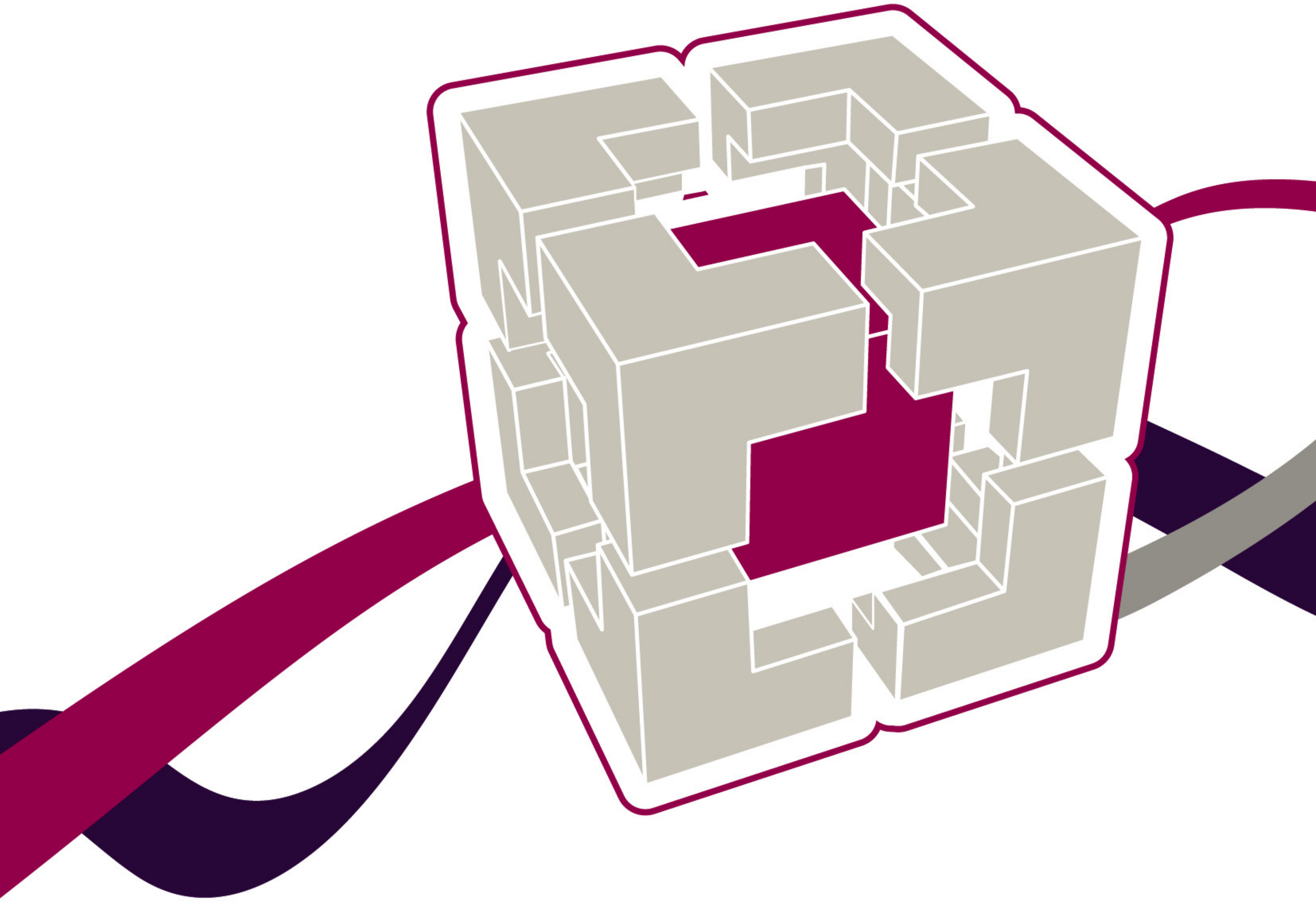
NHS
Leadership Academy

The Healthcare Leadership Model 360° feedback

Facilitator workbook



www.leadershipacademy.nhs.uk

Facilitator workbook

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The Healthcare Leadership Model Appraisal Hub is an online, user friendly system for measuring and providing leaders in healthcare with feedback on their individual behaviour and performance

Introduction

What is the Healthcare Leadership Model Appraisal Hub?

The Healthcare Leadership Model Appraisal Hub is an online, user friendly system designed to enable leaders within healthcare to collect feedback on their individual behaviour and performance against the nine leadership dimensions.

The Appraisal Hub enables individuals to complete two questionnaires:

- a self-assessment questionnaire based on the Healthcare Leadership Model that evaluates an individual's self-perception of their leadership behaviour in the workplace
- a 360° feedback assessment that combines ratings provided by chosen colleagues with a self-assessment of the same leadership behaviours.

