360 Guide for Feedback Facilitators

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Pilat HR Solutions

29 Hendon Lane
London
N3 1PZ

(020) 8343 3433

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1. RUNNING INDIVIDUAL FEEDBACK MEETINGS

As a coach, you have a critical role to play in helping the 360 participant make sense of their feedback and also answer the question "Where do I go from here?"

A Typical One-to-One Feedback Meeting

Your objectives for an initial feedback meeting are typically:

- To help the individual understand the structure and construction of the feedback report

- To support and challenge them as they explore and engage with their data

- To help them identify the main themes, keep a balance of positives and negatives, and build a realistic view of their strengths and improvement areas

- To guide them in planning how to share and clarify their data with others

- To help them believe that change is necessary, and guide them to areas of appropriate support

- To encourage them to formulate practical first steps in acting on the feedback they have received

- To leave them feeling ownership of their data and positive about the possibilities for change.

The Role of Facilitator

Some feedback can be quite difficult if not emotionally challenging. A coach or facilitator can play a key role in a number of areas:-

a) Pre-feedback
- guiding them in their choice of feedback providers
- helping people to think through their own strengths, weaknesses, values, etc.: understanding the "self image"
- identifying valuable sources of feedback; widening the range, ensuring balance
- smoothing the process: checking the briefing, identifying potential difficulties.

b) Engaging with feedback
- providing emotional support
- helping with handling surprises
- providing reality checks

c) Planning development
   - identifying priorities
   - seeking options
   - determining realistic activities

d) Closing the loop
   - what to share
   - with whom to share
   - when to share
   - how to share

e) Follow through
   - progress reviews
   - revisiting feedback
   - refreshing feedback
   - Admin re evaluation

Administration of the Process

Only certain specified individuals within each Board are authorised to sign people up for the 360 process.

A qualified feedback coach is assigned to each feedback participant at the time they are first registered to take part.

Once registered, participants are normally launched the following Wednesday.

It is then up to you, as the feedback coach, to contact the participant to make arrangements to facilitate the feedback when the report becomes available.

Once the report has closed, Pilat will send the nominated feedback coach an electronic copy of the report in good time for the feedback meeting.

Preparation

Proper preparation is essential for delivering a 360 report. You should be very familiar with the report and know where you want to draw the participant's attention.

Logistics – are you clear on...
- ✓ Date, time, venue. Will the venue provide adequate privacy?

Materials – have you got...
- ✓ The participant's 360 report
- ✓ Copy of the 360 Guide for Participants

Preparation: Interpreting the Report – are you clear about...

- ✓ Items which are particular strengths, which you'd like to help the participant understand better and see how they could use to greater effect
- ✓ Items which are particular weaknesses, which you'd like to help the participant understand better and see how they could be addressed
- ✓ Items where there is a wide range of views from team members
- ✓ Items where there is a strong difference in ratings between the participant and the team

During the meeting – have you...

- ✓ Explained the ground-rules about confidentiality
- ✓ Discussed how the participant may share his/her feedback with the providers, and how this might best be handled, offering help as appropriate
- ✓ Helped the participant to commit to 2-3 appropriate next steps, and understand the need to work towards an explicit action plan

After the meeting – have you...

- ✓ Conducted any follow up agreed upon during the meeting

Suggested Sequence for Facilitating Feedback

The suggested sequence for feeding back a report to an individual essentially starts with a broad view and progressively focuses down on areas of interest to explore in real detail. Although keeping to the structure is not mandatory – be as flexible as you need to respond to the individual's interests and style – it can help an individual to see issues in perspective, or against a personal backdrop, before getting entangled in the details.

Here is a suggested sequence: -

- Introduction, including brief explanation of the 360 Feedback objectives and process, your role, and the specific purpose of this session. Include issue of confidentiality here.

- If you don't know the individual, gather some information at this stage about their role (how long have they been in it; key challenges; size, location and maturity of their team); to whom they gave questionnaires, and why; and expectations about the type of feedback they may receive.

- Page 3, in order to remind them of the context, the scale, and that what is presented are perceptions.

- Key Issues – highlights those aspects of performance that were rated higher and those that were rated lower across the different rater groups. Look at where the relative strengths and improvement areas fall in terms of the competency areas (are some strongly represented or not represented?). Is anything surprising?

- Summary of Competencies – look at comparisons between different rater groups, particularly self ratings

- Ratings on Behaviours (bar graphs) and score frequencies – look at differences in ratings between groups on the same behaviour, and notice areas of high/low performance not specifically identified as strengths or improvement areas in the Key Issues section. Look at the score frequencies to identify the range of scores from individuals within the group.

- Differences in Perception – look at the size of the gap, and the items highlighted as having the biggest gaps.

