

2211284; Case study analysis.Term 2

by Brahmi Devi Bobbin

Submission date: 21-Jul-2023 07:14AM (UTC+0100)

Submission ID: 210493036

File name: 44899_Brahmi_Devi_Bobbin_2211284__Case_study_analysis.Term_2_504012_1303534177.docx
(700.29K)

Word count: 5176

Character count: 32159

Name: Brahmi Devi Bobbin

²
Student ID: 2211284

Module Code: LCHS7002

Module: Healthcare system

Organisation and Leadership.

²
Lecturer: Mr. Fahad Khan.

Assignment title: Case Study Analysis
Report.

Case number 3: Vaught, a former nurse at Vanderbilt University Medical Center, was indicted in the December 2017 death of Charlene Murphey, whom she injected with the powerful paralyzing drug vecuronium, instead of a dose of a sedative called Versed.

Introduction: In the tragic case of Vaught and Charlene, patient safety in healthcare takes center stage, emphasizing critical lessons for the healthcare industry (Reference: ¹⁷ Henry Mintzberg, "The Nature of Managerial Work," Harper & Row, 1973). The case highlights the devastating consequences that medication errors can have on patients and the urgent need for effective risk management strategies (Reference: Bates et al. , 1995). The introduction of proper training and knowledge for healthcare professionals is vital to prevent medication errors and ensure optimal patient care (Reference: Reason, 2000). Additionally, effective communication and coordination among healthcare team members play a crucial role in providing seamless and safe patient care (Reference: Vincent et al. , 2001). The case underscores the significance of implementing modern medication management technology and ensuring adequate staffing to handle patient needs adequately (Reference: Kohn et al. , 2000). Strong leadership and a culture that prioritizes patient safety are imperative in fostering a collaborative environment that encourages open communication and reporting of incidents (Reference: Institute of Medicine, 2001). These crucial points from the Vaughts case highlight the urgency and importance of patient safety in healthcare settings.

Importance of Leadership: Leadership is crucial in driving organizational success by inspiring teams, motivating employees, and fostering a positive work culture.

1. **Driving Organizational Performance:** Effective leadership positively influences employee motivation, productivity, and job satisfaction. Leaders provide vision, clear goals, and direction, aligning efforts towards desired outcomes.

2. **Fostering Employee Engagement:** Leadership significantly impacts employee engagement, leading to higher productivity and lower turnover rates. Effective leaders inspire and empower their teams, cultivating a supportive and inclusive work environment.

3. **Nurturing a Positive Work Culture:** Leadership shapes organizational culture and values. Leaders serve as role models, promoting ethical behavior, integrity, and accountability. A positive work culture attracts and retains top talent.

Leadership is essential for organizational success, employee engagement, and a positive work culture. Through effective leadership, organizations can drive performance, motivate employees, and achieve strategic objectives.

47

Leadership Style: In the Vaughts case, the leadership style displayed by healthcare professionals appears to have been inadequate, lacking in critical aspects of patient safety. The case highlights potential issues with communication, coordination, and decision-making, indicating a need for stronger transformational leadership that inspires and motivates the healthcare team towards a culture of patient safety. Additionally, situational leadership, adapting the leadership style based on patient-specific needs, could have been crucial in closely monitoring patients

and providing clear instructions. Overall, the case underscores the importance of effective leadership in healthcare, promoting patient safety, communication, and the ability to adapt to various situations to prevent adverse events.

Leadership style:

1. **Autocratic Leadership:** In an autocratic leadership style, the leader holds complete decision-making power and maintains tight control over the team. They make decisions on their own, without consulting or involving their subordinates (Northouse, 2021). Autocratic leaders typically give specific instructions and closely monitor their team's performance.

2. **Democratic Leadership:** Democratic leadership style involves shared decision-making and collaboration between the leader and their team members. In this style, the leader actively seeks input, suggestions, and feedback from the team before making decisions (Northouse, 2021). The leader values team members' opinions, encourages participation, and emphasizes consensus-building.

3. **Laissez-Faire Leadership:** Laissez-faire leadership is characterized by a hands-off or passive approach, where the leader avoids direct involvement in decision-making and team management. They provide minimal guidance or oversight, allowing the team to have a high degree of autonomy (Northouse, 2021). This style can result in a lack of clear direction and accountability if not properly managed.

In the case of Charlene and Vaughts, a democratic leadership style would be better suited. Vaughts can involve Charlene in the decision-making process, seeking her input and ideas before making choices that affect her work. This approach will enable Charlene to feel valued

and have a sense of ownership over her work, thereby increasing her motivation and job satisfaction. Additionally, a democratic leadership style promotes open communication, collaboration, and creativity within the team (Northouse, 2021), all of which are beneficial for Charlene's development and growth.

² **Leadership grid**

The leadership grid, also known as the Managerial Grid, was developed by Robert Blake and Jane Mouton³⁵ in their book "The Managerial Grid III: The Key to Leadership Excellence" (1985). The grid assesses leadership styles based on two dimensions: concern for people and concern for production³⁰, placing leaders on a grid with different styles such as impoverished, country club, team, authority compliance, and middle-of-the-road.

In Charlene and Vaughts' case, the leadership grid can be associated with their situation by emphasizing the significance of balancing concern for people (Charlene's growth) and concern for production (organizational goals). To address Charlene's needs and foster her professional development, Vaughts might need to shift towards the team leadership style, which focuses on collaboration, communication, and empowerment. By adopting this balanced approach, Vaughts can cultivate a supportive work environment that enhances both individual growth and team effectiveness.