The results of these assessments are provided in a report downloaded from the Healthcare Leadership Model Appraisal Hub. The 360° feedback report is used as the basis of discussion during the feedback session and gives the participant an indication of their current performance and behaviour and provides a platform from which a picture of the individual's strengths and development areas can be built. The information within the report is treated as confidential to the individual.

Your role as facilitator is to guide the participant through their 360° report(s) and provide support to the individual in creating a development plan based on their feedback.

The purpose of this guide

This guide provides you with support in preparing for and conducting your 360° feedback sessions based on the Healthcare Leadership Model. It will describe the steps you need to take before, during and after the session and present a suggested approach for managing each stage of the exploration and development process.

At various stages in the facilitation process you will need to log in to and use the Appraisal Hub to complete certain simple tasks. Please refer to the **Appraisal Hub** and **360° Report Facilitator User Guide** for step-by-step instructions on how to use the online system.

Who is this guide for?

This guide has been designed to be used by facilitators accredited to provide 360° feedback and exploration using the Healthcare Leadership Model. If you are not a registered facilitator, but are interested in training to become one, details of upcoming training courses can be found on the NHS Leadership Academy website:
www.leadershipacademy.nhs.uk/discover/leadershipmodel/model-tools-and-resources/model-360/model-feedback-facilitators

Who should I contact if I have any questions?

For any support questions and assistance, please contact the helpdesk on +44 (0)1242 282 979 or email: 360support@jcaglobal.com

What is 360° feedback and how can it support development?

What is 360° feedback?

The purpose of 360° feedback is to provide feedback on the participant's skills, attributes and other relevant job characteristics and thus help to build a richer, more complete and accurate picture than would be obtained from a single source. This feedback can increase the participant's awareness of how their performance is viewed by their colleagues and how it compares with their own view of their performance.

360° feedback questionnaires enable the collection of feedback from a number of different sources ('multi-source'). These sources typically include the participant completing a self-assessment in addition to people who know something about their work (the 'raters'). Raters can include direct reports, peers and managers, as well as people external to the organisation e.g. customers or clients – anybody who is credible to the individual and familiar with the work that they do. The data is collected confidentially through the Healthcare Leadership Model Appraisal Hub and feedback is provided by trained facilitators with the aim of helping the participant to gain a better understanding of their skills and development areas.

The role of 360° feedback in development

The importance of multi-rater feedback

The Chartered Institute of Personnel and Development (CIPD) recommends the use of multi-source 360° developmental feedback. In particular, the CIPD suggests that in more complex organisations, like the NHS for example, many managers may not always fully appreciate and understand the contribution of the people they manage due to naturally wide ranging amount of activities team-members engage in outside of direct supervision (e.g. working with customers, colleagues, different teams etc.). (CIPD, Feedback – 360 degree factsheet).

The role 360° feedback can play in supporting development can be summarised further through the use of the Johari window.

Open Known to self and known to others	Blind Not known to self, but known to others
Hidden Known to self, but not known to others	Unknown Unknown to self and unknown to others

Based on the work of Dr Joseph Luft and Dr Harry Ingham

The Johari window illustrates four different components of self awareness important to aid development based on the information a person knows about themselves and that which is known by others.

360° feedback is designed to increase the 'open' window and decrease the other three windows. It does this primarily by collating feedback from others to reduce the 'blind' quadrant:

- The self-assessment component of the questionnaire enables participants to recognise their strengths as well as their development needs and potentially share these with other people they work with.
- The 360° feedback component of the questionnaire enables participants to understand how others ('raters') view their strengths and development needs and how this compares to their own self-perceptions. If the participant is unaware of how other people experience them, then they may be less effective in their role.

The added value of a facilitator and a 360 feedback session

Best practice and current research supports the use of a facilitator to enable participants to get the most out of their 360° feedback as a positive opportunity to develop in their role as a leader and to take ownership for their own personal development and learning.

The British Psychological Society BPS 360° Feedback Best Practice Guidelines suggests that the facilitator plays a key role in helping the participant manage their emotional reactions to the feedback, can help mitigate any potential misinterpretations and enables participants to use it constructively for their development.

A summary of the benefits of using 360° feedback

Professionally managed 360° feedback increases individual self-awareness; as part of a broader organisational process it also:

- Provides structured, in-depth information about current performance and what will be required of an individual in the future
- Increases awareness of both strengths and development areas
- Raises individuals' awareness of how they are perceived by others
- Provides data to form the basis of a detailed and relevant development plan and increases individual ownership for this learning
- Enables understanding of the behaviours required to improve both individual and organisational effectiveness
- Facilitates the involvement in development and feedback of people at all levels of the organisation

