

Evaluation of the Managers Competencies of Shiraz University of Medical Sciences Based on the 360 Degree Feedback Model in 2009

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Abstract: This survey had engaged in evaluation the managers competencies of Shiraz University of Medical Sciences (SUMS) based on the 360 degree feedback model. Its elements include leadership, communication, customer decision-making, group work, planning, training, push to communicate and personal effectiveness. Data collecting method is census. The samples were consisted of managers, senior managers, manager's counterparts and the personnel in SUMS. Data was collected by standard questionnaires "the 360 degree evaluation" to evaluate manager's skill and competency. The questionnaire's Reliability was 0.98. The validity of the questionnaires was evaluated by using factor analysis. All of the questions of these questionnaires had a factor bar which was more than 0.4. These data which were gained by 90 questionnaires have been analyzed by the statistical software SPSS 15. The result of this survey proved that there's no difference between the view of managers, counterparts and the personal with the assessing the managers' competencies. Sample of research had common feelings. Counterparts and the personnel of SUMS and also managers and their counterparts didn't have common views in aspect of group work and the two groups assessed the elements of group work differently. Studies showed that the managers of SUMS had general superiorities and the personnel evaluated the managers with a most level and managers' counterparts with least level.

Key words: Evaluation · Managers' competencies · 360 Degree feedback · Shiraz university of medical sciences

INTRODUCTION

Nowadays, the issues, such as decentralized reporting structures, changes in the form and nature of management systems and increase of personnel job need the managers who can have a better feedback from the function and in access resources. Additionally, organizations must try to attract and preserve the best individuals in the present competitive market. They must select a method to evaluate and improve the function in order to maximize the potency of personnel and also:

- Is efficient and effective and evaluates the personnel function and improves it with low expense and on time.
- To optimize the expenditure of education (training).
- To train the leaders who establish motivation and intend them to work and cause reduction of job release and increase in general enjoyment of organization [1].

Regarding the important role of managers in organization, it is obvious that the method of manager evaluation is of importance. Undoubtedly, using the correct and efficient evaluation system will lead to enrich the bed and more motivation in each one, while overcoming the problems of labor relation and organizational interchanges, by which to provide the goal of organization and personnel interests.

There are many techniques and patterns to evaluate individual's function. The most important point will be the selection of one which would present the closest estimation to the reality to its user. The 360 degree feedback is a new procedure in evaluation and optimization of function [2].

In this method there is a comprehensive view about evaluation so people will be able to evaluate their function as others judge [3].

Management is the most effective base to access the organizational goal in all organization and the success of organization to materialize the goals will be the method of its management application [4].

One-dimensional evaluation of skills is impossible, whereas, it requires a multidimensional evaluation. So, the 360 degree feedback model is a method to evaluate skills and select of praiseworthy ones. The mentioned factors caused to look for a multidimensional based evaluation method in organizations to access the individual and organizational improvement. The method of 360 degree feedback is a desirable one in qualitative leadership and management improvement. Undoubtedly, selection and placement of praiseworthy managers on the top of organizations, particularly universities, are of special importance [5].

Internal studies showed that little researches have been conducted on the skills of managers in health and treatment sector by using 360 degree feedback model. With regard to the vital importance of health and treatment sector and available various management problems, we were decided to study this subject.

SUMS have special particularities due to using various technologic sources, existence of plenty of specialists and the importance of managers' duties which separate it from other organizations. So, organizations must be prepared to accept this model of evaluation in all levels in order to be dynamic and pioneer.

BACKGROUND

The rise of 360 degree feedback began from the human movements in 1950s and 1960s, while organizations tried to improve their organizational and communicational process through different known forms, which later were called "organizational development". According to the studies of Towerprin Company in the field of human resource management, 8% of great companies are using 360 degree feedback at present time and 69% are planning to start during 30 coming years. Review of previous studies indicates the all researches conducted on 360 degree feedback in Iran used the standard questionnaire of R. I. Brown, so far and nearly all of them show no significant difference between the view of managers and assessors. Evaluation of scores mean indicates the desirability of managers' skill of under study organizations. Each organization severely requires an assessment system to aware the rate of desirability and quality of their activities; particularly, in complicated and dynamic environments. On the other hand, lack of assessment and control system in an organization leads to the lack of communication between outer and inner

environment of organization which will consequently cause senility and death [7].

People partnership in community affairs management and their participation in the country destiny will be materialized only if the government personalities report their functions constantly to the people. Otherwise, we will be the witness of waste of opportunities in such countries and more deep gaps between them and advanced countries [8].

A large number of experts believe that the success or failure of institutions is derived from their management method. Peter Druker believes that management is the main and regenerative part of each organization [9].

Robert Katz had posed three types of technical, human and cognitive skills useful for managers. Based on this view, technical skill positions in the lower level of management, cognitive one locates in the higher level of management with more importance and human skill with the same importance in three levels of management [10].

