

# LM 360 for Martin Davies

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LM 360 23/3/2023 7:45

## Introduction

Thank you for participating in a 360 peer review.

We hope the report will give you a useful insight into your strengths and potential areas for growth in your current role.

The first part of the report summarises how your colleagues perceive your leadership. The second section will give you an understanding of how your own reflections align with those of your colleagues.

Try to avoid the temptation to just focus on your potential areas for growth. Make sure you take to time to reflect on and celebrate your areas of strength.

Some people find it helpful to have time to digest the report before they talk to others about it. Remember that is your professional behaviours and habits that are being commented on and that these behaviours and habits can be changed.

It is also useful to remember that the feedback you have received represents your colleagues' perceptions and that these perceptions are 'their reality'. You need to acknowledge and reflect on their perspective, even if you don't agree with it.

It is generally helpful to avoid trying to attribute feedback to particular people. If there is something that has surprised you, try to accept the feedback in a positive spirit and use it to build on your overall leadership effectiveness.

## Areas of strength

According to your colleagues' survey data, the six areas they ranked you highest on are:

1

Encourage others to learn by trying new things

Lead by example

2

3

Have credibility

4

Show determination

5

Develop innovative ways of doing things

6

Show an eagerness to keep learning new things

Your colleagues also made the following comments in relation to your areas of strength:

*Meticulously organised*

*Adaptability / Flexibility; he is aware of his teams needs and varying priorities. He is able to accommodate last minute changes well and with little confrontation. Examples include, acting on feedback from his team about end of term innovation lessons, moving staff CPL around, staff cover, etc.*

*comes up with solutions*

*Approachable. Martin prioritises others and if you have a question, he enjoys going the extra distance to help solve the problem.*

*He has a positive attitude and encourages others.*

*patient*

*listen to others*

*Risk taking; his ability to take risk by creating a whole new curriculum and managing staff with varying needs/skills in an intense and high stakes culture and environment is admirable. He is not afraid to fail and/or show vulnerability in his work or his own project (Innovation). He is also open to feedback and*

*not afraid to challenge staff by making them take risks themselves. Addition side note: He is a competent and inspiring middle leader with a great sense of humour. I enjoy working with him.*

*Humour: Martin has a great sense of humour and this helps him tremendously as a leader. His good natured, affable nature makes him an approachable manager and a valued colleague.*

*Passionate. Martin has a clear passion for both education, leadership and innovation. He applies himself and has always provided a realistic and strategic methodology to his practise.*

*Organisation: Martin's organisational overview of the Innovation programme is exceptional and adeptly manages multiple 'spinning plates' to ensure that the curriculum, and his team of teachers, are well-resourced and supported.*

*He is reliable*

*Knowledgeable. I can always rely on Martin to offer technical advice and have never been placed in a position that he cannot help provide a solution and direction forward.*

*Passion for his subjects. Martin's passion for Computer Science and Innovation is evident. I have seen him present to students on staff on a number of occasions; he does this with enthusiasm and positive energy. Furthermore, his presentation skills, particularly his eloquence of delivery, are excellent!*

*Clear vision/goal oriented*

*Emotional intelligence; he is aware of the varying needs and diverse personalities of the colleagues he manages. For example, he tries his best to adapt his style of communication when he talks to colleagues from different cultures (American/British), and with different personalities (extrovert/introvert) and skill sets within his Innovation team.*

*He helps to share ideas and strategies with others.*

*Calm under pressure*

## **Potential areas for growth**

The areas which your colleagues scored you lowest are listed below. Please note, these are not necessarily areas of concern as you may have scored highly across the board. You may wish to look at the data at the end of this report to understand this better.

### **How actively you listen to the views of others**

Your feedback suggests that you don't always make the time to properly listen to what others are telling you. In school, this may relate to conversations with pupils or staff where you may be pre-occupied with something else or think you know what someone is going to say and don't think you need to listen too carefully. If you improve in this area, you will have developed the skill of listening for meaning, even being able to empathise to such an extent that you can detect what someone thinks but may not actually be saying.

### **How you monitor the performance of others**

Your feedback suggests you may need to be better at knowing what is going on in your area(s) of responsibility. In school, this may simply be about prioritising the time to monitor others' work more often, particularly when there are other pressures on your time. This may also involve you making sure you are using effective processes to assess others' effectiveness. If you improve in this area, you will have developed strategies that mean colleagues are confident you have a good handle on the strengths and areas for development in your area of responsibility.

### **How you initiate and manage change**

Your feedback suggests that you don't always think through all the stages of development when you are introducing a new initiative. In school, this might mean making sure you spend time at the start of the process to work with others to really make sure you are clear what you want to achieve and how it will work in practice. If you improve in this area, people will see you as someone who is really good at co-designing, launching, implementing and embedding change that has a positive long-term impact for pupils.