The Healthcare Leadership Model

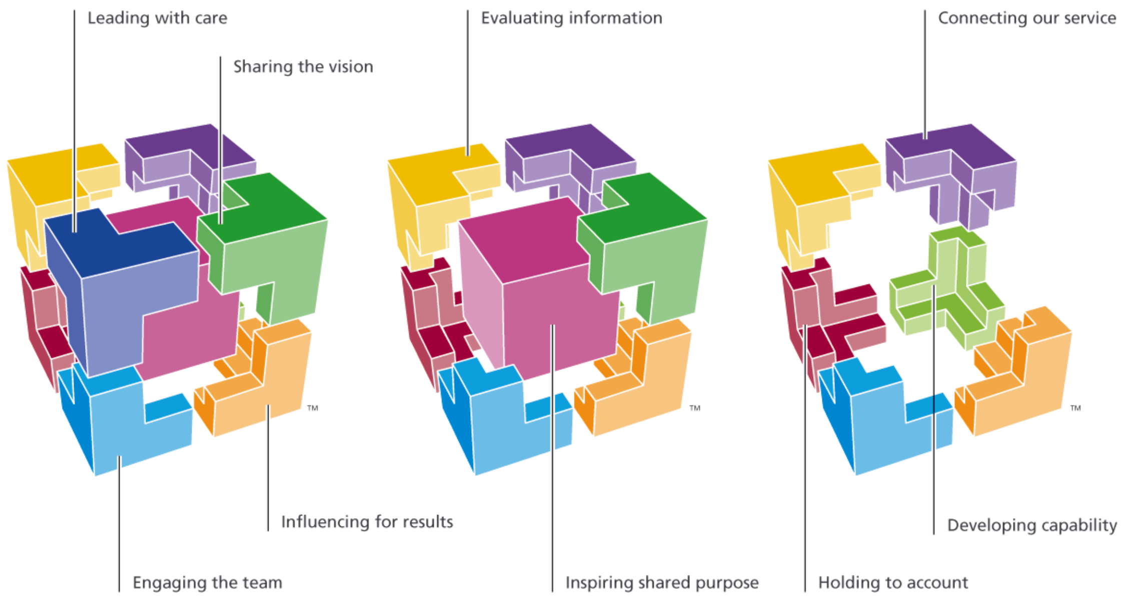
Overview

As a feedback facilitator you will be expected to understand the leadership model that underpins the 360° process. You will need to be sufficiently familiar with the Healthcare Leadership Model to be able to explain it to your participants. This section provides a short overview of the Healthcare Leadership Model, for more in-depth information, please visit the NHS Leadership Academy website:
www.leadershipacademy.nhs.uk/discover/leadershipmodel.

The Healthcare Leadership Model has been developed to help staff who work in healthcare to become better leaders. It is useful for everyone – whether they have a formal leadership responsibility or not, if they work in a clinical or other service setting and if they work with a team of five people or 5,000. It describes the things they can see leaders doing at work and is organised in a way that helps everyone to see how they can develop as a leader. It applies equally to a whole variety of roles and settings that exist within healthcare.

The purpose of the Model is to help individuals understand how their leadership behaviours affect the culture and climate they, their colleagues and teams work in. Whether the individual works directly with patients and service users or not, they will realise what they do and how they behave will affect the experiences of patients and service users of their organisation, the quality of care provided and the reputation of the organisation itself.

The Healthcare Leadership Model is made up of nine ‘leadership dimensions’. For each dimension there is a brief description of what the dimension is about, why it is important and also a section that says ‘what it is not’ to provide further clarity. Each dimension also includes behavioural indicators described on a four part scale: ‘essential’ through ‘proficient’ and ‘strong’ to ‘exemplary’. These represent increasing complexity and sophistication, whilst not being tied to particular job roles or levels.



A brief history

The concept of having a leadership framework or model for use in the NHS and healthcare more generally is not new. As facilitators, you may find that some of your 360° participants have previously used one or more of the previous frameworks listed below.

- **Leadership Qualities Framework (LQF)**
- **Medical Leadership Competency Framework (MLCF)**
- **Clinical Leadership Competency Framework (CLCF)**
- **Leadership Framework (LF)**

To find out more about each of the above frameworks, please refer to the Healthcare Leadership Model Facilitator elearning (Part 1: Leadership frameworks and models in Healthcare).

Why revisit the Leadership Framework?

In early 2013 the NHS Leadership Academy felt it was appropriate to look at the leadership model for the health service and create a new vision for leadership that reflects the very best in care and compassion as it does in excellence in strategy, vision, direction and engagement.

Development of the Healthcare Leadership Model

Working in partnership with colleagues from the Open University and Hay Group UK, the Academy led a nine-month project to research and develop the Healthcare Leadership Model. The aim was to develop a model that reflects:

- the values of the NHS;
- what we know about effective leadership;
- what we have learned from the Leadership Framework (2011); and
- what our patients and communities are now asking from its leaders.

Further information

To find out more about the Healthcare Leadership Model, visit:
www.leadershipacademy.nhs.uk/discover/leadershipmodel.

Your role as a facilitator

360° feedback is a powerful and sensitive tool which can provide an effective catalyst for development. However it can also evoke strong emotional reactions and sometimes lead to participants feeling exposed and anxious. It is therefore important that participants of 360° feedback are supported in understanding the resulting report with a skilled facilitator.