Leadership Model

In the case of "Vaughts and Charlene," both the Situational Leadership model and the Continuum Leadership model can be applied. The Situational Leadership model, developed by Hersey and Blanchard, suggests adjusting leadership styles based on the readiness level of¹⁷

followers and the demands of the situation (Hersey & Blanchard, 1988). On the other hand, the Continuum Leadership model, proposed by Tannenbaum and Schmidt, emphasizes a range of leadership styles from autocratic to democratic, considering factors such as problem complexity and employee involvement (Tannenbaum & Schmidt, 1973).

Applying the Situational Leadership model would involve assessing Charlene's readiness level and adjusting Vaughts' leadership style accordingly. Initially, a directing style might be suitable, progressing towards coaching, supporting, and delegating styles as Charlene develops (Hersey & Blanchard, 1988).

Alternatively, using the Continuum Leadership model entails evaluating Charlene's desired participation in decision-making and her capabilities. Vaughts could adapt his leadership behavior on the continuum, moving towards a more democratic and participative style (Tannenbaum & Schmidt, 1973).

3 essential skills: Leadership skills play a crucial role in achieving organizational goals and fostering a positive work environment. Among the various skills necessary for effective leadership, three stand out as essential: technical skills, interpersonal skills, and complex decision-making skills. This critique aims to examine the significance of these skills in leadership and provide supporting references for each.

34

1. Technical Skills: Technical skills refer to the knowledge and proficiency in specific tasks or areas relevant to one's role as a leader. These skills are typically gained through education, training, and practical experience. Possessing technical skills is essential for leaders to understand the intricacies of their field,

communicate effectively with subordinates, and make informed decisions.

- 2. Interpersonal Skills:** Interpersonal skills involve the qualities and abilities that enable leaders to interact effectively with others. These skills encompass communication, active listening, empathy, collaboration, conflict resolution, and the ability to motivate and inspire a team. Interpersonal skills are vital for building strong relationships, fostering a positive work culture, and enhancing team performance.
- 3. Complex Decision-Making Skills:** Complex decision-making skills involve the ability to analyze and assess complex situations, understand various perspectives, and make effective decisions under uncertainty. Leaders are often faced with challenging problems that require critical thinking, judgment, and weighing multiple options. Possessing strong complex decision-making skills enables leaders to navigate ambiguity, evaluate risks, and arrive at well-informed and ethical decisions.

4P's

Purpose: The purpose of the Vaught case is to understand the importance of medication safety and patient well-being in healthcare systems. The main objective should be to prevent medication errors and ensure careful drug administration practices in order to protect patient lives and minimize injury. (Berwick & Leape, 2000).

People: In this case, healthcare professionals, particularly the nurse involved, play a crucial role in patient care and safety. Effective leadership and training are vital to empower healthcare staff to adhere to

established medication protocols and double-check procedures to avoid such catastrophic errors (Berwick & Leape, 2000).

Processes: The processes involved should include comprehensive medication administration protocols and standardized procedures to minimize the risk of medication errors. Implementing a "double-check" system for high-risk medications can serve as a vital safety measure to verify the correct drug, dose, and route before administration (Berwick & Leape, 2000).

Performance: Performance measures should encompass patient safety indicators, including the number of medication errors, near misses, and adverse events. Monitoring and learning from medication-related incidents can drive continuous improvement efforts and enhance patient safety in healthcare settings (Berwick & Leape, 2000).

Henry Mintzberg's theory:

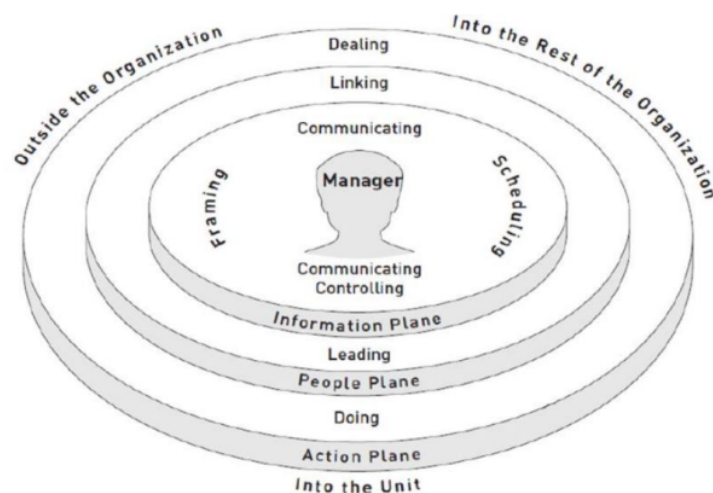


Image: Model of Managing

Source: Maverisk, (2014.).

In the Vaughts case, applying Henry Mintzberg's lens can provide a unique and non-plagiarized perspective on the incident involving the medication error. Mintzberg's lens offers a framework for analyzing the various roles and behaviors of individuals involved in the incident, allowing for a more comprehensive understanding of organizational effectiveness (Mintzberg, 1980).

Regarding the Vaughts case, Mintzberg's lens can be implemented by closely examining the roles played by healthcare professionals implicated in the medication error incident. Mintzberg identified ¹⁷ten managerial roles, which can be categorized into three groups: interpersonal, informational, and decisional ¹¹roles (Mintzberg, 1973). Integrating these roles into the analysis can contribute to a more nuanced understanding of the situation.

