NHS Education for Scotland

Leadership Capabilities 360° Feedback

Instigator Guidance

Contents

June 2021

This guide will help you prepare and make the most of your personal Feedback Report.

1. What is Leadership Capabilities 360° Feedback

This 360° Report is designed around the 6 Leadership Capabilities[1] that have been agreed by Health and Social Care and highlights specific areas of strength and improvement. In contrast to conventional appraisal processes, the feedback comes from a range of colleagues with whom you've had contact and not just from your immediate line manager. This includes Peers, Reports and Others you work with on a regular basis.

A 360° Feedback Report is a developmental option for people across the system to gain insight into their leadership capabilities. This is not an assessment of abilities or potential and should be seen as a snapshot in time. The Feedback Report provides insight into how those around you experience you at work, highlighting strengths and areas for development. Working with a Feedback Facilitator will positively support the interpretation of the Report and development of an action plan.

Once you have feedback from a minimum number of Raters, the Report is generated with the feedback being presented anonymously and in a way that is relevant, structured, focused and actionable. The feedback is anonymous to encourage Raters to be frank and honest with their ratings and comments. The Report can help you to better understand:

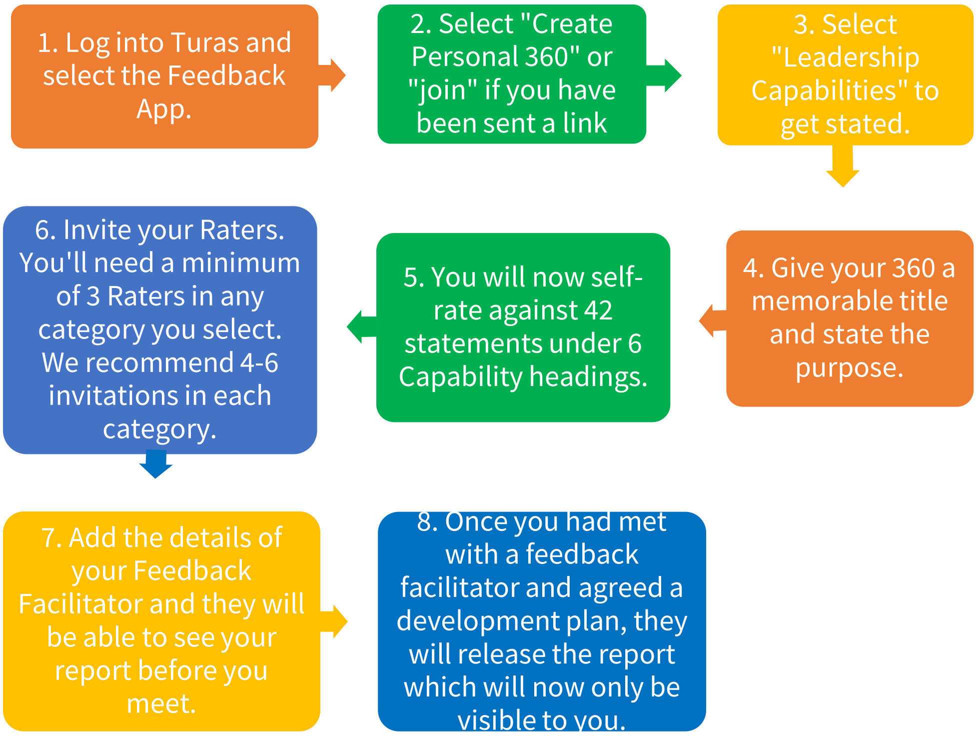
- Your personal strengths
- How to enhance your personal effectiveness
- How you are perceived by others
- How you can work more effectively with others
- What are your key personal development themes
- How you are planning your career progression

There are 42 items that build the reliability and validity of the tool. *All* the statements within the 360⁰ Report apply to *all* levels of the workforce. You may feel that some statements read as more appropriate for senior leaders, e.g. "builds collective responsibility" and while it might look different at different levels of the organisation, these are all things that could be demonstrated by each of us.

2. Overview of the 360° Process

The 360° Feedback Report is managed and created on-line through Turas.

