Using 360 within the Police:
a Good Practice Guide

developed by the
Talent® User Group

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About this Guide

Achieving 'Good Practice' should be the aim of all 360 users. Too often though, day-to-day practicalities dictate that processes do not flow as we want them to, or challenges are faced which bear no resemblance to the 'best practice' we read about.

As part of the Police Talent® User Group meetings, we committed to ring fence time on the agenda to articulate, share and explore the use of 360 within the member Forces.

The result of this discussion and collaborative working forms the basis of this Good Practice Guide.

In the Guide we share the experience, knowledge, learning and best practice from across the participating police Forces. But this is not a definitive Guide. We see what follows as an evolving set of principles which will be refined, adapted and amended as working practices develop and review situations change.

We hope to challenge your thinking and your current practice and welcome any learning points or insights to progress this Guide further thereby building a better resource of shared practice.

Please contact us should you have any comments or additions to this Guide.

Getting initial buy-in to 360

When implementing 360 within any organisation, the foundations are laid long before any review begins. Getting buy-in across the organisation is the result of tailored messaging, investment of time and the demonstration of the value that 360 can bring.

To support you in this process, suggested actions by the Group follow.

Put your effort into getting buy-in up front

Successful 360 implementation and deployment is built by all those taking part having a strong understanding of, and engagement with, the process. Investing time at the beginning of a 360 programme, campaign or initiative to engage with the key stakeholders will help to get this strong buy-in and build a solid support amongst line managers.

One User Group member comments *"Get the engagement right - and everything else falls into place".*

Identify your 'targets' – and use your networking skills to engage…

The starting point is to identify the people you need to reach. Having done this, work through the list, prioritise and arrange face-to-face meetings with each one. Use these meetings to explain the project and what you want to achieve, how this will impact the organisation and the expected timeline. Remember to include not only the obvious senior stakeholders, but also the groups or associations with whom you need to engage (e.g. Superintendents' Association).

Tailor information to resonate with your audience

When starting to talk with your stakeholders, position the 360 in terms which are specific to your organisation to help senior stakeholders understand and 'buy into' the planned activity.

For example, if the term 'talent management' is not a well-liked or well-used term within your Force, 'succession planning' could be the 'hook'. Provide an example or 'paint a picture' to highlight the importance of such an activity in your Force.

> One Force provided an example. The HR Business Partner was able to show that it was possible for every member of a senior command team to retire immediately and give the Force only 28 days notice: a major risk to the organisation. By having 360 reviews in place, identifying the leaders of tomorrow and working with them to develop the skills needed, a sensible succession plan could be developed which would mitigate this risk of many senior people leaving the organisation at once.

You may also need to consider the perceived value of a 360 programme between different ranks. It seems that there can be a real gulf between the ranks of Inspector and Chief Inspector with regard to their view of the usefulness of 360. The challenge seems to be at Chief Inspector rank and Police Staff equivalent: the Group reports that the relevance of a 360 process for lower ranking or lower level staff may not be seen by higher ranks and you may need to draw on examples or tailor your 'story' accordingly.

Make the implementation of a 360 review process an objective of one of the key stakeholders

This may be a difficult action to influence but when a senior leader has a vested interest in seeing the successful implementation and embedding of a process, the road to success will be smoother.

Preparing for a successful 360 review

The participant

Clarify the rationale and process

Well before the 360 review invitations are issued the participant needs to understand clearly the rationale for the process and the timeline of the events which will take place. Most Forces seem to combine telephone, face-to-face, email and guide documents to map out the process.

Develop and issue a briefing document for the participant

A briefing document for the participant may be useful – A 360 Participant's Guide – which would cover:

- The key aspects of the process;
- The timeline;
- How to select reviewers / raters;
- How many reviewers are to be invited;
- How to brief the reviewers;
- The follow up process and timeline.

An example of a User Guide for this purpose is included as Appendix A.

Confirm the understanding of the reason for the 360

You need to ensure that the participant understand why the 360 is taking place – and confirm or correct the thinking.

Check the understanding of the process

It is essential that the participant understands the entire 360 process: what will happen and when – as well as who is involved. This typically includes:

- The contact he or she can expect from the facilitator;
- The timeline for events;
- When he or she should expect a copy of the report;
- With whom results outcomes are shared.

Ensure that the participant understands his or her role in the process

Successful 360 depends on the participant having a clear understanding and ownership of his or her contribution to the process. He or she is responsible for:

- Choosing the right reviewers who can give critical feedback;
- Speaking with them prior to the review and briefing them appropriately and adequately so that they will do their job as reviewers;
- Following up or chasing reviewers when needed;
- Taking part actively in the review / feedback session;
- 'Owning' the development actions which arise and implementing these.

