Public Service Commission of Canada

Commission de la fonction publique du Canada

FIRST NATIONS & INUIT HEALTH BRANCH (FNIHB)

360 Feedback Group Profile

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Introduction

OBJECTIVE

The Personnel Psychology Centre of the Public Service Commission has provided federal Public Service organizations with individual 360 Degree Feedback Instruments and Services for many years. The 360 Degree Group report uses the combined results of all participants who received a 360 Degree Individual assessment in your organization with the objective of providing a high level overview of the group's significant strengths and considerations for improvement

COMPETENCIES

The 360 Degree Individual and Group reports are based on the demonstration of the **Public Service Key Leadership Competencies.** Definitions of these competencies may be found under Appendix A.
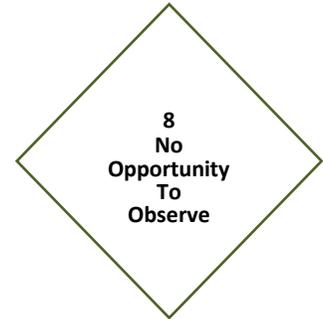
THE RATING SCALE

The 360 Group report focuses on concrete, observable behaviours link to competencies. The 360 questionnaire completed by participants during their individual assessment is comprised of 57 effective behaviours to demonstrate and 22 ineffective behaviours to avoid. For each behaviour, participants have to answer the following question:
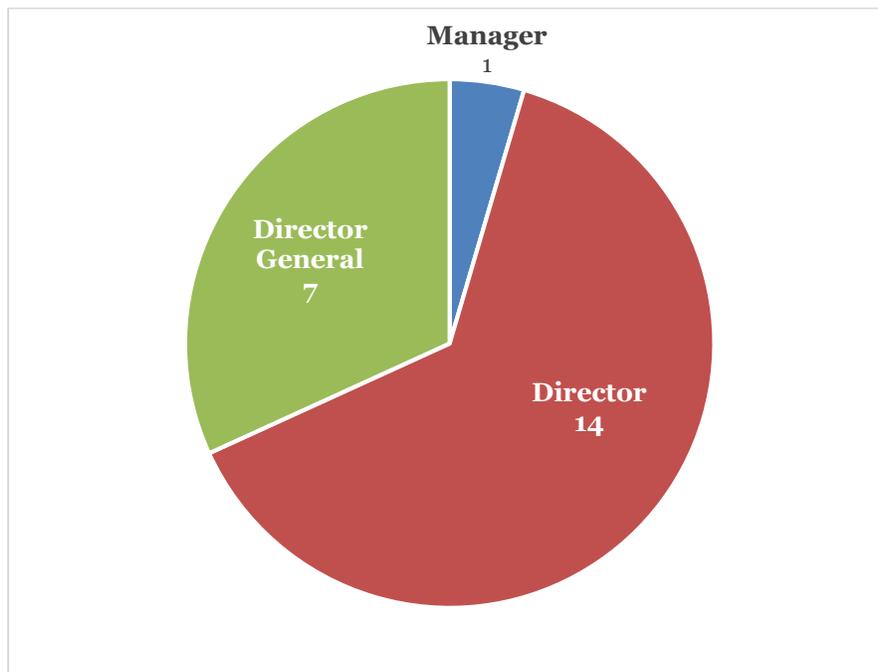
To what extent does the **participant** display the behaviour described?

1 Not at all	2 To a Small Extent	3 To Some Extent	4 To an Average Extent	5 To a Considerable Extent	6 To a Great Extent	7 To a Very great Extent

8 No Opportunity To Observe

Group Results

Group Composition

**Manager**
1

Director General
7

Director
14

Total N = 22

Key Considerations in Reviewing Results

- **Look at the differences in the scores given by different rater categories. Which rater categories rate highest/lowest? Do the scores given by any particular rater category stand out more than others? What may account for these differences?**

- **Is there agreement between rater categories on the group's strengths and areas for development at the competency level? At the behavioural indicator level? If not, what might explain the differences?**

- **How relevant are the group's perceived strengths and areas for development to the organization's current objectives or context?**