[1] For more information on the 6 Leadership Capabilities, please see information on Turas



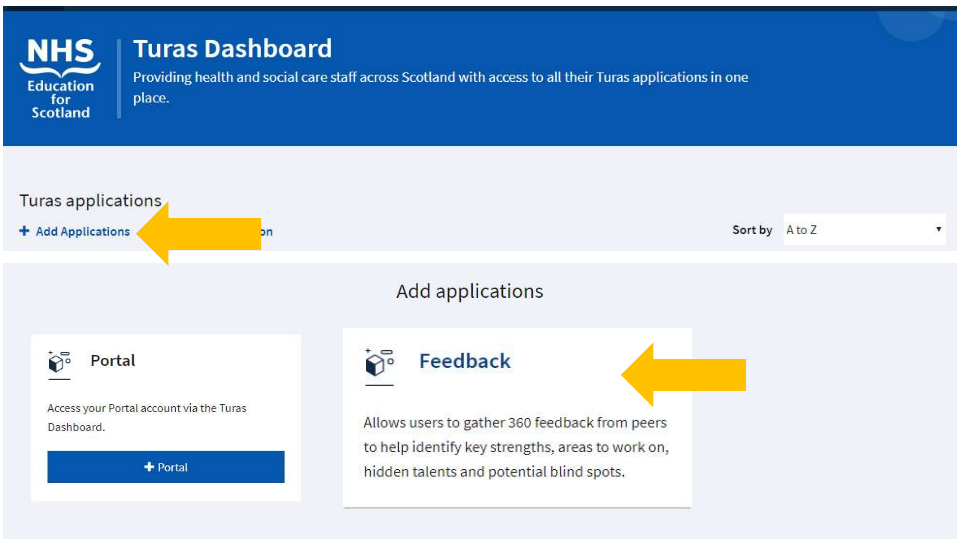
In this following section, you can see more detail about each of these stages.

a. How do I access the platform?

If you don't already have a Turas account, you will need to **create one here** and complete the required fields.

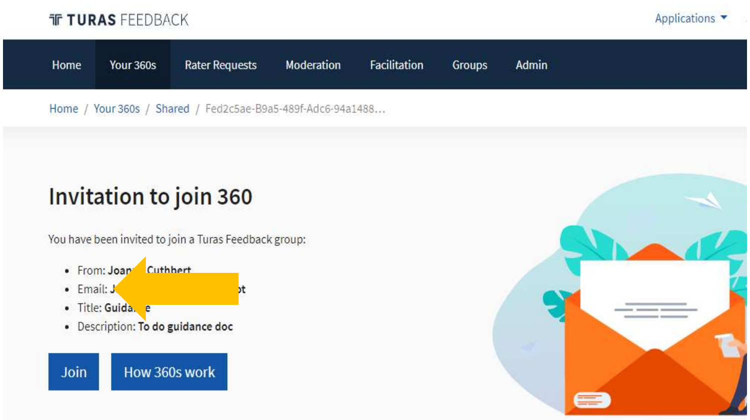
b. How do I bookmark Turas Feedback to my account?

To bookmark Tuas Feedback to your Turas Dashboard, simply click on + Add Applications and select the "Feedback" application. This will be visible on your dashboard every time you log in.



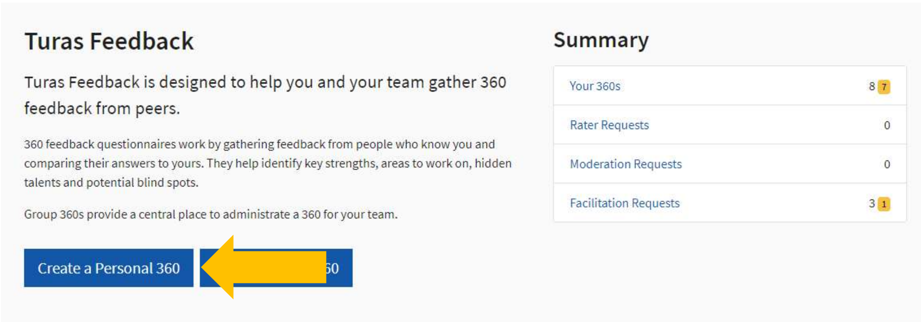
c. How do I access a Group 360 I have been sent a link for?