Deal with mixed feelings about 360s

Acknowledging and dealing with previously bad experiences of 360 is crucial if you are to engage with the participant for this particular 360 event.

Users have found that by personally briefing each and every person about the process – especially if is pilot exercise – can be invaluable. It becomes part of the 'selling in' of the process.

Obtain commitment to the post-review process

The participant needs to understand, and commit to, the stages after the review itself. This may include some or all of the following:

- The setting of objectives;
- The writing of the development plan;
- Owning the development actions;
- Working with a mentor (if used).

The reviewers

A key to successful 360 is the engagement of the reviewers invited to take part. Providing high quality feedback adds value and depth to the review process making development actions more meaningful.

The three key areas for success are: ensuring that the relevant people are invited to be reviewers; that they are invited and followed up and that they understand fully what is expected.

Identify the right people to be reviewers

It may be useful to work with the participant to identify the right mix of people to act as reviewers: those who are able to offer insight into behaviours over a period of time.

Encourage the participant to verbally invite the rater

Before any e-based invitation is issued through your Talent 360® system, encourage the participant to invite the reviewers verbally. This helps to position the 360 and the reason for its use and may encourage greater buy-in to the review process.

Look to tailor the on-line 360 system to support this briefing

If it's not possible – or time does not allow – to talk to each reviewer individually consider whether your 360 system is capable of issuing emails before the more formal email invitation to complete the questionnaire is sent.

Whether the reviewer is spoken to or emailed will depend on the individual circumstances but there will be better reviews and completion rates when the automated review invitation is expected and the next steps explained.

Develop a briefing document for reviewers for the participant to issue to reviewers

As well as this verbal or email invitation and depending on the context of your other planned activity, you may look to create a briefing document for the reviewers – A 360 Reviewer's Guide. The areas which this could typically cover include:

- Why this participant is selecting this person as a reviewer;
- The specific reason for using the 360 in for this participant;
- What areas, competencies or behaviours the 360 will cover;
- How the process works – including the timeline;
- The need for feedback to be focused on areas that the person can change i.e. be behaviourally-based;
- The value of drawing on real-life examples to support the scores the reviewer has given – but not choosing one-off events which don't reflect typical behaviour;
- The need for timely feedback;
- Confirmation of anonymity – and highlighting that a reviewer may inadvertently identify him or herself from the text in the free text fields;
- How the feedback will be used;

This Guide could be sent with a covering email and an example of such a guide can be found as Appendix B.

The line manager

The line manager plays one of the central roles in the success of 360 reviews as it is with him or her that the participant will need to discuss development plans and manage the PDR. Positioning the 360 in an initial joint session between the participant and the line manager ensures that both parties understand the reason for and rationale behind the process and any areas of focus can be flagged or discussed.

How you help to prepare the line manager will depend on whether taking part in a 360 has been initiated by the individual him or herself or whether this is has been initiated by the line manager or as part of a wider organisational process.

Participant-nominated 360-degree reviews

When the individual has elected or sought out to take participate in a 360 process, it will be beneficial to involve the line manager at an early stage. A conversation provides the opportunity for not only the participant to explain the reasons for wanting to participate and what he or she wants to achieve, but also encourages for the line manager to share his or her thoughts on development goals or areas of focus which may be later referred to and discussed in the planning session.

Organisation- or line manager- initiated 360

Whilst not driven by the participant, he or she is likely to still meet with the line manager to understand the process, the benefits and the outcomes with regard to development planning and any sharing or aggregation of data. This is where the line manager can raise specific areas he or she would like to explore.

Your preparation for the feedback session – as Facilitator

The role of the facilitator is key to a positive outcome from a 360 discussion. The role during the feedback session is to:

- Help the participant to make sense of the feedback, helping him or her to understand what it means;
- Support the participant as he or she prioritises aspects of the feedback and considers how to respond;
- Assist the individual in identifying courses of action – development activities, the conversations need to be had etc.;
- Provide an experienced eye – helping the individual navigate through the report, interpret the ratings, see patterns in the feedback and to put things into perspective;
- Offer an unbiased, professional (and sometimes unemotional) interpretation of the feedback, where necessary.

Draw on background information

As part of your preparation, as a facilitator you need to know:

- Why a person is going through the 360;
- The current situation of the person;
- The participant's previous exposure to 360 reviews which impacts their understanding of what could happen;
- If there is there anything significant happening in his or her life of which you need to be aware;
- If he or she is mentally 'in the right place' to receive the feedback.