Your colleagues also offered the following suggestions:

*Strategic vision; making sure all stakeholders (staff and students in particular) are consistently informed and reminded of the intent, implementation, and impacts of the long term innovation curriculum and its whole school importance.*

*feedback mechanisms for staff within the project*

*Martin should embrace even further collaboration with colleagues within Innovation. It would be good to have regular team meetings that would allow for the group to share ideas, good practice, and help to sculpt the Innovation curriculum as it evolves and moves further forward.*

*Listen to others. Make sure you listen to the ideas of others.*

*if possible, looking to innovate more cross curricular links to other areas of the school.*

*Greater delegation*

## How others' perceptions align with your own

On average, you tended to score yourself lower than the others that completed the tool. This isn't unusual: people often tend to be unduly modest about their own achievements. However, you may want to look at the data at the end of the report to identify if there are any particular areas of significance. It might be helpful to think about what might lie behind these differences.

## Your overall scores

Building and sustain relationships



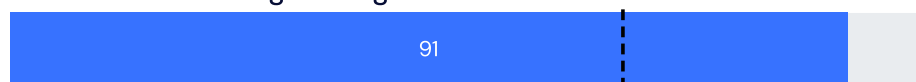
Create alignment



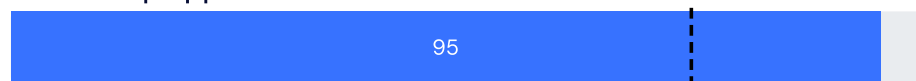
Create teams



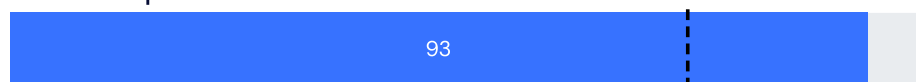
Deliver results and get things done



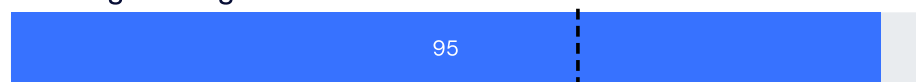
Leadership approach



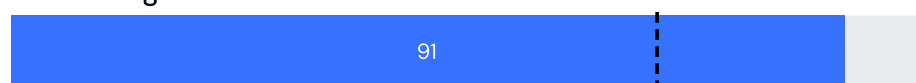
Personal qualities



Planning and organisation



Set strategic direction



## Your raw data

Individual statements	Your score	How others scored you
Give praise and recognition based on performance	61	85
Have a clear vision of what is to be achieved	72	88
Think through how to manage change effectively	57	85
Respond flexibly to changing demands	75	96
Actively listen to the views of others	81	82
Hold challenging conversations when needed	60	90
Show optimism about the future	86	89
Develop clear, effective strategies	72	91
Delegate effectively, without micro-managing	57	86
Have good working relationships with colleagues	65	96
Respond well to feedback	68	85
Have credibility	70	98
Organise things effectively	68	95
Treat people as individuals	75	97
Act in line with a clear set of personal values	73	96
Ensure others have clarity about what is expected	64	89
Chair meetings well	40	85

Individual statements	Your score	How others scored you
Keep bureaucracy to the necessary minimum	71	98
Keep to deadlines	40	93
Monitor the performance of others effectively	52	83
Keep things simple	66	93
Create a culture of high expectations	74	90
Encourage others to learn by trying new things	74	98
Develop innovative ways of doing things	78	98
Persuade and influence others successfully	74	88
Show determination	67	98
Lead by example	82	98
Take the time to help others develop	73	95
Make sure people are kept appropriately informed	57	92
Plan ahead effectively	78	94
Play to people's strengths	69	86
Show the confidence to take calculated risks	83	90
Manage email effectively	53	93
Communicate an inspiring vision of success	80	89

Individual statements	Your score	How others scored you
Build trust in others	74	96
Show an eagerness to keep learning new things	69	98
Collaborate well with others	70	91
Have productive 1:1 conversations	77	92
Read the moods and emotions of others effectively	64	94
Remain calm under pressure	76	96

## Your way forward

When you are thinking about or discussing the information in this report, don't forget to celebrate the things you are good at and reflect on how you can use these to build from.

When it comes to setting yourself some goals, we suggest you focus on identifying just one or two (and no more than three) areas that you might want to change or improve in as a leader. Spending some time working through the following questions, ideally through discussion with someone else if that would work for you, can be a powerful way to bring about sustainable changes to your effectiveness as a leader.

You may wish to take a look at the relevant chapters in the HONK book to support this process.

1. What would be the one or two areas you would benefit most from focusing on?
2. What will be the benefits if you achieve these goals?
3. What will help you achieve these goals?
4. What could stop you achieving them?
5. What can you do about these potential barriers?
6. When should you review your progress in the areas you have identified?

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