

health
service



360 workbook

Name _____

Date _____

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Interpreting your results

This section helps you to work through the feedback from your Appraisal360 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 text 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 2 - Initial reactions to your feedback

In this space just write down your initial high level reactions to the feedback as a whole. Is it what you expected? Are there any shocks or surprises?

**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 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:

Known Strengths	Known Development Areas
<i>High Awareness – Known to you, known to others</i>	<i>High Awareness – Known to you, known to others</i>
<i>High Strength</i>	<i>Low Strength</i>
Hidden Lights	Blind Spots
<i>Low Awareness – Unknown to you, known to others</i>	<i>Low Awareness – Unknown to you, known to others</i>
<i>High Strength</i>	<i>Low Strength</i>

Use the following page to make note of what you have understood about your strengths and development areas from your 360 feedback. Once you have completed the grid there is space on the subsequent pages for further detail in each area.

Known Strengths

Known to you, Known to others

Known Development Areas

Known to you, Known to others

Hidden Lights

Strength unknown to you, Known to others

Blind Spots

Development area unknown to you, Known to others

What have you learned about your strengths in specific competency areas?

Consider the following:

- Do you make the best use of these strengths?
- If not how could you make better use of them?
Write down any instances of where you have used these strengths to best advantage.
- How can you carry on using these strengths to your own and the organisation's benefit?

What have you learned about your development needs in specific competency areas?

Consider the following:

- Are these areas that you recognise as development needs?
 - What are you going to do to improve?
 - How will you measure your improvement?
 - How will improving these be of benefit to you and your organisation?

People's comments

People's comments add context and value to the 360 scoring. It is important to go through the comments and identify themes as well as any individual comments that you may wish to consider in greater detail.

What did you identify from what you do well?

What can you learn from what people would like to see you do less of?

Stage 4 – Summary**What does this feedback mean to you and how are you going to use it?**

Think about:

- What you like/agree with
- What you dislike/disagree with
- Does one person rate you consistently differently than others?
- What are the messages you are receiving about what to change?
- Have you been given the same feedback before?
- What are the key things that are going to make the difference to you and your performance?

Strengths Carry on with	Key Behaviours
Development Areas Something to improve on	Key Behaviours

Taking Action

What are your priorities?

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.

- 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?

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!

Changing behaviours

Think about various actions you could take:

- Direct action yourself
- Involving others
- Further formal development

You may want to consider a mixture of these actions.

Direct action

- Decide on a area that you want to develop
- Plan your approach
- Explain to someone else what you are trying to do and ask them to give you direct feedback
- Reflect on your performance and monitor your progress

Involving others

- Ask for support from your manager or mentor
- Observe someone who has well developed skills in this area, break down what they do differently and then model behaviour. Ask them for support if possible.

Further formal development

- Attend a formal course on Influencing Skills

Creating Your Action Plan

Create a SMART action plan

Specific

- Who: Who is involved?
- What: What do I want to accomplish?
- Where: Identify a location.
- When: Establish a time frame.
- Which: Identify requirements and constraints.
- Why: Specific reasons, purpose or benefits of the goal.

Measurable

When you measure your progress, you stay on track, reach your target dates, and experience the exhilaration of achievement that spurs you on to continued effort required to reach your goal.

Sorts of questions include:

- How will I know when it is accomplished?
- How much
- How often?
- How many?

Achievable

When you identify goals that are most important to you, you will normally have a driving direction, either towards some thing or away from something. If this is strong enough (you want it enough or it causes you enough pain) you find ways to make it happen.

You develop the attitudes, abilities, and skills you need. Ask yourself what these are. You begin seeing previously overlooked opportunities to bring yourself closer to the achievement of your goals

Realistic

To be realistic, a goal must represent an objective toward which you are both *willing* and *able* to work.

- Have you accomplished anything similar in the past or ask yourself
- What conditions would have to exist to accomplish this goal now

A high goal is frequently easier to reach than a low one because a low goal exerts low motivational force.

Timely

Any goal should be grounded within a time frame. With no time frame there's no sense of urgency. Once you anchor a goal into a timeframe the unconscious mind can work towards this.

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

SMART Action Plan

Specific action	Measure of success	Achievable Actions needed	Reality Possible Barriers	Timeframe and markers

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

- Obtain your line manager's 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

Good Luck with your continued development!