Review the report

Put aside at one to two hours to prepare

The Group suggests that they invest a couple of hours reading the report initially, making notes and highlighting trends on the report. This then affords a more productive hour-long feedback session with the participant in which key areas can be discussed rather than reading through the report itself.

Highlight scores below 3

Highlighting scores below 3 during the preparation helps to focus on the areas worthy of conversation.

Flag any major discrepancies

Discrepancies need to be fed back to the participant carefully and so preparation for these – and thinking about likely reaction – is important.

Look at any skewed scores

You may find that some of the more 'negative' items in the 360 questionnaire are answered in a 'non-negative' way. This leads to some of those particular question scores being a little skewed, and you may need to explore these to understand what has happened.

One option may be to look at removing the reviewer if one score is changing significantly the overall average of the scores. You will need to judge the situation should this arise.

Make use of the free text

The free text fields – and the information these give – substantiate the scores and adds some greater depth as to why the scores are as they are.

Consider how you are going to position the free text comments which appear at the end of the report – especially if this contains more 'difficult' comments. It may be that you choose not to include these specific comments in the report used in the initial feedback session but hold them back until a later meeting.

Adapt your approach when the profile doesn't raise any concerns

A report which flags few areas for development or concern may need a different approach. If may be that you choose to work through the report looking at each item or area and having a broader conversation. Whilst this may appear a more straightforward profile to prepare, the time still needs to be invested to make ensure a valuable feedback session.

Structure the content for the review session

A decision to be made: select key areas or take the participant through every question?

This is a matter of personal preference and individual situation.

Some facilitators choose to focus on the key areas – although will read through all the questions with the participant during the feedback session. This means that the participant still gets an overview but only those areas of interest or heightened development need are talked about in depth.

Other facilitators work through each and every question. This is because of the time between completing the questionnaire, and the feedback session: some people forget what it is they were asked six or seven months – and in some cases 12 months – previously. Therefore to do the review process justice, a brief skim over any of the areas, especially if promotion is being sought, is not seen as appropriate.

Consider changing the approach for more senior people

It may be that you consider changing the approach you adopt based on the seniority of the participant. A more senior or higher ranked person may have already experienced 360 and be ready to have a more focussed approach whereas a less senior person may wish to be guided through all the areas of the report.

Reconnect with the participant

Position the feedback session

Before the 360 review begins there will have been an initial briefing of the participant concerning the overall timeline and expectations. With the reviews completed and the focus now on the feedback session, it is important to re-confirm how the review session will take place.

This activity – whether by phone or email – is about scene-setting and helps the participant to arrive at the session prepared, with the background information established and ready to talk through the feedback.

A pre-review session telephone call

A scheduled telephone call in advance of the face-to-face session helps to establish the timings, expectations, concerns and possible sticking points and is likely to take 15 – 20 minutes.

A pre-review session email

In place of a pre-session telephone call, an email could cover the areas mentioned above as well as suggesting some example areas which may arise in the session itself. Clearly, this form of briefing does not allow an opportunity to check on understanding or to answer any questions – other than a separate email exchange.

Share the feedback report prior to the feedback session?

Whether the feedback report is shared with the participant before the review session is dependent on a number of factors and there can be no single right way to do this.

That said, the general practice seems to be not to send the report out before the session itself.

Retain the report for the feedback session

In most situations it seems there is strong case for NOT sending out the report prior to the meeting.

This is because the participant:

- May not **understand the report** as it does need some interpretation;
- May get the **wrong inference** from some of the scores;
- May **not understand the responses** to some of the questions which have been answered in the non-standard way i.e. some of the negative questions are answered in a non-negative way. Furthermore, some of the questions scores may look skewed, and to find out what this means, the reader needs to dig down further and the participant may not be able to do that from just reading the report;
- **Cannot be managed in his or her reaction** to the free text comments at the back of the report. This seems to be the biggest danger as, in a managed feedback session, the facilitator is able to position these comments so that the individual is prepared for what is going to be said. If the report is sent out without any positioning or preparation, then the facilitator has no way of managing the reaction to this section;
- **Cannot be predicted** as to how he or she is going to react to report as a whole. Whilst you may believe that a person, based on his or her report or your prior knowledge of the individual, will accept and understand the feedback, that may not be the case – and you, as a Faciliator, cannot foresee this.

Send the report out before the session

The key argument to support sending out the report in advance is one of time saving in the feedback session itself: there may otherwise be a lot of silence and time spent in the session as the participant reads through the report for the first time.

Aim for consistency: one rule for everyone

Whatever your view on when to send out the report, good practice seems to be that a standard approach is applied across everybody, rather than taking an individual approach. People talk to each other, and they all get a view as to what's going to happen during their 360 feedback. You need to make the process as consistent and as fair as possible – and avoid bespoking.