- Supporting Comments – discuss the comments is an effective way to enhance the quality of the picture given by the data. Try to connect comments individually or generally to the ratings on behaviours as a way of understanding them

- Focus in on next steps and development actions.

Themes and Patterns

You will want to feel competent at interpreting the actual data in individuals' reports. A detailed description of the feedback report is located in Section 3. Typical things to look for may include:

- Common themes – similar items, strong or weak, even if not grouped in the report itself (e.g., all the items that have anything to do with finance have been marked high)

- Patterns by individual provider (e.g., one provider has consistently marked aspects of communicating lower than all other items)

- Correlations between items (e.g., most people have rated item 12 and item 34 similarly; both high or both low)

- Source type differences (e.g., peers see this very differently, and they are in a better position to observe this)

- Wide differences of opinion (e.g., they all disagreed on this one)

- Locating the key development areas
  - Strengths
  - Weaknesses
  - Impact on future potential

Engaging With the Feedback

As a facilitator, you have a crucial role to play in helping the participant take ownership of their data. In virtually all cases where feedback proves to be valuable, there are surprises. It is important that these are addressed constructively.

You need to be prepared to handle surprises in the forms of:

- very bad feedback (specific items as well as whole reports)
- very good feedback (specific items as well as whole reports)
- wide differences of opinion across source types.

It is important to remind the participant that perceptions are not objective facts or clinical assessments. Rather, they are expressions of opinion. It is therefore important that the report is interpreted, not taken as absolute fact. However, for example, if six people have the same perception of someone, there is likely to be something that they are doing which is contributing to this joint perception!

The quality of the feedback also depends on the raters that have been chosen. If a participant has only chosen "friends" they may not receive a rounded picture of their performance.

When looking at feedback provided by others, it is useful to look more at the relativities: what was assessed relatively high and what was assessed relatively low.

Feedback from others is an extremely valuable source of input when planning development. However, it needs to be viewed with caution, set in context and interpreted just like any other information. Relativities in the information may be more valuable than the absolute messages themselves. The value of the information can be greatly enhanced through discussion with those who provided it. This can also start to identify ways of moving forward.

Typical Reactions to Feedback

You need to be prepared to handle the different types of participant reaction, and the phases through which these go; often not correlated with good or bad feedback.

Feedback, like change, can be threatening. So how, in general do people react? Four key phases are commonly seen, and are referred to under the acronym "SARA". The four phases also typically describe the task for the coach in moving the participant from a potentially negative emotional response to a rational positive response in which problems are acknowledged and meaningful plans are made to tackle them.

S **S is for SHOCK** "Well I never expected that!"

Even positive feedback can be shocking if the person is not expecting it. Be prepared for surprises. Surprises in a sense justify what you are doing in 360 Feedback. If you were certain that you knew everything that is to be known then the exercise would be futile. The challenge is to overcome shock, avoid becoming dispirited and make use of the feedback. In particular, remember that what you see are others' perceptions of behaviour, not necessarily the reality.

A **A is for Anger** "How dare they!" "After all I do for them!"

Anger is a common successor to Shock. Having thought about the feedback, there are many typical responses, e.g.,"Wait till I find out who said that", "What! After all I've done for them?", ""If they had my job, they'd see it differently."

Such responses may not be uncommon, but they are not constructive in terms of moving the participant towards development. The coach has to help the individual to understand why those scores are as they are, by getting them to suggest hypotheses – and challenging those hypotheses if need be. This is particularly necessary if the participant blames everyone around them for the ratings, and resists taking any responsibility. . The participant is unlikely to reach constructive conclusions in a state of anger, so the coach needs to take whatever time is necessary to allow the anger to disperse before continuing looking through the report.

R **R is for Rejection** "Well, they would, wouldn't they! They don't understand."

It is equally common for participants to move from anger into rejection: "If that's what they think then to hell with improving my management skills!"

Complacency is another way of rejecting the data ("So what? I'd like to see anyone do better.") as is Rationalisation – when the individual explains away all negative information and ends up with no development needs to focus on!

The challenge for the participant is to move away from finding reasons why the feedback is invalid; rather to find ways of understanding and acting on it. The challenge for the coach is to move the participant into a constructive, more positive way of thinking and feeling.

A **A is for Acceptance and Action** Perhaps I can learn from this." "Well, they may have a point."

Fortunately most people move quickly through the first three phases to this Acceptance phase. Only then, is it practical to start working with the materials – accepting the feedback for what it is (perceptions), understanding it and finding ways to plan and implement actions to achieve genuine self development.

So, when you first look at a participant's report, remember that your objective is to help them move into the Acceptance/Action phase. You may wish to explain SARA to him/her briefly at the start, particularly if the report looks fairly negative.