Competency Results

This graph presents the average of the mean scores on each competency, by category of raters. The competencies are shown in the order of their rank relative to each other, starting with the group's overall strongest perceived competency.
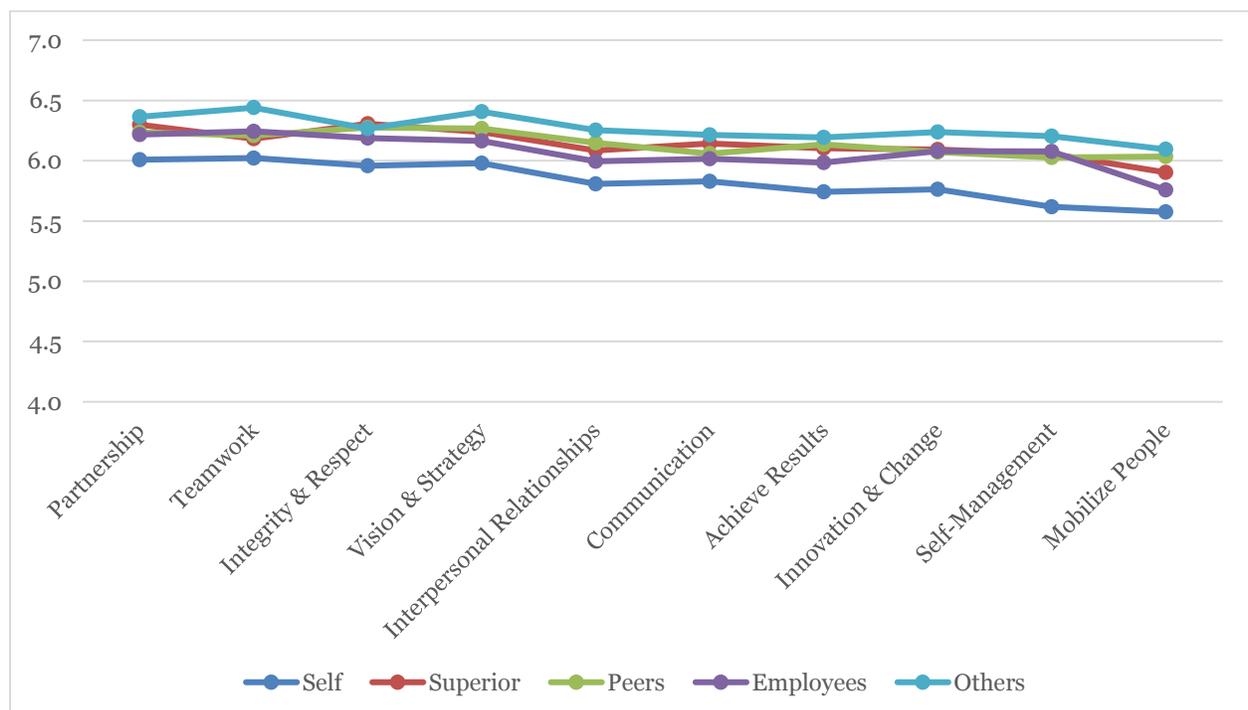
This table again presents the average of the mean scores on each competency, by category of raters, while highlighting competencies that are perceived by each category to be significant strengths (in green) or areas for development (in red).

This approach allows us to identify which competencies stand out *within* each rater category, regardless of the value of the scores, or of how these compare to the scores of the other rater categories.

Competencies	Self	Superior	Peers	Employees	Others*	Average of all Others	Average of all Raters
Partnership	**6.01**	**6.30**	6.24	6.22	6.36	6.28	6.22
Teamwork	**6.02**	6.18	6.21	**6.24**	**6.44**	6.27	6.21
Integrity & Respect	5.96	**6.31**	**6.28**	6.19	6.27	6.26	6.21
Vision & Strategy	5.98	6.24	**6.27**	6.16	**6.41**	6.27	6.20
Interpersonal Relationships	5.81	6.09	6.15	6.00	6.25	6.12	6.05
Communication	5.83	6.14	6.06	6.02	6.21	6.11	6.05
Achieve Results	5.74	6.10	6.14	5.99	6.19	6.10	6.02
Innovation & Change	5.76	6.09	6.07	6.08	6.24	6.12	6.01
Self-Management	**5.62**	6.06	**6.03**	6.08	6.20	6.09	5.99
Mobilize People	**5.58**	**5.90**	**6.03**	**5.76**	**6.09**	5.95	5.86
Overall Average	**5.83**	**6.14**	**6.15**	**6.07**	**6.27**	**6.16**	**6.08**

*72% of the participants had raters in the 'Others' category.

