

Authenticity and the Role of the Leader

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Assessment Component One

Introduction

Leadership and management are two interrelated but distinct concepts that are essential for any organisation in a competitive market. This is equally true for the National Health Service (NHS) when it comes to safe and effective healthcare delivery (Gopee and Galloway, 2017; Northouse, 2012). Leadership is the process of influencing others to achieve a common goal, whilst management is the practice of planning, organising, directing and controlling resources and staff to achieve that goal. Both leadership and management require certain skills, understanding and behaviours that can be learned and developed through theories and models (Northouse, 2021).

There are many theories and models that attempt to explain and guide the practice of leadership and management in various contexts and situations (Northouse, 2012). Through this assignment I shall evaluate five theories and models with respect to Leadership and Management. Then I shall draw on conclusions to determine the most appropriate model for my workplace within the Welsh Ambulance Service NHS Trust (WAST) in my role as a Senior Paramedic, I shall provide a clear rationale for my choice of model in this essay.

As a Senior Paramedic, I am tasked with providing clinical leadership to my colleagues and team within Powys, Mid Wales. This means that I am frequently faced with situations where I am required to lead teams of clinicians during unplanned and emergency conditions, often at unsocial hours and with limited time to prepare. Frequently, I may have to lead teams comprised of individuals that I do not know and who have no prior knowledge of me. The nature of the incidents I attend are normally high pressured and time critical. Starting September 2023, the regulating body for Paramedics, the Health and Care Professions Council (HCPC) dictate that registrants must have an understanding of leadership and how it should influence their practice in order to maintain compliance with the Standards of Proficiency (HCPC, 2023). Therefore, I must have developed leadership knowledge to draw from, thus, aiding leadership and management ability as a Senior Paramedic.

Effective leadership and management are crucial to healthcare systems (Gopee and Galloway, 2017). There have been several times when poor leadership was cited in the NHS as a factor for failures in care quality and patient safety. For example, a report by the Academy of Medical Royal Colleges & Faculties in Scotland found that poor leadership amongst senior medical staff and hospital management was at the core of recent failings in NHS Scotland. This led to inadequate patient care and staff feeling demoralised (Paterson et al., 2015). The report also highlighted the lack of a positive working culture, staff shortages, low morale and a fear of blame as contributing to systemic problems. Many of these issues can be attributed to poor or ineffective leadership (Gopee and Galloway, 2017). It is, therefore, vital that I understand leadership theories and can practise them within my workspace.

Leadership theories are frameworks that attempt to explain how leaders emerge, behave and influence others (Western, 2019). The study of leadership has evolved over time, from the early focus in the 1930s on traits and behaviours of individual leaders. Later, weight was given to becoming people centred (Northouse, 2021). The five models that I shall evaluate are: Servant, Authentic, Compassionate, Situational and Transformational.

Servant Leadership

Servant leadership is a model that relies on behaviours and beliefs that enhances the lives of individuals and tries to form better organisations. Servant leaders put the needs of others before their own and seek to serve rather than be served. They empower and develop people by fostering a culture of trust and collaboration (Northouse, 2021). In order to form trust amongst staff in WAST I endeavourer to create a team which works together and learns from each other's experiences. However, I find it difficult to believe that continually putting the needs of the team at the forefront can be achieved in the context of healthcare and the Emergency Services where my own wellbeing needs are as important as my staffs. If I am unable to function to the best of my ability due to burnout, then my team will not function to the best of their ability.

Servant leadership is not a novel concept, but it has gained more attention in recent years in contrast to the traditional hierarchical and authoritarian models of leadership. Servant leadership is not a specific set of behaviours or skills, but rather a mindset that guides actions and decisions. Servant leaders share power, put the needs of the employees first, and help them develop and perform at their best (Western, 2019).

Some of the characteristics of servant leadership are the ability to listen, show empathy, awareness, persuasion, foresight, stewardship, and commitment to the growth or development of staff (Keith 2015). These traits enable servant leaders to create a positive work environment where employees feel respected, valued and enthused. This in turn can increase employee satisfaction, loyalty and staff retention. It also has the possibility to improve social accountability and ethical behaviours by developing service and care for others (Song et al., 2021).

Issues associated with servant leadership are that it can be time-consuming and misunderstood. It can take a lot of time and effort to listen to everyone's opinions, address their needs, and resolve conflicts (Western, 2019). It can also be difficult to balance serving others with achieving organisational goals and maintaining authority. Servant leadership can be mistaken as being weak, unresponsive, or indecisive by those who are used to more authoritarian styles of leadership (Northouse, 2021).

Benefits of servant leadership in healthcare are that it aligns with the values of the NHS and healthcare professionals (HCP), who are motivated by a desire to help others and improve their well-being. Also, by supporting others, a sense of purpose to their work is fostered, which can reduce burnout of the leader. Servant leaders in healthcare can inspire their team to deliver patient-centred care and to work as a team to achieve outcomes (James et al., 2021).

However, servant leadership poses challenges for healthcare settings, especially in times of crisis or change. Servant leaders may face resistance from traditional hierarchical structures or cultures that emphasise command-and-control styles (Northouse, 2021). They may also struggle to balance the needs and expectations of

multiple stakeholders, such as patients, staff, managers, politicians and the public perception. The same can be true when decisions in time critical or protocol driven situations need to be made. These situations may require a more authoritative approach. Servant leaders may need to develop strategies to manage conflict, to delegate tasks and to cope with stress (Keith, 2015).

Authentic Leadership

Authentic leadership is a concept that emphasises the importance of being true to oneself and own values. It gives importance to being transparent, ethical, and trustworthy in interactions with others (Northouse, 2021). Authentic leaders can inspire followers to align their actions with their own values and beliefs. They also develop positive cultures within the organisation in order for learning and well-being to be promoted (Novitasari et al., 2020). Authentic leaders are self-aware and self-regulated, meaning that they have a clear sense of who they are, what they stand for and understand how they impact others. Within my workplace I foster a learning environment by openly demonstrating the value I place on continuous development. However, there may be occasions that I am asked to enforce a policy that I disagree with. My strong sense of duty must prevail and I would be unable to remain authentic without publicly disagreeing with the policy. This means that Authentic leadership is not suitable for the Ambulance Service.

One of the main strengths of authentic leadership is that it can enhance the leader-follower relationship by establishing trust, respect and loyalty. Authentic leaders are open and frank about their strengths and weaknesses, their feelings and motivations. They will clearly state their goals and expectations of followers. They also seek feedback from others and admit their mistakes (Crawford et al., 2019). By doing so, they demonstrate humility, and integrity, which can increase their credibility and legitimacy as leaders. Followers can relate to authentic leaders more easily and feel more comfortable in expressing their opinions and concerns, as well as to share their own values and aspirations (Cherniss and Goleman, 2001). This can create a climate

of emotional safety, where followers are encouraged to take appropriate risks, own up to mistakes and learn from failures without shame (Edmondson, 2019).

However, authentic leadership is not without its challenges and limitations. It can be difficult to balance authenticity and adaptability. Authentic leaders may struggle to adjust their behaviours or communication style to different situations or audiences. This can lead to misunderstandings and conflicts (Northouse, 2021). They may also face opposition or criticism from followers who expect them to conform to cultural norms. Also, they may have trouble dealing with competing demands or conflicting values, which can compromise their integrity or credibility (Novitasari et al., 2020).

It can be considered risky to expose one's true self and emotions. Authentic leaders may make themselves vulnerable or exposed to criticism by revealing their strengths and weaknesses, values, and beliefs. They may also encounter negative reactions or feedback from followers who disagree with them (Alvesson and Einola, 2019).

Within healthcare, authentic leadership is beneficial by providing a role model to other staff; the attributes of owning up to mistakes, learning from failure and integrity are the corner stone of Paramedics' reflective practice (HCPC, 2023).

However, it can help to address some of the challenges that the health service faces, such as poor staff retention, and patient satisfaction (Northouse, 2021). By being authentic, NHS leaders can create a sense of shared purpose amongst their teams and empower them to deliver high-quality care to the public. Authentic leadership can also enhance the well-being and resilience of staff, as they feel valued and supported by their leaders (Northouse, 2021). Staff well-being is an area of current focus within the Ambulance Service and wider NHS.

However, it can be challenging to maintain authenticity in a complex and dynamic situation. Leaders may face conflicting demands, expectations, and pressures. It can be difficult to balance authenticity with adaptability in healthcare, as leaders may need

to adjust their style and behaviour to suit different circumstances and audiences, without compromising their underlying values (Northouse, 2021).

Compassionate Leadership

Compassionate leadership is a style of leadership that is centred on empathy, care, and ensuring the well-being of others. It is based on the idea that leaders who show compassion to their followers can grow a positive and productive workplace, where staff feel appreciated, respected and enthused (Northouse, 2021). Compassionate leadership has been linked to various positive outcomes, such as increased trust, commitment, performance and innovation. Compassionate leadership is defined by the King's Fund as 'the awareness of others' suffering and the desire to alleviate it' (West et al., 2017). This is supported by Gilbert (2009), who states compassion is a sensitivity to suffering in self and others with a commitment to try to alleviate and prevent it. Within WAST I continually ensure my teams wellbeing by providing a positive persona and showing my appreciation to staff through respect and empathy to their issues.

One of the main benefits of compassionate leadership is that it promotes psychological safety in teams and organisations. Psychological safety is the belief that an individual can speak up, take risks, make mistakes and learn without fear of rebuke or consequences (Edmondson, 2019). Psychological safety is required for individuals to feel protected and content in their work. The theory is also important for patient safety in healthcare where junior or lower grade staff feel able to raise concerns or highlight errors without fear of rejection or belittlement (Edmondson 2014).

Another advantage of compassionate leadership is that it improves staff involvement and well-being. Engaged staff who are committed to their work, feel positive about their organisation and are willing to be more productive or 'go the extra mile' (West, 2021).

