



LEADERSHIP QUALITIES 360° FEEDBACK TOOL

360 Guide for Participants

Revised

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by



PILAT

29 Hendon Lane
LONDON N3 1PZ

020 8343 3433

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1. Introduction

360 feedback can help you to better appreciate the impact you have on others, focus your development, improve your working relationships and achieve success at work.

In contrast to conventional appraisal processes, the feedback comes from a range of people with whom you've had contact and not just from your immediate Line Manager. The purpose is developmental rather than for performance management, and for this reason, everyone who takes part in the process has a meeting to discuss their feedback report with a trained Feedback Coach.

This guide will help you prepare for the meeting with the Feedback Coach and make the most of your personal feedback report.

2. Overview of the 360 Feedback Process

The 360° feedback process begins when your OD (Organisational Development) Lead enrolls you on a specific feedback cycle. The OD Lead is the one person within your Board who is authorised to sign-up participants to use the Leadership Qualities 360° Feedback Tool. Full details of the feedback process and the steps that you have to take as a Feedback Participant are available on the Feedback Website, and you will receive details of how to access this when your cycle starts. However, in broad terms, the process proceeds as follows:

1. Registration of feedback participant
2. Selection of feedback providers
3. Completion of on-line self-assessment
4. Collection of feedback from Manager(s) and colleagues
5. Collation of the feedback into a personal report
6. Meeting with Feedback Coach
7. On-going development action supported by Line Manager.

Reports, Peers and Other Colleagues (Others) all give their feedback anonymously – this is to encourage them to be frank and honest with their ratings and comments.

If you have fewer than 3 people responding in the categories: Reports, Peers, or 'Others', their responses will be combined with those of another group in the feedback report and labeled as 'Merged'. The rules for combining are as follows:

- If there are insufficient feedback providers in the 'Others' category they will be combined with Peers, unless there are also insufficient Direct Reports, in which case Others and Direct Reports will be merged.
- If there are insufficient feedback providers in the Peers category they will be combined with Others, unless there are also insufficient Direct Reports, in which case Peers and Direct Reports will be merged.
- If there are insufficient feedback providers in the Direct Reports category they will be combined with Others, unless there are also insufficient Peers, in which case Direct Reports and Peers will be merged.
- In the event of Direct Reports, Peers and Customers containing fewer than 3 feedback providers all three categories will be merged.

Your own Self-ratings, and any ratings provided by your Manager will however always be shown separately.

Using the on-line 360 Feedback system, you have complete control over the selection of your feedback providers, choosing from the following groups:

- Manager
- Reports
- Peers
- Others

Although your feedback providers will receive an email notification from the 360 feedback system, it is much better if you also make independent contact with them (face-to-face if possible) to:

- Let them know that you are nominating them as a feedback provider
- Encourage them to make their feedback as open and honest as possible
- Check that they are happy to support you in this way.

You should think carefully about which people to select, choosing from a wide range of work contacts and not just selecting those people you think will give you favourable ratings since there is nothing to be learned from doing this. Further guidance on selecting your feedback providers is given in the Help and Guidance screens on the 360 Feedback Website.

3. Your Feedback Coach

You will gain most from the process by reviewing your feedback in a confidential, face-to-face meeting with a Feedback Coach, and this meeting is therefore an essential condition of your participation in the NHS Scotland 360 Feedback Process.

Your Feedback Coach will be allocated to you by your OD Lead when they register you to take part in 360 feedback. The OD Lead will try to match you with someone who is based in your area. The Feedback Coach is not allowed to be part of your own work team.

In finding you a coach, the OD Lead will be selecting from a pool of internal NHS Scotland Feedback Coaches, all of whom have been trained for the role. Feedback Coaches have also undertaken to treat the feedback conversation in confidence. This means that, unless they have your express permission, they will not make use of or pass on to anyone else the things you tell them during the feedback meeting or that are in the feedback report.

4. Initial contact with the Feedback Coach

The Feedback Coach will then get in touch with you to arrange the feedback meeting. This meeting should take place as soon as possible after the date on which your feedback report is due to be produced, and in good time for your attendance on any development programmes to which the 360 feedback is linked. In some situations the feedback session will be part of the development programme itself. You will receive your 360 feedback report during this meeting.

As far as practical, the Feedback Coach will try to find a time, date and place for the meeting that is convenient for you both, and only if this proves to be totally impossible will they suggest switching to a different Feedback Coach.

