



Self and 360 Assessments

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Overview

This guide helps users with self or 360-degree assessments on Gwella.

You may have been advised to do this or required to complete an assessment as part of a development programme, or perhaps simply interested in reflecting on your leadership skills. The process is simple to follow, and this guide will help you complete your assessment with as little friction as possible, as well as providing some guidance on how to interpret the report you receive.

The process is similar at many points for self and 360-degree assessments and so this document will treat them as a single process. Where there are differences, these will be clearly marked in a callout box.

360-degree Assessments

Differences to the 360-degree assessments will appear in a callout box like this or will be made obvious through headings and text.



Starting an Assessment



To complete a self-assessment you will require a Gwella account. To create a Gwella account please [sign up](#).

You should have a link to the assessment that may have been sent to you, or you may have found through one of the public facing webpages. Every link serves a specific purpose, so if you have been sent a link by someone to use, ensure that you use this link to complete the assessment.

If you have not been sent a link, one of the publicly available links can be used (such as the link available on the [Compassionate Leadership Hub](#)).

Choosing the Assessment type

You may only have one option to select on the link you have been sent, but some links may present both the self and the 360-degree assessment options:

 <p>Self-evaluation Complete a stand-alone self-evaluation</p> <p>Continue self-evaluation</p>	 <p>360 Evaluation Evaluate yourself and invite others to evaluate you</p> <p>Run a 360 Evaluation</p>
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To start an assessment, select the option you need.

Start a 360-degree Assessment

When you select the option to “Run a 360 evaluation” you will be presented with a window asking for additional details. Each of the fields is outlined below with some guidance on what to include. Fields with (*) are required.

Evaluation Name* – This provides a reference name that will appear on invitation emails and in your list of completed evaluations to help you locate specific evaluations you may have completed.

Due date – This date will be included on email invitations to your responders. This date will not cause anyone to be locked out from answering and is for guidance only, it does not enforce a deadline.

Email addresses* – The email addresses of your responders. This should be the same email they have used to sign up for a Gwella account. Staff should be using their work email for this purpose. Press the plus button to confirm each email address.



Invitation Message – This optional message will appear in the invitation email that is sent to your responders.

Please note:

- You cannot add additional responders after you have created the evaluation. Ensure you have already selected your responders prior to creating the evaluation.
- Ensure you only create a single 360 assessment. Creating multiple 360 assessments will capture the responses in multiple evaluations, therefore not creating a complete picture on a single report

360 - Selecting Responders

Determining who you should invite to respond to your 360-degree assessment can be challenging. There are a few key points to keep in mind when deciding who to invite:

1. **Diversity** – Try to invite a range of people who you have different types of relationships with, including line managers, peers and colleagues, and direct reports. The more diversity you have in your
2. **Knowledgeable** – Try to invite people who will be able to respond to statements about a wide variety of statements about your behaviours and practices. For the report to be meaningful, you want a lot of data to be input by your responders.
3. **Length of relationship** – Try to invite people with whom you have a more established relationship. Feedback from newer relationships is important but may sway the report quite heavily if the respondent's answers are based only on a small period of time.
4. **Number of Responders** – When selecting responders, you should aim for a minimum of 5. The system will allow a maximum of 25 responders to be selected.

Once you choose responders, you should have a conversation with them to explain what you are doing and why you would like their feedback. Explain the process to them and allow them to ask any questions. This should be done before sending the invitation email to them, so that they are aware of your request and can prevent the email being lost in their inbox.



Completing a self-assessment

After creating your assessment (and after inviting your responders for a 360-degree assessment) you will be taken into the evaluation to provide your responses to each statement of the framework.

Each statement will be presented one at a time, with a scale of responses ranging from “Never” to “Always.” Select the response that best indicates how much you embody or display the behaviour in the competency statement:

Question 1 of 29

Ensures there are clear, shared and inspiring visions and goals for the team's work

Please rate yourself on the statement above using the scale below

- Never**
Doesn't display this behaviour
- Rarely**
Unfrequently displays this behaviour
- Sometimes**
Moderately displays this behaviour
- Often**
Frequently displays this behaviour
- Always**
Consistently displays this behaviour

Once you have selected the answer you think is most appropriate, use the navigation buttons at the bottom to advance to the next statement.