Emotional intelligence is a key skill for compassionate leaders, as it enables them to understand and manage their own emotions, as well as to recognise and respond to

the emotions of others (Goleman, 2019). Emotional intelligence also helps compassionate leaders to communicate effectively, build trust and resolve conflicts. By practising emotional intelligence, compassionate leaders can create a sense of belonging, enthusiasm and assured respect among their team. This will ultimately improve the performance and outcomes (Cherniss and Goleman, 2001; West et al., 2019).

However, compassionate leadership risks people taking advantage of the leader. If you are too compassionate and do not set clear boundaries and expectations, some people may exploit your kindness and generosity. They may ask for more favours, resources, or time than required (West et al., 2020). Followers may also avoid taking responsibility or accountability for their actions or outcomes, instead citing the leader or systems as the cause for failure. I have had staff attempt to take advantage of my good nature by requesting time off work while citing wellbeing as the reason, this puts extra pressure on other staff and the service as a whole.

If you are too compassionate and do not assert your authority or influence, some people may doubt your credibility or competence. They may question decisions or judgments or challenge your leadership role. They may also ignore feedback or suggestions or resist change initiatives (West and Bailey, 2019). Occasionally within my workplace I may need to become more authoritative and direct to remain creditable as a leader, especially when time critical or difficult decisions are needed.

There is a risk of avoiding tough conversations or decisions by being compassionate. If you are too compassionate and do not confront issues or conflicts. This may occur if leaders avoid giving honest or constructive feedback or addressing poor performance or behaviour (Northouse, 2021).

Incivility, or rudeness is linked to poor team performance and patient outcomes in Healthcare (Riskin et al., 2015). Compassionate leaders can create a positive and civil workplace culture that is kind, inclusive and respectful for all. In turn these environments are safer for patients and improve staff well-being and performance

(West et al., 2017; Youngson and Flin, 2010). By this, compassionate leadership can help to address the issues of stress, burnout, bullying and discrimination that affect many NHS staff (West and Bailey 2019).

Compassionate leadership is especially needed in times of crisis, such as the Covid-19 pandemic, when the whole NHS faced unprecedented challenges and uncertainty (Ahern and Loh, 2020; Zulueta, 2021). They can provide a sense of direction, support and hope for their colleagues (West 2020).

Situational Leadership

The model of Situational leadership relies on the leader's ability to adapt to the needs of the followers and the circumstances of the situation. It suggests that there is no one best way to lead but rather, a leader should adjust their style according to the situation and the requirements of the followers (Northouse 2021; Thompson and Vecchio, 2009). Being faced with a multitude of situations within my workplace I am frequently required to adapt my approach to suit the need of the incident or the staff member that I am working with. I adapt by reading the situation and using my intuition so that I can support those around me.

Strengths of situational leadership model are its ability to be flexible and responsive to changing circumstances and diverse environments. This necessitates leaders to develop a range of skills and behaviours to suit different situations and followers (Northouse, 2021). The model empowers followers to grow and develop by providing them with appropriate levels of direction and support. In doing so, it allows cooperation and communication between leaders and followers while matching their expectations and needs (Northouse, 2021).

However, situational leadership can be complex and challenging to apply in practice, as it requires leaders to constantly assess and adjust their style based on various factors. There is a risk that leadership may become inconsistent and confusing for followers, as they experience different styles from the same leader (Northouse, 2021). Situational leadership can be subjective, as it relies on the leader's perception and

judgment of the situation and the followers' requirements. This necessitates the leader to possess emotional intelligence (Goleman, 2020; Northouse, 2021). Situational leadership can be ineffective or inappropriate in some situations, such as when there is an acute crisis, or a high level of expertise required. If there is a high level of complexity or rapidly changing circumstances, then the situation may overwhelm or paralyse the leader (Thompson and Vecchio, 2009). Situational leadership may not suit the NHS and healthcare settings, where leaders face complex and dynamic challenges, such as changing patient needs, workforce shortages, quality improvement or high demand (Thompson and Vecchio, 2009). However, by applying situational leadership, healthcare leaders can tailor their behaviour and communication to suit the needs and abilities of their staff (Northouse, 2021). This can help leaders in the NHS and healthcare to adapt to the changing needs and expectations of their staff, patients and regulators, to provide a culture of learning, and improvement.

Transformational Leadership

Transformational leadership is a style of leadership that aims to inspire and motivate followers to reach a shared goal. Transformational leaders use their charisma, emotional intelligence and communication skills to influence and empower others intrinsically (Purwanto et al., 2021). Also, they encourage a culture of innovation, creativity and learning among their followers. Transformational leaders will support their followers with their personal development and provide individualised support, feedback and recognition to each follower, in doing so, challenge them to reach their full potential (Northouse, 2021). Transformational leadership has been shown to have positive effects on various organisational outcomes, such as employee satisfaction, commitment, productivity, innovation and culture change (Purwanto et al., 2021). I do not believe that at a time of high stress and service demand that I should be increasing the pressure felt by staff by continually challenging them. My concern is that this style of leadership may increase staff burnout within WAST.

Transformational leaders have four main attributes: they act as role models, they communicate a clear and compelling vision, they stimulate creativity and innovation

and they provide individualised support. These attributes enable transformational leaders to foster a culture of trust, collaboration and continuous improvement in their organisations (Northouse, 2021).

Transformational leaders often possess personal charisma, which can help to build trust, rapport and loyalty among their followers, as well as communicating their vision effectively and persuasively. Personal charisma can also help transformational leaders to overcome resistance and challenges. This allows for the growth of positive organisational culture (Northouse, 2021; Purwanto et al., 2021).

Transformational leaders have a clear vision of the future and communicate it effectively to their followers. They also challenge the status quo and encourage followers to do the same. By providing support, guidance and inspiration to their followers, they grow and develop their potential. In turn there is a chance to develop followers into leaders by empowering them, delegating responsibilities and coaching them. This helps to ensure succession planning (Northouse, 2021).

Nonetheless, transformational leadership can place high amounts of pressure on staff. Transformational leaders have high expectations and standards for their followers and they constantly challenge them to perform. This can sometimes lead to employee burnout, as followers may feel overwhelmed by the demands and responsibilities of their roles (Lee, 2014). It can also have a negative effect on creativity and innovation, as followers may become too dependent on the leader's guidance and direction (Eisenbeiß and Boerner, 2013).

According to research, transformational leadership in the NHS can have positive effects on staff satisfaction, well-being, performance and patient outcomes. For example, a study by Cummings et al. (2010) found that transformational leadership was positively related to staff satisfaction, trust, respect and positive behaviour.

Furthermore, a study of mental health services in Birmingham found that transformational leadership was associated with lower staff turnover, higher staff

engagement and better patient care (Dougall et al., 2018). Another example provided by the King's Fund, is the Northumbria Specialist Emergency Care Hospital, which was designed and led by transformational leaders who involved both frontline staff and patients in creating a new model of emergency care that improved quality and safety (Dougall et al., 2018).

However, transformational leadership is not easy to implement or sustain in the NHS. It requires a supportive organisation, a clear alignment of values and goals and a commitment to ongoing learning and development. It also requires leaders to balance their inspirational role with their operational or clinical responsibilities and to adapt to changing circumstances (Lo et al., 2018). Transformational leadership is not a one-size-fits-all solution but rather a dynamic approach that needs to be tailored to the specific needs and contexts of WAST and my team (Marshall and Broome, 2021).

Conclusion

Through the arguments in this assignment, I have decided that compassionate leadership is a superior approach to leading others rather than authentic, servant, situational and transformational leadership models. Compassionate leaders can connect with their followers on a deeper level, understand their needs and emotions, and inspire them to achieve. They are also consistent and transparent in their actions and values, which builds trust and loyalty among their followers (Northouse, 2021). I achieve this in WAST by getting to know the staff on a one-to-one basis and by displaying my values. Within WAST it is vital that I support staff by understanding their needs and provide the right environments for them to develop. I do this by treating everyone as an individual. Unlike servant leaders, who may sacrifice their own well-being for the sake of others, compassionate leaders balance their own needs with those of their followers (Keith, 2015). In contrast to authentic leadership, compassionate leaders limit their exposure and vulnerability by practicing a reserved persona and this helps to reduce leader burn out. However, it is important for followers to see leaders as being authentically true to themselves (Alvesson and Einola, 2019). It is so important that I maintain my own wellbeing within my workplace too. I do this by balancing my needs against the needs of others and reaching a compromise that suits

all. Situational leaders, who may change their style depending on the context or situation may become unpredictable for followers, whilst compassionate leaders, are stable and predictable in their behaviour. It is vital that staff understand that the staff will receive consistency from me as a leader. This will help me to remain creditable. Transformational leaders may rely on charisma and vision to motivate others. This may be difficult to implement within organisations. Compassionate leaders use emotional intelligence to influence and empower others. This provides a higher degree of psychological safety for follower and improves well-being (Marshall and Broome, 2021). Therefore, compassionate leadership is a more effective and sustainable way of leading in the 21st century.

Compassionate leadership is not only morally essential but also provides strategic advantages. It is essential for achieving the goals of the NHS long-term plan, which aims to transform health and social care services to meet the needs of a changing population (NHS England, 2019). It is also vital for responding effectively to crises, such as the Covid-19 pandemic, which require resilience, adaptability and solidarity amongst staff (Ahern and Loh, 2020; Zulueta, 2021). It is therefore essential that I as a Senior Paramedic adopt compassionate leadership styles whilst incorporating emotional intelligences within WAST so that staff wellbeing can be promoted and maintained during this period of unprecedented demand.