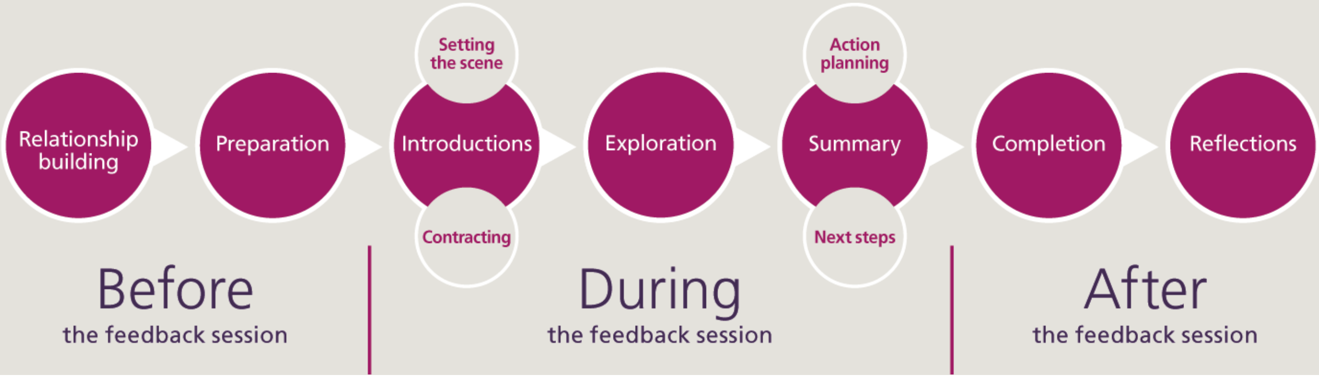
To facilitate 360° feedback using the Healthcare Leadership Model individuals are required to be accredited and registered as a feedback facilitator with the NHS Leadership Academy. By becoming accredited – either via the online learning course, or the face-to-face training – we can be confident that you will feel prepared and capable to facilitate the 360° feedback session, contributing to the individual's development as well as able to deal with any reactions or resistance which may arise.

As a facilitator your role is to:

- Ensure the participant understands the report, data and context in which it is offered
- Make sense of large amounts of data and the implications of this to the participant and their current role
- Add helpful support and challenge when exploring the data
- Help the person to take the feedback in a constructive, positive way
- Check the messages they are taking away and skilfully challenge any assumptions, exploring feelings and encouraging an attitude of openness and choice
- Guide the participant in summarising their strengths and areas for development
- Help the participant to decide on the priorities in the report and put these into action
- Support the participant in creating a SMART development plan

The feedback facilitation process

As a facilitator, there are a number of key activities that you need to complete before, during and after the session itself. This section describes each of the key stages in the facilitation process and provides suggestions for how you can approach each stage.



Before the feedback session

Building the relationship

Feedback is most effective when shared in the context of a supportive, trust based relationship. You can start this process as soon as the participant makes contact with you, having selected you as their facilitator. Your first task is to organise a short meeting (by telephone if easier to arrange) to introduce yourselves to each other and start to contract how you will work together.

Aspects to cover at this stage include:

Introductions

- Introduce self, role within the organisation, role as a facilitator
- Establish rapport and trust, reiterate confidentiality
- Participant to introduce self, role, location

Understanding their objectives

- Explore the reasons for why they have requested 360° feedback and find out a bit about their sponsor
- Enquire about the raters that have been chosen and why; explain that all raters except the line manager (whose numerical data will be identifiable) have been guaranteed anonymity
- Discuss their previous experience of 360° feedback – have they used it before? If so, what was most and least useful about the experience?
- Clarify their desired outcomes from the session

Provide an overview of the process

- Learn about their understanding of the Healthcare Leadership Model – suggest they familiarise themselves with it prior to the feedback session if they have not already done so
- Check where they are in the process and whether they have any questions or concerns about it
- Give a short overview of the feedback session

Contracting

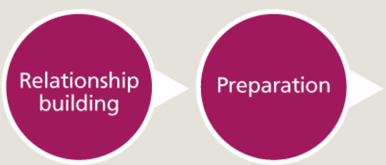
- Discuss how you will work together
- Explain clearly the importance of confidentiality of both the data and the session
- Confirm they are you happy to continue with the process and with you as a facilitator

Preparation

Careful preparation increases the likelihood of having a productive feedback session.

Understanding the report

- When the participant notifies you that their report is ready, you can access the report by logging in to the Appraisal Hub. The Facilitator User Guide provides full details on how to use the Appraisal Hub. You can download the guide from: http://modelsupporthub.jcaglobal.com
- Remind yourself of the participant's objectives
- Read through the report to identify themes and patterns; aspects to look out for include:
  - High ratings/low ratings across the report or across different rater groups
  - Links across different Model dimensions
  - Differences between self-perception and rater perception
  - Key strengths and development needs
  - How the verbatim comments support/contrast with the numerical data
- Note areas of interest and/or inconsistency to explore further
- Prepare how you will describe the tool and introduce the report
- Ensure that know what support networks are available post session and what resources available to support development



Session logistics

- Confirm timings and location
- Check you have a room suitable for purpose, providing a quiet and safe environment for feedback
- Allow yourself time before the session to get into the correct mindset and to not be distracted by other activities
- Allow time after the session so that you do not have to rush off and to personally close down the discussion

Don't forget!
Print two copies of the report to take with you to the feedback session. The participant is unable to access their report themselves.