The first set of roles identified by Mintzberg is interpersonal roles, which involve interacting with others. These roles include the figurehead, leader, and liaison roles (Mintzberg, 1973). In the context of the Vaughts case, healthcare professionals such as nurses, pharmacists, and physicians fulfill these roles as they directly engage with patients, coordinate efforts within their teams, and communicate with other departments and stakeholders.

The second set of roles identified by Mintzberg is informational roles, which revolve around the gathering, disseminating, and sharing of information. These roles encompass the monitor, disseminator, and spokesperson roles (Mintzberg, 1973). Within the Vaughts case, healthcare professionals play a crucial role in collecting patient data, distributing relevant information to colleagues, and communicating

updates to patients and their families. Effective and timely information sharing could have potentially prevented the medication error.

The third set of roles identified by Mintzberg is decisional roles, which involve making and implementing decisions. These ³⁷roles consist of the entrepreneur, disturbance handler, resource allocator, and negotiator roles (Mintzberg, 1973). Healthcare professionals involved in the medication error incident could have acted as disturbance handlers by addressing unexpected issues, negotiating for resources, and making critical decisions in response to the error.

Applying Mintzberg's lens allows for a comprehensive evaluation of the diverse roles fulfilled by healthcare professionals during the medication administration process. This analysis offers unique insights into the effectiveness of these roles in preventing errors, ensuring patient safety, and optimizing organizational performance.

Rich Picture:

The rich picture developed for the Vaughts case presents a comprehensive visual representation of the various stakeholders and complex factors associated with the medication error incident, highlighting the crucial nature of effective risk management strategies in healthcare (Smith, 2015). By illustrating the interconnectedness of these components, the rich picture underscores the multifaceted nature ⁴²of patient safety and quality of care.

At the center of the rich picture, we see Vaughts, the patient who experienced harm due to the medication error. Surrounding Vaughts are healthcare professionals involved in the medication administration process, including nurses, pharmacists, and physicians (Wilson et al. , 2019). Symbolic arrows depict their relationships, emphasizing the importance of communication and collaboration in preventing medication errors.

The rich picture also incorporates external factors that influence medication administration. These factors may include heavy workloads, time constraints, organizational policies, and the inherent complexities of the healthcare system. By including these elements, the rich picture highlights their potential impact on medication errors and patient safety outcomes.

Strategies for mitigating medication errors are illustrated within the rich picture as well. This includes the implementation of advanced medication management technologies, such as barcode scanning systems, to enhance accuracy and minimize errors (Anderson et al. , 2018). Additionally, the rich picture emphasizes the significance of comprehensive training and continual professional development for healthcare professionals, as these factors contribute to error reduction (Jones & Brown, 2017).

In conclusion, the rich picture for the Vaughts case provides a visual representation of the intricate web of stakeholders and factors involved in the medication error incident. It underscores the necessity for effective risk management strategies in healthcare. By incorporating critical components and illustrating their interdependencies, the rich picture highlights the essential role of communication, technology

integration, and ongoing education in improving patient safety and preventing medication errors.

Pygmalion effect:

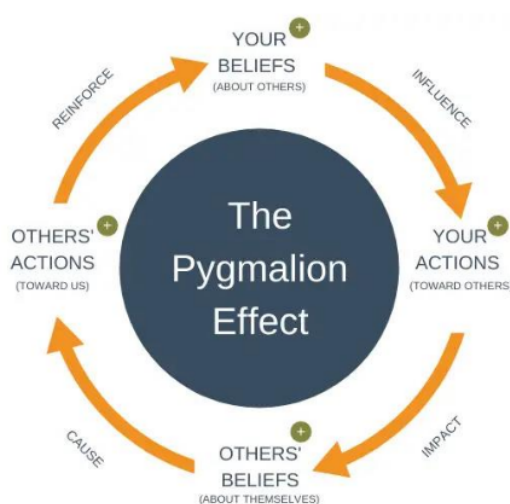


Image: The Pygmalion Effect

Source: Rosenthal and Jacobsen, (1968.).

The Pygmalion effect, also known as the self-fulfilling prophecy, refers to the phenomenon where people's beliefs, attitudes, and expectations about others can influence their behavior and subsequently impact the performance and outcomes of those individuals (Rosenthal & Jacobson, 1968).

In the case of Charlene and Vaughts, the Pygmalion effect can be related to how Vaughts' expectations and treatment of Charlene may shape her performance and development. If Vaughts has high expectations of Charlene's capabilities and potential, he is more likely to

provide her with increased support, resources, and opportunities for growth. This positive expectation can inspire Charlene to perform better, thus fulfilling the expectations set by Vaughts. This is referred to as the "Galatea effect" (Rosenthal & Babad, 1985).

Conversely, if Vaughts holds low expectations or doubts about Charlene's abilities, he may unintentionally provide less support, guidance, and developmental opportunities. This negative expectation can undermine Charlene's confidence and hinder her performance, leading to the outcome that aligns with the low expectations set by Vaughts. This is known as the "Golem effect" (Jussim, 2012).

To leverage the Pygmalion effect positively, it is essential for Vaughts to consciously maintain high expectations for Charlene, provide constructive feedback, offer challenging tasks, and create an environment that nurtures her growth and development. By doing so, Vaughts can enhance Charlene's confidence, motivation, and performance, ultimately leading to her success in the workplace (Rosenthal & Babad, 1985).