The final checks before the review meeting

Content preparation and planning will help lead to a successful review meeting. But the logistical aspects are just as important to get in place.

- Think through the plan of the session;
- Ensure that the location and timing of delivery of the feedback is suitable;
- Decide how you will make notes;
- Take – and be prepared to explain – any models you want to introduce e.g. TGROW;
- Have any paperwork or development plan forms to hand which need to be completed or explained: can you talk through them appropriately?
- Decide on whether you will you allow the participant to take the report away with them after the review session – if he or she hasn't seen it before the meeting;
- Make sure you are mentally 'in the right place' to deliver the feedback.

The feedback session

The overall structure of the session

It is important to make sure that the participant understands the how the face-to-face session is to be structured. All structures tend to have the following in common:

- An emphasis on balance between the positive and the negative – and guiding the participant to see this balance when needed;
- Time and space allowed for individual reflection.

A suggested approach to the session

- Explain the **rationale for the use of the 360** – if you haven't already covered this in the pre-review session telephone call or briefing email, spend a little time talking through the context of using the 360.
- Explain **how the report is set out** – explain what he or she will see in their own report, and highlight the key sections and pages.
- Explain the **diagrams, charts and graphics – and what they mean** – do this from the participant's perspective. This helps him or her know instantly when moving on in the report where the strengths and development needs are – and the average scoring. It also has the advantage of helping him or her to settle and relax – knowing the feedback is not going to be as bad as he or she may have thought.
- **Identify the highlights** – some strong areas and some developmental places.
- Help to see the positive – there tends to be a natural inclination of participants to highlight and focus on the areas they do not like. To help with this, ask him or her to highlight in a different colour the areas of the report which they recognise as being: good; correct; true; a strength. This is where the Facilitator's skill comes into its own by drawing participants towards the positive while balancing this with the more constructive comments.
- Allow the **participant to then read the report** – typically he or she will take the report somewhere where he or she can and look at the report alone. It is quite a common approach in other sectors to have a 'reading gap' during the feedback session.
- **Come together to discuss the individual's reactions and reflections** and pick up on any areas of concern, highlight strengths, plan to address areas for development.

The challenge of making effective use of the narrative text

When to introduce it

The free text comments form part of the narrative section and there is often debate about how and when this is introduced into the feedback session. For some participants, reading these comments can lead them to focus solely on the 'words' regardless of the scores in the rest of the report and this therefore 'colours' the feedback session.

Consider starting the feedback session without the narrative component, bringing this in later in the session once the overall feedback has been positioned. Also remember that your planning has familiarised you with the free text content so that you are able to draw on this and provide examples to illustrate the scores.

Explain the free text

Positioning the free text with the participant is key. To help in this, consider:

- The participant's ability to contextualise and position the comments he or she reads;
- Investing time to work out whether a comment is relevant and recent - and the only way to do this is to explore the comments with the participant:
- Some reviewers will always include a comment or text in the open text field even if this means that they are commenting on something from many years ago this may bear little relevance to that individual now. Ask the participant to reflect on the comment and ask of him or herself if this is a comment of a 5 minute snapshot, or is this relevant 100% of the time;
- It is one person's perception of you and may be only on one occasion;
- Sometimes examples given are extreme cases – either positive or negative;
- Different people write in different ways, with differing levels of time and attention paid to the process.

Translating the feedback into meaningful development plans

The participant is typically asked to set three or four SMART objectives based on what is discussed at the feedback session and agreed with their line manager and/or mentor.

During the feedback session you will, as a facilitator, have supported him or her to identify, verbalise and make note of the areas for development and the associated goals. You may like to use some of the following to help in this:

- One word prompts;
- Bullet points;
- Diagrams/pictures;
- Allowing the participant some time to explore solutions and goals without the facilitator filling the silence – especially when the participant verbalises an area for development;
- Guiding the participant and giving feedback on his or her development plan but allowing him or her to ultimately create a development plan that has meaning.

Writing the development plan – and linking available resources to this

A straightforward development plan template can be handed to the participant at the end of the feedback session asking him or her to complete it including:

- What do you want to achieve?
- How are you going to do it?
- By when?
- How are you going to measure it?
- How is it going to help you?

The onus is on the participant to complete this template although may need support in knowing how to do this.

There seems to be no current standard list of development options used which link between individual needs and specific actions or activities: each individual is seen to be different with a different set of development options available. One Force is looking to develop such a list, so that those needing to develop in certain areas are signposted to particular learning experiences which may include secondment to functions or locations, shadowing etc.