If you are taking part in a development programme your course coordinator may start the process off. If this is the case, you will receive an email from TURAS 360 (contact.digital@nes.scot.nhs.uk) notifying you that you should now start the 360^0 process. Paste the link emailed to you from the Group Administrator into your browser (Edge, Chrome, Firefox) and click Join

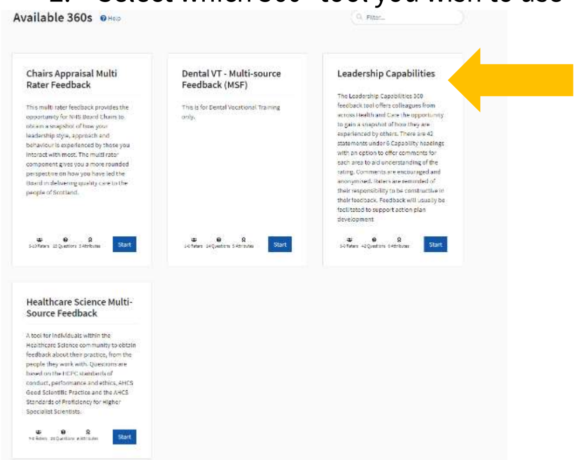


d. How do I create a Personal 360?

1. When you open the Turas Feedback app, click on “Create a Personal 360”



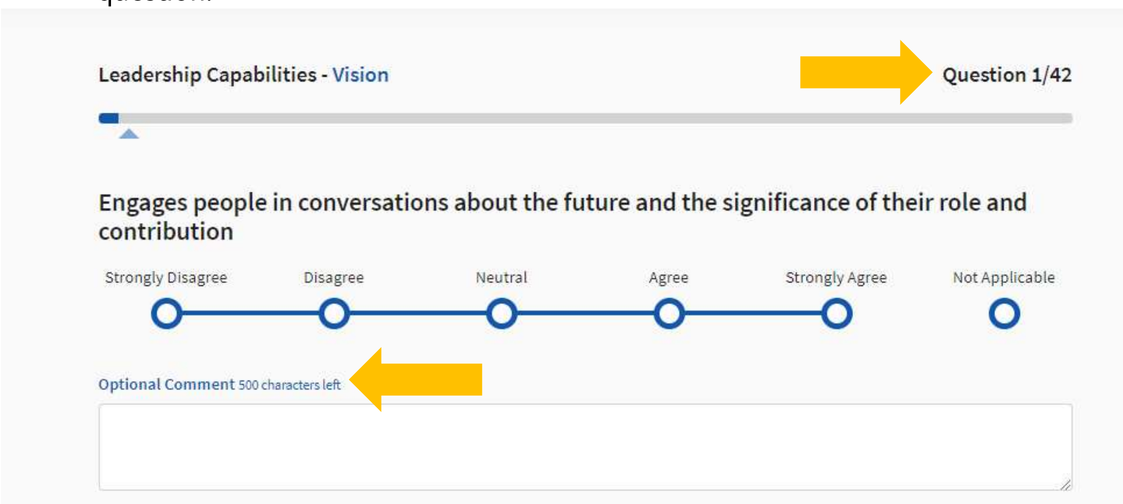
2. Select which 360^0 tool you wish to use



3. Give your Personal 360⁰ a memorable title and click Next. You may end up with more than one 360 report over your career so try adding the purpose e.g. "Development Programme 2021" or "New Service Manager Role 2021"

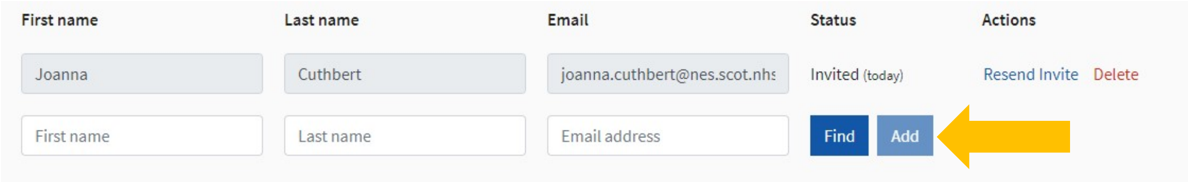
4. Add a short purpose statement to remind yourself and others why you created this Report e.g. "As part of the health and care development programme, I am seeking to understand where my strengths and areas for development are." Click on "Create and Begin Self-Assessment"

5. You will then be directed to complete your self-assessment. Notice you will be able to see your progress as you work through the 6 capabilities and add comments against each question.

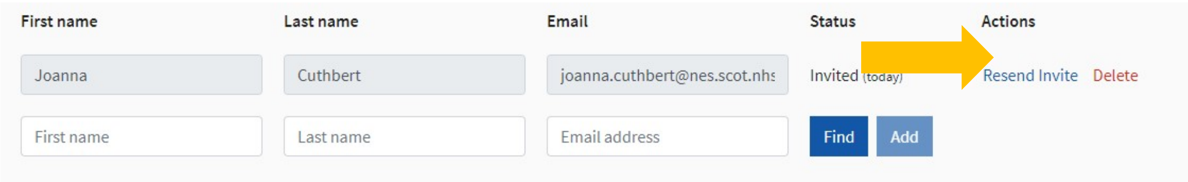


6. Once completed, you'll be able to review and up-date your self-assessment by going to Your 360's. You'll also be able to see what still needs to happen before you're done.