You may often need to remind participants that the feedback is in the form of perceptions, not facts. The participant may, therefore, need to check out the feedback to discover why the perceptions are held.

A Cautionary Note

If team members have provided feedback, the participant may wish to discuss the feedback with them, but find that colleagues may be on their guard.

If the participant suddenly approaches them without adequately preparing the ground he/she may be greeted with a less than enthusiastic response.

"I wonder if you could explain why people have said that I ...."

"I didn't say that. I thought that this was supposed to be confidential."

Communication comes from the Latin communicare, "to share" and it is sharing that the feedback participant should aim for. Encourage him/her to think about how to handle this. In general, when the individual meets with their team, he/she should offer information first, before expecting them to provide more:

> "Thank you for the feedback. I've found it very useful. Some I can understand quite easily and some I would like to explore in more detail."
>
> "I appreciate the positive input and want very much to see what I can do to improve in other areas."

"I'd like to share a summary of some of the areas I would like to be better at. I'd then like you to provide me with any views you may have; on my selection of issues, what the improvement could look like and what you feel I could do to achieve it."

Developing an Action Plan

It is the participant's responsibility to develop the action plan. However, as the coach, you have a key role to play in shaping and encouraging:

- Appropriate priorities – taking account of performance and the importance of the behaviour to the job, as well as short and long term goals,

- A practical action plan – with a few, well-thought out actions, and clear measures of success,

- Development goals that are s m a r t:

  Specific
  Measurable
  Achievable
  Relevant
  Timebound

- Follow-up between the participant and his/her manager – enlisting their support and advice in development planning.

Encourage the participant to focus on a few key areas for development rather than trying to address all areas.

- Strengths to capitalise on, build on, use in different ways or transfer to others. People often don't think of including strengths on a development plan, but in fact it's much easier for an organisation to get value from capitalising on employee strengths than developing weaknesses.

- Improvement areas to address, i.e., behaviours that need to be changed or improved and new behaviours that need to be learnt

- Aspects of the feedback that suggest they need to change others' perceptions rather than their own specific performance or behaviour.

Other Resources Available

The 360 Guide for Participants was developed to help participants reflect on the 360 process after they have received their feedback. In provides a process for designing an effective action plan.

Being focused will help participants to identify and prioritise those aspects of their performance that matter most. They cannot develop generally, only specifically. Taking account of what matters (to them, their colleagues, their managers, and NHS Scotland) they should focus on those highest priorities for action.

2. UNDERSTANDING THE PERSONAL FEEDBACK REPORT

The 360 Feedback Report is based on questionnaires completed by a combination of members from some or all of the following source groups:

- Self
- Manager
- Peers
- Direct reports
- Others

To protect confidentiality, there needs to be a minimum of 3 raters in the categories of Peer, Direct Report and Others. Where there are less than 3 in any of these categories, groups will be merged for the final report.

Competencies and Rating Scales

Most of the report is based on the ratings given for each of the behaviours listed in the questionnaires under each competency. These include:

- Personal governance
- Personal management
- Seeking understanding
- Ensuring focus
- Delivering governance
- Achieving results
- Setting the direction
- Creating & making choices
- Developing capability & capacity with partners
- Leading change

The individual and their feedback providers used the following agreement scale when rating the individual items on the questionnaire:

1 - Strongly disagree
2 - Disagree
3 - Tend to disagree
4 - Tend to agree
5 - Agree
6 - Strongly agree

Structure of the Report

The report has the following core structure:-

Feedback Providers
This section lists those who were nominated to provide feedback and indicates how many of the nominated feedback providers contributed to the ratings.

Making the Most of your Report
This section provides a reminder of the competencies, the rating scale and some suggestions on how the data should be interpreted.

Summary of Competencies
Summarises the average ratings, given by each feedback source, on each competency area.

Ratings on Behaviours
This section shows the average ratings from each of the sources against each individual item or behaviour, the frequency of ratings, and some indication about whether this item received particularly higher or lower ratings from a specific rater group.

Differences in Perception
This section shows the extent to which the individual's own ratings differed significantly from the ratings given by the other feedback providers, and on which items in particular these differences were most apparent.

Key Issues
Highlights those aspects of performance that were rated higher and those that were rated lower across the different rater groups.