Behavioural Indicator Results

This section highlights the group's perceived strengths and areas for development at the behavioural indicator level, within each competency. Across all competencies, the behaviours identified as significant strengths or considerations for development by each rater category are identified according to the following legend:

Key Strength	
Potential Strength	
Moderate	
Potential Consideration for Development	
Key Consideration for Development	

Uphold Integrity and Respect

	Self	Superior	Peers	Employees	Other
Supports opportunities for and encourages bilingualism and diversity					
Acts in an ethical, honest and principled way					
Detects and deals with potential conflicts of interest					
Integrates public service Values and Ethics into practices					
Fosters trust and respects other's principles					
Makes no allowance for the different ways individuals works (I)					
Attempts to cover up mistakes (I)					

Create Vision and Strategy

	Self	Superior	Peers	Employees	Other
Understands the impact of wider trends on the work of the organization				light green	
Synthesizes information from a variety of sources					light green
Contributes expertise and insight to the development of organizational solutions or strategies		dark green	dark green		
Identifies interdependencies in projects					
Establishes strategic and operational objectives that consider the larger organizational context					
Seeks clarification and direction from superior, as required	light green		dark green	light green	light green
Displays a lack of awareness of organizational changes, issues, or plans (I)					
Allows short-term issues to obstruct critical long-term planning (I)	red	light red		light red	
Takes action without considering the broader issues (I)					

Promote Innovation and Guide Change

	Self	Superior	Peers	Employees	Other
Ensures sound risk management practices			red		
Encourages experimentation to maximize the potential for innovation			light red	red	
Encourages learning from setbacks and mistakes		light red			
Engages and supports employees in adapting to the scope and pace of change					light red
Identifies barriers to innovation and supports creativity					
Develops strategies and initiatives to enhance operational efficiency					
Encourages creative contributions from staff					
Leaves staff to work through changes on their own, or gives inadequate time to acknowledge concerns (I)		red	light red	light red	light red
Implements change in an unstructured way causing confusion about priorities and timelines (I)	light red		light red		
Resists change even when current methods are inadequate (I)			light green		

Collaborate with Partners and Stakeholders: Interpersonal Relations

	Self	Superior	Peers	Employees	Other
Uses persuasion and diplomacy to manage conflicting interests		light red			red
Fosters a climate of positive working relationships					
Manages relations with different groups tactfully and effectively					
Promotes harmony among people with divergent interests and opinions.		red		light red	
Follows through on commitments and promises			dark green		light green
Understands the issues for Management and anticipates their reactions	light green	light green	dark green	dark green	
Implements decisions without sufficient regard for the needs and attitudes of those affected (I)					
Does not give consideration or respect to others' legitimate interests (I)					

Collaborate with Partners and Stakeholders: Communication

	Self	Superior	Peers	Employees	Other
Conveys information clearly and concisely to a variety of audiences					light green
Conveys key strategic messages effectively			light red		
Effectively fosters open communication					
Clearly expresses own intentions and expectations					
Communicates vision and division plans with clarity and commitment.		light green			
Solicits input from and listens to others	light green				
Uses the same means of communication for all audiences (I)		red	red	light red	red
Disregards other's views (I)	light green				

Collaborate with Partners and Stakeholders: Teamwork

	Self	Superior	Peers	Employees	Other
Recognizes interdependencies between different parts of the organization (DIR) / Shares power as necessary to achieve results (DG)	🟩	⬜	⬜	🟩	🟢
Collaborates across levels and boundaries	⬜	⬜	⬜	⬜	⬜
Encourages collaboration	🟩	⬜	⬜	⬜	⬜
Effectively shares information with own team members	⬜	🟥	⬜	⬜	⬜
Does not share credit with team (I)	🟩	⬜	⬜	🟩	⬜
Stresses working alone and curtails cooperation (I)	⬜	⬜	⬜	🟩	⬜

