UQ Leadership Survey
Briefing Guide for Respondents
Welcome to the UQ Leadership Survey. This guide provides all the information you need in your role providing feedback. Please note, in this process the person who is the subject of the survey is referred to as the Leader, and those offering feedback as the Respondents.

About your role in this process

First and foremost, thank you for your willingness to support the leadership development of your colleagues through participation in this 360 survey process. Leadership is about more than just individuals, it is also about relationships and the impact of behaviour on others. Robust feedback is essential if we are to understand that impact and continue to develop our leadership skills. Your input to this process is crucial, and very much appreciated.

You should however note that you are under no obligation to participate in a 360-degree feedback process, even if invited. If you receive an invitation to complete a survey that you do not feel comfortable participating in, you can let the person know that you would prefer not to participate, or simply not respond, or contact the survey organiser to discuss your situation. Numerous people are invited to complete a survey, and unless you tell them, the person being rated will not know who has responded or not.

What is the UQ Leadership Survey?

The UQ Leadership Survey is a 360-degree feedback tool designed to support the UQ Leadership Framework. A 360-degree feedback process gathers input from colleagues on all sides of a designated person – that is, it includes the person’s manager, direct reports, peers and colleagues, and sometimes other collaborators or clients. By surveying various groups, the process gathers a rich range of perspectives on the behaviour or performance of the person.

The UQ Leadership Framework identifies seven capabilities which are critical for leadership at UQ. The framework is designed to be relevant to both formal and informal leaders, across all areas and levels of the University. The survey asks questions about behaviours we would expect to see when leaders are exhibiting the seven capabilities of the framework. For more information about the framework, see the UQ Leadership Framework website (http://hr.uq.edu.au/leadership-framework).

Are responses anonymous? How is anonymity protected?

For respondents other than the manager of the person being rated, responses are anonymous and the survey process aims to protect the identity of respondents. If you are the manager of the person being rated, your response is not anonymous (unless more than one manager has been nominated). Measures to protect anonymity include:

- All surveys are completed online and data stored independently with Voice Project.
- Reports will only be produced if at least five surveys (excluding self-rating) have been completed.
- Self-ratings and manager’s ratings are identifiable in the final report.
- Responses from peers, direct reports, and ‘other’ respondents will be combined and only presented if there are at least three completed responses per category (i.e. three peers, three direct reports).
- Written feedback is included in full, in randomised order and without identification.
- The report does not identify who responded to the survey or otherwise.
What happens during the survey process?

Once you have been nominated as a respondent, the survey organiser (usually a consultant from the Organisational Development team) will enter your details into the Voice Project survey system. You will receive an automated email from the system with instructions and your unique survey link. Please do not forward this link to others. You may also receive reminder emails until either you complete the survey, or the survey closes. You can follow the instructions in the email and click on the link to respond to the survey. You may answer the survey in several sessions, but you must reach the final survey page in order for your responses to be included in the final report. Incomplete responses are not included.

Offering good feedback

Feedback can be tricky. The most important thing you can do is to be as honest and constructive as possible in your responses. The person undertaking this survey is looking for an opportunity to improve, and good feedback is crucial so they can determine how best to do so.

Here are some tips to help ensure that your feedback offers value to the person who’s receiving it:

- Try to be **objective** and focus on **behaviour, not personality**. We don’t always get along with everybody. Try to set aside your personal like or dislike of the person and consider what they actually do when they’re demonstrating leadership.

- Think of **examples**. If you’re not sure how to answer a question (or even if you are), try to think of a few examples that demonstrate the capability (or lack of), or back up the rating you think they deserve.

- **Look at each item individually** and consider it separately from other items – each question is designed to measure a separate aspect of a capability.

- Don’t be afraid to **use the whole scale**. Nobody is perfect – everybody will have some strengths and some areas for development, so help them to discover what they are by being honest.

- If you feel that you are unable to answer a question, use the **Not Applicable/Don’t Know option**. This response also provides useful information to the leader, as it may mean they need to make some aspects of their behaviour more visible.

- Be **constructive** in your written feedback. Offer people something that they can work on and build from, or a suggestion for behaviour that would be more effective. Remember that your written comments will be included, unedited and in full, in the survey report.

About response bias

Often we display subtle biases in our responses to surveys. The most effective way to overcome these tendencies is to be aware of them. The most common biases in feedback are:

- **Halo effect** – occurs when one good characteristic (e.g. being friendly) leads to rating high on other behaviours (or similarly, one negative characteristic, e.g. being overly abrupt, leads to lower ratings on other behaviours). This limits the feedback recipient’s opportunity to learn from the feedback and understand their impact on others. Instead, try to think about each question specifically, including some examples that support your intended rating.

- **Recency effect** – occurs because the most recent instances of behaviour come more easily to mind, so are more heavily weighted in our responses. Try to think about your overall experience of the person (say, over the past six to twelve months) rather than just the most recent instances.
• **Central tendency bias** – occurs when people tend to rate all behaviours as ‘average’, or close to. This makes it difficult for the feedback receiver to distinguish between strengths and identify areas in need of development. To overcome this tendency, look at the descriptions on each point of the scale – do you *slightly disagree*, or do you *strongly agree*?

• **Unconscious bias** – occurs when we unconsciously rate some people more positively than others because of their personal characteristics (e.g. gender, race, sexuality, height or attractiveness). Everybody has some unconscious biases, but it’s important to try to overcome these when providing feedback. To do so, try to understand where your unconscious biases might come from, and how they might affect your assumptions and your day to day interactions with others.

**Any questions or concerns?**

Answers to many frequently asked questions are available on the UQ Leadership Survey website [http://hr.uq.edu.au/leadership-360survey](http://hr.uq.edu.au/leadership-360survey).

If you have any questions about the 360 survey process or how to respond to the survey, please contact Tamma Sorbello in the Organisational Development team, or the survey organiser listed in your survey email.