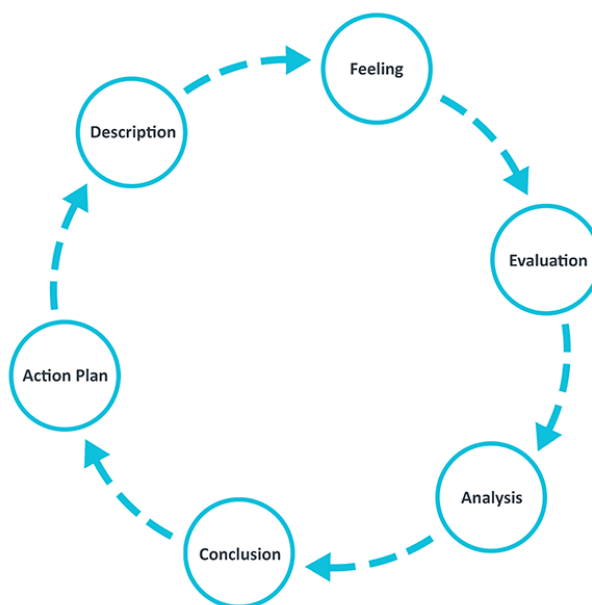
In conclusion, Senior Paramedics must use compassionate leadership styles in the management of their team and clinical situations. This is because the style can benefit themselves, their team members, their patients and the healthcare system as a whole. By being honest, altruistic, kind, fair, accountable, optimistic, attentive, understanding, empathetic, supportive, collaborative and challenging incivility or poor behaviour, I, and other Senior Paramedics, can lead by example and inspire others to follow.

Assessment Component Two

Introduction

In this component I shall provide a personal reflection on my leadership skills and qualities. I will focus on examples of when I was required to provide leadership in my workplace. I will critically evaluate my own leadership styles, interpersonal skills and behaviours. I will then seek to understand how my leadership impacts on others. Finally, I shall produce a personal development plan which will recognise areas for improvement.

I shall use a reflective model to structure this reflection. I have chosen to use Gibbs' cycle of reflection as it provides a clear framework and is widely used within healthcare practice. Gibbs' model suggests that true reflective practice can be achieved by analysing an event in six stages: description, feelings, evaluation, analysis, conclusion, action plan (Gibbs, 1988).



Gibbs (1988) Reflective Cycle

As a Senior Paramedic (SP) for South Powys my job involves providing clinical leadership and mentorship to WAST staff. My role is to provide two clinical ride outs with each team member per year. Ride outs are an opportunity to support staff development and ensure their practice is to a high standard. My role is situated in rural Mid-Wales, which provide challenges of long journey times to hospital and limited

resources over a large geographical area. I am expected to provide clinical leadership to staff on scene at traumatic events. This requires me to have leadership knowledge and emotional intelligence to understand how my actions affect others performance and wellbeing.

I spend significant time performing clinical investigations and reviews. This element of my role also involves clinical leadership where I may be asked to provide a considered opinion regarding a clinical incident or provide feedback to staff following an investigation. Again, this element of my job requires me to possess leadership qualities.

My experience inside and outside of the Ambulance Service has helped to develop my current leadership skill set. However, I recognise that leadership is an ever-evolving skill that must be learned and practiced. There is not a one size fits all approach, especially in the pre-hospital environment and because of this I must endeavour to develop my skills continually. The aim of this essay will be to generate an action plan to improve my leadership ability.

Prior to this assignment I undertook an Insights report (Appendix 1) which discovered that I am the creative position. This means that I am able to acutely sense how others are feeling with my intuition (Appendix 2). Jungs' theory of types describes this position as irrational and allowing the leader move from introversion and extroversion. This means that they are able to change their style to suit the environment even when directly opposite to their principal preference (Jung, 2013). This exercise was useful in helping me to evaluate and analyse my leadership styles. This position is relatively rare with creative position only making up 9% of the population globally.

By critically evaluating leaderships styles in Component one I have determined that I most associate with the compassionate leadership theory. I will assess throughout component two whether I have truly aligned to compassionate leadership and how I can expand my skill as an authentically compassionate leader.

The Gibbs model of reflection (1988).

Description

During a shift I was tasked a two vehicle Road Traffic Collision (RTC) where one of the occupants were not breathing and having Cardio-Pulmonary Resuscitation (CPR) perform by the Fire and Rescue Service (FRS).

Arriving on scene I was confronted with a challenging situation where a young male in cardiac arrest had suffered extensive injuries and was being attended to by ambulance and FRS personnel. I could see that there was a CHARU paramedic in attendance who had attached the LUCUS (Mechanical CPR device) to the patient. This is contra-indicated within WAST for use in Traumatic Cardiac Arrest (TCA).

I was suddenly forced into a situation where I was required to challenge an experienced CHARU paramedic who had been practicing many years longer than myself. I could also see that there were key elements of the TCA algorithm that had not been complete.

I introduced myself to all members of the team and asked for a full handover. I could see that there were some clinical shortfalls and tasking team members with individual responsibilities such as applying a pelvic binder and traction to the male's broken legs. I did this by providing individuals with appropriate tasks according to their clinical grades and ensured that they were happy to complete those tasks. I also asked for the LUCUS device to be removed. This is something that I found difficult to do; I was very conscious that I was walking into a highly charged scene that already had an established lead. Having the confidence to speak out and impermeant change within the team is something I would have struggled to achieve prior to becoming an SP and undertaking this leadership course.

I ensured that the tasks that I had asked to be completed were done and continued the resuscitation effort as the team leader. I positioned myself so that I could survey the whole scene and so that I was visible to the team. I provided guidance and

reassurance to staff and welcomed their input and ideas. At the 30 minute mark of aggressive resuscitation the patients condition had not improved and I held a quick round-robin to gage the opinions of the team to the appropriateness of continuing the effort with the aim of ceasing the attempt. The team all agreed that the most appropriate course of action would be to stop the resuscitation and declare the patient deceased.

I then ensured that all the staff were feeling safe and healthy from a wellbeing perspective and provided a Hot Debrief where all rescuers were invited to share their thoughts and raise concerns or questions in a supportive space. Finally, I found time to have a conversation with the CHARU Paramedic and held a professional discussion regarding the use of LUCUS during TCA. In this discussion I explained that is contra-indicated in WAST during TCA and this was the true reason I asked for it to be removed from the patient. The CHARU Paramedic Accepted the feedback and assured me he would learn from this incident.

The workplace leadership examples that I will critically evaluate will centre around the above incident but will focus on these points:

1. Challenging the use of the LUCUS device.
2. Assuming the leadership role once arriving on scene.
3. My actions as a leader to promote the wellbeing of staff.

Feelings

On the whole I feel that I was able to display clear leadership during this incident and demonstrate it in different elements. I felt confident in my role as an SP and knew that I would be able to successfully lead the team of staff from both WAST and the FRS. I also felt confident in my knowledge surrounding TCA and use of LUCUS. This enabled me to approach the matter in a calm and authoritative manner.

While en route to the scene I was feeling nervous about what I might encounter and what colleagues were dealing with. I was hoping that the situation was not as bad as

it had been described and that everyone was alright. I was also hoping that all colleagues would be able to work together to achieve a good outcome for the patient.

Once on scene my feelings were forced to change; I was upset for the young male who had lost his life. I was also worried about challenging the use of the LUCUS device. Despite knowing that it would be the right thing to challenge and educate the CHARU Paramedic I was concerned that I may face opposition due to my short length of service. Some of this feeling may have been attributable to imposter syndrome (Mann, 2019). Imposter syndrome is best explained as the fear of being found out by others as being unsuitable for a role through lack of knowledge or confidence. Another reason may have been my perception in level and years of experience. I had recently been accused of “only serving a strawberry season” by another manager. This was a criticism that I had been promoted to Senior Paramedic without extensive experience. This possibly had a detrimental effect on my confidence when challenging clinicians who are time served.

Following the event, I was surprised with the ease that I assumed the leadership role having arrived at a mature scene. This provided a sense of satisfaction and increased my self-esteem. By feeling that I was able to assume leadership with ease and feel comfortable doing so. This in turn had grown my confidence for future situations that I may face in my role as an SP.

I was conscious of the impact that I may have on others by assuming the role of the team leader. I would not like to think that I had caused anyone to feel pushed out or for me to tread on anyone's toes. I would feel troubled to think that I had caused somebody to feel rejected, or walked over, especially during a traumatic incident. It is therefore vital that I possess emotional intelligence as a leader so that I can perceive how the team may be feeling and act or change my leadership style accordingly. As it was, the situation did require my input and leadership and thus I was required to assume a leadership role.

I was aware that colleagues may also have the opposing view and rather than see me as taking over, may look to me automatically for guidance and direction. This could come from the respect of the role of Senior Paramedic but may also come from individuals' knowledge of me. This caused me to feel a burden of responsibility and a wish not to let down the team.

Evaluation

Much of the experience I found to be rewarding and positive. Obviously, there was not a positive outcome for the young man who lost his life, but it was a good demonstration of how professionals can come together in a moment's notice and work towards a common goal. This was also a keen example of multiagency working and the mutual respect that the services have for the others area of expertise.

My initial approach was good in the calm way that I introduced myself to the team. The deliberate tone and tact that I used to request the LUCUS to be removed was done in a non-confrontational and non-judgemental method in order not to cause divide, resentment or embarrassment for the CHARU Paramedic. This allowed me to maintain a good working relationship with the CHARU Paramedic meaning that I was able to effectively debrief and educate following the incident regarding the LUCUS device. It also meant that other team members would not be fearful of rebuke or belittlement.

Upon reflection I can appreciate the feat of pulling a team together made up of follower with different abilities, ensuring they all had a role to complete, providing time critical decisions and disseminating those to the teams. Followers were provided with real time feedback and provide psychological safety to allow for team members to raise ideas or concerns.

Elements that did not go so well were my feelings of imposter syndrome when it came to challenging the practice of an experienced CHARU Paramedic. Despite this clearly being the correct action to take I was concerned that I may receive push back, leadership challenge or defiance from the Paramedic in the instance of highlighting

the error and that this may have a negative impact on my ability to lead the rest of the team by having my authority undermined as a leader.

