



360-degree appraisal for consultant psychiatrists

APPRAISER QUESTIONNAIRE

PLEASE NOTE:

This questionnaire was used as part of the paper-based system that is no longer in use. The questionnaire is now web-based but the questions remain the same.

Your colleague is undertaking a 360-degree appraisal. The consultant concerned will rate their own performance and be rated by a number of colleagues and service users. She/he has asked you to act as one of their appraisers.

This questionnaire, which will take about 20 minutes to complete, asks you to rate your colleague's effectiveness on behaviours that are considered central to good practice. These are organised under five themes.

Considerations

- **Be honest** – your colleague wants to learn about themselves and develop
- **Do not let one aspect of your colleagues' personality** influence all your ratings
- **Use current behaviour** as the basis for ratings, not what your colleague used to do
- **Do not be overly favourable**
- **Do not be overly critical**

Confidentiality and ethics

- Your participation is voluntary.
- If you complete the questionnaire, we will assume you have consented to participate..
- Your responses are confidential
- The aggregated results of the appraisal will be sent to the consultant concerned. S/he will not be able to identify ratings made by any one individual.

CORE ATTRIBUTES

PLEASE TICK A BOX TO INDICATE YOUR RATING OF THE EFFECTIVENESS OF YOUR COLLEAGUE FOR EACH BEHAVIOUR		Very low	Low	Moderately low	Moderately high	High	Excellent
	COMMUNICATION						
1	Being approachable						
2	Actively listening to others						
3	Sharing useful information with others, where and when it is appropriate to do so						
4	When in the chair of meetings, encouraging participation of all present						
5	When in the chair of meetings, managing the agenda in purposeful, constructive and effective ways						
6	Being a clear communicator						
	AVAILABILITY						
7	Being readily accessible and contactable via an established method or route						
8	Keeping appointments and being consistently punctual						
9	Being available to give and receive information from others						
10	Being available to hear others concerns						
	EMOTIONAL INTELLIGENCE						
11	Showing warmth, empathy and genuine understanding in his or her relationships						
12	Offering reassurance when appropriate						
13	Being consistently respectful of all others						
14	Consistently valuing others opinions						
15	Being willing and able to take advice from others						
16	Accepting constructive feedback						
17	Having an appropriate range and flexibility of emotional responses to differing circumstances						
18	Being firm when this is required						

PLEASE TURN OVER

DECISION-MAKING

PLEASE TICK A BOX TO INDICATE YOUR RATING OF THE EFFECTIVENESS OF YOUR COLLEAGUE FOR EACH BEHAVIOUR		Very low	Low	Moderately low	Moderately high	High	Excellent
19	Ensuring that information is gained from an appropriate range of sources before decisions are made						
20	Ensuring that team members and/or their opinions are included in decision making processes wherever possible						
21	Consulting with other key professionals when making decisions						
22	Ensuring that the opinion of patients is included when clinical decisions are made with them						
23	Taking account of matters relating to safety of staff and patients when making decisions						
24	Recognising the impact on other agencies of decisions made by him/her and his/her team						
25	Being able to achieve an appropriate balance between facilitating team based decision-making and the occasional requirement to act incisively and independently on the basis of clinical need						

RELATIONSHIPS WITH PATIENTS

PLEASE TICK A BOX TO INDICATE YOUR RATING OF THE EFFECTIVENESS OF YOUR COLLEAGUE FOR EACH BEHAVIOUR		Very low	Low	Moderately low	Moderately high	High	Excellent
26	Enquiring about the points of view of his/her patients						
27	Ensuring that clear information is provided to patients in terms that they will understand						
28	Including patients and their opinions in appropriate ways and at appropriate levels when formulating care plans						
29	Being willing to engage with demanding, high risk or unpopular patients						
30	Using an appropriate ethical approach to establishing relationships with patients						
31	Being able to forge therapeutic relationships with most patients						
32	Being mindful of the responsibilities of patients who are parents and being sensitive to the needs of their children or other family members						
33	Being willing and able to confront problems with difficult patients in ways that are effective, proportionate and fair, where possible						
34	Remaining calm under pressure and dissipating difficult situations						

RELATIONSHIPS WITH RELATIVES, PARTNERS & CARERS

PLEASE TICK A BOX TO INDICATE YOUR RATING OF THE EFFECTIVENESS OF YOUR COLLEAGUE FOR EACH BEHAVIOUR		Very low	Low	Moderately low	Moderately high	High	Excellent
35	Enquiring about the points of view of relatives, partners and carers of his/her patients						
36	Providing clear information to relatives, partners and carers in terms that they will understand						
37	Providing information to relatives, partners and carers about any proposals to involve other agencies (e.g. social services) in aspects of the care plan						
38	Being sensitive yet clear when conveying information, including bad news to relatives, partners and carers						
39	Including the opinions of relatives, partners and carers in appropriate ways and at appropriate levels when formulating care plans						

SAMPLE

RELATIONSHIPS WITH COLLEAGUES

PLEASE TICK A BOX TO INDICATE YOUR RATING OF THE EFFECTIVENESS OF YOUR COLLEAGUE FOR EACH BEHAVIOUR		Very low	Low	Moderately low	Moderately high	High	Excellent
	CONSULTANT PEERS						
40	Being able to reach agreement/ consensus with colleagues about difficult issues about which there may be more than one opinion						
41	Using influencing skills with colleagues to take issues forward						
42	Being able to challenge colleagues if this becomes necessary						
43	Being open to and using review and constructive feedback from peers						
	JUNIOR DOCTORS						
44	Setting clear and realistic educational and clinical goals						
45	Delegating appropriately to junior doctors						
46	Providing adequate professional support to junior doctors training and clinical work						
47	Offering adequate time to supervise junior doctors						
48	Sharing own professional experiences with junior doctors for educational purposes						
49	Acknowledging and praising good practice by junior doctors						
	TEAM AND EXTERNAL AGENCIES						
50	Contributing positively to creating an atmosphere in meetings that is conducive to team members full contribution						
51	Inspiring team members						
52	Encouraging innovation						
53	Being realistic in recognising and adapting the limits of his/her own professional expertise						
54	Recognising the contributions of individual team members						
55	Recognising successes of the team						
56	Encouraging team members to think critically about and contribute positively to planning, improvement, monitoring and audit of services						
57	Having appropriate relationships with staff of other agencies						

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE