**, **Direct reports** and **Others**. All 360° behaviours are rated against a 1 to 5 scale (with N being No opportunity to observe):

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



Group ratings

The table below displays the average ratings given on each of the 360° dimensions by all raters and self raters as shown by the ○. The shaded band (■) shows the range between the lowest and highest ratings given.



Group highest scoring items from raters

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

Avg. rating	Behaviour	360° dimension
4	Asks for feedback from their team on things that are working well and things that could be improved	Engaging the team
4	Avoids jargon and expresses themselves clearly	Influencing for results
4	Creates formal and informal two-way communication channels so they can be more persuasive	Influencing for results
3.7	Communicates honestly, appropriately and at the right time with people at all levels	Sharing the vision
3.7	Explores and understands the strengths and development needs of individuals in their team	Developing capability

 Average of all other's ratings (excludes self rating)

1 – Rarely 2 – Sometimes 3 – Frequently
4 – Usually 5 – Nearly always

Group lowest scoring items from raters

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

Avg. rating	Behaviour	360° dimension
2.7	Is flexible in their approach so they can work effectively with people in organisations that have different standards and approaches from	Connecting our service
2.8	Acts as a role model for belief in and commitment to the service	Inspiring shared purpose
2.8	Collects and records the essential data for their area of work accurately and on time	Evaluating information
2.8	Constantly looks out for opportunities to celebrate and reward high standards	Holding to account
2.8	Notices and challenges mediocrity, encouraging people to stop drifting and stretch themselves for the best results they can attain	Holding to account

 Average of all other's ratings (excludes self rating)

1 – Rarely 2 – Sometimes 3 – Frequently
4 – Usually 5 – Nearly always

Group hidden strengths

The table below displays up to five behaviours that show the biggest difference; where others rated the individual **higher** than they rated themselves. These behaviours may indicate areas of hidden strength for this group.

Self rating	Avg. rating	Behaviour	360° dimension
2.3	3.6	Demonstrates that the health and wellbeing of their team are important to them	Leading with care
2.3	3.6	Provides development opportunities for other people through experience and formal training	Developing capability
2.3	3.3	'Reads' others and acts with appropriate empathy, especially when they are different from themselves	Leading with care
2.7	3.4	Clearly describes the purpose of the job, the team and the organisation and how they will be different in the future	Sharing the vision
2.7	3.4	Knows what they need to do and who to go to so that well-judged decisions are made in their organisation	Connecting our service

■ Average of all self ratings

■ Average of all other's ratings (excludes self rating)

1 – Rarely 2 – Sometimes 3 – Frequently
4 – Usually 5 – Nearly always

Group blind spots

The table below displays up to five behaviours that show the biggest difference; where others rated the individual **lower** than they rated themselves. These behaviours may indicate group blind spots, possibly weaknesses that others see more presently than the group do.

Self rating	Avg. rating	Behaviour	360° dimension
4.3	3	Builds strategic relationships to make links across the broader system	Connecting our service
4.3	3.1	Has the self-confidence to question the way things are done in their area of work	Inspiring shared purpose
4.3	3.1	Takes positive action to make sure other leaders are taking responsibility for the emotional wellbeing of their teams	Leading with care
4.7	3.7	Communicates honestly, appropriately and at the right time with people at all levels	Sharing the vision
4.7	3.7	Builds enough support for the idea or initiative to take on a life of its own	Influencing for results

Average of all self ratings
 Average of all other's ratings (excludes self rating)
 1 – Rarely 2 – Sometimes 3 – Frequently
 4 – Usually 5 – Nearly always

Group item analysis

The tables in the following section display the spread of scores given by all selves and all their 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'.



Inspiring shared purpose

	Selves avg.	Others avg.	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	N
Enables colleagues to see the broader meaning in what they do	4	3.4		1	1		1				3	1														
Takes the initiative and responsibility to put things right outside their remit if they see others fearing to act	3.7	3.4			2		1			2	1	1														
Behaves consistently and makes sure others do so even when under pressure	3.7	3.2			1	2				1	2	1														
Has the self-confidence to question the way things are done in their area of work	4.3	3.1		1	1	1				1	2	1														
Actively promotes values of service in line with NHS principles	3.7	3			2	1				1		2	1													
Supports their team or colleagues when they are challenging the way things are done	3.7	3			2		1			1	3															
Has the courage to challenge beyond their remit even when it may involve considerable personal risk	3.7	3			1	2				2		2														
Acts as a role model for belief in and commitment to the service	3.7	2.8		1	1	1				3	1															

1 – Rarely 2 – Sometimes 3 – Frequently 4 – Usually 5 – Nearly always N – No opportunity to observe

1 – Rarely 2 – Sometimes 3 – Frequently 4 – Usually 5 – Nearly always N – No opportunity to observe

What is it?

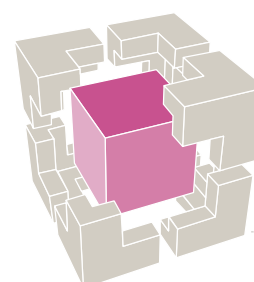
- Valuing a service ethos
- Curious about how to improve services and patient care
- Behaving in a way that reflects the principles and values of the NHS

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

	Selves avg.	Others avg.	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	N
Demonstrates that the health and wellbeing of their team are important to them	2.3	3.6		1	2					3	1															
'Reads' others and acts with appropriate empathy, especially when they are different from themselves	2.3	3.3		2	1					2	1		1													
Creates the conditions that help their team provide mutual care and support	3.3	3.3	1	2						1	1	2														
Notices negative or unsettling emotions in the team and acts to put the situation right	3.7	3.2	1	1	1					1	2	1														
Cares for their own physical and mental wellbeing so that they create a positive atmosphere for the team and service users	3.7	3.2	2			1				1	1	1	1													
Understands the underlying reasons for their behaviour and ensures negative feelings do not affect their team	4	3.1		1	2					1	1		1	1												
Takes positive action to make sure other leaders are taking responsibility for the emotional wellbeing of their teams	4.3	3.1	1	1	1					1	3															
Shares responsibility for colleagues' emotional wellbeing even when they may be junior to those colleagues	3.3	3.1	1	2						1	1	2														

1 – Rarely 2 – Sometimes 3 – Frequently 4 – Usually 5 – Nearly always N – No opportunity to observe

What is it?

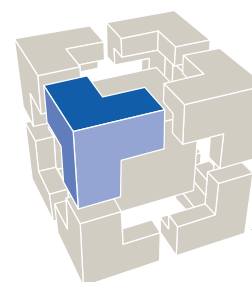
- Having the essential personal qualities for leaders in health and social care
- Understanding the unique qualities and needs of a team
- Providing a caring, safe environment to enable everyone to do their jobs effectively

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

	Selves avg.	Others avg.	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	N
Carries out, or encourages, research to understand the root causes of issues	3	3.6		1	2				2			1	1													
Establishes ongoing methods for measuring performance, to gain a detailed understanding of what is happening	3.7	3.4			3				2	1	1															
Sees patterns that help them to do things better, more efficiently or with less waste	4.3	3.3		2	1				4																	
Conducts thorough analyses of data over time, comparing outcomes and trends to relevant benchmarks	2.7	3.3		2	1				1	1	2															
Creates improved pathways, systems or processes through insights that are not obvious to others	3.7	3.3		1	2				1	1	2															
Looks outside their area of work for information and ideas that could bring about continuous improvement	3.3	3.2		2	1				2	2																
Creatively applies fresh approaches to improve current ways of working	3.7	2.9		1	1	1			2	2																
Collects and records the essential data for their area of work accurately and on time	3.7	2.8		1	2				2	2																

1 – Rarely 2 – Sometimes 3 – Frequently 4 – Usually 5 – Nearly always N – No opportunity to observe

What is it?

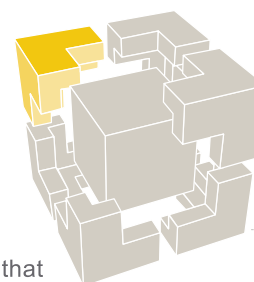
- Seeking out varied information
- Using information to generate new ideas and make effective plans for improvement or change
- Making evidence-based decisions that respect different perspectives and meet the needs of all service users

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

	Selves avg.	Others avg.	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	N
Understands the formal structure of their area of work and how it fits with other teams	3.7	3.6			1	1	1			2	1		1													
Hands over effectively to others and takes responsibility for continuity of service provision	4	3.6			1	1	1			1	1	2														
Knows what they need to do and who to go to so that well-judged decisions are made in their organisation	2.7	3.4				2		1		1	3															
Understands how financial and other pressures influence the way people react in their organisation	3.3	3.4			1		1	1			2	2														
Understands which issues affect decisions across the system so that they can anticipate how other stakeholders will react	2.7	3.1				1	2				4															
Acts flexibly to overcome obstacles	3	3			1	1	1			1		1	2													
Builds strategic relationships to make links across the broader system	4.3	3				1	2			2	1	1														
Is flexible in their approach so they can work effectively with people in organisations that have different standards and approaches from their own	3.7	2.7	1			1	1			1	1	2														

1 – Rarely 2 – Sometimes 3 – Frequently 4 – Usually 5 – Nearly always N – No opportunity to observe

What is it?

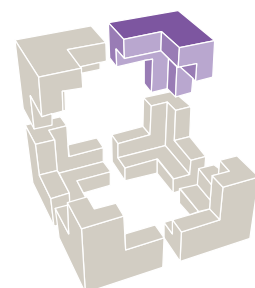
Understanding how health and social care services fit together and how different people, teams or organisations interconnect and interact

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

	Selves avg.	Others avg.	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	N
Communicates honestly, appropriately and at the right time with people at all levels	4.7	3.7	1				2				1		3													
Is visible and available to their team	4	3.6			1		2				1	2	1													
Uses stories and examples to bring the vision to life	4	3.6				1	2				2	1	1													
Clearly describes the purpose of the job, the team and the organisation and how they will be different in the future	2.7	3.4	1				2				1			3												
Makes a vivid picture of future success emotionally compelling	3.7	3.3		2			1					1		3												
Displays confidence and integrity under robust and public criticism	4.3	3.3	1		1	1						1	2	1												
Encourages others to become 'ambassadors' for the vision and generates excitement about long-term aims	4	3.1			1	1	1					1	2	1												
Describes future changes in a way that inspires hope, and reassures staff, patients and the public	4	3.1		1	1		1					1		3												

1 – Rarely 2 – Sometimes 3 – Frequently 4 – Usually 5 – Nearly always N – No opportunity to observe

What is it?

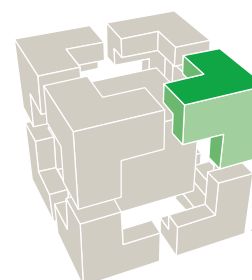
Communicating a compelling and credible vision of the future in a way that makes it feel achievable and exciting

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

	Selves avg.	Others avg.	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	N
Asks for feedback from their team on things that are working well and things that could be improved	3.3	4			1		2					1	1	2												
Recognises and actively appreciates each person's unique perspectives and experience	3.7	3.6			2		1					1		1	2											
Asks for contributions from their team to raise their engagement	4	3.4			1	2						1		1	2											
Shapes future plans together with their team	3	3.3			1	1		1				1	1	2												
Offers support and resources to other teams in their organisation	4	3.3			1	1	1						2	2												
Stretches their team so that they deliver a fully 'joined-up' service, and so give the best value they can	4	3.3			3							1		1	2											
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	2.7	3.2			3							1	1		2											
Supports other leaders to build success within and beyond their organisation	3.7	3.2			1	2						1		1	2											

1 – Rarely 2 – Sometimes 3 – Frequently 4 – Usually 5 – Nearly always N – No opportunity to observe

What is it?

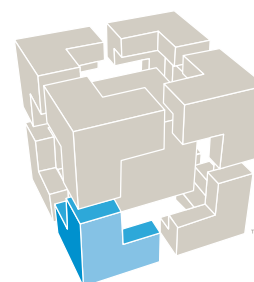
Involving individuals and demonstrating that their contributions and ideas are valued and important for delivering outcomes and continuous improvements to the service

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

	Selves avg.	Others avg.	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	N
Gives balanced feedback and support to improve performance	3	3.3		1		1	1		1		2	1														
Sets clear standards for behaviour as well as for achieving tasks	3	3.2	1			2				2	1	1														
Specifies and prioritises what is expected of individuals and the team	3.3	3.1			2	1				2	2															
Encourages a climate of high expectations in which everyone looks for ways for service delivery to be even better	3.3	3.1		1	1	1			1		2	1														
Shares stories and symbols of success that create pride in achievement	2.7	3.1		1	1	1				1	2	1														
Takes personal responsibility for their own performance	2.7	2.9		2		1				3		1														
Constantly looks out for opportunities to celebrate and reward high standards	3.7	2.8	1	1		1				2	1	1														
Notifies and challenges mediocrity, encouraging people to stop drifting and stretch themselves for the best results they can attain	3.7	2.8	1	1		1				2	1	1														

1 – Rarely 2 – Sometimes 3 – Frequently 4 – Usually 5 – Nearly always N – No opportunity to observe

What is it?

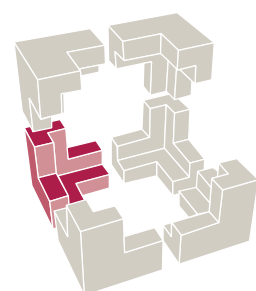
- Agreeing clear performance goals and quality indicators
- Supporting individuals and teams to take responsibility for results
- Providing balanced feedback

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

	Selves avg.	Others avg.	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	N
Explores and understands the strengths and development needs of individuals in their team	4	3.7	1			1	1		1		3															
Provides development opportunities for other people through experience and formal training	2.3	3.6			1	1	1				3	1														
Looks for opportunities to develop themselves and learn things outside of their comfort zone	4	3.4	1	1			1		1	1	2															
Provides long-term mentoring or coaching	3.7	3.4		2			1				2	1		1												
Shares in broad organisational development and succession planning beyond their area of work	3.3	3.3	1	1			1		1	1	2															
Explores the career aspirations of colleagues in their team and shapes development activities to support them	3.7	3.2	1		2				1		1	2														
Builds people development into their planning for their team	4	3.1	1	1			1		1	2	1															
Creates conditions in which others take responsibility for their development and learn from each other	3.7	3.1	2				1		1	1	2															

1 – Rarely 2 – Sometimes 3 – Frequently 4 – Usually 5 – Nearly always N – No opportunity to observe

What is it?

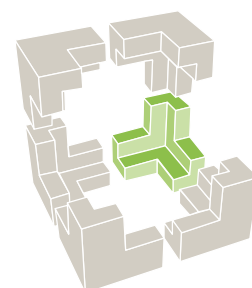
- Building capability to enable people to meet future challenges
- Using a range of experiences as a vehicle for individual and organisational learning
- Acting as a role model for personal development

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

	Selves avg.	Others avg.	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	N
Avoids jargon and expresses themselves clearly	4.7	4			1	1	1				1	3														
Creates formal and informal two-way communication channels so they can be more persuasive	3.3	4				1	2		1			3														
Shares issues and information to help other people understand their thinking	4.3	3.7		1		2			1		2	1														
Uses indirect influence and partnerships across organisations to build wide support for their ideas	3.7	3.7		1		2			1		2	1														
Creates shared agendas with key stakeholders	4.3	3.7			2	1			1			3														
Builds enough support for the idea or initiative to take on a life of its own	4.7	3.7			2	1			1			3														
Adapts their communication to the needs and concerns of different groups	4	3.6			1	2			1	1		2														
Contributes calmly and productively to debates arising from strongly-held beliefs, even when their own emotions have been excited	4.3	3.3		1		2			1		1	2														

1 – Rarely 2 – Sometimes 3 – Frequently 4 – Usually 5 – Nearly always N – No opportunity to observe

What is it?

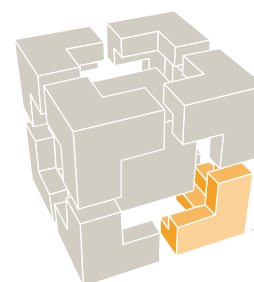
- Deciding how to have a positive impact on other people
- Building relationships to recognise other people's passions and concerns
- Using interpersonal and organisational understanding to persuade and build collaboration

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



Appendix

Reflections and learning

- What observations have you made about this group's results? (e.g. trends, strengths, areas for development)

- What implications does this have for this group?

- What would be a first step in helping this group to apply it's strengths and address development opportunities?

List of respondents

This group report contains the combined (not individual) 360° results from the following individuals:

Faye Louise

Alexander Harwood

Faye McNaught