

Guidelines for conducting your own 360 feedback

Key considerations

If you are thinking of using the 360-degree feedback for yourself, or with your team, here are some questions for you to consider:

- What is the purpose of the 360-feedback exercise?
- Who has recommended the 360-degree feedback?
- Does the individual/team to be assessed buy into the process?
- Who would provide feedback for the individual and how many people in the team would undertake the review at the same time?
- What data collection method do you prefer and what do you want the focus to be?

Corporately facilitated, online survey-based 360-degree feedback is offered as part of some management and talent development programmes. It is only offered to individuals and teams “on request” under exceptional circumstances, for example to accompany coaching.

Definition and key assumptions

360-degree feedback is a tool used by GLA managers and teams to provide information on an individual staff member's performance from a number of sources. As the term '360 feedback' suggests, the recipient receives feedback from those all around them in the organisation and beyond: from above (their manager, or managers), from below (their direct reports) and from alongside them (their peers, colleagues and other stakeholders). The individual also assesses their own performance.

360-degree feedback can be used for variety of purposes. It can be undertaken to supplement a performance review discussion (during the mid- or end of year review), to help draft personal development plan, for career planning purposes, as part of a wider development programme and/or at the beginning of the coaching relationship.

The recipient of the 360-degree feedback needs to be fully supportive of the process and undertake self-assessment which is then compared with the other feedback. The recipient should also be involved in determining who is to provide feedback on their performance – we recommend selecting between eight to twelve individuals, including managers, staff colleagues, partners and stakeholders who can all usefully comment on the individual's performance.

Below we set out some proven methods for self-facilitated 360 feedback exercises

The Open questions method

Pick a selection of qualitative questions focusing on the areas you want to assess.

for example:

- *Strengths to build on - please provide specific examples where performance is very good or exceptional*
- *Development areas - please provide specific examples where performance does not meet the required standards*
or
- *How well do I communicate with stakeholder whilst delivering projects?*
- *What are the areas where I need to improve my performance? Please provide specific examples.*

Simple STOP/START/CONTINUE method (3 things)

Invite your 360 respondents to offer you three things under each heading that you should stop doing, start doing or continue doing.

The rated response method

Open questions above can be asked stand alone for a free typed response, but you might prefer to ask questions in the form of a statement and invite respondents to rate you.

A 1-5 rating scale is common with 5 being high. You can use numbers on their own or use level descriptions i.e.

Very poor, poor, good, very good, exceptional
never, very rarely, rarely frequently always
Very dissatisfied, dissatisfied, neither satisfied, very satisfied
Strongly disagree, disagree, undecided, Agree, Strongly agree.

or combine both i.e.

5= Strongly Agree

4=Agree

3=Undecided

2= Disagree

1= Strongly disagree

Example questions

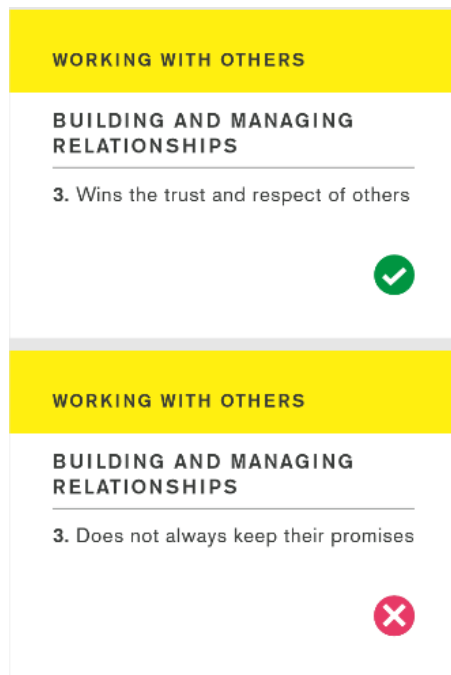
Using the 1-5 rating scale above for agreement how would you rate the following:

I am always clear on the team's priorities

I set clear objectives for members of the team

The Feedback Card Method

- Speak to a member of HR&OD team to borrow a set of Feedback Cards (shortened version of the GLA competency framework)



- Decide on a few people you would really like to get feedback from.
 - If your aim is to improve performance, those people might be your key internal customers, staff members, colleagues
 - For career planning, the people might be senior managers/mentors
- For each of those people, shuffle the cards, then ask them to decide on the 10 cards you do particularly well, and the 10 you could usefully improve. Ask them to only use the green side of the cards (the positive descriptors).
- Note the answers
- Repeat those two steps for other individuals
- The accumulated answers measure what you do well and relatively less well.

Self-assessment using simplified competency framework (Advanced Stop-Start-Continue exercise)

Download and open [this spreadsheet](#)

Stage 1 – Identify relevant competency behaviours

Under column G, mark those rows which correspond to your role competencies as Yes. Use the filter function to filter out the competencies not relevant to your role.

