

health
service



GMC Domains

360 workbook

Name _____

Date _____

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Getting the best from your 360 degree feedback

360 feedback is a powerful tool for personal development, used properly it will provide you with feedback about your performance and your impact on others as well as identifying areas of strength and areas for development. This workbook is designed to ensure you get the most out of your 360 feedback. The first part will assist you in setting up and using the online system, the subsequent pages provide a range of activities to help to get the most out of your feedback.

Your questionnaire has been designed to reflect the GMC 'Good Medical Practice'. It is arranged in four competency areas mapped to the four domains identified as the required assessment framework. Further information about this framework at http://www.gmc-uk.org/about/reform/gmp_framework.asp

Domain	Area	Self Assessment	Average Score
1	Knowledge, skills and performance		
2	Safety and quality		
3	Communication, partnership and team work		
4	Maintaining trust		

Using the system

Choosing your respondents

It's tempting to ask people you think will all say nice things about you to give feedback – but don't! If you really want to use this opportunity to develop then look for people a) who really have had the opportunity to observe you sufficiently to have a realistic idea of how you behave and b) who you trust to give honest feedback. Of course, it's always possible that there's someone you've upset at some time and you need to think carefully about whether to include him or her on your list.

Compiling your questionnaire

The competencies will be compiled in a random order for you and your respondents to answer online. Now you are ready to invite your chosen respondents to fill in your online questionnaire.

Inviting respondents

In your control panel you will see a space for your respondents. These are the people you wish to ask to give feedback and we recommend that for best results you choose about six. Click on the <add> link for each one and you will be asked to give the name and email address of each of your chosen respondents. They will then each get an email containing a link to your questionnaire. If they lose the email you can resend it by clicking the <resend email> link. If you change your mind about your choice of respondent you can choose a different one by using the <re-assign> link as long as they have not already started to fill in the questionnaire.

You must also fill in your own self perception by following the link on the control panel. You must answer all questions including any free text questions.

Reviewing progress

Once your respondents start to fill in your question set their status on the control panel will change to <In Progress>. As each respondent completes all the questions their status will change to <Completed>. At this point you can no longer change your mind and remove that respondent. Once all your respondents have completed and submitted their results and you have filled out your own self perception your report will appear on the control panel ready for you to view.

Getting your report.

As soon as your report is ready a new link will appear at the bottom of the control panel. This will allow you to look at your report online. If you want to print it you can do so from your browser, or you can save a copy of it in PDF or .xls format by clicking the download link on the report page.

The rest of this workbook is intended to help you interpret your report and build your own personal action plan.

Interpreting your results

This section helps you to work through the feedback from your Health Service 360 report.

It consists of four parts:

- Frame of mind
- Initial reactions to the feedback
- Examining the data in detail
- How you feel about the data and what it means
- Actions to take

Format of the report. The first section of the report shows the scoring for each competency in order with your strongest competency first and your weakest competency last. This section shows the average results for all behaviours which make up that competency.

The next section shows each competency broken down in detail. At the top of each competency section you will see two bar charts. These are identical to the ones shown in the Summary section. The top bar is the average of the scores you gave yourself on all the questions within the competency. The bottom one is the average of the scores given by respondents on all questions within the competency.

There follows a detailed breakdown of the scoring for each behaviour. First the score you gave yourself (your self perception), then the average score from all your respondents and finally the individual scores given by each respondent colour coded according to their relationship to you. These individual scores are presented in a random order which changes each time the report is generated – but the columns are consistent. For example: the score in column 2 will be from the same respondent all the way through the report.

The final section gives the answers – also in a random order - to the free style questions which were asked in the survey.

Stage 1 - Frame of mind

The thing to keep in mind at this point is that you have asked these people to give you feedback and therefore you value their opinion.

Managing your reaction to feedback.

Don't reject or deny feedback that you find difficult - this can be where people rate you as better than you think you are yourself as well as where they think you need to improve.

Ask yourself, "Why would they give me this feedback?"

- "What do I do that has led them to give me this feedback?"
- "What don't I do?"
- "Can I bring to mind specific examples of behaviour that may have led to these perceptions?"

If you truly do not understand some feedback then it may be useful to go back to the people who gave you the feedback to ask for specific examples of the behaviours you display that have led to the feedback. Be very careful when doing this.

You have to explain that you are taking their views seriously and that you genuinely want to change your behaviour

Remember - there are no bad results, all feedback is useful and everyone has development needs!

**Stage 3 -
Examining the
data in detail**

The next thing to do is to look through each of these sections in detail.