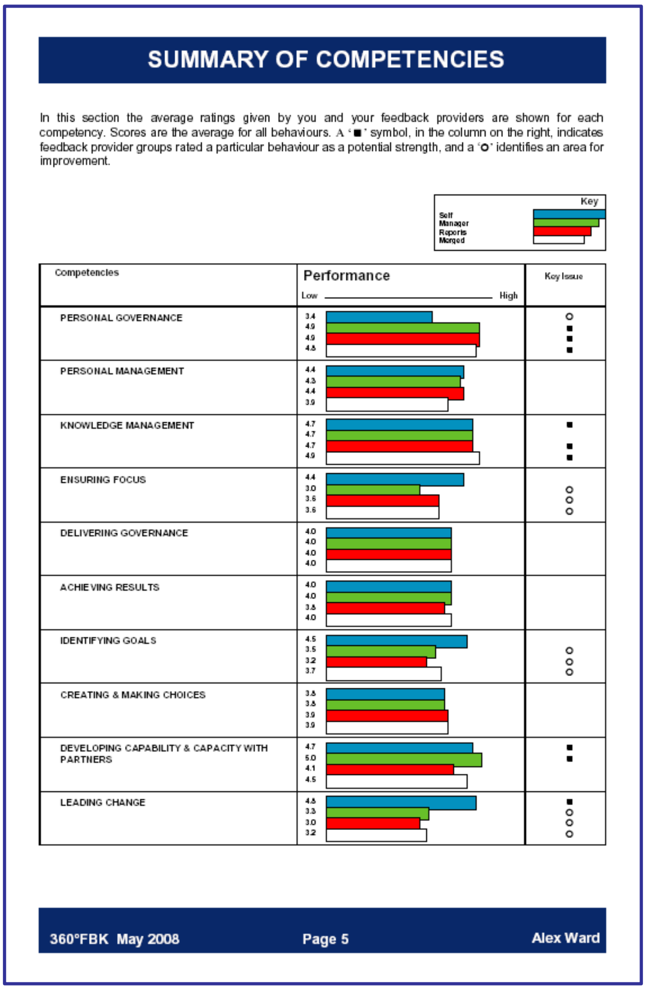
Supporting Comments
This section presents the supporting comments from each individual feedback provider, and indicates their source group.

Development Planning
This section takes the individual through a development planning process and has room for them to record their individual development plan.

Summary of Competencies

The questionnaire items cluster into the ten NHS Scotland competencies. The 'Summary of Competencies' page shows each of the competencies with the average ratings by each feedback source: Self, Manager, Peers, Direct Reports and Others, presented in that order, in bar chart form.

- The first column shows the name of the competency area.
- The second column presents the average ratings for all behaviours in this competency as rated by each source group. These average ratings are shown by means of a number of bars, proportional in length to the average rating. The average rating is also printed to the left of each bar.
- The third column shows whether a particular rating was above (■) or below (O) average for that particular source group. For example, if there is an (O) against the rating by Reports for Ensuring Focus this would mean that Reports rated the items within this competency lower than they rated other items. It is possible that the same rating might have an (■) next to it from one source group and an (O) next to it from another source group. This could happen if one group provided generally lower ratings overall than another group.



Points to consider

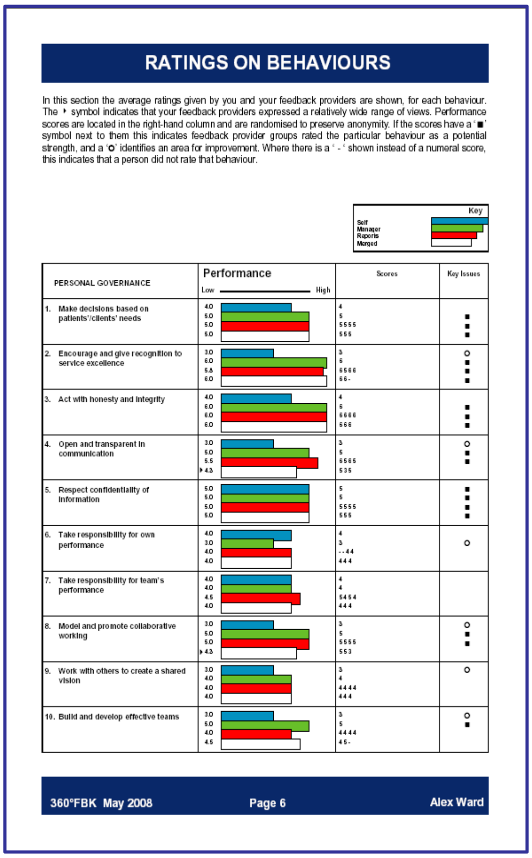
- Are there particular themes within the competency groups where the participant seems particularly strong or needs to improve?
- What are the differences between the self ratings and the ratings given by others? Are there any feedback provider groups that have rated consistently high or low?

- How do the ratings from the different source groups compare?

Ratings on Behaviours

This section contains one or two pages per Competency (i.e., cluster of behaviours). Each page shows a Competency area with the items that contribute to that Competency. The information for each Competency is presented in a bar chart, in a similar way as described in the previous section.