Harold Kootz *et al.* posed another skill called "designing and problem solving" skill. According to Kootz view, this skill is more applicable in the high level of management [11].

Griffin also raised two other skills called "analysis" and "recognition" for managers. He believed that two above-mentioned skills are the supplementary of cognitive skills and are of importance in higher level of management [12].

The method of 360 degree has been applied since (1993) in order to help the managers of organization to recognize the importance of service improvement. The goal of this method is to establish open canals to catch feedback and possibility of acceleration of customer service giving in order to improve services and to strengthen the culture [13].

The method of 360 degree feedback is a new process in evaluation and improvement of function. There is a comprehensive view to feedback in this method. Regarding this aspect, individuals will be able to doses their function as others do. The basis of 360 degree feedback of function evaluation is to access multidimensional feedback not only from senior, but also from peers, customers and subordinates [14].

The most important difference between traditional and 360 degree feedback evaluations is one-dimensional source of traditional evaluation, whereas, 360 degree feedback evaluation consists several sources, so, due to this reason, it is more comprehensive than traditional one. Becker and Climoski state that contrary to senior traditional evaluation, 360 degree feedback evaluation will

be able to recognize the complication of management, values and input of these different sources [15].

"Effects on organizational context (culture and climate) from implementing a 360-degree feedback system: The case of Arcelik was done by Mamatoglu. The current study aims to investigate the impact of the 360-degree feedback system (DFS) on organizational context (culture and climate). 360-DFS was based on relevant literature and feedback given to the employees by The Arcelik Competency Model. Results have shown that the 360-DFS has effects on organizational context (e.g., employees' perceptions regarding support and achievement culture). The results have also revealed some significant effects on the participants' perception of the communication and performance appraisal system in the organization [16].

Overeem *et al.* studied "Doctors' perceptions of why 360-degree feedback does (not) work: A qualitative study" in 2007. This study aims to explore which factors represent incentives, or disincentives, for consultants to implement suggestions for improvement from 360-degree feedback. 109 consultants in the Netherlands were assessed using 360-degree feedback and portfolio learning. They carried out a qualitative study using semi-structured interviews with 23 of these consultants, purposively sampled based on gender, hospital, work experience, specialty and views expressed in a previous questionnaire. A grounded theory approach was used to analyze the transcribed tape-recordings. Results identified four groups of factors that can influence consultants' practice improvement after 360-degree feedback: (i) contextual factors related to workload, lack of openness and social support, lack of commitment from hospital management, free-market principles and public distrust; (ii) factors related to feedback; (iii) characteristics of the assessment system, such as facilitators and a portfolio to encourage reflection, concrete improvement goals and annual follow-up interviews and (iv) individual factors, such as self-efficacy and motivation. It appears that 360-degree feedback can be a positive force for practice improvement provided certain conditions are met, such as those skilled facilitators are available to encourage reflection, concrete goals are set and follow-up interviews are carried out. This study underscored the fact that hospitals and consultant groups should be aware of the existing lack of openness and absence of constructive feedback. Consultants indicated that sharing personal reflections with colleagues could improve the quality of collegial relationships and heighten the chance of real performance [17].

"Exploring individual opinions of potential evaluators in a 360-degree assessment: Four distinct viewpoints of a competent resident" was done by Thammasitboon et al. Despite the highly acclaimed psychometric features of a 360-degree assessment in the fields of economics, military and education, there has been increased interest in developing 360-degree instruments to assess competencies in graduate medical education only in the past recent years. Evaluators from two residency programs ranked 36 opinion statements, using a relative-ranking model, based on their opinion of a competent resident. By-person factor analysis was used to structure opinion types. Factor analysis of 156 responses identified four factors interpreted as four different opinion types of a competent resident: (a) altruistic, compassionate healer (n = 42 evaluators), (b) scientifically grounded clinician (n = 30), (c) holistic, humanistic clinician (n = 62) and (d) patient-focused, health manager (n = 31). The evaluators in 360-degree system expressed four opinion types of a competent resident. The individual opinion and not professional background influences the characteristics an evaluator values in a competent resident. They proposed that these values will have an impact on competency assessment and should be taken into account in a 360-degree assessment [18].

METHODS

This was an applied study from viewpoint of goal and it was descriptive from the method of data collection aspect. The statistical population of study consisted of the managers of Shiraz University of Medical Sciences.