Whether your Force has a standard list or not, the emphasis is on discussing with the participant how he or she may develop and improve in a certain area and exploring the full range of development activities from reading a book, attending a training session, shadowing, or talking to those who are skilled in a specific area.

After the initial feedback session

Managing the participant's interaction with the report

You'll have decided before the review session whether or not to give a copy of the report to the participant.

For some facilitators, leaving the report with the person is not contemplated. This is when the report is seen as a coaching tool to start the coaching conversation: the session sees the facilitator working through the report and interpreting the data for the participant – but also asking important questions along the way.

For others, the report is given to the participant for him or her to take and read through before meeting at a later date. The participant may also want to share the report with their mentor, coach or line manager: it is the participant's decision.

As some participants are too focussed on the narrative, free text at the end of the report, some Forces are debating whether to include this within the copy of the report that the participant takes away. This is an area for review and decision locally.

Avoiding taking the feedback further: following up with reviewers after the session

Discourage individual follow up with reviewers

Good practice suggests that this is discouraged – although it may be difficult to mandate that this is not done! Going back to the reviewers for specific follow up may not only limit the initial comments made by the reviewer in future reviews for concern that this will be followed up, but may also lead to a reviewer perceiving him or herself as being singled out should the participant follow up the review session with specific people only.

Reviewers' comments are anonymous – although in practice it is likely that some of the comments are identifiable either by the nature of what situation or example is given or by revealing job role or team information – and this anonymity is to be protected.

Follow up and checks on understanding

The User Group reports that following up after the initial session takes place within 2 weeks of the session – and a further session is held after 3 months.

2 weeks after the session

- Make a 'light touch' contact – by telephone or email.
- Check that 3 or 4 objectives have been identified.
- Check that he or she is starting to action some of these objectives.

The expectation is that the participant will invest time to identify him or herself the strengths and development needs and has put the comments into context (if they formed part of the report which was passed to the person).

3 months after the session

How this final contact is done will dependant on the participant, but ideally a face-to-face meeting is held, where the objectives can be discussed fully, successes celebrated and further development objectives discussed.

- Ask about the objectives - which should have been completed
- Discuss the next set of objectives - which should be being discussed with their line manager or mentor.

Owning the development actions and taking action

The ownership of the actions belongs to the participant

Whilst the line manager needs to be part of the development planning it is important for the participant to understand and embrace that it is him or her who actions and implements the CPD plan. The line manager's role is to support this process.

Should the participant be reluctant to do this and is part of a self-nominated review, you could query why he or she chose initially to take part in a 360 review.

Ensure action is taken

Typically additional resource is put in place to ensure that, following the review session, the report is acted upon. This can include:

- Working with a mentor – whether the participant selects their own mentor or a mentor is allocated to him or her;
- Working with a coaching champion.

As highlighted before, the emphasis and focus in the review session itself needs to be on the actions, next steps and how to move forward.

Working with the line manager, mentor or coach

The line manager

Whilst the line manager plays a significant role in the development of skills following on from the 360 and in steering the participant's development, he or she is typically not present in the review or feedback session. This is the case even in situations where it is the line manager who has initiated the 360 process with a view to it highlighting significant development areas to the person. The line manager may be given the 'highlights' or 'headlines' of the report with the removal or suppression of the free text responses so that support and development can be planned for the participant.

If the 360 review is used as part of development planning and the PDR process, and the line manager is required to sign this off and the more proactive of line managers will want to sit and talk through the key headlines.

In self-nominated 360 reviews, the participant is encouraged to share some or all of the results with his or her line manager.

Reasons for not giving the full report to the line manager include:

- **Confidentiality:** the manager does not need to know the detail ;
- **Maintenance of 'dignity'**: linked to the issue of confidentiality: the participant may not wish to have specific negative or critical feedback shared with the line manager;
- **The rate of 'churn' within the manager population**: heavy time investment may be fruitless should the manager be posted elsewhere within a few months.

Where mentors are involved in the development of the participant, he or she is typically given access to the full report providing that the participant agrees.

Work with an external coach

With more senior levels of manager, it seems more common to have an external – rather than internal – coach. After an initial 360 feedback with an internal facilitator, the information can be shared with his or her coach who works with the participant across, say, five coaching sessions. The line manager only attends the first session and the fifth session so that he or she understands what is to be done and what has happened.

Utilise contacts and share resources to develop a 'pool' of coaches

Coaches and coaching activity is key to getting the most of development and the next steps. Resources can be an issue. Investigate whether there can be a reciprocal arrangement with other partners, NHS, Local Council etc. so that coaches are not always drawn from within the organisation – which can be a sensitive issue in smaller Forces.