The Feedback Coach will also be able to guide you in choosing your feedback providers and give independent advice on other aspects of the feedback collection process. If you have any concerns about the 360 Feedback Process or questions about what you have to do, it is far better to raise them with the Feedback Coach during this initial conversation than to wait until the feedback meeting itself.

If you have not heard from your Feedback Coach shortly after being launched on a cycle or if you do not know who your feedback coach is, please speak with your OD Lead.

5. Your 360 Feedback Report

The report provides feedback on how your behaviour in your current role is perceived by others. It is designed to summarise the feedback in an easy-to-assimilate way, while preserving the anonymity of individual feedback providers. The feedback report is built around the following competencies:

1. Personal Governance
2. Personal Management
3. Seeking Understanding
4. Ensuring Focus
5. Delivering Governance
6. Achieving Results
7. Setting the Direction
8. Creating & Making Choices
9. Developing Capability & Capacity with Partners
10. Leading Change

The report has the following core structure:-

- Feedback providers
- Making the most of your report
- Summary of competencies
- Ratings on behaviours
- Key issues
- Differences in perception
- Supporting comments
- Development Planning

Full descriptions of each section, together with questions to reflect on when working through the report, are detailed in the Appendix of this guide.

Apart from you, (and in some circumstances your OD Lead), the Feedback Coach is the only person within NHS Scotland to see your feedback report unless you choose to share it with them. The feedback coach may create a copy of the report to use in preparation for the feedback session, but will normally destroy this at the end of the meeting.

After the feedback meeting, you should normally discuss your report with your Line Manager, and together build a development plan. In any event, your updated development plan should be shared with your Line Manager so that he/she can support you effectively in its implementation.

6. Interpreting the feedback

Feedback from others is an extremely valuable source of input when planning Self-development. However, it needs to be viewed with caution, set in context and interpreted just like any other information.

Remember that perceptions are not objective facts or clinical assessments; rather, they are expressions of opinion. However, if six people have the same perception of you, there is likely to be something you are doing that is contributing to this shared view! Ask yourself:

- Does the view of your feedback providers match your own view of your strengths and development needs - or have they identified a different set of issues?
- Where is there consensus and where are there differing opinions between individuals within the same source category?
- To what extent do the different groups of feedback providers see things the same way /differently?
- What might it be that I do that may have prompted someone to give me this feedback?
- What might my colleagues expect me to do that I don't do?
- What specific events can I recall that may have led to their perceptions?
- Which feedback group is in the best position to judge a particular behaviour, and which group is most impacted by it?
- In what ways do the comments reinforce and help to explain the ratings?

Remember that relativities in the information may be more valuable than the absolute messages themselves. Look for consistencies: where most sources agree that certain patterns of behaviour are typical of you, there is likely to be some truth in it.

Reactions to feedback

Feedback, like change, can be threatening. It is by no means inevitable, but where the feedback is not as anticipated, reactions can include shock, anger, disappointment, denial, even complacency.

Your initial response may be to 'explain away' any negative information and end up with no development needs to focus on. The challenge is for you is to avoid finding reasons why the feedback is invalid, and instead find ways of understanding and acting on it.

The Feedback Coach is trained to support you in working through these reactions, accepting the feedback for what it is, and reach a state of readiness to move forward.

7. Preparing for the feedback meeting

- Review the competencies – decide which areas you consider to be your strongest and which are your weakest.
- Consider which areas you think you will get the most positive feedback from others – will this be from your Manager, Peers, Direct Reports, etc.? What about less positive feedback?
- Make sure that the room set aside for the meeting is one where you can discuss things in private and will not be interrupted; only then will you be able to really concentrate on the feedback and get the most out of your time with the Feedback Coach
- Prepare yourself mentally to receive feedback: try to put that day's work issues to one side, and open your mind to seeing yourself as others see you.

8. Meeting with the Feedback Coach

The conversation with the feedback coach is entirely confidential; your Manager does not attend the meeting and the coach will not pass on details of the discussion without your permission. During this discussion, your Feedback Coach will go through your feedback report. He or she can help you to:

- Understand and interpret the feedback received
- Set the ratings and comments in context
- Clarify why the perceptions are held
- Work through your reactions to the feedback
- Identify your priority strengths and development areas
- Begin to turn these into a practical development plan.

Even after listening to and reflecting on the feedback with an open mind, it may also be worthwhile, or even necessary, to go back to feedback sources to test and develop your understanding of what lies behind the data.