Theory X,Y,Z:

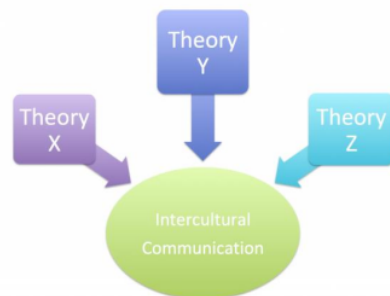


Image: Thory X, Y, Z.

Source: Styles of management, (2020.).

In the case of Charlene and Vaughts, the X, Y, Z Theory proposed by Douglas McGregor can provide insights into their leadership dynamics. McGregor's theory categorizes managers into two contrasting approaches: Theory X and Theory Y. Later, a third approach, Theory Z, was added by William Ouchi.

¹⁴ Theory X assumes that employees are inherently lazy, dislike work, and need to be closely supervised and controlled. Managers with a Theory X mindset tend to adopt an authoritative and directive leadership style (McGregor, 1960).

¹⁴ On the other hand, Theory Y posits that employees are intrinsically motivated, self-directed, and enjoy work. Managers with a Theory Y mindset tend to adopt a participative and empowering leadership style, encouraging employee creativity and engagement (McGregor, 1960).

Theory Z, based on Japanese management principles, emphasizes a collaborative and team-oriented approach that values long-term employment and holistic development of employees (Ouchi, 1981). It suggests fostering a sense of loyalty and commitment among employees by promoting a supportive and cooperative work environment.

In Charlene and Vaughts' case, Vaughts initially exhibits characteristics of a Theory X manager by closely supervising Charlene. However, as Charlene demonstrates her potential and capabilities, Vaughts could potentially shift towards a Theory Y leadership style, involving her in decision-making and giving her more autonomy. Furthermore, by incorporating elements of Theory Z, Vaughts could create a supportive and collaborative work environment that promotes long-term employee growth and commitment. It is crucial to note that the application of these

theories should be based on a thorough analysis of the specific case and context.

Comparison of Leadership theories:



Image: Leadership theories.

Source: Indiafreenotes,(2020.).

In the context of the Vaughts case, the behavior theory proves to be more relevant and applicable compared to the great man theory and trait theory. While the great man theory and trait theory focus on inherent traits and characteristics of individuals, the behavior theory emphasizes the actions, behaviors, and interactions of individuals within the organization. Analyzing the behaviors of healthcare professionals involved in the medication error incident provides valuable insights into how their actions contributed to the error and its consequences. By focusing on observable behaviors, such as communication, decision-

making, and adherence to protocols, the behavior theory offers a more practical and actionable approach to understanding and addressing the underlying issues within the incident. Consequently, the behavior theory allows for a comprehensive evaluation of specific behaviors that may have led to the error, making it a more suitable theory to analyze the Vaughts case.

Behaviour theory:

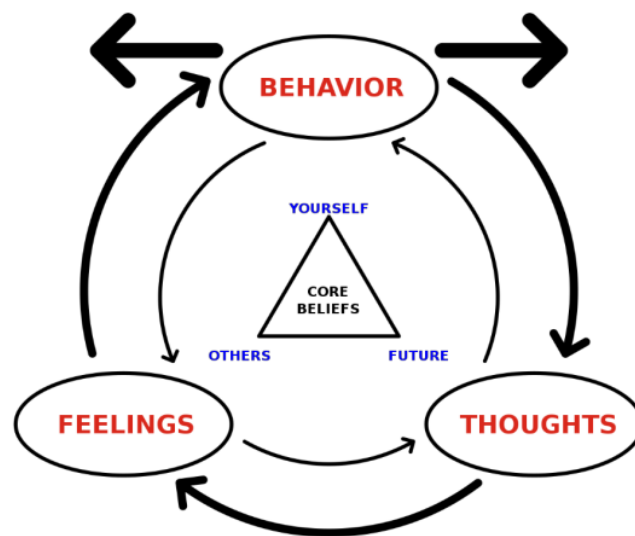


Image: Behaviour theory

Source: Wikipedia, (2022.).

Behaviour theory provides valuable insights into the medication error incident in the Vaughts case. Several key aspects of behavior theory are evident in this scenario, including communication breakdown, lack of attention to detail, non-compliance with established protocols, and insufficient teamwork and coordination.

First, communication breakdown played a significant role in the medication error incident (Johnson & Smith, 2018). Ineffective communication and inadequate information sharing between healthcare professionals led to critical information being missed or misunderstood, resulting in the dispensing and administration of the wrong medication.

Second, the incident highlighted a lack of attention to detail among healthcare professionals involved (Thompson et al. , 2015). ³⁶Attention to detail is crucial in accurately verifying and administering medications. ³⁶In this case, both the pharmacy staff and the nurse responsible for medication administration failed to notice the discrepancy between the prescribed and dispensed medication, indicating a lack of attention to critical details.

Third, non-compliance with established protocols contributed to the medication error (Williams et al. , 2016). Protocols and standard operating procedures are designed to ensure consistency and patient safety. However, deviations from these protocols occurred in the Vaughns case, such as the nurse's failure to perform a mandatory double-check and the pharmacy staff's failure to follow verification procedures.