Sharing the review with team members

When a 360 review has featured comments from a wider team or group, the participant may choose to feedback to the wider group on how, as a group, they perceived him or her and the actions arising. This is a matter of choice and one which could be explored as part of the review session.

Managing the 360 process for more difficult, or challenging applications

Use alongside other assessment tools

360 can be used with poor performers specifically to illustrate particular behaviours, and it can be used in conjunction with EIQ and Myers Briggs Type Indicator. When used together, these assessments will provide a backbone to a conversation about behaviour and how this is being seen by others.

Share with the line manager

The information from a 360 tends to be shared with the line manager when used as part of a more challenging issue and when it is important that an early intervention or development plan is drafted. This could become a formal action plan to improve behaviours.

Multiple perspectives support challenging conversations

With a participant displaying behaviours which are not as you wish, the multiple perspectives gained from a 360 can support what can be quite difficult feedback. The participant may not to argue as it is not just one person making a comment or taking a view.

Example 1:
An individual perceived a personality clash between him and his manager. After speaking to the manager about the situation , it became clear that there were a number of individuals in this one team with an issue with this one individual, and that it was not a line manager-to-individual issue. Using 360 in this situation was a valuable independent source of information. Often having a person outside of the normal day-to-day contact means that some distance can be brought in and the facilitator can comment "*This is what I'm seeing… This is the position that I see you're in… Would you agree with that?"* The result may be that the insights can be accepted more as he or she is not dealing with someone he or she is usually 'banging heads' with.

Example 2:
A chief inspector was posted after a Senior Appointments Board to Professional Standards. This person was a very good detective and yet within 6 months of being in Professional Standards under a particular superintendent, her confidence had left her and her leadership skills were flattened. After a 360, during which her superintendent didn't respond, it seemed that people thought she was undergoing a slight crisis. The feedback session was interesting: it wasn't a lack of insight as she knew what her superintendent was doing to her, and she was trying to continue to operate whilst knowing he was restricting what she had access to and how she could do her job. Some contingencies were put in place for managing her own resilience to this situation.

A year later she was posted again – in charge of an area she knew much about. A further 360 has since been carried out and she is gaining more confidence. The challenge seemed to be that she had been posted to an area where she knew little and was expected to lead a team and still operate successfully. Then she was posted to an area of business about which she knew plenty, could feel comfortable and could liaise with the partners really well.

Going forward: optimising consistency, fairness and standards between 360 feedback facilitators and coaches

In Forces where there are many people delivering feedback, it is important that you are confident that the feedback is consistent across the group. Training and qualification takes this so far – but you need to be sure that the process is followed and the same level of 'service' is offered by each facilitator.

Share with colleagues

Investigate ways to use peer support for 360 feedback sessions whilst preserving participant confidentiality.

One widely used option is to discuss informally with colleagues how the session went: a general debrief. This may include suggesting what worked and what didn't in the session itself, but take care as this may lead to inconsistency if not implemented across all facilitators.

Taking this further can be peer supervision: a more formal way to generally discuss sessions without talking about the content of the sessions, and can go beyond the immediate peer group.

Maintain consistency between facilitators

Initial training will lay the ground work for facilitator sessions but over time personal style and preferences may come into play. Observing facilitators is difficult as, unlike trainers, it is difficult to have an 'observer' in the feedback session without it impacting on the flow of the discussion or confidentiality.

One option is to develop an evaluation questionnaire for the facilitator based on the ten competencies which Head Light has identified as being important for coaches.

Update the skills of the facilitator

After initial training it is important to maintain your knowledge of the 360 on-line system as it gets enhanced – and how this may work should your internal talent management activities change. The Master Classes held on Talent 360® are a good way to maintain this knowledge.

Consistency between Forces

While the principles of feedback will be the same across all Forces there will be adjustments made because of the very different cultures operating in the different Forces. The Talent® User Group – meeting two or three times a year – is a good way to hear how other Forces are working and to take away ideas or actions to try out in your own Force.

When sharing coaching resources across Forces, the need for consistency becomes more apparent and the need for a clear, contracting, briefing session with the Administrator about their process.

Going forward: understanding the value of 360 in your organisation

Ask for feedback on the perceived value of the activity as you work with the participants

At each 'touch point' whether it is initial feedback, coaching session or subsequent follow up, a feedback sheet can be developed and issued. This means that after every session, you can get a snapshot of how the participant values the session, what he or she has got from it, and what the intended next steps are going to be. Record everything in the PDR.

Use an on-line survey tool to gather comments and evidence to provide more quantitative information for the Chief Officer Group.