Collaborate with Partners and Stakeholders: Partnership

	Self	Superior	Peers	Employees	Other
Develops relationships with key players in other areas of the organization	🟩	⬜	⬜	🟩	🟩
Balances conflicting demands from different areas of the organization	🟥	🟥	⬜	🟥	⬜
Creates and maintains productive relationships with outside partners.	⬜	🟢	🟩	🟩	⬜
Renegotiates or changes relationships with stakeholders or clients when required	⬜	⬜	⬜	⬜	⬜
Considers own organization's needs at the expense of outside partners (I)	⬜	⬜	⬜	⬜	⬜
Refuses to seek assistance from external sources when required (I)	🟩	🟩	🟩	🟩	🟩

Achieve Results

	Self	Superior	Peers	Employees	Other
Refocuses plans and approaches to fit changing goals	gray	gray	gray	gray	gray
Provides clear direction when assigning responsibilities	gray	gray	gray	gray	gray
Embraces new methods when these are effective and reorganizes the work as necessary	light red	gray	red	gray	red
Shifts priorities or makes changes easily and promptly	gray	gray	gray	gray	gray
Establishes clear expectations and uses resources productively	light red	gray	gray	gray	gray
Set challenging and realistic goals and monitors progress	gray	gray	gray	gray	gray
Fosters an organizational climate that perpetuates the status quo (I)	gray	gray	red	gray	gray
Micro-manages (I)	gray	red	gray	gray	gray
Hesitates to make decisions or take required action (I)	gray	gray	gray	gray	gray

Mobilize People

	Self	Superior	Peers	Employees	Other
Supports continuous learning for employees	gray	gray	gray	light red	gray
Manages the strengths and weaknesses of the team or organization	gray	red	gray	gray	gray
Monitors and addresses workplace well-being	gray	red	light red	red	red
Coaches, challenges, and provides opportunities for growth	gray	red	gray	gray	gray
Accurately evaluates the human resources needed to do the job	light red	light red	light red	red	red
Gives credit and recognition to others	light green	light green	light green	light green	dark green
Deals with ineffective performance	red	red	red	red	red
Fails to provide staff with the tools they need to work effectively (I)	gray	gray	gray	gray	gray
Accepts work without regard for the workload and well-being of staff (I)	red	gray	gray	red	gray

Self- Management

	Self	Superior	Peers	Employees	Other
Maintains well-being and effective performance during periods of high workload					
Maintains a positive and solution-oriented outlook despite mounting pressures					
Effectively deals with own stress					
Learns from setbacks and handles criticism constructively					
Is even tempered					
Tenaciously pursues goals					
Is unpredictable or unreliable (I)					

Appendix A:

360 Key Leadership Competencies in the Public Service of Canada

CREATE VISION AND STRATEGY

Leaders define the future and chart a path forward. They are adept at understanding and communicating context, factoring in the economic, social and political environment. Intellectually agile, they leverage their deep and broad knowledge, build on diverse ideas and perspectives and create consensus around compelling visions. Leaders balance organizational and government-wide priorities and improve outcomes for Canada and Canadians.

PROMOTE INNOVATION AND GUIDE CHANGE

Leaders have the courage and resilience to challenge convention. They create an environment that supports bold thinking, experimentation and intelligent risk taking. They use setbacks as a valuable source of insight and learning. Leaders take change in their stride, aligning and adjusting milestones and targets to maintain forward momentum.

COLLABORATE WITH PARTNERS AND STAKEHOLDERS

Leaders are deliberate and resourceful about seeking the widest possible spectrum of perspectives. They demonstrate openness and flexibility to forge consensus and improve outcomes. They bring a whole-of-government perspective to their interactions. In negotiating solutions, they are open to alternatives and skillful at managing expectations. Leaders share recognition with their teams and partners.

Interpersonal Relationships
Managing interpersonal dynamics in order to foster a harmonious and positive work climate. Recognizing and addressing difficult relationships in a sensitive manner. Uses tact, persuasion and diplomacy.

Communication
Using communication for interpersonal effectiveness. Adapting communications to suit the audience and the forum. Identifying and interpreting essential information needed for superiors and for subordinates. Using a variety of communication vehicles to enhance communication within sector.

Teamwork
Building strong teams with complementary strengths. Promoting cooperation and collaboration. Seeking synergistic solutions rather than compromises. Exemplifying cooperative approach in own interactions and when contributing to cross-functional projects.