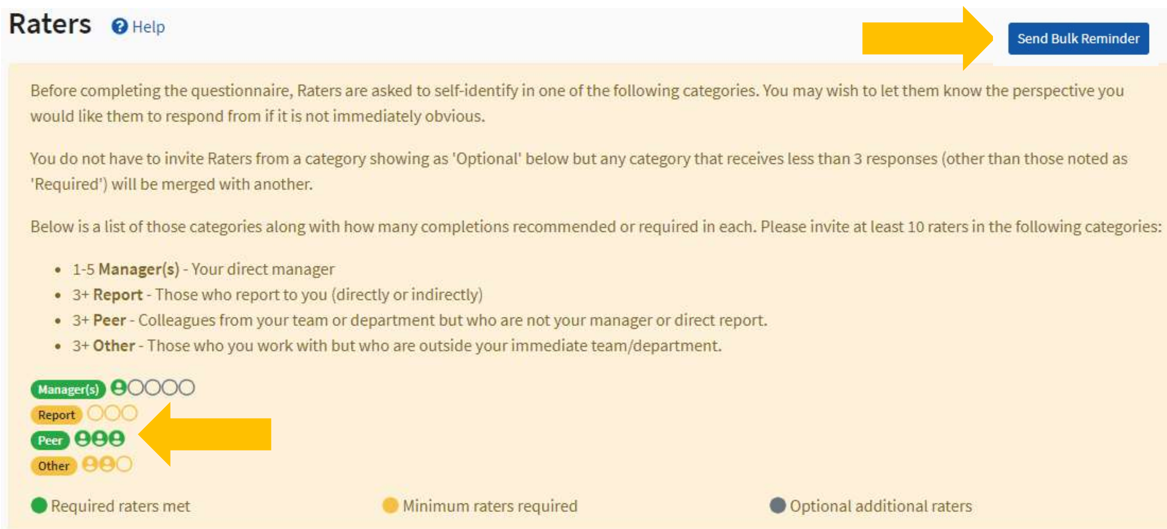
7. You are now prompted to invite Raters to offer their feedback against the same 42 statements. Enter their name and email address. If they are a Turas user click "Find" and if they are not, click "Add"



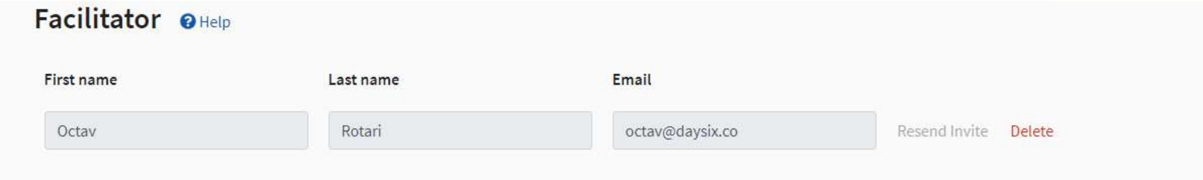
You have full control to add, delete or remind your Raters. **It is your responsibility to monitor this and ensure you have enough feedback to generate your report in time for a feedback session**. Their status will show as “Complete” once they have responded but you will not be able to see what they have added at this stage. **Do not Generate the report until you are ready to close the report completely.**



As soon as you ‘Add’ a Rater’s name and email address to the system, they will receive an email invite to offer feedback. The system allows you to see a summary of those you have invited to offer feedback and send reminder emails to any Raters that have yet to complete their feedback. Once the minimum number of Raters have been invited, the Raters page will confirm this by showing that category as green.



8. A Feedback Facilitator is required to support you to review your report (see section 4a on choosing a Feedback Facilitator). Add their details and send the invitation. They will receive an email asking them to confirm they would be happy to support you in this or decline the invitation. If they decline, you will be notified to select another facilitator.



e. Accessing the Report

When the minimum number of Rater responses has been met, your Feedback Facilitator will receive notification that they can now download the report. You will need to confirm with them if you are ready for it to be generated or if you want to leave it open for further Rater responses.

Once downloaded/generated, the report is closed and it is not possible to add further Ratings.