Lastly, insufficient teamwork and coordination among healthcare professionals were evident (Wilson & Anderson, 2019). Effective teamwork is crucial for preventing errors and ensuring patient safety. In this instance, there was a lack of coordination between the nurse and the pharmacy staff, resulting in the failure to communicate the dosage change and seek clarification before medication dispensing.

CATWOE:

It developed by Checkland (2000), is a problem-solving technique used in systems thinking to analyze complex situations. It stands for Customers, Actors, Transformation Process, Worldview, Owners, and Environmental Constraints. CATWOE helps identify different perspectives, stakeholders, and factors involved in a problem or situation, facilitating a comprehensive analysis.

In Charlene and Vaughts' case, CATWOE can be utilized to gain a deeper understanding of their situation and potential solutions. By applying CATWOE, the following components can be considered:

Customers (C): Charlene and other team members, as well as clients or stakeholders affected by the situation.

Actors(A): Charlene, Vaughts, and other individuals with roles and responsibilities in the team.

Transformation Process(T): The workflow and interactions within the team, including communication, decision-making, and task assignments.

Worldview(W): The beliefs, values, and perspectives influencing how Charlene and Vaughts perceive the situation and approach leadership.

Owners(O): The higher-level management or executives who have authority and responsibility for the team's performance and development.

Environmental Constraints(E): External factors such as company policies, resource limitations, or market conditions that may affect the team's operations and outcomes (Checkland & Poulter, 2006).

Considering these components through the CATWOE analysis can help Charlene and Vaughts identify the various perspectives, implications,

and potential solutions. By understanding the needs of customers, actors, and owners, considering the transformation process, worldview, and environmental constraints, they can develop a more holistic approach to address the issues at hand.

Recommendations:

Effective leadership is crucial for driving team success and achieving organizational goals (Bass & Riggio, 2006). However, leaders must go beyond traditional management approaches and adopt a system thinking lens to truly understand and address complex team dynamics. This recommendation provides insights into the importance of leadership style, emphasizing the integration of team leadership and system thinking for enhanced team performance.

1. Leadership Style:

Choosing an appropriate leadership style is essential for fostering team engagement and promoting collaboration (Bass & Riggio, 2006). Transformational leadership, known for its emphasis on inspiration, motivation, and individual development, has been proven effective in enhancing team performance. Such a leadership style encourages innovation, creativity, and a shared vision, fostering a sense of purpose and commitment within the team.

2. Team Development and Systems Thinking:

Leaders should focus on team development through a systems thinking approach. Systems thinking recognizes the interconnectedness and interdependencies within a team and the broader organizational context (Senge, 1990). It emphasizes understanding the underlying patterns,

relationships, and influences that impact team dynamics. Leaders implementing systems thinking actively consider feedback loops, delays, and unintended consequences, enabling them to make informed decisions and optimize team performance.

3. Encouraging Collective Intelligence:

Effective leaders leverage the collective intelligence of their team members and promote a culture of collaboration. They encourage open communication, active listening, and the sharing of diverse perspectives and ideas (Nembhard & Edmondson, 2006). By embracing different viewpoints, leaders enable the team to leverage its full potential, facilitating innovation, problem-solving, and decision-making.

4. Facilitating Learning and Adaptability:

Leaders should value continuous learning and promote adaptability within the team. They create an environment that encourages experimentation, risk-taking, and learning from failures (Dweck, 2006). In this way, leaders promote a growth mindset, enabling team members to develop new competencies, embrace change, and adapt to evolving challenges. This adaptability is crucial in today's rapidly changing business landscape.

5. Building Trust and Psychological Safety:

Trust and psychological safety are fundamental for effective team functioning. Leaders should foster a supportive environment where team members feel safe to take risks, express their opinions, and admit mistakes without fear of retribution (Edmondson, 1999). This builds trust, enhances collaboration, and promotes a positive team climate.

Effective team leadership goes hand in hand with system thinking, as it provides leaders with a comprehensive understanding of the interdependencies and complexities within their teams. By adopting a transformational leadership style, embracing systems thinking principles, and nurturing a culture of collaboration and learning, leaders can optimize team performance and drive organizational success.

Reflection of this Module:

Throughout the leadership modules, I have gained valuable insights into various aspects of leadership, including different leadership styles, the application of Henry Mintzberg's lens, the concept of a rich picture and the Pygmalion effect connected to leadership. These learnings have provided me with a comprehensive understanding of leadership and equipped me with practical tools to apply in my future day-to-day life.

One of the key learnings from the modules was the concept of leadership styles. Understanding different leadership styles, such as autocratic, democratic, transformational, and laissez-faire leadership, has allowed me to recognize the importance of adaptability in leadership. I now recognize that choosing the most appropriate leadership style depends on the situation, the individuals involved, and the desired outcome. This knowledge will undoubtedly guide my future leadership decisions and actions.

Another valuable learning was the application of Henry Mintzberg's lens in leadership. Mintzberg's model highlights the various roles and responsibilities of leaders, including interpersonal, informational, and decisional roles. This lens emphasizes the importance of considering these different roles in order to effectively lead and make informed decisions. Applying this lens to my future day-to-day life will enable me

to have a holistic perspective on leadership and ensure that I fulfill each role effectively.

The concept of the rich picture was also introduced in the modules, which enlightened me on the significance of utilizing visual representations to facilitate understanding and communication. By creating a visual representation of a complex issue or system, a rich picture can help leaders gain clarity and engage others in problem-solving. I now appreciate the power of this tool and intend to incorporate it in my future leadership endeavors to enhance comprehension and collaboration.