During the feedback session

Introductions

It is critical to the success of a 360° feedback session that the participant understands clearly the context in which is offered and that they are clear on the purpose and process as well as the contracting/confidentiality agreements in place. Some of this may have been covered when making initial contact, however it is useful to confirm the following as you conduct the session itself.

Setting the scene

Spend the first part of the feedback session creating a positive climate by continuing to build your relationship, establishing trust and rapport. Use a tone and language which encourages the participant to adopt a learning mindset (e.g. avoid the use of judgemental language such as 'good' and 'bad')

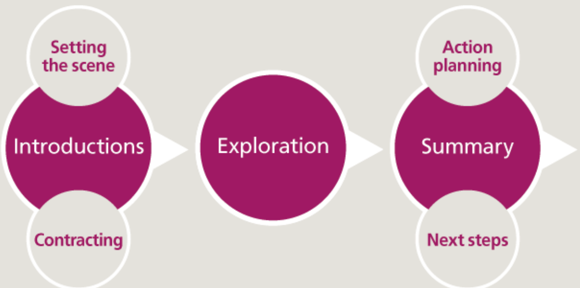
- Explain the purpose of the session, which is to:
  - Explain the 360° tool, the Healthcare Leadership Model, and how they can be used
  - Share the report in a meaningful way and help them make sense of the data
  - Identify strengths and development areas in helping them be more effective leaders
  - Support in the development of an action plan and next steps
- Confirm the participant's objectives for the feedback session
  - Have they initiated the 360°or have they been encouraged/asked to do so?
  - What are their objectives for completing the 360°?
  - Are there any current challenges/development areas the data can usefully inform?
  - What would they like to get out of the session?
  - How are they feeling about it? (e.g. are they nervous? excited?)

- Understand the participant's current situation
  - What are their job responsibilities?
  - What are the key leadership challenges they face in their role?
  - Do they currently have a development plan or anything that they are working on?
- Outline elements to consider during feedback:
  - The report is based on their own and others' perceptions – that means other people's truths, not necessarily **the** truth
  - People experience a range of emotions during feedback and this is OK – these are not good, bad, right or wrong; however it is useful for the participant to acknowledge how they feel - their reaction to the data can also be helpful
  - 1% rule – invite individuals to consider all data, rather than dismiss it if it doesn't ring true; encourage them to consider – *"even if only 1% of the feedback in the report is true, what might this mean for me and my development?"*
  - The purpose of the session is not to guess who said what or to try to explain the comments – these assumptions can often be inaccurate and distract focus
  - The report is intended as a starting point for discussion
  - The facilitator is an expert in the report, the participant is the expert in themselves

Contracting

Contracting is an important aspect of ensuring a successful feedback exploration session. It ensures that you and the participant are aligned with respect to the expected outcomes, that confidentiality agreements are made explicit and that boundaries are clear with respect to roles, time allowed and further support available.

- Make explicit confidentiality agreements
  - In the room
  - In the organisation
- Clearly explain how the data is stored
  - The data is held securely within the Appraisal Hub, which is managed by a third party – JCA Global – and not by the NHS Leadership Academy
  - You are the only person who has access to the participant's report – explain that you will securely dispose of the report once you have sent them a copy after the session



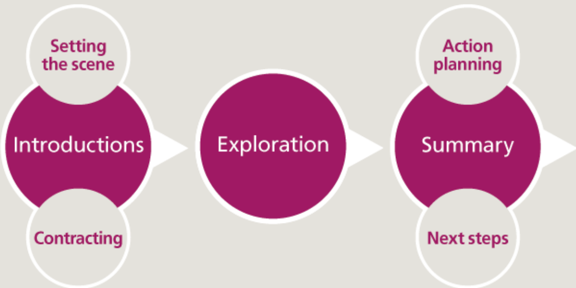
- In the unlikely event that there is a real concern about the participant's wellbeing during the session, explain that you will seek their express permission before contacting their line manager or referring them to an Occupational Health professional
- Explain that, although you will not share the report with anybody else after the session, the participant may find it helpful to share it with a mentor, coach or line manager; however the choice remains with them about how and if they share their report
- Agree timing for the session
- Agree individual roles and responsibilities
  - Facilitator as a guide or coach to help participant understand data, challenge, question and encourage the participant to make connections
  - Participant to do their best to be open to feedback, commit to the process and be responsible for their own development
  - Agree any note taking
- Encourage two way discussion and invite the participant to ask questions, give feedback or ask for support as required
- Outline the support available outside of the session

Exploration

Once you have established a clear contract, clearly introduce the tool and facilitate the participant in exploring the data. Walk them through the report in a systematic way, although be prepared to flex your approach according to the participant's focus. The Facilitator User Guide (download at http://modelsupporthub.jcaglobal.com) provides further information on the 360° report.