I needed to consider how I was going to approach the error with the CHARU Paramedic. My initial plan was to have a professional discussion with him and assess his understanding of the policy and gain insight as to why he had used the LUCUS. Depending on his reasoning and attitude I could have different options open to me; if he was willing to engage with the professional conversation and displayed a positive learning attitude then I would be able to address the concern informally with just a reminder of when the device is allowed to be used. However, if there had been poor engagement or defiance then I may have to consider a more formal approach and retraining. Thankfully, the CHARU Paramedic was willing to engage. I was able to remind him of the WAST policy and highlight that LUCUS was not licensed for use with TCA. He was apologetic and stated that in the heat of the moment he had forgotten and believed that it was the right course of action. I offered to email the policy so that he could have a point of reference and he accepted that offer. I also offered further learning support if he felt he needed it. The CHARU Paramedic graciously declined and I was satisfied with the result.

As a leader I was able to positively supply calm and decisive planning coupled with clear communication which allowed for a relaxed team effort in the resuscitation of this young man. There were no raised voices and total respect shown by everyone. Ultimately, this ensured that on lookers from other services would see a professional and hardworking team, leaving no doubt that every effort was made to save the patient. This was especially important as he was a serving member of the emergency services with many of his colleagues looking on.

The team that attended the scene had a huge impact on the success of the incident in terms of the efforts made during the resuscitation. The willingness of the followers to receive instructions and carry out tasks was vital in this case. Without team members who are happy to follow, a leader cannot lead.

Analysis

I understand the importance of connecting with followers and understanding their needs. Northouse (2021) also suggests that compassionate leaders are able to remain transparent with their goals, actions and values. Compassionate leaders can empower staff to perform at their best. Following a staff survey, I sent out (Appendix 3), some of the key points in the feedback that I received were:

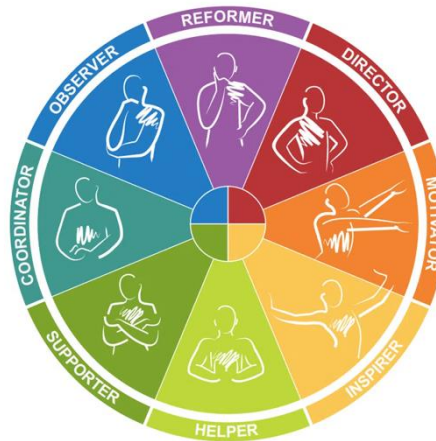
1. "Tom is very approachable and seems happy to talk about any clinical/logistical question".
2. "Tom is an excellent SP and is always giving me feedback and furthering my knowledge".
3. "I feel Tomos Turner is a great advocate to roadside staff and WAST as a whole".
4. "My SP Tom is very knowledgeable, and I learn a lot from him".
5. "Tom always makes me feel calm when I work with him, and I look up to him".

This feedback is reassuring to my ability both as an SP and as a compassionate leader. From the feedback I can determine that I am able to produce an environment where staff feel safe, supported and encouraged. By fostering a culture of psychological safety I am able to produce an environment where staff feel able to raise questions, receive constructive feedback, and know that they will be supported in a calm and reassuring manner. I can also deduce that I am achieving by being authentic in my core values of providing patient centred care and supporting team members clinical practice and wellbeing.

To aid my understanding and development I have carried out a Strengths, Weaknesses, Opportunities, Threats (SWOT) analysis (Appendix 4). By conducting a SWOT analysis, I hope to gain a better understanding of my current situation, potential areas of improvement and prospects. A SWOT analysis can also help you prioritise your actions, set realistic objectives and devise effective strategies to achieve them.

Cherniss and Goleman (2001) suggest that it is vital for compassionate leaders to possess emotional intelligence in order to understand and respond to followers needs

and values. According to the insight report (Appendix 1) I am primarily a 'supporter' and 'helper' but due to my ability to easy access to the opposing Jung's colour theory because of my creative position type I am also able to become a 'director' and 'motivator' with relative ease.



Jungs' Colour Type wheel.

By undertaking this assignment, I can see that this statement rings true to my personality and leaderships styles. During the TCA resuscitation I found that I was easily able to switch between supporting and directing within seconds and in response to the changing situation. For example, when I arrived at the patient's side, I was supportive and helpful by calmly introducing myself and gaining an understanding of the teams and patients' needs through a handover. I was then able to switch succinctly into a director persona and provide clear time critical instructions and delegate them appropriately. This scenario required me to take on a more authoritative leadership style. Changing leadership styles in response to a dynamic and evolving situation helps me to adapt to the needs of the followers and patient which is vital in my role as an SP.

By processing emotional intelligence, I am able to assess the emotions and needs of others, while understanding my own needs and keeping my own emotions in check and private. Goleman (2019) believes that this is important because it helps to protect the leader from burnout and also helps to produce a culture of mutual respect between the leader and followers. This was demonstrated by the willingness from team members to follow during an acutely stressful and distressing event and while becoming a team at short notice.

Challenging the use of the LUCUS device when I arrived was a difficult event for me. I was very conscious that I did not want to cause any embarrassment or belittle the CHARU Paramedic in front of the team. This would have had a negative impact on the team as a whole. Not only would it have damaged the relationship between the CHARU Paramedic and I; meaning that he may have become dis-engaged and reluctant to participate with the resuscitation efforts. It may have also caused a negative impact on the rest of the team; if I had been seen to act harshly or disrespectfully toward a team member then other staff may become concerned about raising issues or sharing ideas due to a perceived risk of rebuke. I was conscious of the tone, volume and my body language when I asked for the LUCUS to be removed. I ensured that I kept a non-confrontational tone which was pitched calmly but firmly while maintaining an open posture with open and lowered hands (McCorry, & Mason, 2020). I also chose to phrase the request under guise of a reassessment of the patient; "Can we stop and remove the LUCUS so that we can reassess, please." By not stating that what the CHARU Paramedic had done was incorrect I prevented him from losing face with his colleagues and allowed me to maintain a professional relationship which would aid my constructive feedback post event.

When it came to having a private debrief following the incident with the CHARU Paramedic, I was extremely nervous and concerned due to the prospect of having to formally challenge an experienced Paramedic with many more years of experience than myself. This feeling may possibly be due to Imposter syndrome. First used in 1978, Imposter Syndrome describes the feeling that oneself does not belong or deserve to be in a given position of power or responsibility (Freeman and Peisah, 2021). The phenomenon causes people to doubt their own abilities and achievements, despite evidence of their competence. It can affect anyone, but it is especially prevalent in healthcare professionals, who often face high expectations, complex challenges and life-or-death situations (Freeman and Peisah, 2021). This is a perfectly normal response but may have been compounded by the criticism that I had levelled at me shortly before this incident regarding my relatively short length of time serving as a

Paramedic. However, methods exist to help overcome the syndrome; Mann (2019) suggests that there are methods for coping with imposter syndrome:

1. Acknowledge that feeling like an imposter is normal and not a sign of weakness or failure. Use it as a motivation to learn and grow, rather than a reason to doubt yourself.
2. Keep a record of your accomplishments and positive feedback and review them regularly. Remind yourself of your strengths and skills, and how you have contributed to your field.
3. Talk to someone you trust, such as a mentor, colleague or friend, who can offer you encouragement and perspective. You can also join a group therapy session or find a counsellor who can help you address the underlying causes of your imposter syndrome.
4. Challenge your negative thoughts and replace them with more realistic and positive affirmations.
5. Adopt a growth mindset. Don't look at your abilities as limited, see them as flexible and improvable. Focus on learning and improving, rather than the outcome of success or failure.
6. Seek feedback and opportunities to develop your skills and knowledge.

By using these methods, I can recognise and overcome my feeling of imposter syndrome. I will incorporate the techniques into my personal development plan in order to allow for growth as a leader.

I was able to discreetly provide a one-to-one conversation with the CHARU Paramedic and address the error. I ensured that we were out of ear shot of any other colleagues and reminded him that the LUCUS is contra-indicated in WAST for use during TCA. By having this challenging conversation diplomatically and tactfully I have hopefully help to build trust and loyalty with this staff member (Northouse, 2021). I relied on my interpersonal skills and emotional intelligence to gage the reaction of the CHARU Paramedic. I noticed that he was making good eye contact and that he acknowledged that there was an error. I had been faced with a situation previously were an older and experienced Paramedic I was providing constructive feedback too had not received the situation well. He had a defensive and closed posture that also conveyed that he

was disinterested in the situation. His tone and language used was also suggestive that he was not receptive to the feedback (Mccorry, & Mason, 2020). This may have also contributed to my concerns about challenging the more experienced Paramedic. However, in contrast, this CHARU Paramedic demonstrated that he was open to feedback. This is possibly thanks to my approach and interpersonal skills. For my personal development plan, I will make a conscious effort to use the same techniques used in this case.

Ensuring that a scene such as a TCA are lead with a calm and considered method is fundamental to the wellbeing of everyone involved and on looking. In the community you may be faced with situations where you have rescuers from all the other emergency services, members of the public caught up in the incident and friends or relatives of the patient who are called to scene. This is particularly true in the age of social media where news travels faster than a speeding ambulance and a organisations reputation can be easily damaged. It is therefore vital that leaders can produce work environments that are calm, relaxed, respectful and professional.

Recent studies have shown the benefit for bystanders, relative and rescuers alike that Post Traumatic Stress Disorder (PTSD) is reduced significantly following a traumatic event when persons close to the patient are allowed to witness the resuscitation effort. The study also demonstrated a reduction in staff PTSD when relatives witnessed resuscitation efforts. This is particularly true when the scene appears calm and proficient (Glenwright-Cook, 2023). By providing calm and supportive work environment leaders can have a direct and positive impact on the wellbeing of staff, bystanders and relatives at a traumatic event by reducing the risk of PTSD. This in turn will help to reduce staff burnout and turnover (Dougall et al., 2018). As a leader I feel strongly about promoting and protecting the wellbeing of staff and myself. This falls in line with my belief that I am most naturally aligned with compassionate leadership theories as a leader within the Ambulance Service. By completing this analysis, I now understand the importance of how my own leadership styles, interpersonal skills and behaviours impact on those that I may lead, especially during times of crisis and high demand or stress.