You will not be able to see the report until your Facilitator marks "Facilitation Complete". Once they do this, the report will be removed completely from their view and transferred to you.

3. Your Raters

The most useful feedback will come from those with whom you work on a regular basis and for a reasonable amount of time. Ask people who you know will be honest, perhaps some people who have a different or opposite style to you, and go for those with a range of styles and approaches so you can get a truly rounded view of your Leadership Capabilities.

Using the on-line 360° Feedback system, you have complete control over the selection of your Raters, choosing from 5 Rater Groups available for any 360° Feedback Report. You must select Raters from at least 3 Groups.

1. **Self** – Mandatory
2. **Manager(s)** – Mandatory

   This can be 1 manager or more if for example, you work in a matrix, or between 2 teams/departments.

The following Rater groups are optional, however we recommend that where possible you select from all 3 (you must select at least 1). For each of the following Rater groups **there must be a minimum of 3 completed questionnaires**. As not all the Raters may complete this it is recommended that you invite 4 to 8 Raters for each group. If there are less than 3 in a Rater group, then it will be merged with another.

3. **Reports** – colleagues to whom you assign work and/or who report to you either directly or indirectly.
4. **Peers** - colleagues who are outside your line management chain
5. **Others** - those who are not Peers or Reports but work closely with you

You will be able to keep track of how many have completed in each group and remind them that you are still hoping to receive their feedback using the Turas Feedback platform.

Although your Raters will receive an email notification from the Turas 360° Feedback platform, it is recommended you make independent contact before your begin to:

- Let them know that you are nominating them as a Rater
- Explain what the purpose of your 360° Feedback Report will be used in e.g. part of a development programme etc.
- Encourage them to make their feedback as open and honest as possible, offering comments where possible in addition to the ratings.
- Check that they are happy to support you in this way.

Similarly, once you have completed the process and had time to absorb the feedback within your Report, it can be a valuable step in the process to thank your Raters for their time in contributing to your Report.

The value of comments

Receiving comments in your Report helps to put the ratings in context and offer examples of practice e.g. "I only work with Joe on a particular piece of work, so have had limited opportunity to see this capability in action" or " I worked with Alice on a very challenging piece of work and while the result was positive, some of the challenges we faced may have been avoided through earlier engagement with everyone concerned."

Comments are anonymous within the Rater category and it is important that you do not focus on trying to work out who might have made a particular comment. Remember, you are looking for patterns and themes in the feedback not isolated comments. Raters have been reminded that it can feel exposing to ask for feedback from so many people and we all have a responsibility to our colleagues to be constructive with our feedback, avoiding overly personal comments or abusive language.

4. Your Feedback Facilitator

You will gain most from the process by reviewing your feedback in a confidential, online or face-to-face meeting with a Feedback Facilitator, and this meeting is therefore an essential component of your participation in the 360° feedback process.

A Feedback Facilitator should be someone you trust that you can have a conversation with about your Report. Some feedback can be quite difficult or emotionally challenging and a Feedback Facilitator can play an important role in supporting how the feedback is received. A Feedback Facilitator will:

- Respect that you are sharing a personal report and protect the confidentiality of that conversation.
- Offer support and challenge as you explore and engage with the data
- Help to identify the main themes, keep a balance of positives and negatives, and build a realistic view of your strengths and improvement areas
- Offer emotional support, helping to make sense of any surprises and offer perspective where required
- Guide you in planning how to share and clarify their data with others

- Encourage you to formulate practical first steps in acting on the feedback received
- Identify a plan for Development, identifying priorities and options
- Leave you feeling ownership of the data and positive about the possibilities for change.

a. Choosing a Feedback Facilitator

You will be asked to select your Feedback Facilitator when you launch your Report online. It is not recommended that this is someone from your own team as they will be contributing to your Report. This should be someone who is a trusted colleague who can work with you to see patterns of feedback and offer a perspective on what might be behind some of the comments offered in your Report. We would recommend that you ask a coach, mentor, or someone from your Learning & Development (L&D), Organisational Development (OD) or Human Resources (HR) team. If you are undertaking a 360° Report as part of a development programme, your Programme Lead may already have a Feedback Facilitator in mind for you and so you should check this with them.

Your Feedback Facilitator will receive your Report in the first instance. They will share it with you and should not keep a record of your Report after your feedback meeting.

b. The Feedback meeting

You are responsible for finding a time to meet with your Feedback Facilitator. This meeting should take place as soon as possible after the date on which your 360° Feedback Report is generated, and in good time for your attendance on any development programmes to which the 360° Feedback is linked.