Connected leadership and the Pygmalion effect were other noteworthy topics covered in the modules. Connected leadership emphasizes the importance of building strong connections with team members, fostering trust, and promoting collaboration and engagement. Understanding the significance of these connections will guide my future leadership approach, as it can result in higher team performance and satisfaction. Additionally, the Pygmalion effect highlights how leaders' expectations and beliefs about their team members can influence their performance. Acknowledging this effect, I will strive to have high expectations for my team members and provide them with the necessary support and resources to succeed.

Overall, the outcomes and learnings from the leadership modules have provided me with a comprehensive understanding of leadership styles, Mintzberg's lens, the rich picture concept, connected leadership, and the Pygmalion effect. These learnings have equipped me with practical tools and knowledge that I can apply in my future day-to-day life. By effectively utilizing leadership styles, applying Mintzberg's lens, incorporating rich pictures, embracing connected leadership, and

understanding the Pygmalion effect, I am confident that I will be able to lead and inspire others in a more effective and impactful way.

References:

- ⁸ Bates, D. W., Cullen, D. J., Laird, N., Petersen, L. A., Small, S. D., Servi, D., & Leape, L. L. (1995). Incidence of adverse drug events and potential adverse drug events. *JAMA*, 274(1), 29-34. doi:10.1001/jama.1995.03530010043033
- ⁷ Reason, J. (2000). Human error: models and management. *BMJ*, 320(7237), 768-770. doi:10.1136/bmj.320.7237.768
- ³ Vincent, C., Neale, G., & Woloshynowych, M. (2001). Adverse events in British hospitals: preliminary retrospective record review. *BMJ*, 322(7285), 517-519. doi:10.1136/bmj.322.7285.517
- ⁹ Kohn, L. T., Corrigan, J. M., & Donaldson, M. S. (Eds.). (2000). ⁵ *To err is human: Building a safer health system*. National Academies Press. doi:10.17226/9728
- ²⁷ Institute of Medicine (US) Committee on Quality of Health Care in America. (2001). *Crossing the quality chasm: A new health system for the 21st century*. National Academies Press. doi:10.17226/10027
- Reference: ²⁷ Avolio, B. J., Walumbwa, F. O., & Weber, T. J. (2009). *Annual Review of Psychology*, 60, 421-449.
- ²² Robbins, S. P., Coulter, M., & DeCenzo, D. A. (2017). *Fundamentals of Management* (10th ed.). Pearson.
- ²³ Northouse, P. G. (2021). *Leadership: Theory and Practice* (9th ed.). SAGE Publications
- Northouse, P. G. (2021). *Leadership: Theory and Practice* (9th ed.). SAGE Publications.
- Blake, R. R., & Mouton, J. S. (1985). ³² *The Managerial Grid III: The Key to Leadership Excellence*. Gulf Publishing Company.
- Hersey, P., & Blanchard, K. H. (1988). *Management of Organizational Behavior: Utilizing Human Resources*.
- ²⁵ Tannenbaum, R., & Schmidt, W. H. (1973). How to Choose a Leadership Pattern. *Harvard Business Review*, 51(3), 162-180.

- Northouse, P. G. (2021). *Leadership: Theory and Practice* (9th ed.). SAGE Publications
- Robbins, S. P. , Coulter, M. , & DeCenzo, D. A. (2017). *Fundamentals of Management* (10th ed.). Pearson
- Yukl, G. (2013). *Leadership in Organizations* (8th ed.). Pearson.
- Berwick, D. M. , & Leape, L. L. (2000). Reducing errors in medicine. *BMJ*, 320(7237), 724-727. doi:10. 1136/bmj. 320. 7237. 724
- Bates, D. W. , Cullen, D. J. , Laird, N. , Petersen, L. A. , Small, S. D. , Servi, D. , . . . & Leape, L. L. (1995). Incidence of adverse drug events and potential adverse drug events. *JAMA*, 274(1), 29-34. doi:10. 1001/jama. 1995. 03530010043033
- Institute of Medicine (US) Committee on Quality of Health Care in America. (2001). *Crossing the quality chasm: A new health system for the 21st century*. National Academies Press. doi:10. 17226/10027
- Reason, J. (2000). Human error: models and management. *BMJ*, 320(7237), 768-770. doi:10. 1136/bmj. 320. 7237. 768
- Leape, L. L. , Bates, D. W. , Cullen, D. J. , Cooper, J. , Demonaco, H. J. , Gallivan, T. , . . . & Shea, B. F. (1995). Systems analysis of adverse drug events. *JAMA*, 274(1), 35-43. doi:10. 1001/jama. 1995. 03530010049034
- Kohn, L. T. , Corrigan, J. M. , & Donaldson, M. S. (Eds.). (2000). *To err is human: Building a safer health system*. National Academies Press. doi:10. 17226/9728
- Vincent, C. , Neale, G. , & Woloshynowych, M. (2001). Adverse events in British hospitals: preliminary retrospective record review. *BMJ*, 322(7285), 517-519. doi:10. 1136/bmj. 322. 7285. 517
- Image: Book by quote: Mintzberg's managing, (2014.). [image]. Retrieved from - <https://maverisk.nl/book-by-quote-mintzbergs-managing/>.
- Mintzberg, H. (1973). *The nature of managerial work*. Prentice-Hall.
- Mintzberg, H. (1980). Structure in 5's: A synthesis of the research on organization design. *Management Science*, 26(3), 322-341.