Census method used in this study. Shiraz University of Medical Sciences is managed by a chancellor and 8 deputies that consist of various managements. Regarding the limitation of managers' number and also in order to elevate the validity of study, the questionnaire was given to all managers in coordination with the human resource management department of Shiraz University of Medical Sciences. From 18 managers 4 of them avoided to complete the questionnaire. Table 1 shows the volume of census sample of study based on the relation of individuals with the manager:

The main measuring tool in this study was the standard questionnaire of managers' skills evaluation using 360 degree feedback that was gotten from WWW.JRA.CO.NZ. It translated to Persian by researcher and was upheld by specialists in this field Descriptive census indexes and perceptive census were used for data analysis as follows:

Table 1: Census population of the study according to the sex and relation of individual with manager

Sex	Managers	Superior	Manager peer	Supervised man power	Total
Male	9	12	5	27	53
Female	0	1	1	29	31
Total	9	13	6	56	84

Table 2: Mean of superior assessment, self-assessment, peers and subordinates of skills in sums

	Superior assessment mean	Self assessment mean	Peers assessment mean	Subordinates assessment mean
Leader ship	79.31	79.46	70.27	80.66
Communications	77.09	84.57	68.88	83.42
Decision Making	76.36	73.07	64.07	77.48
Customer service	44.27	75.95	68.88	80.96
Team work	73.53	80.00	58.51	77.98
Planning	75.75	75.71	63.33	77.39
Education	76.36	75.71	66.29	79.58
Communication establishment	77.09	84.57	68.88	83.42
Personal Effectiveness	78.72	82.46	67.55	83.05
Total	76.00	78.31	66.08	79.29

Table 3: Mean of degree of self-assessment, superior managers, peers and subordinates of the managers of SUMS

Dimensions	Superior	Manager	Peer	Subordinates	Chi-square	Level of significance
Leader ship	42.95	40.18	32.17	47.24	3.19	0.362
Communications	35.15	45.75	31.94	47.94	4.55	0.207
Decision Making	43.68	38.69	30.56	46.84	3.86	0.276
Customer service	41.27	38.00	34.83	49.19	4.12	0.298
Team work	39.64	44.39	26.72	47.19	5.88	0.118
Planning	44.18	43.39	30.56	47.94	3.61	0.306
Education	44.18	41.68	31.67	48.94	3.85	0.278
Communication establishment	38.77	48.00	31.61	48.43	4.16	0.294
Personal Effectiveness	38.82	43.58	30.72	48.11	4.29	0.231
Total	37.55	41.62	28.28	44.64	3.91	0.270

- Descriptive census indexes included mean rates, standard deviation, minimum and maximum score and tables of frequency.
- Perceptive census indexes. Regarding the limit number of samples in some groups (Less than 30) nonparametric tests, such as U Man-Whitney and Kruscallwallis were used in order to find the significant differences among the view of individuals in relation with managers' skills.

RESULTS

Table 2 shows general competency of the view of superior, manager, Peers and Subordinates in all aspects.

As the Table 3 shows, all numerical aspects are higher than 0.05 and greater than the standard significance ($\alpha=5\%$), so the assumption of H. in the level of 95% confidence is accepted. Therefore, the hypothesis of significant differences among the results of self-assessment, superior managers' assessment and managers

peers assessment and subordinates assessment of the managers of Shiraz University of Medical Sciences is rejected.

DISCUSSION

Analysis of data showed that the managers of Shiraz University of Medical Sciences have a general competency from view point of self- assessment, superior, peer and subordinates in all understudy aspects and mean of gained scores was between 60 to 80 and in some cases and in others with higher competency (80-100).

The managers of SUMS had less ability and competency in team work compared with other skills, whereas more ability in leadership from view of superior. They had fewer competencies in decision making and more in communications in self- assessment.

Also from the view point of peers, the managers of SUMS had less ability in team work and more capacity in

leadership compared with other skills. They were weak in decision making and strong in communication in the view of subordinates.

According to the results of data analysis there was no significant difference among the view point of managers, superior, peer and subordinates in relation with leadership, communications, decision making, customer service, team work, planning, training, communications making and personal effectiveness based on the standard questionnaire of 360 degree feedback. Also individuals' perceptions in the study were close to each other in nine mentioned aspect. There was no significant difference in similar studies about managers' competence. No relation was seen between self-assessment of managers with sex and job background as the results show.

Finally, for SUMS to gain multidimensional feedback and have optimum results from 360 degree evaluation, several points are recommended:

- Attracting the support of the superior managers of organization to 360 degree evaluation process.
- Providing the culture and constitution for 360 degree evaluation in organizations.
- Justification all personnel and managers on the superiority of this type of assessment compared with traditional ones.
- Training the method of feedback presentation to evaluated individuals based upon the results of 360 degree evaluation (providing necessary trainings to 360 degree evaluation users).
- Using the results of evaluation to improve and correct the performance of evaluated person.
- Providing the model of management competencies to evaluate managers' competencies regarding to the mission and duty of organization.
- Annual 360 degree evaluation application at the time of managerial position attaining for managerial positions periodically.
- Establishing a committee in Shiraz University of Medical Sciences to make strategic decision for the execution of 360 degree evaluation process.

This study was conducted to evaluate the competency and skill of the managers of Shiraz University of Medical Sciences since the goal of skill and worthy eldership discussion is to pay attention to continuous improvement and elimination of weak points in order to be able to place the right persons in the right place. Hope to improve the skills of managers in Shiraz University of Medical Sciences and other organizations.

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