A key to these bar charts appears above and towards the right hand side of the page. This shows the source type (e.g., Self, Manager, Peers, etc.) to which each bar relates.



- The first column presents each behaviour, with the bar chart at the bottom of the page corresponding to the summary of the overall Competency.

- The second column presents separately the average ratings for each of the behaviours as seen by the various source groups and then (at the bottom of the page) for the Competency as a whole. These average ratings are presented as a series of bars, proportional in length to the average rating. The average rating is also printed to the left of each bar.

- If any of the average ratings comes from a wide spread of ratings, i.e. the individuals providing the feedback evidently did not agree on this aspect of performance, then this is indicated by means of a ▸ symbol to the left of the printed average.

- The third column shows the individual ratings within each source group, which are presented in random order.

- The fourth column again identifies with either a (■) or an (O) whether that item was rated particularly higher or lower than the average rating given by that source group.

Points to consider

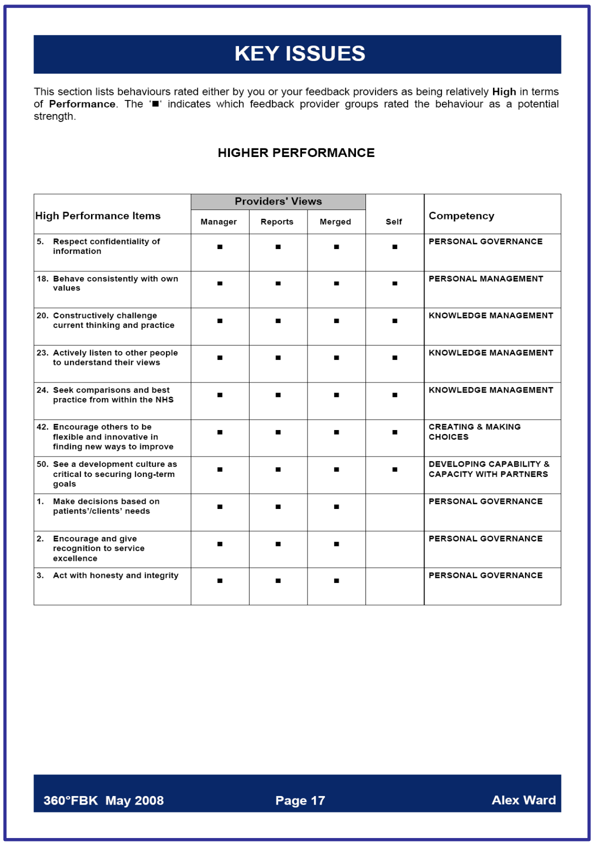
- How do the ratings compare to each other, e.g., do groups that assess a particular issue X (e.g. identifying goals) as high, also assess issue Y (e.g., achieving results) as high?
- Is there a range of views among any one feedback provider group in particular?
- How do your ratings compare to the participant's? Are they generally higher or lower?
- Which feedback group is in the best position to judge a particular behaviour? Which group is most impacted by a behaviour?

Key Issues

This section is designed to help in identifying any development priorities.

- On the 'Higher Performance' page, those items generally had higher ratings from feedback providers. For an item to be identified as "Lower Performance" it generally received lower ratings from feedback providers.

- The mark in the table columns indicate the source type(s) who rated that item as either higher (■) or lower (O) on performance. The criteria used for determining whether or not an item is listed on this table with a '■' against a particular source group is that it is rated well above the average ratings for that specific source group. For it to be categorised as a 'Lower Performance' item with an 'O' against a particular source group, the ratings would be below the average rating for that source group.



KEY ISSUES

This section lists behaviours rated either by you or your feedback providers as being relatively **High** in terms of **Performance**. The '■' indicates which feedback provider groups rated the behaviour as a potential strength.

HIGHER PERFORMANCE

High Performance Items	Providers' Views			Self	Competency
	Manager	Reports	Merged		
5. Respect confidentiality of information	■	■	■	■	PERSONAL GOVERNANCE
18. Behave consistently with own values	■	■	■	■	PERSONAL MANAGEMENT
20. Constructively challenge current thinking and practice	■	■	■	■	KNOWLEDGE MANAGEMENT
23. Actively listen to other people to understand their views	■	■	■	■	KNOWLEDGE MANAGEMENT
24. Seek comparisons and best practice from within the NHS	■	■	■	■	KNOWLEDGE MANAGEMENT
42. Encourage others to be flexible and innovative in finding new ways to improve	■	■	■	■	CREATING & MAKING CHOICES
50. See a development culture as critical to securing long-term goals	■	■	■	■	DEVELOPING CAPABILITY & CAPACITY WITH PARTNERS
1. Make decisions based on patients'/clients' needs	■	■	■		PERSONAL GOVERNANCE
2. Encourage and give recognition to service excellence	■	■	■		PERSONAL GOVERNANCE
3. Act with honesty and integrity	■	■	■		PERSONAL GOVERNANCE

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- It's possible that two items could have the same rating by two rater groups, but be considered a "Higher Performance Item" by one group (if they rated most of the other items lower) and a "Lower Performance Item" by the other rater group (if they rated the other items higher).