Make sure that the space, whether online or in a physical setting, 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 your Feedback Facilitator.

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.

The conversation with your Feedback Facilitator is entirely confidential. No one else should attend the meeting and the Feedback Facilitator will not share any details of the discussion without your permission. During this discussion, your Feedback Facilitator will go through your Feedback Report. They 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.

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 you directly does not mean they do not have that perception of you.

Here, caution is needed. Some Raters 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 "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. Your Feedback Facilitator can help you to think about how best to close the loop with your Raters.

You and your Feedback Facilitator may choose to use the Johari Model[2] to identify where you spend your time developing your approach to people and work.

c. Reactions to Feedback

Reactions to feedback are often not correlated with whether it is good or bad feedback. Feedback, like change, can be threatening. An initial response may be to 'explain away' any negative information and end up with no development needs to focus on. The challenge is to avoid finding reasons why the feedback is invalid, and instead find ways of understanding and acting on it.

Four key phases are commonly experienced and are referred to under the acronym "SARA". The four phases also typically describe the task for the Feedback Facilitator 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 is for Shock
Even positive feedback can be shocking if the person is not expecting it. Be prepared for surprises, which in a sense, justify what you are doing in 360° Feedback. The challenge is to overcome shock, avoid becoming dispirited and make use of the feedback. In particular, remember that what is reported are others' perceptions of behaviour, not necessarily the reality.

A is for Anger
This response may not be uncommon, but it is important to move them towards development. A Feedback Facilitator can help an individual to understand why they have particular feedback 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.

R is for Rejection
This might be obvious rejection of the feedback offered in the Report or it may be in a more subtle form of complacency or rationalisation. The challenge is to move away from finding reasons why the feedback is invalid and to a more constructive, positive way of thinking and feeling about it.

A is for Acceptance and Action
Accepting the feedback for what it is (perceptions), understanding it and finding ways to plan and implement actions to achieve genuine self-development.

Other ways to support reactions to feedback include:

[2] Johari Window is a useful and simple model to explore during a feedback meeting.

- 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.

5. Interpreting the Report

The Report includes both quantitative and qualitative data that when used together provide rich insight. As a Feedback Facilitator, you will help them explore the comments and the ratings received, asking questions to build a picture of understanding. However, it needs to be viewed with caution, set in context and interpreted just like any other information. The report will include:

a. Introduction

The report will offer you at a glance a summary of the Raters. In the example below there was a response from 1 MANAGER and 5 responses from PEER and OTHER. This means that either PEER or OTHER did not receive a minimum of 3 responses and so the categories were merged to protect anonymity.

b. How your Raters responded

Remember that the rating choice was:

Any responses that were answered as "Not Applicable" do not carry a numerical value and are not therefore reflected in the averages throughout the report.

The report shows the distribution and range offered by each Rater.

- The length of the line is the range of ratings across the 42 statements
- The thickness of the line represents the frequency of that rating
- The number in the circle is the average rating.

In the example below,

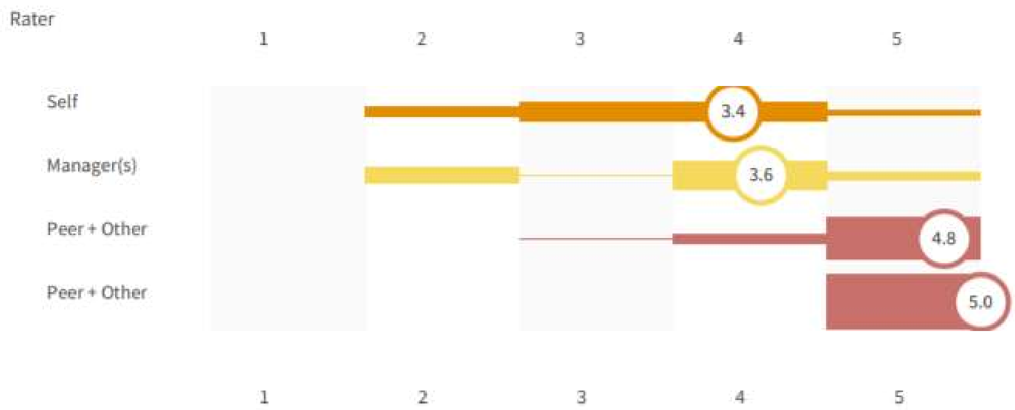
- SELF rated in a range between 2 and 5, with the most frequent ratings being 3 and 4. The average rating was 3.4

- MANAGER rated in a range between 2 and 5 with the most frequent ratings being 4 or 2. The average rating from the manager was 3.6

- The Rater in the combined category of PEER + OTHER rated in a range between 3 and 5 with the most frequent rating being 5. The average rating from this Rater was 4.8

- The next Rater in the combined category of PEER + OTHER rated all statements as a 5 with the most frequent rating being 5. The average rating from this Rater was 5.