You may feel that you are hearing something that no-one has ever told you before. Remember that direct feedback is not always easy to give, and just because someone hasn't said something to your face does not mean they do not have that perception of you.

Here, caution is needed. Some feedback providers may be concerned about how you are going to respond to and handle the feedback; they may feel uneasy. It is very tempting to race off and say "Hey, in my feedback report you all said that I ... Why is that?" This can confirm people's worst fears; that you are going to check up on them and get your own back for anything untoward that was said. The feedback coach can help you to think about how best to close the loop with your feedback providers.

9. Taking action on your 360 feedback results

The action taken on your feedback results is the most important output of the 360° feedback process. Your Feedback Coach will help you to identify strengths and development areas and suggest development actions, but only you can decide what you really want to work on.

This is also where your Manager's input becomes vital and they should be involved from an early stage.

Identify your development areas

Now that you understand the feedback, it is useful to establish how you wish to focus your development in a general sense before considering the specifics. For example, would you most like to:

- Develop your performance in your current role?
- Build your relationship/s with a specific individual or groups of people?
- Enhance how you undertake a specific task?
- Develop your skill portfolio for the future?

This helps you understand and identify those aspects of your performance that matter most to you. An individual cannot develop generally, only specifically.

Taking into account what matters to you, your colleagues, your Manager and the organisation, can help you select the behaviour(s) of highest priority for action:

- Strengths to capitalise on build on or transfer to others.
- Development areas to address (reduce, limit the impact of or even turn around).

- Aspects of the feedback that suggest that you need to change others' perceptions

Construct your development plan and share with your Manager

Now, through discussions with your Manager, you can review:

- Your own competency level in those areas which seem critical to you
- Your evidence for identifying these particular strengths/development needs
- Any strengths and development needs you have chosen not to include and why
- Whether you see any patterns or themes in the strengths and development needs you have identified

Based on the outcomes you should determine priorities for immediate and longer-term personal development.

Your development plan should include goals that are SMART, i.e.:

Specific
Measurable
Achievable
Relevant
Timebound

Be sure to consider:

- As wide a range of potential solutions as possible
- Direct action yourself (most effective development is Self managed)
- Involving others in providing coaching, giving ongoing feedback
- On-the-job and off-the-job development (most effective development is on-the-job)

Close the feedback loop

Even though feedback providers may have been involved earlier in the development process, it is useful to keep them in the loop about the "what" and "how" of the action plan. This will help show your appreciation for their feedback, demonstrate your commitment to improvement and encourage ongoing feedback from them.

Implement the development plan

A well-constructed action plan is useless if it never sees the light of day! It needs to be a working document, consulted and updated regularly. Enlist your Manager's help in

this process. He or she can help you by providing support and practical assistance throughout the process.

As you work on your development, you should:

- Be prepared to seek and accept support
- Allocate time for your development
- Expect people to be surprised when they see change - give them time to come to terms with it
- Go for some early successes; look for short term actions to provide early evidence that your plan is working
- Expect changing behaviour to prove difficult to sustain, especially in the early stages
- Pace yourself – you are likely to be running a marathon, not a sprint race!

And you should be cautioned against;

- Trying to achieve quick fixes – you are seeking to address core issues not just symptoms
- Expecting miracle cures; early progress may be small

Review your progress

You need to recognise that feedback is an input to your learning, and the organisation's learning. Its ultimate value will depend upon how you work with it, how you respond.

To become proficient in working with feedback requires commitment (time and effort – from others as well as yourself), skills and practice.

Obtaining feedback is never as effective if it is treated as an isolated, one-off occurrence, as when it is managed as part of on-going development.

Reviewing progress provides opportunities to fine tune the process, adjust the plan and make mid- course corrections.

Some useful review questions to ask yourself:

- Am I committed? Are others? What is the evidence?
- Am I doing the right things?
- Am I doing them well? How could I do them even better?

- Are they having the impact I intended? What is the evidence?
- What other forms of feedback could or should I be seeking?
- Am I giving others feedback?
- Am I encouraging feedback from others?
- Am I and are others becoming more comfortable with working with feedback?

It can be useful to repeat the 360° feedback process in 12 months to monitor your progress. You may wish to discuss this option with your Manager or OD lead.

10. Further information

For non-technical matters, e.g. policy concerning the feedback tool, please contact the OD Lead for your Board.