- The behaviours are listed broadly in descending order of their conformity with the above criteria. That is, items where there is most agreement across source groups are listed first.

- It's important to note that only a few key issues have been listed in this section. There may be particular high or low scores from individual rater groups that are not reflected here. The "Ratings on Behaviours" section will provide more detail.

Points to consider

- Are there any particular themes coming through? What competencies are coming up frequently?
- Look for consistencies, where most sources agree that certain items are a strength or development need.

- Identify any inconsistencies, for example, does one source select an item as a strength and another as a development need? If so, explore why this might be.

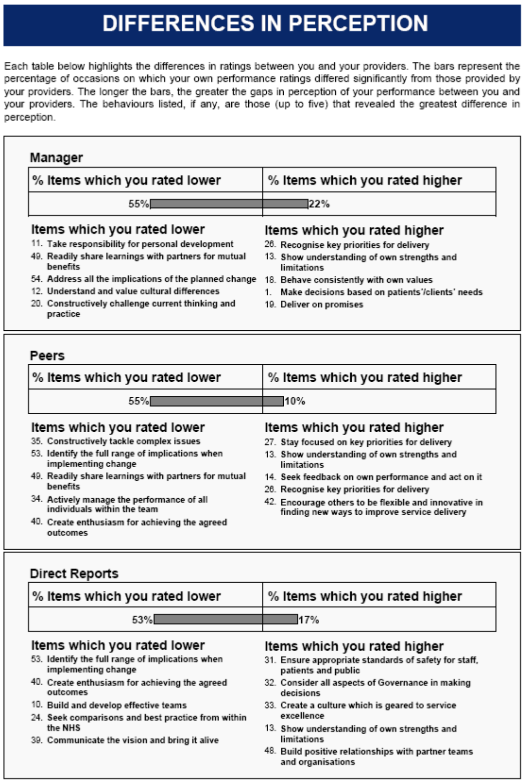
- Does the participant's view of their strengths and improvement areas match the view of other sources? Or have they identified a different set of strengths or improvement areas?

- Ask the participant if any of the strengths or improvement areas surprised them, and which confirmed their own views.

- Remember to also examine the importance ratings of these items which is listed later in the report under the Ratings on Behaviours section.

Differences in Perception

The "Differences in Perception" page summarises a comparison between the participant's perception and others' perceptions of their performance.



- Typically there will be a percentage of items that the participant rated more positively and some that he/she rated less positively than other raters.

- Where the gap between their rating and the other raters' average is greater than or equal to 1.0, this item is marked as one where there is a gap in perception. The system scans all of the items and counts the number of items which the participant rated as higher or lower than each source group.

- This section provides an indication of their own self awareness. Where the % items rated higher/lower are above 30%, this highlights a major gap in perception between the participant and that source group.

- Items where there is the greatest gap between self and others' perceptions for that source group are listed (maximum of 5).

Points to consider

- Are there any particular areas where they were surprised by perceived strengths?

- Are there any areas where they were surprised by having improvement areas identified by feedback providers?

- What actions can the individual take to build on positive perceptions and change negative perceptions?

Supporting Comments

In this section, any comments made by feedback providers are recorded.

Points to consider

- While the open comments can be very valuable in helping to understand some of the ratings, it is important not to focus solely on this section of the report and risk overlooking some of the critical information in the rest of the report.

- Focus on the key messages that are coming through. In particular, look for comments that are repeated by more than one feedback provider. These represent important themes that are likely to shed light on the numerical ratings.

- Don't focus on who said what. Those providing feedback were told that their responses were anonymous, so it is important that the comments are treated in this manner, and are not used to challenge any of the feedback providers after the feedback meeting.

- Advise participants that if they need more clarity about a particular theme, they should approach feedback providers in a way that doesn't confront them about their particular ratings and focuses on improvement, rather than on the past, e.g., "I received this feedback xxxx. What do you think I can do differently to change this perception?"

3. DEVELOPMENT MODELS RELATING TO 360° FEEDBACK

Feedback and the Johari Window

Each of us has certain pieces of knowledge about ourselves that we are aware of and that are available to others. This is our shared or open area, called the arena. Furthermore, each of us has in our subconscious things that others may know about us, but which we do not seem to be aware of. This is our blind area. In addition, we usually know certain things about ourselves that we do not wish other people to know: matters about which we are sensitive. This is the hidden area, or facade.