Conclusion

By undertaking this reflection, I will draw conclusions which will allow me to develop a personal action plan to improve my leadership skills and attributes. In this component I wanted to provide a personal reflection on my leadership skills and qualities. I focused on an example of when I was required to provide leadership in my workplace. I chose to feature a fatal RTC I attended where I was required to demonstrate examples of leadership. I critically evaluated my own leadership styles, interpersonal skills and behaviours and analysed against the literature. I sought to understand how my leadership impacts on others.

I was required to demonstrate leadership when I recognised that there had been an equipment use error. From the literature I can see that the feelings of imposter syndrome are commonplace when in a position of responsibility. Although I was able to overcome the feelings in the moment, I was still uncomfortable. The conversation I was required to have with the CHARU Paramedic ultimately was successful due to my considered approach and communication skills. There was the willingness to engage from the CHARU Paramedic which made the conversation much easier.

I was able to take the lead role once arriving on scene motivate the team to complete tasks quickly and effectively. This was done by assuming a calm and reassuring persona and engaging the team where appropriate with decisions. This calm approach was also used in order to help protect my teams wellbeing.

Completing this assignment has demonstrated how emotional intelligence and leadership styles are interrelated and essential for compassionate leaders. Cherniss and Goleman (2001) argue that leaders need to be aware of their own and others' emotions and adjust their behaviour accordingly. The insight report (Appendix 1) shows that I have a flexible personality and leadership style that allows me to switch between different roles depending on the situation. The TCA resuscitation scenario was an example of how I applied my emotional intelligence and leadership skills to

support, direct and motivate the team. This scenario also highlighted the importance of being able to adopt a more authoritative leadership style when needed, especially in time-sensitive and critical situations. As an SP, I need to be able to adapt to the changing needs and values of the staff and patients, which is what makes me a compassionate leader.

Emotional intelligence is a valuable skill for leaders, especially in challenging situations that require quick and effective responses. Emotional intelligence enables leaders to balance their own emotions and needs with those of their team, creating a positive and respectful relationship. Goleman (2019) argues that this can prevent leader burnout and foster a collaborative and supportive work environment. The benefits of emotional intelligence were evident in the analysis where I was able to guide a team brought together at a traumatic incident and achieve a successful outcome in terms of a calm and effective resuscitation effort.

Imposter syndrome is a common and understandable phenomenon that affects many healthcare professionals, including paramedics. It can undermine one's confidence and performance, as well as one's mental health and well-being. However, there are ways to overcome it, such as seeking feedback, mentoring, peer support and self-compassion. By acknowledging and addressing imposter syndrome, one can become more resilient and effective in their role (Mann, 2019).

Fostering a calm and considered method of leading a scene such as a TCA is essential for the wellbeing of everyone involved and on looking. A leader who can create a calm, relaxed, respectful and professional work environment can reduce the risk of PTSD for rescuers, bystanders and relatives (Glenwright-Cook, 2023). There may also be a reduction in staff burnout which helps to protect their wellbeing. Therefore, leaders should strive to be calm and supportive in traumatic situations, as this can have a positive impact on the outcome and the recovery of all parties (Dougall et al., 2018).

As a Senior Paramedic I am often faced with challenging and unpredictable situations that require me to make quick and effective decisions. I need to be compassionate in

my leadership style in order to empathise with my colleagues and staff and provide them with the necessary support and guidance. I also need to be able to adapt to the given situation and occasionally change my leadership style, depending on the needs and preferences of the people I am working with. By doing so, I can foster a positive and collaborative work environment, enhance the quality of care and improve the outcomes for patients.

Action Plan

If I was faced with a similar situation, I would make certain key changes which are detailed in my Personal Development Plan in (Appendix 5), which will be in the form of a SMART; Specific, Measurable, Achievable, Relevant, Time-based. From completing this assignment, I have identified that I suffered from Imposter Syndrome while being required to challenge an older and more experienced Paramedic. For future events I will develop a coping strategy which will incorporate the following:

- I will recognise that feeling like an imposter is common and normal in healthcare, and not a reflection of my competence or worth. I will use it as a drive to learn from the experience and improve my skills, rather than a reason to doubt myself.
- I will regularly review my achievements and positive feedback and keep a portfolio of your work. This will remind me of my strengths and skills, and how I have contributed to my field.
- I will seek support from a mentor, colleague or friend that I trust. They should offer me encouragement and perspective. I can also access professional counselling or the Ambulance Service's Wellbeing team if I need more help to address the root causes of the imposter syndrome.
- I will challenge my negative thoughts and replace them with more realistic and positive confirmations. For example: instead of thinking "I don't belong here", think "I have earned my place here".
- I will adopt a growth attitude. I will do this by focusing on learning and improving, rather than the outcomes.
- I will celebrate my successes and achievements. By acknowledging my efforts and progress.

I shall ensure that I consciously make the effort to provide a calm and reassuring environment for my team. I will do this by ensuring my interpersonal skills and behaviours are appropriate and in turn this will encourage others to follow me example and installing confidence in others.

Since attending this incident, I have been in other situations where I have needed to challenge others who may be more experienced than myself. I have noticed that my confidence has grown already and that I have found it easier to do and staff have responded well to my support. This has allowed me to grow and develop as a Leader and a Senior Paramedic for the Welsh Ambulance Service NHS Trust.

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Discovery[®]

Personal Profile

Tomos Turner

09 February 2023

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Introduction

This Insights Discovery profile is based on Tomos Turner's responses to the Insights Preference Evaluator which was completed on 09 February 2023.

The origins of personality theory can be traced back to the fifth century BC, when Hippocrates identified four distinct energies exhibited by different people. The Insights System is built around the model of personality first identified by the Swiss psychologist Carl Gustav Jung. This model was published in his 1921 work "Psychological Types" and developed in subsequent writings. Jung's work on personality and preferences has since been adopted as the seminal work in understanding personality and has been the subject of study for thousands of researchers to the present day.

Using Jung's typology, this Insights Discovery profile offers a framework for self-understanding and development. Research suggests that a good understanding of self, both strengths and weaknesses, enables individuals to develop effective strategies for interaction and can help them to better respond to the demands of their environment.

Generated from several hundred thousand permutations of statements, this profile is unique. It reports statements which your Evaluator responses indicate may apply to you. Modify or delete any statement which does not apply, but only after checking with colleagues or friends to identify whether the statement may be a "blind spot" for you.

Use this profile pro-actively. That is, identify the key areas in which you can develop and take action. Share the important aspects with friends and colleagues. Ask for feedback from them on areas which seem particularly relevant for you and develop an action plan for growth personally and interpersonally.

Overview

These statements provide a broad understanding of Tomos's work style. Use this section to gain a better understanding of his approaches to his activities, relationships and decisions.

Personal Style

Traditions are important to Tomos and are carefully remembered and observed. He values and adheres to established routines and procedures and for him there will always be some work yet to be completed. He likes to have clear direction in the form of strict agendas, timetables, procedures and regulations, and works well with a checklist. Factual accuracy is important to Tomos, and he prefers everything to be clear and straightforward. He relies on what he can hear, see and know from first hand experience.

He needs to remember to withdraw regularly from caring for others to take care of himself. Tomos combines affability and amiability with a high sense of duty. Tomos's energy is given to the world in the service of others, and in an orderly, realistic and practical way. He tends to take the things he does well for granted and usually underrates and understates himself. Tomos is conscientious and responsible and accepts being needed by others.

He tackles his work very seriously and in a matter-of-fact and orderly manner, placing importance on the reading of instructions and detailed procedures. His personality can be paradoxical; usually easy-going and accommodating, he can also be rigid and inflexible. He may find it difficult to work with or for a manager who makes little effort to discover his unique talents. His strength is his ability to act correctly and to stay with projects until they are complete. He is strongly bonded to his beliefs, which can withstand considerable onslaught from any quarter.

Tomos is neat and tidy and can happily absorb a large number of facts. He may speak of or express his ideals indirectly. He attends to and likes to remember significant events and important detail. Others need to be sure of their facts. His views are not always readily understood by others as he tends to seek his own answers to challenges. He is accurate and careful in the way he deals with the facts.

He gains satisfaction from attending to or performing functions that others require, and which he recognises he can provide. Finding it hard to understand why some others try to impose limits, order and structure upon others, he avoids attempting to change or control people. He enjoys the gift of practical intuition. That is, he is aware that his visionary views must seem sensible to others to be of value. Finding the right way to approach a person or tackle a situation is very important to Tomos. He seeks a certain consistency in his life and a pace that is neither too slow nor too fast.

Interacting with Others

Tomos can turn his talents to many jobs, but finds more satisfaction from work that allows him to use his creativity and interpersonal skills. He often thinks he could have done better in an encounter or relationship. He is internally motivated by deep personal beliefs and by devotion to a cause he feels is worthy of support. He may occasionally appear to lack self-confidence, which can be remedied by regular reassurance from people he trusts. He finds it difficult to take a fixed

position on issues that are not important to him. As a result, he may be seen by others as rather lacking in conviction.

He has strong family ties and to keep in close contact is an essential part of his make-up. He prefers to remain emotionally free of the other persons point of view. He does not seek positions of “front-end” leadership, preferring to act behind the scenes. Generating unique ideas as to how to resolve problems, he will hold to his opinions very strongly and may not always be prepared to share them with others. He is not always keen to express how he feels.

He will readily forgive but rarely forget. He is not interested in impressing or directing others unless his values are at stake. He has little motivation to lead others through control, but hopes to see everyone living together harmoniously. His feelings may be expressed more by his actions than by speaking alone, and he is always aware of the needs of the moment. His concern for the well-being of people around him makes Tomos especially sensitive to an individual's personal needs.