- At the end of this survey, ask if you may contact the respondent by phone or for a face-to-face meeting to explore the responses in more depth.
- Follow up with a phone call or, where possible, face-to-face meetings.
- Prepare yourself for this call or meeting by developing a set of questions. Emphasise total anonymity so that he or she will share thoughts and evidence quite freely.
- Remember – if you do need to reference something quite specific or easily identifiable, always ask permission for this.

However you gather information, ensure that both quantitative data and qualitative feedback is obtained on what has been observed and what has changed for the participant.

Revisit participants one year on – improving process

Consider having a further session with the individual to cover their thoughts on the process.

Ask:

- What has helped you?
- What wasn't so helpful?
- What do you want us to change?
- What don't you want us to change?

This helps to target time– theirs and yours – on doing the things going forward that add value.

Measure and demonstrate a return on investment

It would seem sensible and pragmatic to evaluate the benefits of using a 360 process both on the individual participants and the organisation as a whole. Go beyond the short-term evaluation to take a further broader look 18 months-2 years after the programme.

Ask:

- What impact has the 360 / the course / the coaching / the development plan / the total time and resource spent had on the organisation?
- What has been put into place?
- Where have behaviours changed?
- Where has performance changed?
- What have you done to feed that back down into your team?

Consider using the 360 as a repeat measure – and a way of documenting behavioural change. As no control group is used, no definitive statement can be made that the behavioural change is due to the 360 – or that those not taking part in a 360 review, would not have undergone behavioural change.

An evaluation study is underway in West Midlands Police and Head Light is researching separately how to measure the return on investment of 360 as part of its wider understanding of talent management investment.

In summary

Good Practice is about taking what we know delivers valuable and effective 360 review and putting it into action. The Police Talent® User Group is committed to identifying and putting into action this good practice.

We know that working practices will change and technology will provide us with additional information from 360.

This Guide draws together the experience and learnings shared within the current membership of the Group and will be reviewed and updated as needed.

Appendix A

Example from British Transport Police – Notes for Participants

BRITISH TRANSPORT POLICE

Introduction to 360 Degree Feedback

Imagine your boss was the only person giving you feedback on your performance. Sadly that's still the reality of professional development for many people today. 360 degree feedback is designed to provide individuals with a broader view of their behaviour and potential.

The 360 degree feedback instrument elegantly displays the critical relationship between strengths and weaknesses, creative competencies and reactive tendencies. The feedback will help you:

- Gain a more in-depth and all-round understanding of how others view your performance and how their opinion compares with your own view
- Produce a more focused personal development plan
- Develop a better understanding of how your work and performance impacts others and how by adjusting your style promotes more effective team working.
- Ensure your style promotes more effective team /partnership working

1. How does it work?

360 degree works by gathering the honest opinions of a number of people anonymously. A series of carefully structured questions prompt you to complete your own assessment of your skills in a number of key areas. A number of other people are then asked to give their perception of you by answering the same set of questions. Their answers are then compiled into a report. You will get detailed feedback of the report during a facilitated 1:1 session.

The questions will cover the following competencies:

1. Leading people
2. Leading the organisation
3. Personal values and qualities
4. Leading the Way
5. General Leadership

All the questions link to the Skills for Justice Integrated Competency Framework that we currently use as part of our PDR process and is a recognised process used throughout other police organisations. The questions will be updated to incorporate the new Police Professional Framework, however in the meantime the current version will still provide a valuable outcome.

2. What is the process?

The process is hosted through an external organisation called Headlight. This company was chosen because they have a proven track record of working within the police service as well as a range of public and private sector organisations. Headlight have been working over the last few years with many other forces i.e. TVP, West Midlands, Herefordshire etc to develop the questionnaire to ensure a 'best fit' for the police environment.

You will need to consider who you will select as your 'reviewers' i.e. those that will be providing feedback about you.

Your reviewers will be drawn from members of your team, your peer group, your immediate line manager and others drawn from your relationship group i.e. external partners and stakeholders.

To get the best from the 360 ideally you will need to nominate a minimum of:

2 Managers	this would normally be your first and second line manager
5 Peers	this would normally be people that are on a the same or similar level as yourself
4 Team Members	this would normally be from your current team but can also include previous team members
3 Partners	these can be internal but need to be from a different department to the one you currently work, or can be external.

You can nominate more than the minimum number, however nominating less may result in the report being unable to collate a response from the appropriate group.

You will also be required to complete a questionnaire yourself.

It is always a good idea to pre warn your nominated reviewers in advance as this will ensure that they will know what is expected of them.