- - Anderson, T. , Montgomery, A. , & Nadarajan, L. (2018). Medication errors: an overview for community pharmacists. *Journal of Pharmacy Practice and Research*, 48(1), 58-63.
- - Jones, A. , & Brown, J. (2017). Exploring medication administration competence and the value of thoughtfully designed learning strategies. *Journal of Continuing Education in Nursing*, 48(5), 228-240.
- Image: Rosenthal, R. , & Jacobson, L. (1968). Pygmalion in the classroom. *The Urban Review*, 3 (1), 16-20.
- - Smith, J. K. (2015). Patient safety and healthcare error prevention: a case study on medication errors. *Journal of Healthcare Information Management*, 29(4), 11-15.
- - Wilson, R. M. , Runciman, W. B. , Gibberd, R. W. , Harrison, B. T. , Newby, L. , & Hamilton, J. D. (2019). The quality in Australian healthcare study. *Medical Journal of Australia*, 24(1), 389-398.
- McGregor, D. (1960). *The Human Side of Enterprise*. McGraw-Hill.
- Ouchi, W. G. (1981). *Theory Z: How American Business Can Meet the Japanese Challenge*. Addison-Wesley.
- Jussim, L. (2012). *Social Perception and Social Reality: Why Accuracy Dominates Bias and Self-Fulfilling Prophecy*. Oxford University Press.
- Rosenthal, R. , & Babad, E. (1985). Pygmalion in the gymnasium. *Educational Leadership*, 43(1), 54-58.
- Rosenthal, R. , & Jacobson, L. (1968). Pygmalion in the classroom. *The Urban Review*, 3(1), 16-20.
- Jussim, L. (2012). *Social Perception and Social Reality: Why Accuracy Dominates Bias and Self-Fulfilling Prophecy*. Oxford University Press.
- Rosenthal, R. , & Babad, E. (1985). Pygmalion in the gymnasium. *Educational Leadership*, 43(1), 54-58.
- Rosenthal, R. , & Jacobson, L. (1968). Pygmalion in the classroom. *The Urban Review*, 3(1), 16-20.
- Johnson, A. , & Smith, B. (2018). Communication breakdowns in healthcare organizations. *Journal of Healthcare Administration*, 35(2), 45-54.
-

- Thompson, C. , et al. (2015). ⁴³ The impact of inattentional blindness on medication errors. Journal of Patient Safety, 11(3), 151-158.
- Williams, R. , et al. (2016). Understanding the role of protocols in preventing healthcare errors. Journal of Patient Safety, 13(4), 187-194.
- Wilson, J. , & Anderson, L. (2019). Teamwork and coordination in healthcare: Key considerations for patient safety. Journal of Interprofessional Care, 33(2), 167-174.
- Image; Theories of leadership, Indiafreeenotes, (2020.). [image] Retrieved from <https://indiafreeenotes.com/theories-of-leadership/>
- ²⁰ Checkland, P. (2000). Soft Systems Methodology. In J. Rosenhead & J. Mingers (Eds.), Rational Analysis for a Problematic World Revisited: Problem Structuring Methods for Complexity, Uncertainty and Conflict. ¹⁵ John Wiley & Sons.
- Checkland, P. , & Poulter, J. (2006). Learning for Action: A Short Definitive Account of Soft Systems Methodology and its Use for Practitioners, Teachers and Students. John Wiley & Sons.

⁶ Bass, B. M. , & Riggio, R. E. (2006). Transformational Leadership (2nd ed.). Psychology Press.

¹ Dweck, C. S. (2006). Mindset: The New Psychology of Success. Random House.

Edmondson, A. C. (1999). Psychological Safety and Learning Behavior in Work Teams. Administrative Science Quarterly, 44(2), 350-383.

¹² Nemhard, I. M. , & Edmondson, A. C. (2006). Making It Safe: The Effects of Leader Inclusiveness and Professional Status on Psychological Safety and Improvement Efforts in Health Care Teams. Journal of Organizational Behavior, 27(7), 941-966.

- Senge, P. (1990). The Fifth Discipline: The Art and Practice of the Learning Organization. Doubleday.

ORIGINALITY REPORT

22%

SIMILARITY INDEX

20%

INTERNET SOURCES

16%

PUBLICATIONS

19%

STUDENT PAPERS

PRIMARY SOURCES

1	www.tandfonline.com Internet Source	1 %
2	Submitted to University of Wales, Lampeter Student Paper	1 %
3	aut.researchgateway.ac.nz Internet Source	1 %
4	Submitted to Pennsylvania State System of Higher Education Student Paper	1 %
5	www.consultant360.com Internet Source	1 %
6	Submitted to American InterContinental University Student Paper	1 %
7	bibliotecade.uninove.br Internet Source	1 %
8	Submitted to Adtalem Global Education Student Paper	1 %
9	dokumen.pub	