If you have any technical questions about the 360° Feedback Process or system that cannot be answered by the above sources, please contact the 360° Administrators by email at admin360.nhsscotland@pilat.com

APPENDIX - Understanding the Personal Feedback Report

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

- Self
- Manager
- Peers
- Direct Reports
- Others

To protect confidentiality, individual ratings, with the exception of the Manager and Self ratings, are grouped with at least two other sets of ratings.

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 group of raters.

Key Issues

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

Differences in Perception

This section shows the extent to which your own ratings differed significantly from the ratings given by other feedback providers, and those items where the differences were most apparent.

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 to record their individual development plan.

Feedback Providers

The first table in this section shows the names of those you invited to give feedback and indicates their relationship to you (i.e. the category of feedback provider to which they belong).

The second table shows how many from each category actually completed a feedback assessment for you. It also shows which categories (if any) have been combined in the report because of insufficient responses from a particular category. In order to protect individual anonymity, it is not possible to tell which particular individuals declined to provide an assessment.

	Completed	Nominated
Self.....	1	1
Manager.....	1	1
Peers.....	0	2
Reports.....	4	4
Others.....	0	1
Merged.....	3	0
Total.....	9	9

To protect confidentiality, individual ratings, with the exception of the Manager's ratings (and 'Self' ratings), are grouped with at least two other sets of ratings. For example, a report with 1 'other', 2 Peers and 4 reports would have the peer and report data combined into 'merged'.

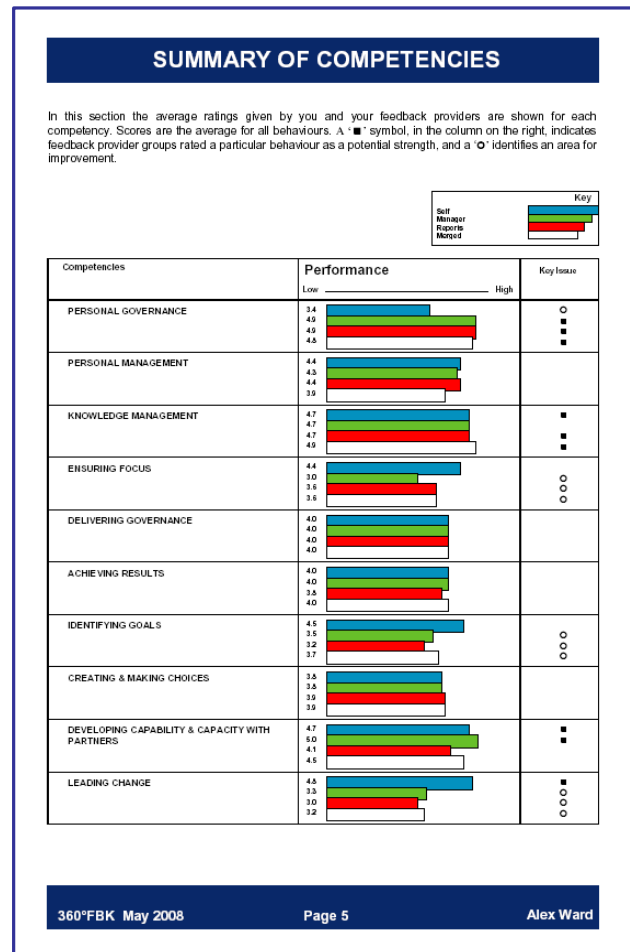
The rules for combining are as follows:

- If there are insufficient feedback providers in the 'Others' category they will be combined with Peers, unless there are also insufficient Direct Reports, in which case Others and Direct Reports will be merged.
- If there are insufficient feedback providers in the Peers category they will be combined with Others, unless there are also insufficient Direct Reports, in which case Peers and Direct Reports will be merged.
- If there are insufficient feedback providers in the Direct Reports category they will be combined with Others, unless there are also insufficient Peers, in which case Direct Reports and Peers will be merged.
- In the event of Direct Reports, Peers and Customers containing fewer than 3 feedback providers all three categories will be merged.

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 (○) average for that particular source group. For example, if there is an (○) 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 (○) next to it from another source group. This could happen if one group provided generally lower ratings overall than another group.