Decision Making

When Tomos perceives that something needs to be done, he will accept responsibility for implementing it. He has little desire to impress, control or dominate others, apart from maintaining a commitment to his values and his work. He may tend to be misunderstood because of his tendency not to express himself forcefully. He can be overly lenient with non-producers, which often results in problems in matters that require the application of discipline. His natural leadership style is to resist change for change's sake and to slow down impulsive decision making.

He is observant of the small jobs that need to be done and will often offer to do them or just do them automatically. He will support those he considers as friends but can feel rather pressured if made to act against what he considers as his better judgement. Tending to be sceptical of new ideas if he doesn't see their practical application, he prefers to take time to consider the overall objective. It can be frustrating to some when he accurately describes the logical conclusions justified by a situation, but decides in favour of harmony and caring. From a more radical thinking viewpoint, some people can view his decisions as irrational. Above all, he is concerned with what is “right” and because of this may appear slow in the decision making process.

Tomos is willing to admit the truth about people or things that are important to him, is very alert to problems, and seeks to find solutions himself. His combined sensing and intuitive gifts give him the ability to question shallow decisions although he will not necessarily come forth to do so. He will tend to be concerned with the effect that the decision making process, and its result, will have on others. Balancing correctness in decisions with the needs of others, he may seek to take time over issues which merit deeper thought, particularly where others he knows are involved. He takes a personal approach to living, assessing events through the personal values and ideals which govern his life.

Personal Notes

Key Strengths & Weaknesses

Strengths

This section identifies the key strengths which Tomos brings to the organisation. Tomos has abilities, skills and attributes in other areas, but the statements below are likely to be some of the fundamental gifts he has to offer.

Tomos's key strengths:

- Usually weighs up all relevant factors before reaching decisions.
 - Good at undertaking routine tasks.
 - Relaxed about what others may think of him.
 - A strong sense of duty.
 - Finishes things that he has started.
 - Learns from experience - won't get hurt by the same situation twice.
 - Analytical and detached.
 - Sensitive to the needs of others.
 - Trustworthiness.
 - Practical work.
-

Personal Notes

Key Strengths & Weaknesses

Possible Weaknesses

Jung said “wisdom accepts that all things have two sides”. It has also been said that a weakness is simply an overused strength. Tomos's responses to the Evaluator have suggested these areas as possible weaknesses.

Tomos's possible weaknesses:

- His steady approach to work may be seen as laziness by some.
 - Digs in his heels when feeling threatened.
 - Can appear indecisive.
 - More interested in intellectual rather than practical challenges.
 - Seen as rather rigid, inflexible and unbending.
 - A tendency to give up easily when he feels isolated.
 - Worries too much about colleagues.
 - Finds it difficult to respond to aggression positively.
 - The tendency to focus upon past failures rather than significant successes.
 - Has difficulty in sharing concerns and reservations except with close and trusted peers.
-

Personal Notes

Value to the Team

Each person brings a unique set of gifts, attributes and expectations to the environment in which they operate. Add to this list any other experiences, skills or other attributes which Tomos brings, and make the most important items on the list available to other team members.

As a team member, Tomos:

- Is perceived by most others as honest and sincere.
 - Bonds by recalling special occasions and events.
 - Sees financial reward as proof of worth rather than as an end in itself.
 - Helps ensure consistency in team output.
 - Is dependable with a stabilising presence.
 - Encourages the team to honour its commitments.
 - Is willing to make a unique contribution.
 - Is neat, orderly and tolerant.
 - Will work with great resilience and diligence towards a common goal, although achieving it may take some time.
 - Is a reliable and supportive team player.
-

Personal Notes

Communication

Effective Communications

Communication can only be effective if it is received and understood by the recipient. For each person certain communication strategies are more effective than others. This section identifies some of the key strategies which will lead to effective communication with Tomos. Identify the most important statements and make them available to colleagues.

Strategies for communicating with Tomos:

- Expect him to come back later for clarification.
 - Remember that he may not be revealing his real underlying concerns.
 - Take time to listen to his feelings about the reactions of others.
 - Listen to and value his suggestions and contributions.
 - Respect his personal competencies.
 - Adopt a low key, positive approach.
 - Mirror his normally calm and even-tempered nature.
 - Deal with him in an honest and sincere way.
 - Recognise his solid efforts and acknowledge his input.
 - Take the time to get to know him well.
 - Always seek his willing co-operation.
 - Value his contribution to building stable relationships.
-

Personal Notes

Communication

Barriers to Effective Communication

Certain strategies will be less effective when communicating with Tomos. Some of the things to be avoided are listed below. This information can be used to develop powerful, effective and mutually acceptable communication strategies.

When communicating with Tomos, DO NOT:

- Use unnecessary verbiage.
 - Act aggressively or reject his ideas without explanation.
 - Comment on his personal appearance.
 - Be too loud and hearty.
 - “Tell”, instruct or command.
 - Get too excited or emotional.
 - Demand change that ignores his personal values and/or beliefs.
 - Be misled by his apparent reticence into thinking that he doesn't care.
 - Prevent him from expressing his thoughts.
 - Focus on his weaknesses or chastise him publicly.
 - Call on him when uninvited.
 - Assume that hesitation implies a lack of knowledge.
-

Personal Notes

Possible Blind Spots

Our perceptions of self may be different to the perceptions others have of us. We project who we are onto the outside world through our “persona” and are not always aware of the effect our less conscious behaviours have on others. These less conscious behaviours are termed “Blind Spots”. Highlight the important statements in this section of which you are unaware and test them for validity by asking for feedback from friends or colleagues.

Tomos's possible Blind Spots:

Tomos prefers not to confront issues. This may prevent matters from moving to a satisfactory conclusion. He may rely so much on his logical, analytical thinking that he overlooks the people issues. Quiet and reserved, he may appear cool and aloof. He is inclined to be guarded except when with close friends or colleagues of long standing.

He is good at tasks which require accuracy and attention to detail and has a highly developed ability for critical perception, which may make him appear rather distant at times. A potential failing for him may be that he may not gain sufficient intimate experience of the world. Because of his self-containment, he has difficulty sharing his reactions, feelings and concerns with others; it seems unnecessary for him to do so. When under extreme pressure, Tomos may choose to withdraw, but only to prepare for the next battle within his own fortress. He sometimes seems detached from the real world, involved in complex thought.

He would do well to accept that people he respects may want to know what is going on in his life, and he should realise that the only one who can provide the accurate map is him. As he is constantly on the alert for new sensory information and prefers to keep his options open, he appears rather indecisive to some people. As he values creativity and innovation, he sometimes ignores the standard way of doing something because it lacks originality. He needs to prioritise his activities, and find the balance between work and play. In this way he can gain a broader perspective of his life. Aware of the advantages of diplomacy, he may tend to agree too easily in order to avoid confrontation.

Personal Notes

Opposite Type

The description in this section is based on Tomos's opposite type on the Insights Wheel. Often, we have most difficulty understanding and interacting with those whose preferences are different to our own. Recognising these characteristics can help in developing strategies for personal growth and enhanced interpersonal effectiveness.

Recognising your Opposite Type:

Tomos's opposite Insights type is the Motivator, Jung's "Extraverted Intuitive" type.

Motivators have the ability to equally value results and people. They dislike detailed work but can do it to achieve a specific short-term objective. They enjoy assignments that they believe makes them look good. Tomos may often see them, however, as too optimistic about what they and other people can produce. Motivators may be difficult to manage. They are not natural administrators.

Tomos may perceive the Motivator as indiscreet and sometimes hasty. Motivators need a variety of activities and the opportunity of working in an environment with other people. They may become workaholics if not aware of their limits. Motivators often seek material dominance, social standing and status. They detest routine, detail and close supervision and can be devious or even chameleon-like when something or someone gets in their way.

Tomos will often sense a large ego in the Motivator and may wonder why the Motivator would much rather engage in brief, intellectual banter than conclude some task or spend some quiet time on their own. The Motivator may not remain totally committed to a schedule or project if a better or more exciting challenge appears. They can often neglect important preparations that they consider unnecessary.

Personal Notes

Opposite Type

Communication with Tomos's Opposite Type

Written specifically for Tomos, this section suggests some strategies he could use for effective interaction with someone who is his opposite type on the Insights Wheel.

Tomos Turner: How you can meet the needs of your Opposite Type:

- Be ready to acclaim his many ideas.
- Move swiftly from topic to topic.
- Talk about him and areas he finds stimulating.
- Appeal to his open style of decision making.
- Encourage his big picture orientation and vision.
- Share his passion for new challenges.

Tomos Turner: When dealing with your opposite type DO NOT:

- Be dull, dour or redundant.
 - Judge, criticise or embarrass him in public.
 - Be vague or imprecise.
 - Approach him with foregone conclusions.
 - Criticise his ideas too harshly or personally.
 - Talk slowly, mumble or whisper.
-

Personal Notes

Suggestions for Development

Insights Discovery does not offer direct measures of skill, intelligence, education or training. However, listed below are some suggestions for Tomos's development. Identify the most important areas which have not yet been addressed. These can then be incorporated into a personal development plan.

Tomos may benefit from:

- Considering previous mistakes as periods of personal growth.
 - Attempting to respond more quickly to his more extraverted colleagues.
 - Resisting the urge to introduce long-winded, complex solutions to straightforward issues.
 - Working towards becoming more effusive and action-oriented.
 - Meeting and mixing with more assertive and energetic people.
 - Taking time to prepare before meetings and focusing on “the big picture”.
 - Taking immediate action on all those things he has been putting off.
 - Not delaying until tomorrow that which can be done right now.
 - Changing his perception of aggression being a weakness to that of an essential gift that is occasionally necessary to get things done.
 - Setting goals outside of his comfort zone.
-

Personal Notes

Management

Creating the Ideal Environment

People are generally most effective when provided with an environment which suits their preferences and style. It can be uncomfortable to work in an environment which does not. This section should be used to ensure a close match between Tomos's ideal environment and his current one and to identify any possible frustrations.