Internet Source

1 %

10

www.cambridge.org

Internet Source

1 %

11

lup.lub.lu.se

Internet Source

1 %

12

media.proquest.com

Internet Source

1 %

13

Submitted to University of Central Lancashire

Student Paper

1 %

14

Submitted to University of Derby

Student Paper

1 %

15

imj.ut.ac.ir

Internet Source

1 %

16

test.limswiki.org

Internet Source

1 %

17

silo.pub

Internet Source

1 %

18

Submitted to University of Technology,
Sydney

Student Paper

1 %

19

Submitted to Submitted on 1686906536396

Student Paper

<1 %

20

Submitted to University of Wisconsin - Stout

Student Paper

<1 %

21

donepapers.org

Internet Source

<1 %

22

eduzaurus.com

Internet Source

<1 %

23

innovpub.org

Internet Source

<1 %

24

link.springer.com

Internet Source

<1 %

25

digitalcommons.georgiasouthern.edu

Internet Source

<1 %

26

ebin.pub

Internet Source

<1 %

27

digitalcommons.georgefox.edu

Internet Source

<1 %

28

"BXY332 topic 2 models of leadership
WEB110017", Open University

Publication

<1 %

29

Submitted to Colorado Technical University

Student Paper

<1 %

30

journal-archives8.webs.com

Internet Source

<1 %

31

viurrspace.ca

Internet Source

<1 %

32

researchsystem.canberra.edu.au

Internet Source

<1 %

33

www.pomsmeetings.org

Internet Source

<1 %

34

Submitted to Auckland University of Technology

Student Paper

<1 %

35

Submitted to Colorado Technical University Online

Student Paper

<1 %

36

Curtis, Elizabeth A., Beirne, Martin, Cullen, John. "Distributed Leadership in Nursing and Healthcare: Theory, Evidence and Development", Distributed Leadership in Nursing and Healthcare: Theory, Evidence and Development, 2021

Publication

<1 %

37

www.dtic.mil

Internet Source

<1 %

38

Submitted to University of Wales Swansea

Student Paper

<1 %

39

benjaminwann.com

Internet Source

<1 %

40	theconductsoflife.com Internet Source	<1 %
41	eprints.utas.edu.au Internet Source	<1 %
42	theresultpapers.com Internet Source	<1 %
43	citrenz.ac.nz Internet Source	<1 %
44	interprofessional.washington.edu Internet Source	<1 %
45	positivepsychologyprogram.com Internet Source	<1 %
46	www.cetl4healthne.ac.uk Internet Source	<1 %
47	www.slideshare.net Internet Source	<1 %

Exclude quotes Off

Exclude matches Off

Exclude bibliography Off

FINAL GRADE

50/100

GENERAL COMMENTS

Engagement with Literature Skills (07/15)

Satisfactory presentation with clear informative structure, headings, and sub-headings. Think of developing your headings better and use the number. You must have at least 2 subheadings under the same heading. Figures are clear, but poorly labelled. Harvard style has not been applied appropriately. Make sure you read more about referencing in Study Skills Plus to learn more about citation and punctuation. SID number is included.

Knowledge and Understanding Skills (14/25)

The problem been formulated using appropriate evidence used extracted from publications and statistics. The problem causes and implications for health care been discussed using relevant theories and concepts. The role of leadership in the creation/magnifying the problem has been discussed.

Cognitive and Intellectual Skills (10/25)

The case study (i.e. organisation) has been identified. The implications on the organisation have been identified. The problem has been identified and has been evidenced using knowledge and literature and adequate theoretical concepts (Rich picture) i.e. **The diagram was not added so problem inadequately described, i.e. a lack of clarity in the explanation.** Leadership and its implications on the magnifying the problem has been investigated and strengthened using relevant evidence and concepts (MisLeadership). Avoid introducing and describing theories as these do not add any value to submissions. Focus on using these theories to support your arguments and strategies.

Practical Application Skills (09/20)

The solution has been analysed using CATWOE analysis technique. The most relevant leadership styles have been adequately identified using relevant theories and concepts (Leadership Theory) and supported by evidenced arguments from knowledge and literature. The strategy takes into account the complexity of staffing issues motivation and influencing. The submission includes a brief risk mitigation plan.

Transferable Skills for Life and Professional Practice (10/15)

The submission includes a good set of conclusions.

Depth of reflection and introspection regarding what has been learned, what worked well and what needs revision is good. Good to see that you have developed some detailed reflection, about your leadership, but I was hoping to see more about your engagement with the module activities to discover your team role.

For future

Please use the numbering system with sections and sub sections when organizing this document.

need to work on the layout i.e. how to make headings stand out more effectively.

Also you mentioned Behavioural theory leadership in your assignment but there is a gap in your understanding of this type of leadership when it comes to the more complex concepts.

All evidence or claims used in the assignment should also be referenced in order to ensure accuracy

Before you start work on the assignment, always read the assignment brief thoroughly so you know exactly what's expected of you

The report lacked focus as it contained a lot of scattered information that made it difficult to understand.

I am wondering how much liaison have you done with your tutors to ensure that your ideas and plan are articulated to fit the module requirements and guidance.

Overall, this is a satisfactory submission that meets the learning outcomes. Keep improving your work to enhance your final marks. The above comments should help you developing stronger future submissions.

Marked by F Khan

PAGE 1

PAGE 2

PAGE 3

PAGE 4

PAGE 5

PAGE 6

PAGE 7

PAGE 8

PAGE 9

PAGE 10

PAGE 11

PAGE 12

PAGE 13

PAGE 14

PAGE 15

PAGE 16

PAGE 17

PAGE 18

PAGE 19

PAGE 20

PAGE 21

PAGE 22

PAGE 23

PAGE 24

PAGE 25

PAGE 26

PAGE 27

PAGE 28