As you are looking at the data you will see that some statements have a < beside them. This shows that there was a wide variation in ratings on this particular statement - a strong positive rating by one person may have been cancelled out by a strong negative rating by another. The average may be the same as another statement but the implications are different. Therefore you need to consider why there should be a wide variation in this particular area. (see note on last page)

Firstly look through the rest of this section. To begin the process of understanding the feedback data consider the following template as a guide:

<p>KNOWN DEVELOPMENT NEEDS</p> <p><i>High Awareness</i> <i>Low Strength</i></p>	<p>KNOWN STRENGTHS</p> <p><i>High Awareness</i> <i>High Strength</i></p>
<p>BLIND SPOTS</p> <p><i>Low Awareness</i> <i>Low Strength</i></p>	<p>HIDDEN LIGHTS</p> <p><i>Low Awareness</i> <i>High Strength</i></p>

Taking Action

Now you need to stand back and think about what you are going to do with all this information.

Having understood the feedback what are you going to do about it?

What are your priorities?:

- To develop performance in your current role?
- To build relationships with individuals or groups of people?
- To develop skills for the future?
- To improve how you do specific tasks?

Identify those areas of your performance that you feel are most important and focus on them. Take account of what matters to your colleagues, your line manager and the organisation.

Remember that these behaviours have probably been the ones you have used (or not used) for some time so you are not going to change them overnight!

Use the form on the next page to summarise your thinking at this point. Start with you most developed competency and then choose 3 others that you believe will really make a difference to your performance.

Example:

DEVELOPMENT COMPETENCE	KEY BEHAVIOURS	BENEFIT from improving/maintaining
<i>something to improve on</i> Influencing Skills	<i>Listening to the views of others before adding my own.</i> <i>Preparing a well supported argument</i> <i>Understanding how other people are influenced</i>	<i>Will be better prepared for meetings</i> <i>Conflict will be reduced</i> <i>Will get others on my side</i> <i>My views will get heard without upsetting others</i>

Summary Form

<p>MOST DEVELOPED COMPETENCE – a real strength</p>	<p>KEY BEHAVIOURS</p>	<p>CARRY ON WITH</p>
<p>DEVELOPMENT COMPETENCE – something to improve on</p>	<p>KEY BEHAVIOURS</p>	<p>BENEFIT from improving/maintaining</p>
<p>DEVELOPMENT COMPETENCE – something to improve on</p>	<p>KEY BEHAVIOURS</p>	<p>BENEFIT from improving/maintaining</p>
<p>DEVELOPMENT COMPETENCE – something to improve on</p>	<p>KEY BEHAVIOURS</p>	<p>BENEFIT from improving/maintaining</p>

Changing behaviours Think about various actions you could take:

- Direct action yourself
- Involving others
- On the job development
- Off the job development

You may want to consider a mixture of these actions. For example in relation to Influencing Skills:

Direct Action

- Decide on a situation that you want to influence
- Plan your approach
- Explain to someone else who is going to be there what you are trying to do and ask them to give you direct feedback after the event
- Reflect on your performance and plan for the next situation

Involving Others

- Observe someone who has well developed skills in this area and then ask them to coach you on how to approach an influencing situation

On the job development

- Ask for an assignment that will test your influencing skills. Ask for support from your manager or coach.

Off the job development

- Attend a formal course on Influencing Skills

The last part of the planning section is to put together a specific measurable achievable relevant and timed (SMART) action plan.

Think about the next 3 months:

- What specifically are you going to do?
- When are you going to do it?
- What difference will it make if you get it right
- How will you know when you have succeeded?
- How will you measure your success?
- Is what you have planned achievable in the time?

Remember it is better to complete one action than leave ten unfinished!

Use the forms on the next pages to complete your action plan. There is an example on the first page.

When you have done this you need to consider the next steps:

- Obtain your line managers agreement and support for the plan
- Seek the support of others
- Allocate time to review and update your plan

- Go for some early successes
- Expect people to be surprised when they see you change - don't let it put you off!
- Carry on asking for feedback and acting on it
- Consider carrying out another on-line review in 3-6 months

Good Luck with your continued development!

Action Planner

Specific Action	When?	Benefit	Measure of success	Support needed	Barriers
<i>Listen to others</i>	<i>In team meetings Starting from today</i>	<i>Other people will listen to me I will get to hear everyone's views</i>	<i>Feedback from the team to say that I am listening to them more Actions taken that other people have suggested</i>	<i>From the team to give me honest feedback</i>	<i>Time - often do not have time to listen to views but just need to give instructions. If this is the case need to tell people at the beginning of the meeting</i>

Action Planner

Specific Action	When?	Benefit	Measure of success	Support needed	Barriers

Notes

Scoring Anomalies

If you find that one person has consistently scored you differently from everyone else then it is usually one of 3 reasons:

- They have misunderstood the scoring system
- For some reason they have a different perception of you from other people.
- You behave differently with this one person than you do with everyone else

Best thing is not to get hung up on this - ask yourself if you do behave consistently differently with one person. If not then it is probably a misunderstanding.