Self-assessment

Stage 2 – Do you currently demonstrate positive behaviours sufficiently well?

Under column C, mark the positive behaviours as either CONTINUE (if you already demonstrate these behaviours frequently and well) OR

Under column D, Mark positive behaviours as START (if you do not demonstrate these behaviours often enough or not as effectively as you could)

Stage 3 – Do you demonstrate any of the negative behaviours?

Under column F, mark any negative behaviours that you currently demonstrate as STOP.

Feedback from others

Stage 4 - to incorporate feedback from others in your learning needs analysis, invite 1-2 colleagues you work with most closely to complete this exercise for you.

Provide them with a copy of the spreadsheet with relevant competencies already filtered out
(Stage 1 completed).

Stage 5 - Ask them to talk you through their choices and provide you with some examples.

Stage 6 – Compare your self-assessment and feedback from others. Identify any themes. What are your priorities for action? Incorporate your conclusions about priority areas for development into your development plan.

Appendix 1 On-line survey-based 360 Feedback

Please note: the time and process involved in setting up online 360 feedback, means that the **L&OD team will only offer this development activity “on request” in exceptional circumstances.**

360-degree feedback is offered as standard in some of our management and leadership development programmes

1. Online data collection method

1.1 The questionnaire, which can be administered online, usually consists of a number of statements rated on a scale, for example from one to five, and often includes the opportunity to add free text comments. The resulting report would summarise the answers given; it may show the actual ratings given for each question, as well as averages for each question and for each competency, and any written comments.

1.2 Thought must be given to the construction/tailoring of the questionnaire, which should be designed to allow both user friendliness and enough scope for meaningful outputs. We recommend that the feedback is linked to some or all of the following:

- Competencies – at the level required for the role for performance review purposes, or different competencies/at higher level for developmental purposes
- Simplified competency behaviours (no levels)
- Those competency areas which have previously been identified as development needs
- Specific objectives/projects where the member of staff interacted with a number of people who can all provide helpful feedback
- Performance against other benchmarks such as the GLA values/staff charter, specific team charter/ways of working together the team have committed to.

1.3 Online questionnaires can be distributed and collated using the online survey technology, which allows user-friendly input and provides the initial analysis of quantitative information.

2. Feedback provision

2.1 Due to time commitments involved in providing good quality feedback, we recommend that no more than three people in the team undertake the 360 feedback at any given time. Otherwise other team members are less likely to provide thought-through quality responses.

2.2 The feedback process should be anonymous, and the raw data analysed, further anonymised and summarised with emerging themes. The feedback should not be presented solely using a written report, as most often it is the conversation about the results that triggers more insights and motivation for development.

2.3 Minimum five responses are required to provide a 360 Feedback report. This provides richer data and allows to anonymise feedback provided (for a minimum of five responses, at least 8-10 people should be approached for feedback).

2.4 We recommend that the feedback is presented to the recipient by a skilled coach/facilitator. Alternatively, it can be provided by the individual's manager who has undergone briefing on providing 360-degree feedback.

2.5 It is often critical feedback that provides the greatest motivation to change, as long as the respondents are credible, and their views are of value to the recipient. The feedback report/conversation can be used as a starting point for a coaching relationship.

3. Support from the HR & OD team

4.1 The team can provide confidential advice on the construction of the questionnaire, can administer the on-line tool used for on-line questionnaires and produce a summary report based on the questionnaire responses.

4.2 Depending on resources available and the volume of people receiving feedback, we can also deliver the 360-feedback conversation. Alternatively, we can brief the managers who will be involved in delivering this feedback themselves.

4.3 We can recommend external coaching companies (preferred and verified suppliers) who can be used for providing 360-degree feedback and/or to work with the individual following the feedback provision. Please note that a local budget will need to be identified.

4.4 We can also provide a tool for a quick 360 card sort exercise using our Feedback Toolkit method. This is an alternative to an online data collection, where there is no report being produced and the feedback is instant. Please see appendix for details.

4.5 Depending on the central resources available in the HR&OD team, you may need to provide the budget for an external coach to present the feedback to the individual.

Online 360 feedback exercise

Competency ratings

If undertaking competency assessment, we suggest to

- a) identify competencies to provide feedback on, and
- b) use the short behavioural statements relevant to these competencies.

In total, we suggest that up to 20 individual behaviours are listed and rated by the respondents.

The two examples below show how competency behaviours can be used to design a survey to be rated by respondents:

- Using a rating scale which refers to presence of positive behavioural indicators for each of the assessed competencies, at the relevant level (example A). [The full \(levelled\) competency framework](#) is used.
- Using a rating scale which refers to observing negative and positive competency behaviours (example B), using the simplified competency framework. Low score

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