- Each Rater will have a separate line on this chart.



What does this mean?
In the example above we can see that the Instigator's self-perception and their Managers perception of them is relatively consistent although their manager was more likely to use a lower rating. The other Raters have a much higher opinion of the Instigator. It might be interesting to explore through discussion how the Raters were selected, did the Instigator only select allies and supporters? Is there something in the role Raters don't see?

c. Results by attribute

The results are then shown as a breakdown by each of the 6 Leadership Capabilities. Here, Rater Categories are reflected together. The number in the circle is the average rating for the 7 statements in this capability. The vertical line reflects the self-rating.

In the example below:

- The Instigator has given themselves an average rating of 3.3 for the 7 statements under Motivating & Inspiring

- The combined average rating from all PEER + OTHER Raters under this Leadership Capability is 4.6

- The MANAGER has given an average rating of 4.1 for the 7 statements under Motivating & Inspiring

What does this mean?
In this example we can see that on average, the Instigator is rating themselves much lower than both their MANAGER and PEERS + OTHERS. This suggests this Leadership Capability might be a hidden strength where they are much more capable than they are giving themselves credit. It is interesting to explore how that feels to know others rate them so highly and what might be behind their lower rating.

d. Your key strengths

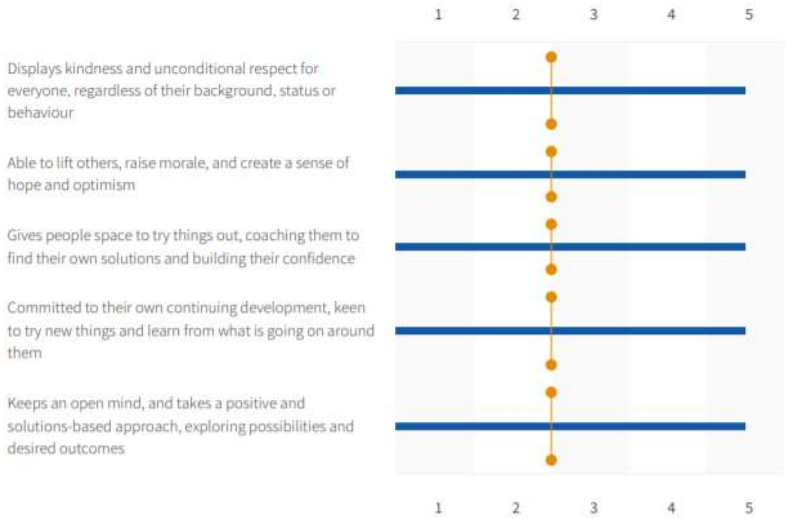
This section of the report pulls out up to 5 highest rated statements. It is not to say they are the only strengths, simply that they are the top 5. The blue horizontal line reflects the average rating received from all Raters and the orange vertical line reflects the self-rating.

What does this mean?
In this example, it is encouraging to see so many strengths as reported by all the Raters. It is interesting that the self-rating is quite different on a number of them and worth exploring what might be stopping the Instigator from seeing themselves as others do. This is as true for the

statements where they have rated themselves lower as it is for the top statement where they have a higher opinion of themselves than others do.

e. Your hidden strengths

These are up to 5 statements where the Instigator has rated themselves lower than their Raters. Again, the blue horizontal line reflects the average rating received from all Raters and the orange vertical line reflects the self-rating.



What does this mean?
In this example, the Instigator should again be encouraged that their colleagues see them as so capable in these areas. It is worth exploring any patterns and themes in the statements i.e. did they come from the same Leadership Capability? Are they demonstrated in a particular setting the Instigator is uncomfortable in?

f. Your development areas

Here, up to 5 statements that received the lowest ratings on average are shown with the self-rating shown as an orange vertical line.

What does this mean?
In this example, the lowest average ratings are still quite high and so this must be taken into consideration. The theme to explore for this Instigator is why they have a consistently lower opinion of their capabilities than their Raters with the exception of that 1st statement. Consider other patterns around what Capability these ratings are coming from.

g. Your potential blindspots

These are up to 5 statements where the Instigator has rated themselves higher than all Raters combined. The blue horizontal line reflects the average rating received from all Raters and the orange vertical line reflects the self-rating.