Once you have selected your response to all the statements, you will have the option to submit. Until you choose submit you are able to go back and change your response for any one of the statements, but once you have submitted, those responses are formally recorded and cannot be changed.




Reading the Report

Once you have completed your evaluation, you will be taken to view your report. On this overview page you can see your average rating across all the statements as well as a breakdown showing how many times you responded at each level of the scale.

Evaluation

You have submitted 'Compassionate Leadership (CL Hub)'



Subject
Chris Ramshaw
(you)

Date submitted
23/11/2023 10:25

Your responses [View report](#)

Average rating
Often

<u>Never</u>	0 answers (0%)
<u>Rarely</u>	0 answers (0%)
<u>Sometimes</u>	8 answers (28%)
<u>Often</u>	11 answers (38%)
<u>Always</u>	10 answers (34%)

Selecting one of the levels of the scale will open a sidebar that will provide a bespoke list of resources and development opportunities tailored to the statements related to that level of the scale in your responses.



Evaluation

You have submitted Leadership (CL Hub)

Subject: Chris Ramshaw (you) | Date submitted: 23/11/2023

Your responses

Average rating: Often

Never

Rarely

Sometimes

Often

Always

Questions you rated **Often**

For each question rated 'Often' we have recommended the following content to help you develop.

Compassionate Leadership Behaviours > Develop supportive and effective team and inter-team working
Builds trust, cohesion and supportiveness within and across teams

Often

Long Read

TheKingsFund

How to build effective teams in general practice

44

2 Minute Video

TheKingsFund

The importance of teaming in health and care: Amy Edmondson

81

13 Minute Video

TEDx

How to turn a group of strangers into a team | Amy Edmondson

99

Discover more content

Compassionate Leadership Behaviours > Enable safe, trusting and engaging systems and cultures
Offers an inspiring model of the four behaviours of compassionate leadership - attending, understanding, empathising and helping. Models listening to all with presence and appreciative attention

Often

360-degree Assessments

The overview page will only show information to your own personal responses to the assessment. Information from your responders will be shown on the full report.



The Full Report

Clicking to view the full report will give you a more detailed breakdown of your assessment. The breakdown includes overview information, a radar graph, and a statement-by-statement breakdown.

Breakdown per question

#	Question	Subject rating	Responders' average rating	Response type(s)
1	<u>Ensures there are clear, shared and inspiring visions and goals for the team's work</u>	Sometimes	Not expected	Scale, Free text entry, File(s)
2	<u>Alignment – ensures everyone's work in the team is coordinated and aligned with the vision</u>	Sometimes	Not expected	Scale, Free text entry, File(s)
3	<u>Monitors and manages performance effectively, providing clear, regular and helpful feedback</u>	Sometimes	Not expected	Scale, Free text entry, File(s)
4	<u>Builds trust, cohesion and supportiveness within and across teams</u>	Often	Not expected	Scale, Free text entry, File(s)
5	<u>Offers an inspiring model of the four behaviours of compassionate leadership – attending, understanding, empathising and helping. Models listening to all with presence and appreciative attention</u>	Often	Not expected	Scale, Free text entry, File(s)

← Collapse

Competencies

← [Back to Competencies](#)

Compassionate Leadership Behaviours

[Develop supportive and effective team and inter-team working](#)

[Enable safe, trusting and engaging systems and cultures](#)

[Improve equality, inclusion and diversity, consciously removing barriers and boundaries](#)

[Agree direction and ensure alignment and commitment](#)

[Create environments where collective leadership thrives](#)

[Establish the conditions for people to reflect, learn, continually improve and innovate](#)

[Manage difficulties and challenges positively, openly, courageously and ethically](#)

Ratings in the competency structure

This chart shows the average rating for each part of the catalogue structure

Chris Ramshaw (Subject)