- Introducing the data
  - Describe the Healthcare Leadership Model and the nine dimensions measured
  - Share the scale used (frequency of behaviours displayed)
  - Find out which raters were invited to provide feedback
- Explore the context of the role – use the 'Your Performance and Importance ratings' page to explore which dimensions are rated most important for the participant's role
- Explain their performance level for each dimension, using the 'Your Performance and Importance ratings' page
- Agree priority areas for focus (for development and also the discussion) using the matrix on the 'Your Performance versus Importance' page
- Highlight differences between the participant's and others' ratings across the Your 360° overview page
- Identify any themes emerging from the 'Item summary' pages in terms of highest and lowest rated behaviours and hidden strengths and blind spots

- Use the ‘Your item analysis’ selectively; prioritise the dimensions that were identified earlier in the session as priorities (higher importance and lower ratings)
- Allow the participant time to work through the detailed data
- Review the verbatim comments section to see how the qualitative feedback supports or contrasts with the data
- Identify patterns that emerge including relative strengths and development areas across and within rater groups
- Acknowledge and explore emotional reactions to the data
- Focus on objectives and priorities and how these relate to the patterns and themes that stand out
- Balance the focus on strengths and development areas and how the participant can use their strengths to develop



Summary

Leave enough time at the end of the session to summarise the themes emerging from the report, identify actions and agree next steps. Ideally, you should aim to work with the participant to identify two or three key strengths and two to three key weaker areas to develop (the ‘Your personal development’ appendix of the report provides a useful set of questions to help the participant to record this learning).

Some questions that may help the participant to summarise their learning from their report include:

- What does the feedback really mean to them?
- How does the feedback explain them at their best?
- How does the feedback explain them at their worst?
- What are the major themes that they are taking from the report?
- Are there any surprises (good or bad) within the report?
- Does the report help them understand a situation that has previously confused them?
- How does the feedback help inform a current challenge or focus for development?

Action planning

Support the participant in identifying key areas for development by reviewing the reflection questions in the 'Your personal development' appendix of the report.

- For each area of focus establish:
  - What do they currently do?
  - What do they want to do?
  - What will success look like?
- Use the 'Your actions' section of the Appendix, or the individual's own personal development plan, create an action plan
- Ensure the objectives are 'SMART' objectives (Specific, Measurable, Achievable, Realistic and Time-bound)
- Establish any support needed to achieve the objectives

Next steps and close

At the end of the session, check that the agreed outcomes and objectives for the session have been met. Ensure that the participant is aware of further resources and support available and ask for feedback on the session.

- Check whether agreed objectives have been met
- Ask for feedback on the session, e.g. 'How have you found the session, did it meet your expectations?'
- Encourage the participant to share their feedback with any appropriate people, e.g. manager, coach, etc.
- Outline resources available
- Check how they are currently feeling
- Ask if there are any questions/comments
- Close the session on a positive note

After the feedback session

Completion

There are a few important tasks for you to complete in the Appraisal Hub after the feedback session has been completed. See the Facilitator User Guide for step-by-step instructions on how to complete these steps.

Firstly, you need to email the participant a copy of their report. **Participants are unable to access the report from the Appraisal Hub themselves.** One you have done this, you should securely dispose of the report – both soft and hard copies.

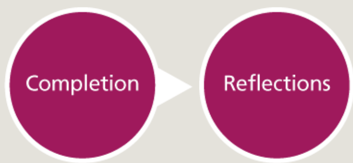
Secondly, you need to record that you have completed the feedback for this participant. Remember, you need to mark the feedback as complete for it to count towards your annual total of feedback sessions.

Reflections

As a 360° facilitator you should aim to continue to develop your skills and your professional practice. One important way of doing this is to spend some time after each feedback session reflecting on how it went.

Some suggestions for how to do this include capturing your thoughts using a reflections workbook or a learning log. Doing this as soon as possible after the feedback session means that you are more likely to learn from the experience and integrate any learning into your facilitation practice. We have provided a reflections guide at
http://modelsupporthub.jcaglobal.com/downloads/reflectivelearningguide.pdf

- This can be filled in electronically, or you may choose to use your own template.
- When reflecting on your facilitation, consider what went well, less well and what you could do differently next time.
- Also consider what you found challenging and enjoyable.
- Don't forget to add your thoughts to the Appraisal Hub discussion forum at http://modelforum.jcaglobal.com – your colleagues may benefit from your reflections. When using the forum, make sure you maintain confidentiality and anonymity for both participants and raters.