Tomos's Ideal Environment is one in which:

- He has freedom from authority and bureaucracy.
 - He has time to prepare for meetings or discussions.
 - Regular feedback and encouragement is given.
 - Empathetic team values predominate.
 - There's a place for everything and everything is in its place.
 - Clearly defined responsibilities are assigned.
 - Facts and information form the basis for decision making.
 - A comprehensive welfare policy is provided.
 - Reliance on competition between colleagues is minimal.
 - Informal, low-pressure meetings are the norm.
-

Personal Notes

Management

Managing Tomos

This section identifies some of the most important strategies in managing Tomos. Some of these needs can be met by Tomos himself and some may be met by his colleagues or management. Go through this list to identify the most important current needs, and use it to build a personal management plan.

Tomos needs:

- To be assigned one task at a time.
 - Regular reviews to ensure that he is actively overcoming challenges.
 - Help in thinking “outside the box”, or beyond the traditional.
 - Understanding of his tendency to defend his decisions with logic and persistence.
 - To have his contribution reviewed and acknowledged.
 - Assignments that take him away from the workplace.
 - Long term security.
 - Autonomy and independence within an agreed framework.
 - To maintain focus and direction.
 - Sufficient time to ponder and question complex issues.
-

Personal Notes

Management

Motivating Tomos

It has often been said that it is not possible to motivate anyone - only to provide the environment in which they will motivate themselves. Here are some suggestions which can help to provide motivation for Tomos. With his agreement, build the most important ones into his Performance Management System and Key Result Areas for maximum motivation.

Tomos is motivated by:

- Communication in writing to enable him to assimilate information.
 - Low-key celebrations.
 - Awareness of his domestic needs when setting business targets.
 - Co-ordination of disparate activities.
 - Full acceptance of his values and feelings.
 - Small gestures of goodwill that enhance his feeling of belonging.
 - A manager who tends to lead by example.
 - Being involved only in well thought through change processes.
 - Being asked for his opinion.
 - Quiet, tenacious endeavour which is rewarded in a low key way.
-

Personal Notes

Management Style

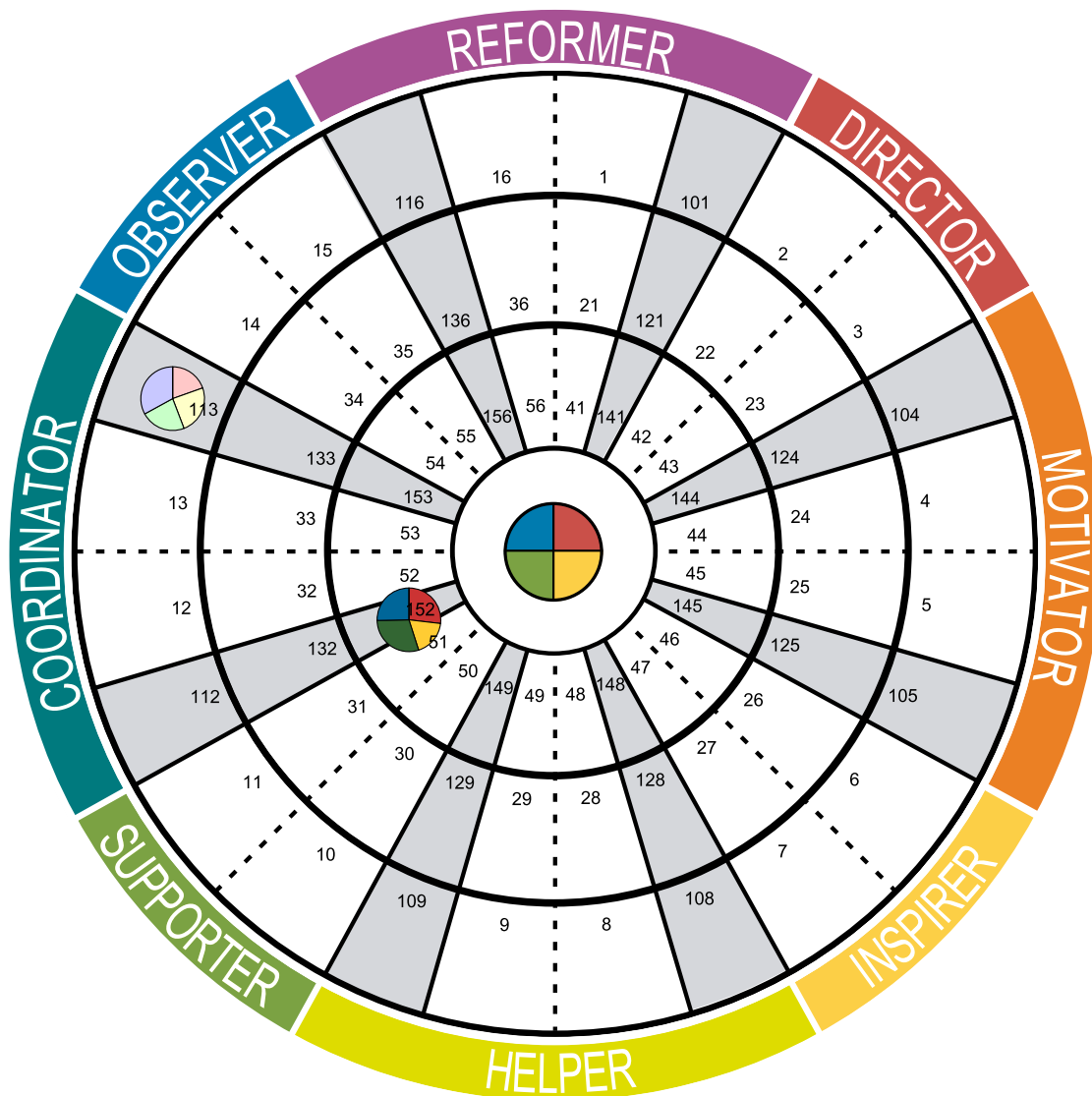
There are many different approaches to management, most of which have different situational applications. This section identifies Tomos's natural management approach and offers clues to his management style, highlighting both gifts and possible hindrances that can be further explored.

In managing others, Tomos may tend to:

- Lose sight of the needs of the business whilst focusing on relationships.
 - Believe that the success of the team and its individuals are a measure of his own success.
 - Keep his deepest feelings private.
 - Over-estimate the ability of others.
 - Modify his decisions in the face of fresh evidence, which may make him appear as indecisive.
 - Be overwhelmed by too much information, presented too quickly.
 - Decide quickly in areas he feels comfortable, but procrastinate in those where he feels vulnerable.
 - Be a little too generous and understanding when others fail to perform.
 - Ignore completely those whose views conflict with his strong sense of values.
 - Challenge unfairness and seek to moderate it.
-

Personal Notes

The Insights Discovery® 72 Type Wheel



Conscious Wheel Position

152: Creative Supporting Coordinator (Accommodating)

Less Conscious Wheel Position

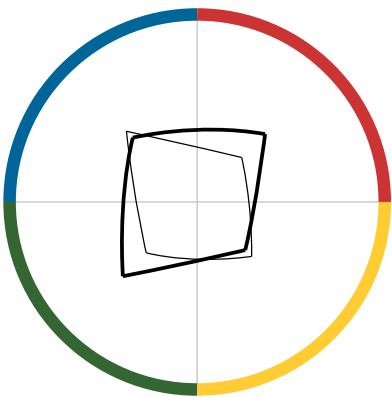
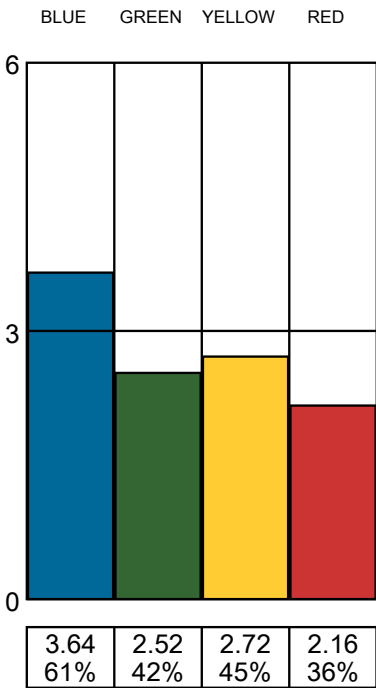
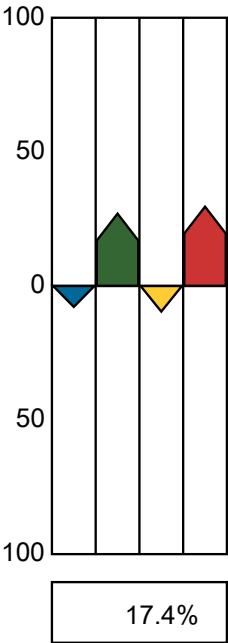
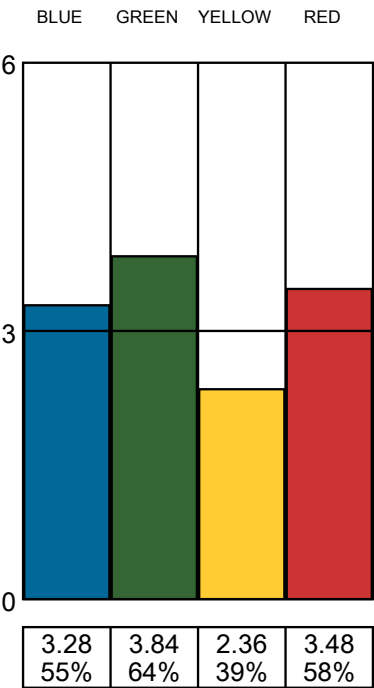
113: Creative Observing Coordinator (Focused)

The Insights Discovery® Colour Dynamics

Persona (Conscious)

Preference Flow

Persona (Less Conscious)



— Conscious
— Less Conscious



GLOBAL HEADQUARTERS

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The creative position

What is the creative position?