Finally, we apparently retain information in our subconscious of which neither others nor we seem to be aware. The existence of such information can be assumed because it often surfaces and thus becomes known. Only then do we realise that the subconscious information actually has influenced our behaviour. This is appropriately named the unknown, or potential, area of the Johari Window.

		Known to self	***Unknown to self***
		FEEDBACK	
Known to others	**EXPOSURE**	**I. ARENA**	**II. BLINDSPOT**
Unknown to others		**III. FAÇADE**	**IV. UNKNOWN/ POTENTIAL**

Constructive relationships depend on the willingness of two or more persons to maintain large open areas in which they share a great deal of information about one another. The open area is made larger through the process of moving into it information from the hidden and the blind areas of self-awareness. An enlarged open area implies less threat, less defensiveness, greater willingness to entertain information, opinions, and new ideas. With the hidden and blind areas reduced, we have to expend less energy in defending our private convictions and unintentionally offending others because we may be blind to certain undesirable facets of our behaviour.

When we provide feedback, we are moving information from the blind area to the open area by listening to and observing the reactions of others to the way or ways in which we are relating to them. To have a high potential for helpfulness, the feedback should be directed toward behaviours about which we have little awareness. It must also meet the principles of good feedback: it must be informative, specific, tentative, directed toward modifiable behaviour, shared at an appropriate time, sought by us, and checked against our own perceptions of what the feedback means. With this kind of useful feedback, a person's "window" might be changed to show an enlarged open area and a diminished blind area.

When we disclose, we move information (self-information) from the hidden area into the open area by making public certain information that otherwise would probably be unavailable to others. Naturally information that we are suppressing may be quite difficult to share with other people: disclosure often leads to extreme embarrassment and lasting defensiveness.

As one human being opens up to another and discovers that he or she is accepted, a mutual trust begins to build, and disclosure becomes less threatening. The person who has accepted feedback and thereby decreased the dimensions of his or her blind area and who, at the same time, has taken the opportunity to divulge information held in the hidden area will have made valuable adjustments in the window of awareness.

Most of us have a natural curiosity about the unknown area within our mind and the inner potential it may hold for us. Occasionally we have an opportunity to explore this inner potential.

An Adult Learning Model

Some Practical Links to 360 Feedback Facilitation

The core challenge for management development in general, and 360° Feedback in particular, is how to stimulate useful and permanent behaviour change in individuals. How can you help broaden an individual's repertoire of behaviours and motivate them to apply new behaviours in appropriate situations?

The Adult Learning model provides a practical way of understanding the stages in individual development processes and has proved very effective in actively helping managers to make meaningful change.

There are 4 stages in the model:

Awareness

↓

Recognition

↓

Skills Development

↓

Behaviour Change

Stage 1. Awareness

The Awareness stage is much as the title suggests – the acceptance that something (a behaviour or set of behaviours) does occur, or that it is perceived to occur, that it affects performance in some way (usually negatively), and thus that it is an issue worth addressing. A 360 Feedback report tends to provide plenty of awareness of issues, and also to revive awareness of issues that a manager has "been aware of since I was a boy/girl".

Although some awarenesses are new insights to an individual, it is very common to hear statements such as: "There was nothing really new there. Those three issues have come up regularly in appraisals over the last few years – and my husband even mentions them at home. I keep getting reminded that I should be better at it, but nothing seems to happen".

Remember that awareness by itself does not bring change; the process needs to be far more structured than simply providing insight to have any degree of success. This is where many activities aimed simply at building self-awareness can fall down when questions are asked about what the resulting changes were. The Adult Learning model, however, helps move individuals methodically forward from Awareness through the intervening stages to Behaviour Change.

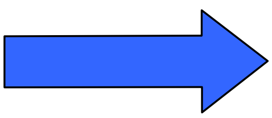
Occasionally, you may come across an individual who will not readily gain Awareness from the 360 Feedback report, because they reject or rationalise away the conclusions. There is no point in trying to move an individual through the model unless you are sure that they genuinely accept that there is an issue and they want to do something about it. If this is the case, it then becomes a matter of working with the individual until there is acceptance of some Awareness.

Stage 2. Recognition

Recognition is essentially when you can catch yourself doing something of which you are Aware and are targeting for change. This is the most critical stage – if you can catch yourself doing something that you wish to change, then you can do something about it. If you do not recognise that you are doing it when you are, it is very difficult to change. This is often what happens to managers who are aware that there is a problem, but never recognise when they are doing it.