Evaluation

Formal evaluation happens four months after the feedback session. Participants will be sent a link to an evaluation form where they can feedback on the entire 360° process, including the feedback session. **Facilitators do not need to initiate this – it happens automatically.** You will not be informed of evaluation results unless a specific issue has been raised, in which case facilitators will be contacted individually.

However, we encourage you to ask for feedback on your facilitation. To help you with this, we have provided an evaluation form template, which you can download from: http://modelsupporthub.jcaglobal.com/downloads/facilitatorevaluationform.pdf

Note that this form can be completed by participants electronically. This is not a formal part of the process and **you are not expected to submit evaluation forms to the helpdesk.** Alternatively, you can use your own evaluation form, or even just email the participant with some specific questions.

Staying accredited

In order to remain accredited as a Healthcare Leadership Model 360° facilitator, you are required to complete at least two feedback sessions in every rolling 12 month period.

You will increase the number of feedback sessions you have completed by one by clicking the **Mark Complete** button in the **Action** column after you have facilitated a session. You should not mark a session as complete until you have held the facilitated conversation.

Facilitating the 360° exploration session

This section provides some hints and tips for how you can effectively facilitate the feedback session.

Good practice in using 360°

Dos and Don'ts of ethical 360° use:

DO

- Use 360° data in coaching and development programmes
- Ensure that participants understand what it is being used for and what it measures
- Provide feedback
- Help participants consider how they can further develop
- Treat reports as confidential and store them securely

DON'T

- Use 360° data in assessment, selection, and performance appraisal
- Use 360° without providing feedback
- Allow non-trained people to use the report
- Share profiles publically

Tips as a facilitator

- Tune into your Emotional Intelligence and attend to the emotions as well as the cognitive learning during the session.
- Use your self-awareness and self-management – manage yourself during the process, be aware of your own reactions to the participant and the data. Allow yourself time before and after the session to ensure you are in the right mind set and reflect on what has happened during the session.
- Use your awareness of others – put yourself in the participant's shoes, use active listening, and invite openness from the outset.
- Ask participants how they feel about their feedback, not just what they think, can help move the discussion to another level.
- Challenge, question, explore, seek clarity and examples, be curious, ask open questions.
- Ask for feedback in the moment – asking for what they think, feel and what they want to do with the information being discussed.

- Provide feedback in the moment – are what they are saying and doing aligned and congruent? How do you experience them? What is happening non-verbally as well as verbally?
- Identify areas which cause an emotional reaction – what delighted them most? What most disappointed them? Be mindful of signs that the participant is taking things out of context, or too personally. Check how they are taking the information and challenge any unhelpful assumptions.
- Acknowledge that 360° feedback is not a perfect science and people can find it hard to give useful feedback; 360° is only one source of feedback and represents others' perceptions of the participant – it is therefore subjective in nature and relies on the skill, awareness and candidness of feedback providers.
- Recognise when the session is not working or when the participant is running out of energy.
- Stop when it feels right to stop and when you have reached an appropriate point – don't keep going just because you have time left.

Reactions and resistance to 360° feedback

It is common for participants to have some sort of reaction to the data. Feedback can feel very personal and as a facilitator your role is to reinforce that it is OK to have an emotional reaction. The reactions that we have are there to tell us something. It is useful to understand whether the reaction that someone is having is out of curiosity or a defence. For instance, *'Why did that person say that about me?'* versus *'I wonder what was going on for that person to say that about me'.*

Understanding the different reactions that a participant may have to the data also helps the facilitator to understand when they need to transition from feedback skills to coaching skills.

Differences between feedback and coaching

FEEDBACK	COACHING
• Provide opportunity for participants to discover and understand their strengths and blind spots • Provide expert interpretation or advice • Telling/giving information • Ask questions and offer suggestions	• Provide opportunity for individuals to discover and move past blockers to performance • Reflect back comments/ observations/feelings • Listen and create space for the individuals to talk and reflect • Ask open questions and use silence

Understanding defences

The following defences are all emotional reactions that you may encounter as a facilitator. As well as descriptions of each type of behaviour that you may see the participant demonstrating, suggested tips for coaching are presented to help support you and the participant.

Critical

- Having high standards, driven by perfectionism, criticising others, being sarcastic.
- Challenging people all the time, identifying faults or poor standards.
- Not listening and interrupting with “Yes, but…” to get their point across.
- Dismissing others’ views and comments with ”that’s so stupid”.
- Blaming others – “They never see me doing things anyway!”

Tips for facilitation

- Use of the 1% rule – ask, if only 1% of this feedback were true, what would you learn.
- If critiquing others, the tool, the coach etc., revisit the goals – bring the focus back onto them and what they want to get out of the session.
- Pause and listen, be careful not to get into an intellectual debate or argument with them.

Victimised

- Acting the victim, taking offence and taking criticism personally.
- Feeling sorry for themselves, sulking, saying things like “It’s my fault”.
- Self blaming.
- Ignoring positive feedback, wallowing in negative feedback.
- Not accepting accountability for own actions, blaming others instead.