- A person shows up in a creative position if in their conscious persona graph their dominant and auxiliary colour energies are opposites on the Insights Wheel. Possible combinations are;
 - **Red first Green second**
 - **Green first Red second**
 - **Yellow first Blue second**
 - **Blue first Yellow second**
- Jung was fascinated by the significance of our unconscious elements. He concluded that within the group of people who are not a clear 'type', there exist a number of people for whom normal type stability is represented by conscious use of a normally unconscious inferior function. This combination is a normal expression of their personality. Jung referred to this ninth type as the 'Creative' type which is readily identifiable in Discovery as those people having the opposing rational color combinations as their first and second preference.
- They fall within one of 24 possible Creative positions within the 72 position Insights wheel.
- The Creative positions make up 9% of the population within the global Insights data base.
- They can show up on the Insights wheel in an accommodating, classic, or focused position.
- They have easy access to all the color energies, but particularly the "opposite" colour energies.
 - For example, the individual may be **sharing a warm, harmonious discussion** using a green energy preference and in the next moment **state abruptly that everyone needs to get to work**, engaging their red energy.
 - Or the individual could be **outwardly and easily engaged socially with colleagues enthusiastically sharing their thoughts** using yellow energy, and then in the next moment could be seen as **formal, logical, and reserved** as they go about their business using their blue energy.

This juxtaposition between opposites can be confusing for colleagues in that the person doesn't have a clear preference and in fact holds opposites in play at the same time.

- Creative Types are strongly irrational types which mean that they have either intuition or sensing as their dominant function.

The creative position

- For the Creative type positions the following is the dominant attitudinal function:
 - Extraverted Intuition (N)** – 104 (NS), 124 (NN°), 144 (NN°), 105 (NS), 125(NN°),145(NN°)
 - Introverted Sensing (S°)** – 112 (S°N°), 132 (S°S), 152 (S°S), 113 (S°N°), 133 (S°S), 153 (S°S)
 - Introverted Intuition (N°)** – 109 (N°S°), 129 (N°N), 149 (N°N),116 (N°S°),136 (N°N),156 (N°N)
 - Extraverted Sensing (S)** –108 (SN), 128 (SS°), 148 (SS°), 101 (SN), 121 (SS°), 141 (SS°)
- In fact for the creative type, the leading two attitudinal functions are both irrational functions (either, both introverted and extraverted intuition, both introverted and extraverted sensing, or a combination of intuition and sensing).

Tips for coaching Creative Types

- The graphs tell the story – the conscious and the less conscious hold all four energies active
- What should be noted and discussed is the impact of the first and second colours in the conscious persona graph and how they are strongly influenced by the first colour in the less conscious persona graph (these three colour energies together hold the key to coaching the creative type)
- The creative type in their journey between extraversion and introversion will identify with the two opposite colour energies in their

conscious graph and will be able to explain why these two sit together. They will be able to explain how one is used in introversion and one is used in extroversion.

- The preference flow for a Creative type will generally indicate that the first and second colour energies in the conscious graph are having a greater impact, and the first two colour energies in the less conscious graph are having a lesser impact. Both graphs show pairs of opposites, and all colours are in play. However, the first and second colour energies in the conscious graph are having a more profound impact for that creative type. The rising arrows in the preference flow identify this dynamic.

How do you become a Creative Type?

There are three major ways in which people identify themselves as creative types.

- It's simply natural for them to have a preference which has opposites actively in play, and Jung says that this type is hard to define but does exist. They have a special ability to move between attitudes of introversion and extroversion
- The environment (perhaps the demands of the work environment) requires the person to engage a colour energy which is opposite to their dominant preference. An example of this might be someone who has a preference for green energy and has a management position in a culture which demands that red energy be exercised, and this demand drives the individual into a creative green/red dynamic, (this may or may not cause this person stress).

The creative position

3. The individual may be going through a transition in life, and the normally inferior function arrives to be actively used as the auxiliary (second) energy. This may be challenging and confusing for the individual. It may signify a time of change in which the individual, after a period of creative dynamic, moves to a new position or role where the creative dynamic is no longer needed.

The challenge a Creative Type might have with the Insights Discovery Profile

It is not uncommon for a creative type to be challenged by the Insights Discovery profile. The reason for this is because the Discovery profile is a preference instrument which speaks first to the dominant colour energy as chosen by the respondent. A creative type holding opposites may answer a similar number of questions for each of these opposites. Such as, the same number of **Blue** and **Yellow** answers. However, sometimes a creative type who sees themselves naturally preferring to use more of one of these opposites, might answer the profile skewed to their auxiliary. Therefore, the Insights profile will read closer to the auxiliary preference. An example of this would be someone who has a natural **Blue** energy preference with second **Yellow** but has answered enough questions so that yellow is the dominant. As a result, the profile will read more to the yellow dominance which may not be embraced by the respondent. In this case the story is always in the graphs and not in the verbiage within the profile.

Type Mobility for the Creative Type

The question to ask anyone who holds a Discovery profile is where on the model would they move if their dominant and auxiliary (first and second)

switched? As the colour energies above the line are easily used and are preferred, the question becomes where do we move?

If you use position 26 as an example, this position's colour energy is YR/GB. If an individual where to switch their first and second energies that person would easily move to position 24 which is RY/GB. Simply switching their first two colour energies moves them to a different position on the wheel. This can happen easily and can be common.

The same applies for a creative type, but the movement is across the wheel from extroversion to introversion or vice versa. For example take position 124 RG/YB, if the first two colour energies were to switch the move would be to position 129, which would be GR/YB. This switch would result in a move from an extroverted intuition position to an introverted intuition position. This shows the ability of a creative type to easily move between the two attitudes of extroversion and introversion.

Why the word 'Creative'?

Jung used the word creative not to mean artistically creative, but rather to signify a psychologically creative dynamic between opposites. This creative dynamic or tension exists and is alive in this individual. It would be a mistake to assume that a 'creative type' is any more creative than any other type.

Creativity exists all around the wheel, whether it is the intuitive type coming up with a new idea or possibility, or the sensing type presenting a completely formed solution, or the thinking type seeing a logical connection between things, or the feeling type finding a solution that works for everyone.

360° Review of Tom's Performance

 Survey / Other



MULTIPLE CHOICE: Q1

 What is your relationship to Tom?

 Colleague

 Management

 Student

 [New Answer](#)



MULTIPLE CHOICE: Q2

 How would you describe Tom's professionalism overall?

 Very professional

 Mostly professional

 Not always professional

 Not professional

 [New Answer](#)

MULTIPLE CHOICE: Q3

 How would you rate Tom's knowledge as a Paramedic?

 Above average



Average

 Below average

 [New Answer](#)

MULTIPLE CHOICE: Q4

 Are you likely to approach Tom for Clinical Advice?

 Very Likely

 Likely

 Unlikely

 Very Unlikely

 [New Answer](#)

TEXT: Q5

 If you have approached Tom for clinical advice please provide an example

Any text (Multi line)



MULTIPLE CHOICE: Q6

 Is Tom's assessment and treatment of patients timely and appropriate

 Always

 Usually

 Sometimes

 Rarely

 Never

 [New Answer](#)

MULTIPLE CHOICE: Q7

 How would you describe Tom's attitude towards patients? Very positive Positive Negative Very negative [New Answer](#)

MULTIPLE CHOICE: Q8

 How would you describe Tom's attitude towards staff? Very positive Positive Negative Very negative [New Answer](#)

MULTIPLE CHOICE: Q9

 Is Tom good at making his own decisions? Always Usually Sometimes Rarely Never

 [New Answer](#)

MULTIPLE CHOICE: Q10

 Is Tom a good listener? Always Usually Sometimes Rarely Never [New Answer](#)

MULTIPLE CHOICE: Q11

 Is Tom good at communicating? Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree [New Answer](#)

MULTIPLE CHOICE: Q12

 Is Tom a good leader? Strongly agree Agree

 Neither agree nor disagree Disagree Strongly disagree [New Answer](#)

TEXT: Q13

 Please state some positive strengths about Tom's work

Any text (Multi line)



TEXT: Q14

 Please state some performance area that need improvement

Any text (Multi line)

[+ Add Question](#)

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[Preview](#)[Save Survey](#)

Strengths • Liked by staff. • Respected as a paramedic. • Good interpersonal skills. • Good communicator. • Flexible • Highly resilient	Weaknesses • Young in years served. • Young. • Sufferes from imposter syndrome • Don't like conflict • Poor at keeping to deadlines • Dyslexia – and all the issues that brings
Opportunities • Senior Paramedic role is expanding and changing. • Support from mentors and colleagues • New staff are joining my team. • Support like the SPs over DOMs due to the supportive nature.	Threats • High demand across service. • Lack of leadership experience • Budget cuts • Maintaining a good work / life balance. • High workload. • One SP short currently in Powys.

Personal Development Plan				
Specific What needs to be accomplished?	Measurable How will I measure the achievement	Achievable Any support required	Relevant How does this goal relate to the review findings	Time-based When does this need to be achieved
Reducing imposter syndrome - Keep a record of my accomplishments and positive feedback	Produce a portfolio of work	No support required	Helping to reduce the imposter syndrome.	On going over the next 6 months
Increase my confidence as a leader	Personally feeling more confident	Request mentorship from HJ HBLC	Helping to reduce the imposter syndrome.	6 weeks
Consciously produce a calm and reassuring persona	Feedback from staff from staff feedback	No support required	Developing my compassionate leadership style	6 months
Protect my teams and my own wellbeing	Staff and I feeling happy and health in work.	Support from the LM and DOMs	Developing my compassionate leadership style	On going