Partnerships
Recognizing opportunities to enhance outcomes through partnerships. Identifying beneficial alliances for sector. Maintaining harmonious relationships with partners to ensure progress on joint projects.

ACHIEVE RESULTS

Leaders mobilize and manage resources to deliver on the priorities of the Government, improve outcomes and add value. They consider context, risks and business intelligence to support high-quality and timely decisions. They anticipate, plan, monitor progress and adjust as needed. Leaders take personal responsibility for their actions and outcomes of their decisions.

MOBILIZE PEOPLE

Leaders inspire and motivate the people they lead. They manage performance, provide constructive and respectful feedback to encourage and enable performance excellence. They lead by example, setting goals for themselves that are more demanding than those that they set for others.

UPHOLD INTEGRITY AND RESPECT

Leaders exemplify ethical practices, professionalism and personal integrity. They create respectful and trusting work environments where sound advice is valued. They encourage the expression of diverse opinions and perspectives, while fostering collegiality. Leaders are self-aware and seek out opportunities for personal growth.

SELF-MANAGEMENT

Encouraging and facilitating dialogue on workplace stress and successful strategies for coping. Maintaining sound judgement and decision making in the face of demanding or stressful situations. Manages own and others' work-life balance. Maintains composure in adverse situations to alleviate pressure and maintain momentum.

Appendix B: Methodology

In order to determine which Competencies or Behavioural Indicators should be identified as significant perceived strengths or areas for development for each rater category, we use a type of standard score called a Sten score. Standard scores are used to indicate where a particular score lies in relation to a group.   Looking at the Sten scores allowed us to identify the scores or means that really stood out compared to all the other scores given by a particular rater category.

Stens divide the score scale into ten units. Each unit has a band width of half a standard deviation except the highest unit (Sten 10) which extends from 2 standard deviations above the mean, and the lowest unit (Sten 1) which extends from 2 standard deviations below the mean.
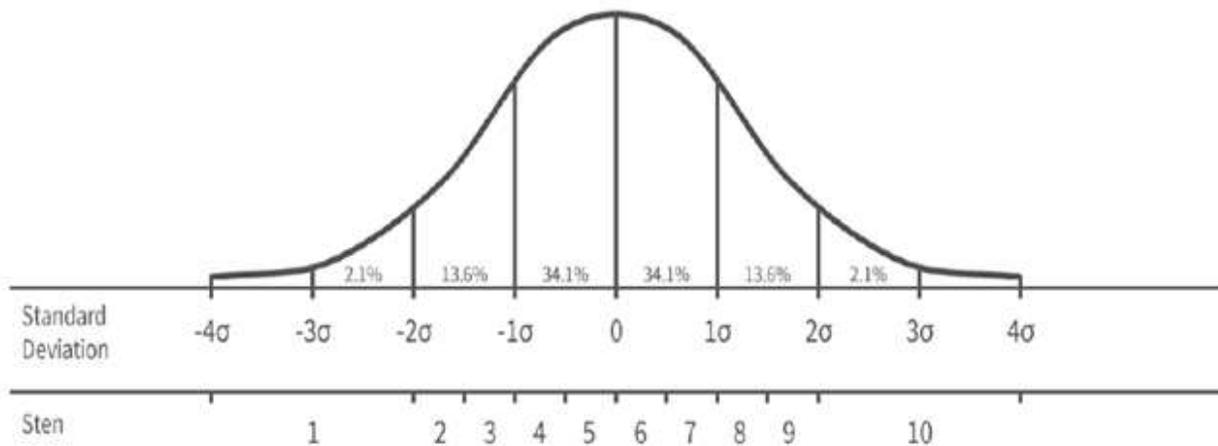
Competency Results Methodology

In the **Competency means tables**, we identified means with a Sten score of **8 to 10** as **strengths**, and means with a Sten score of **1 to 3** as **areas for development**.

Behavioural Indicator Results Methodology

At the **Behavioural Indicator** level, we discriminated a little further, as follows:

Sten 1-2	Sten 3	Sten 4-7	Sten 8	Sten 9-10
Effective Behaviors				
Key Consideration for Development	Potential Consideration for Development	Moderate	Potential Strength	Key Strength
Ineffective Behaviors				
Key Strength	Potential Strength	Moderate	Potential Consideration for Development	Key Consideration for Development