What does this mean?
Here we can consider the risks and consequences of over estimating abilities. It needs to be put in context however, as this example shows us that although the self-rating was higher, there isn't a large gap between others ratings and their own. Consider patterns and themes in the statements that have been highlighted as this can often add clarity to what is happening for the Instigator.

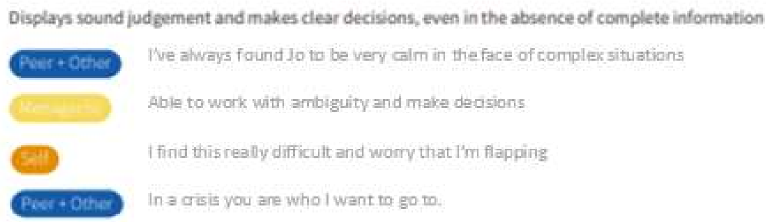
h. Questions by question results

In the following pages, you will now see a details breakdown of all the ratings for each of the 42 statements, under the 6 Leadership Capability headings.

- Rater categories are reported as groups and not as individual Rater responses.

- The number in the circle is the average rating offered by that Rater Group for that Question with the average for that Leadership Capability at the bottom.

- Any comments offered for the 7 statements in the Leadership Capability are summarised at the bottom clearly showing what Rater category the comment came from



What does this mean?
It can be tempting to spend a lot of time pouring over the detail contained across these pages. It is important to remember however that these are perceptions rather than facts being represented and that the value will be in looking at any emerging patterns and themes and how they relate to what you're learning from previous sections of the report.

The comments section is always a useful place to better understand what a Rater might have been thinking but again, it's a snapshot, so if there are any upsetting comments, consider whether they are consistent with other patterns and comments or if they are outliers.

In this example, the comments and ratings describe someone who is in control, steady and calm. The interesting conversation is about what aspects the Instigator finds challenging as their personal ratings fluctuate more.

i. Next Steps

This is the development planning section. It can be useful for the Instigator to makes a note on this section as they go through the report, noting the things that stand out from the beginning. This should be the most important output of the process. Your role as Feedback Facilitator is to help them identify strengths and development areas and actions, but they must decide what they really want to work on.

What to focus on
Once you have considered their feedback together, establish specifically how they wish to focus their development. For example, would they like to:

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

What to include
A smaller number of well-thought out actions, and clear measures of success will be more meaningful and easier to maintain energy and focus on than a long list of general developments. This means their plan may be as simple as

- Strengths to exploit, 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 they need to develop or nurture a relationship

Expectation management
To make the development plan workable and bring it to life, they should:

- Consider sharing with their Line Manager for support and to look for opportunities to develop
- Be prepared to seek and accept support
- Allocate time for development
- Give people time to adjust to any changes in their approach
- Go for some early successes by looking for short term actions
- Expect changing behavior to prove difficult to sustain, especially in the early stages. This might signal a need to adapt and personalise their approach.
- Pace themselves – they are likely to be running a marathon, not a sprint.
- Be kind to themselves as this may be a lot to take in.

j. Key points to remember

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

Questions to discuss in a Feedback session include[3]:

- What aspects of the feedback feel most surprising?
    - Is this a potential indication of a blind spot?[4]
    - Do you perhaps have strengths that others value but you don't recognize in yourself?
- What might have prompted someone to offer this feedback?
- What themes are emerging?
- Are there any emerging trends? E.g. To what extent do the different groups of feedback providers see things the same way /differently?
- Which feedback group is in the best position to judge a particular behaviour, and which group is most impacted by it?
- Where are the anomalies in feedback? Are you flexing you adapting your behavior with particular people?
- Is there a developing picture around your strengths?
- Where are the biggest gaps in self-perception and Rater perception?
- Are there any patterns in the low ratings e.g. do they come from a particular rater group?
- From your discussion, what areas feel like a focus for development?

6. Further Information

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

[3] See Appendix A – Useful Questions for more ideas on the types of questions that can support a feedback meeting
[4] Johari Window is a useful and simple model to explore during a feedback meeting.

Appendix A – Helpful Questions

Points to consider

- What are the differences between the self-ratings and the ratings given by other Rater groups?
- Are there any Rater groups that have rated consistently high or low?
- Which Rater group is in the best position to judge a particular behaviour? Which group is most impacted by a behaviour?
- 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?

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…

- 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?