Points to consider

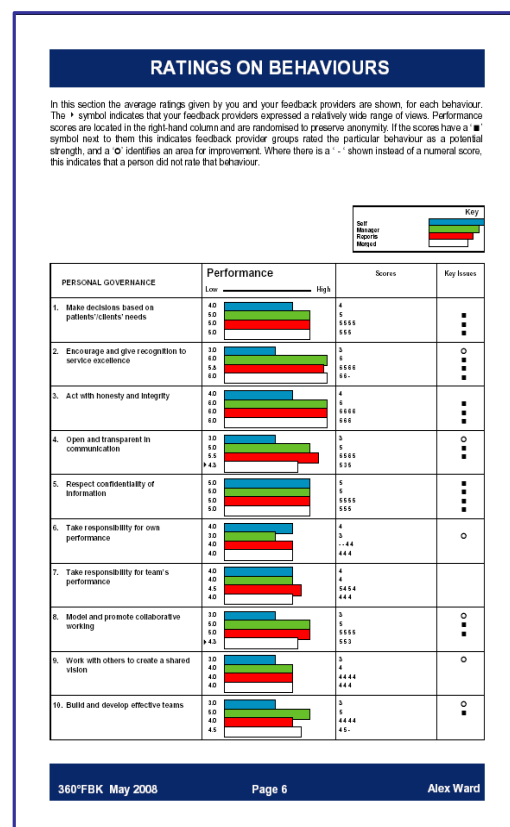
- Are there particular themes within the competency groups where you seem particularly strong or need to improve?
- What are the differences between your ratings and the ratings given by others? Are there any feedback provider groups that have rated consistently high or low?
- How do the ratings from 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				Competency
	Manager	Reports	Merged	Self	
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

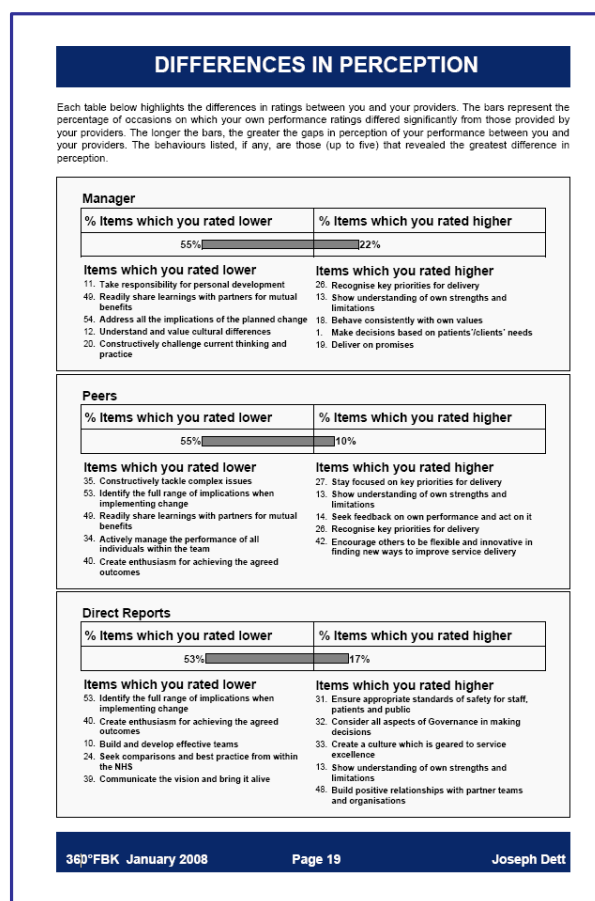
- Are there any particular themes coming through? What competencies are coming up frequently?
- Look for consistencies, where most sources agree that certain items are a strength or development need.
- Identify any inconsistencies, for example, does one source select an item as a strength and another as an improvement area? If so, explore why this might be.
- Does your view of your strengths and improvement areas match the view of other sources? Or have they identified a different set of strengths or improvement areas?

- Do any of the strengths or improvement areas surprise you? Or do they confirm your own views.

Differences in Perception

The “Differences in Perception” page summarises a comparison between your own perception and others’ perceptions of your performance.

- Typically there will be a percentage of items that you rated more positively and some that you rated less positively than other raters.
- Where the gap between your 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 reporting system scans all of the items and counts the number of items which you rated as higher or lower than each source group.
- This section provides an indication of your own self-awareness. Where the % items rated higher/lower are above 30%, this highlights a major gap in perception between you and that source group.
- Items where there is the greatest gap between you and g others’ g perceptions for that source group are listed (maximum of 5).



Points to consider

- Are there any particular areas where you were surprised by perceived strengths?
- Are there any areas where you were surprised by having improvement areas identified by feedback providers?
- What actions can you 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.
- If you need more clarity about a particular theme, you 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?"

These workbook pages are provided to help you interpret your feedback and turn it into a plan for development.

Using these pages will help you create a strategy for taking development action, which includes success measures and timescales.

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