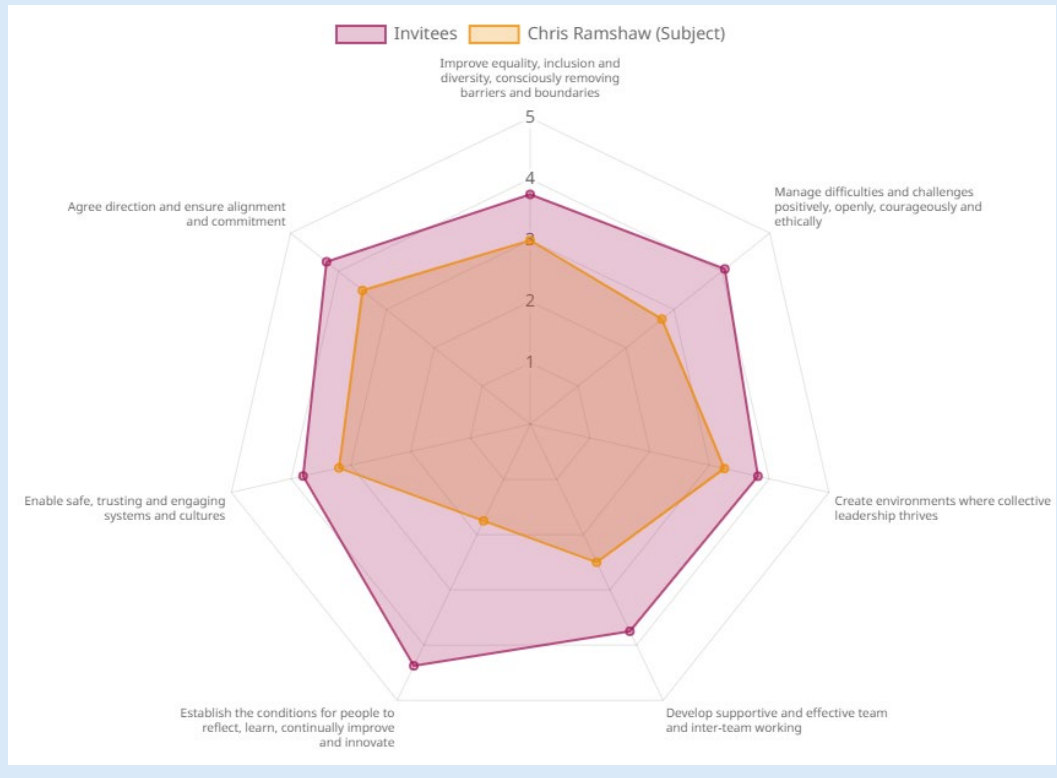


When viewing the radar graph, you will notice that there is a list of options on the left-hand side which correlate to the axes on the graph. Clicking one of these headings will drill down deeper in that specific category, updating the graph visuals to only include the new updated scope.



360-degree Radar Graph

Once your responders have begun completing their evaluations, your radar graph will also show the average score from your respondents. These are overlaid, allowing you to compare how your responses align to or differ from the responses of the people you have invited.



Understanding the report

The report provides a lot of information, and it may be difficult to fully understand what it means when you first look at it. To help you interpret what the report is telling you, there are some common questions below with some guidance to help.

What does my “average rating” really mean?

Your average rating is a mathematical average of all your answers across the entire framework you have assessed against. This gives you an indication of how you are performing, on average, but this will not identify areas of high confidence, or areas of low confidence or concern. A median rating could indicate a well-rounded response, or it could indicate someone with an equal balance of high and low confidence areas. The average gives you an overview, but it is not telling the whole story.

What does it mean to be high or low in an area or competence?

This can vary depending on the way you have responded to the statements, or down to the statements themselves. A low rating may indicate:

- That you do not embody the behaviour of the statement or area.
- Perhaps it is not as prevalent in your role or perhaps you lack the skills to do this effectively.
- It might also indicate a lack of confidence that is not reflective of your actual behaviour.

Being particularly high in an area might indicate a hidden strength or area of high confidence. It might also indicate something that is integral to your responsibilities and that you have a lot of experience and comfort with.

360 – What if my responders have rated me low in an area that I have rated myself high?

This could be an indication that perhaps you are not actively displaying this behaviour as openly as you might feel, or perhaps there is some miscommunication occurring that means your views do not align. Try to reflect on what the reasons could be that people might not recognise these behaviours in you, could you take more actions that help to make these behaviours visible within your day-to-day work?

360 – What if my responders have rated me high in an area that I have rated myself low?

This usually indicates a lack of confidence and not a lack of skill. People around you can recognise this behaviour in you, but you may simply be having difficulty seeing it in yourself. Try to reflect on when you might have displayed this behaviour and ask people to highlight examples, they can think of to help you recognise it in yourself.