The following illustration may help clarify this.

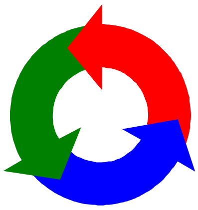
Human behaviour tends to run in straight lines – people tend to do things the way they do them, in patterns that they have learned and developed over many years.

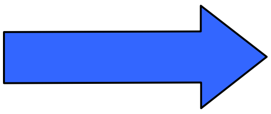


Current behaviour patterns

However, if you can catch yourself doing something that you want to change, it "throws a loop" into the process.

Recognition





Current behaviour patterns

You now have a choice:-

"Do I carry on and do this in the way that I normally do it?
Or do I do it differently (and if so, what do I do instead of what I normally do)?"

Recognition is difficult to do "live", although it is certainly possible to do so. There are various other ways you can develop your recognition of targeted behaviours, and you might enlist all or some of these to help you:

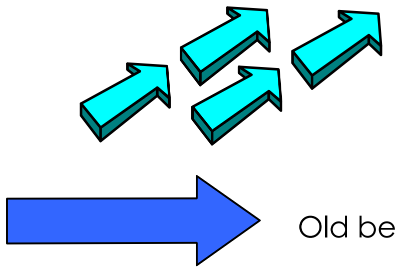
1. Prediction. If you know that you tend to behave in certain ways in certain situations, you can prime yourself before you go into the situation to be able to spot them more easily. This can involve predicting the behaviours or feelings which precede the problematic one, e.g. if getting angry and shouting at people was the difficulty, you might also try to spot the feelings and actions which typically lead up to an outburst.

2. Review. You can look back over a day or a week, to see if you can spot the behaviour in retrospect and explore the situations in which it occurred. This applies equally with behaviours such as giving positive feedback to others, where the problem may be that you do not do them at all frequently when you would like to. In this case the review would count the occasions on which you did do it, and the potential situations where you might have done, but forgot. This helps target future possibilities.

3. Feedback. You can ask others to give you feedback directly, or at a later point, when they spot you starting the target behaviour. This is often done by a discreet, pre-arranged sign or signal (or kick under the table!) so that no one else is aware, and proceedings continue to run smoothly on the surface. Feedback is a powerful tool in this context; it is much easier to spot someone else doing something than it is to spot it in yourself. Engage the support of your team.

Stage 3. Skills Development

Being able to spot behaviour that you wish to avoid is difficult – but having done so, what do you do to replace that well honed typical response? If you do not find alternative replacement behaviours that you can become comfortable with, you will usually relapse back fairly quickly to your time worn responses. However, experimenting with alternative behaviour may feel quite risky or dangerous if attempted in everyday work situations.



The simple answer is to find low risk opportunities to develop a more extensive repertoire of behaviour skills, e.g., courses are a good example of low-risk occasions. Depending on the nature of the skills you aim to develop, there may be things a person can do by themselves, or at home, or in more friendly social situations. Skills development is essentially about trying out new ways of doing things, practising ones with which you start to feel comfortable, and progressively using them in more and more “real / dangerous” situations.

Stage 4. Behaviour Change

This last stage is reached when you have incorporated the new behaviours fully into your repertoire. You do them naturally and easily, without them feeling at all forced by yourself or anyone else.

It may be a long journey from Awareness to Behaviour Change, but it is possible for many people, especially those who have had some Awareness for some time, but do not know how to move forward.

APPENDIX – FACILITATORS' CHECKLIST

Questions to explore expectations at the beginning of a feedback session …

- What determined your choice of feedback providers?
- What's happening in your work situation that could influence their feedback?
- What have you been working to develop recently, that you hoped for feedback on?
- What are you currently struggling with, that you wanted feedback on?
- What sort of feedback do you expect?
- What sort of feedback do you hope for?
- What sort of feedback do you fear?

Questions that can help clarify…

- Do you understand how the feedback report is constructed?
- What do you see as the main themes coming through from the feedback (strengths as well as weaknesses)?
- What were the surprises?
- What are the areas where you need more understanding?
- To what extent does it fit with previous feedback that you've had from your bosses or colleagues, and with planned development?
- Are there any items on which you will need to seek further clarification from colleagues?
- What do you see as your key strengths based on the feedback from each group?
- What do you see as your key development needs based on the feedback group?
- How consistent are the views of your colleagues regarding your performance?
- Have you thought about what you might like to do next in terms of either seeking further clarification on the feedback, or in terms of development?

Generally useful questions:

- What makes you say that?
- Can you tell me more about that?
- Can you think of any reasons why they would say that about you?
- What alternative explanations could there be?
- Who is in the best position to judge this behaviour?
- The feedback is OK, but how could you be even better?