The system is electronic so all submissions will be through email and you will be provided with instructions at each step as will your reviewers.

When all reviews have been completed the responses will then be collated and a feedback report generated. A 1:1 facilitated feedback session will then be arranged to go through the feedback with you. This session would normally take approximately 2 hours.

3. Confidentiality

Confidentiality is an important aspect of 360 degree feedback to both participants and respondents in order to ensure everyone participates and feels able to answer honestly and candidly. If there are any doubts around confidentiality then people will feel anxious about completing and unsure of the purpose of the 360 process and the use of the data.

The individual will get a copy of the feedback report during a facilitated 1:1 feedback session. The only other person who will have access to the data will be the coach/facilitator.

All data will be stored electronically in line with the Force Data Protection policy

4. Timescales

Once you have been set up on the system the standard timescales would be that all reviews will be completed within a 4 week period. This can be extended if necessary.

5. Next steps

If you wish to arrange a 360 feedback please contact ##, Leadership and Talent Development Manager, via ##@btp.pnn.police.uk who will then arrange for you to be set up on the system.

Please provide names and email address (if external) of your reviewers, please see section 2

6. Further details

If you require any further details please contact ##, Leadership and Talent Development Manager

Appendix B

Example from West Midlands Police – Notes for Raters

What is 360° feedback?

360° feedback is designed to provide individuals with a broader view of their behaviour and potential and your feedback will be invaluable in assisting with the individual’s development.

The 360° feedback instrument elegantly displays the critical relationship between strengths and weaknesses, creative competencies and reactive tendencies. The feedback you give will help individuals:

- Gain a more in-depth and all-round understanding of how others view their performance and how their opinion compares with their own view
- Produce a more focused personal development plan
- Develop a better understanding of how their work and performance impacts others and how by adjusting their style promotes more effective team working.
- Ensure their style promotes more effective team /partnership working

You have been identified as being in a good position to observe and comment on a range of the individual's performance and interactions with others and as being someone who will provide them with useful, honest and meaningful feedback.

How does it work?

360° feedback works by gathering the honest opinions of a number of people anonymously. A series of carefully structured questions prompt the participant to complete their own assessment of their skills in a number of key areas. A number of other people (as selected by the participant) are then asked to give their perception of the participant by answering the same set of questions. The answers are then compiled into a report and the participant will get detailed feedback of the report during a facilitated session.

The questions will cover the following Policing Professional Framework (PPF) competencies:

Serving the public

Leading change

Leading people

Managing performance

Professionalism

Decision making

Working with others

What is the Process?

You will receive an automated email from ##@wmp360.co.uk which will invite you to perform a review for a named participant.

Once you have accepted, you will receive an email indicating that you can start the review, or you may login to your ‘MyPage’ on the WMP360 system and select the arrow next to the individual’s name in the 'Reviews for you to perform panel'.

If you do login and only find a 'Pending' icon next to their name, it means that the review is not scheduled to start yet and you will be notified when it is ready.

What about Confidentiality?

Confidentiality is an important aspect of 360° feedback to both participants and raters in order to ensure everyone participates and feels able to answer honestly and candidly. If there are any doubts around confidentiality then people will feel anxious about completing and unsure of the purpose of the 360° process and the use of the data.

The information provided by you is anonymous (including any free text you may submit). The results will be collated into groups i.e. peers, team members etc. No responses will be identified by name.

The participant will get a copy of the feedback report during a facilitated 1:1 feedback session with a qualified member of the Leadership Team in Learning & Development at Tally Ho.

All data will be stored electronically in line with the Force Data Protection policy.

Further details

If you require any further help or advice please email:

##@west-midlands.pnn.police.uk

We will always aim to get back to you within 24 hours.

Next steps

If you would like to know more about good practice using 360 degree feedback, please get in touch.

www.head-light.co.uk
info.request@head-light.co.uk

About Head Light

Head Light is an award-winning talent management software and consulting firm that works with clients to define and implement impactful talent management strategies.

Talent Cloud® is our cloud-based portfolio of integrated talent management software tools designed for those who expect the maximum return from talent management processes. Our training and consulting services uniquely complement our breakthrough software that engages employees, managers and senior leaders in the selection, development and progression of people in their businesses.

Companies in the FTSE 350, public sector, large and small, from retailers to high tech innovators have all benefitted from our tools, techniques and expertise. Founded in 2004, we are headquartered in the UK.

What if…

you could build a feedback-friendly culture?

What if…

you could fill more positions internally?

What if...

you could reduce employee turnover without increasing pay?

What if…

you could increase productivity?

What if…

you could spend less on training and still develop potential?

What if…

you could know who to develop into leaders for the future?

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