Tips for facilitation

- If the individual is upset – ask them what is in their circle of influence and what is in their circle of concern, help them focus on their circle of influence and let go of concerns that are outside of this circle.
- If the individual is angry at others – invite them to consider how they have contributed to the situation.
- Raise their awareness of that they tend to focus on and blame things that are external to them.

Denial

- Refusing to acknowledge the situation, being overly optimistic.
- Intending to continue with existing behaviour –"it's all fine".
- Dismissing feedback or constructive criticism, not listening and appearing disinterested.
- Focussing only on the positive, hoping the situation will resolve on its own.
- Suppressing, ignoring or not admitting negative emotions.

Tips for facilitation

- If they don't see a problem, ask them to balance the positives with any development points. Ask them to identify the theme of development points.
- What you are doing has got you to where you are now, will it get you to your next goal?
- Ask them, if a member of the team had this feedback how you would suggest they move on to progress.

Self blaming

- Blaming themselves – "it's all my fault".
- Taking full responsibility for negative feedback.
- Not taking a balanced view and ignoring, or avoiding positive feedback.
- Having a stuck, or rigid opinion of themselves.
- Taking the blame so that nobody will notice how they really feel.

Tips for facilitation

- Get them to focus on all of the positive points.
- Check what they gain from taking on the responsibility of things that go wrong.
- Encourage them to consider how others may have contributed to the situation.

Demanding

- Demanding that you 'look after them'.
- Expecting that you can make them feel better about themselves, or wanting you to make them feel safe.
- Passing responsibility on to you for their development and looking to you for answers.
- Lacking confidence to make decisions.
- Asking for reassurance or feedback from you during the session.

Tips for facilitation

- If they ask you for validation about their strengths – remind them that they are the expert on themselves.
- Ask them how they feel about the feedback.
- Ask them what positives they have taken from this feedback.

Helping

- Wanting to help others.
- Putting others' needs before their own as a way of avoiding focusing on themselves.
- Saying that others are not capable of doing things for themselves "my team need me to be doing X, Y, Z..."
- Wanting to discuss you and your leadership challenges.

Tips for facilitation

- A sign of a helper – I would like to provide my team with development and support so I am only going through this process to help my team so keep the focus back on them.
- These scores are lower because I am always pulled into others people's work. Keep the focus back on them.
- Often the coach may find themselves in this position of helping or rescuing the individual especially if they move into victim mode.

Coaching questions

360° facilitation is in part about asking the right questions in order to facilitate participants' understanding of their feedback. You will need to be flexible in your questioning style, and adapt your approach to the needs of any given situation.

Here, we provide you with four questioning approaches that are suited to 360° facilitation because they deal with emotions and address inconsistencies between intention and behaviour[1].

[1] *Adapted from 'Consulting for Real People' by Cockman, Evans and Reynolds (1998)*

Open and probing

"Where was this?"
"When did it take place?"
"How often does that happen?"
"How many times have you tried?"
"How specifically do you *[insert behaviour]* ?"
"What difficulties does that cause?"
"What's good about this?"

What happened?

Empathic

"Tell me more about..."
"The word *[insert word]* sounded important to you"
"You looked *[insert how they looked]* when you mentioned..."
"What do you feel like when you *[insert metaphor]* ?"
Summarise back the key points
Offer a theme you have picked up in what has been said
Stay silent for a while, allowing time to think and feel

How do you feel?

Catalyctic

"What would you like to change?"
"Who else is involved?"
"How would you like things to be?"
"How do you see the situation developing?"
"What are the options? "
"How will that option affect the situation?"
"How will you know if you have been successful?"

What would you like to change?

Confronting

"When you say/do that, the effect on me is..."

"What are the consequences of you continuing to..."

"Have you considered..."

"Your belief that... seems to be driving you to..."

"I think there's a discrepancy between *[x]* and *[y]*"

"Earlier in the session you..."

"You haven't yet talked about..."

You said you value *[x]* but your behaviour suggests *[y]*"

Raising concerns

In the unlikely event that the individual undertaking 360° feedback becomes concerned and unhappy, there are a number of support options available. As the facilitator, you should first seek the individual's permission to raise the issue with the appropriate people. If there are specific concerns about the performance of the 360° feedback system, administered through the Appraisal 360°, you should contact the 360° support team, who will assist. If you become concerned about the wellbeing of the participant, you should seek to speak with the individual's line manager or an Occupational Health professional, but only with the explicit permission of the participant. You should also make the helpdesk aware that this was necessary.

References

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Help and support

If you'd like further help and support with your 360°questionnaire, please don't hesitate to contact the helpdesk on +44 (0)1242 282 979 or by emailing 360support@jcaglobal.com.

Alternatively, you can view **Frequently Asked Questions** by following this link: http://modelfaq.jcaglobal.com.

Useful resources

All support and resources, including user guides, templates and workbooks, can be found on the Appraisal 360° support website: http://modelsupport360°.jcaglobal.com.

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