



Your 360 feedback  
**workbook**

**Name** .....

**Date** .....



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## Getting the best from your 360 degree feedback

360 degree feedback is a powerful tool – but it needs to be used properly if it is to give you the benefits you're looking for. Read through these notes carefully before you begin.

### *What it is...*

360 degree feedback is a way of getting an accurate assessment of your behaviour and attitudes as you go about your daily business. This 360 feedback is based around a competency framework. A competency being a behaviour which has been shown to be important to success as a leader in Gearbulk. The system will ask you – and the people you ask to give feedback – a series of questions in a random order about your behaviours and how they match up against these competencies. The report you get at the end of the process collates their responses – and your own – under the headings of the competencies included in the questionnaire.

The thing that makes 360 feedback different is that unlike most systems, which are based on your perception of yourself and on how you think you behave in a given situation, 360 feedback is based on a number of other people's perception of you as well as your own. This makes the process very powerful and difficult to ignore!

To get the best from 360 feedback you need a clear idea of what it is, and is not, intended to achieve.

- 360 feedback really gives you the opportunity to improve your effectiveness and develop your approach to leadership.
- It should be used as part of the process of looking at your training and development needs for the future.

### *And isn't...*

But...

- 360 feedback is not a psychometric tool or personality test. It looks at your behaviours (i.e. what you actually do in a given situation)
- 360 feedback will not be used to decide on promotion or reward; it is a system to help you with your personal and professional development. Linking it to reward puts unfair pressure on the respondents – and they may not be as honest as you need them to be.
- 360 feedback is only effective if you take the results seriously and respect the fact that people have been genuine in what they say about you in order to help you improve.
- Feedback needs to be given in a climate of openness and honesty and it is important to ask your respondents to tell the truth even if they think you won't like it.



## Interpreting your results

This section helps you to work through the feedback from your Appraisal360 report.

It consists of four parts:

- Frame of mind
- Initial reactions to the feedback
- Examining the data in detail
- How you feel about the data and what it means
- Actions to take

### ***Format of the report***

The first section of the report shows the scoring for each competency in order with your strongest competency first and your weakest competency last. This section shows the average results for all behaviours which make up that competency.

The next section shows each competency broken down in detail. At the top of each competency section you will see two bar charts. These are identical to the ones shown in the Summary section. The top bar is the average of the scores you gave yourself on all the questions within the competency. The bottom one is the average of the scores given by respondents on all questions within the competency.

There follows a detailed breakdown of the scoring for each behaviour. First the score you gave yourself (your self-perception), then the average score from all your respondents and finally the individual scores given by each respondent, colour coded according to their relationship to you. These individual scores are presented in a random order which changes each time the report is generated – but the columns are consistent. For example: the score in column 2 will be from the same respondent all the way through the report.

The final section gives the answers – also in a random order – to the free text questions which were asked in the survey.



## ***Stage 1 –Frame of mind***

### **Managing your reaction to feedback**

Don't reject or deny feedback that you find difficult - this can be where people rate you as better than you think you are yourself as well as where they think you need to improve.

Ask yourself, "Why would they give me this feedback?"

- "What do I do that has led them to give me this feedback?"
- "What don't I do?"
- "Can I bring to mind specific examples of behaviour that may have led to these perceptions?"

Remember - there are no bad results, all feedback is useful and everyone has development needs!





**Stage 3 -  
Examining the  
data in detail**

The next thing to do is to look through each of these sections in detail.

As you are looking at the data you will see that some statements have a wide variation in ratings on this particular statement - a strong positive rating by one person may have been cancelled out by a strong negative rating by another. The average may be the same as another statement but the implications are different. Therefore you need to consider why there should be a wide variation in this particular area (see note on last page).

Firstly look through the rest of this section. To begin the process of understanding the feedback data consider the following template as a guide:

<b>Known Development Needs</b> <i>High Awareness</i> <i>Low Strength</i>	<b>Known Strengths</b> <i>High Awareness</i> <i>High Strength</i>
<b>Blind Spots</b> <i>Low Awareness</i> <i>Low Strength</i>	<b>Hidden Lights</b> <i>Low Awareness</i> <i>High Strength</i>



## **Known strengths**

are where you and others agree that these are well developed behaviours. You may find that you have some known strengths within less well developed competencies.

Write down known strengths here:

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## Taking Action

Now you need to stand back and think about what you are going to do with all this information.

Having understood the feedback what are you going to do about it?

What are your priorities?

- To develop performance in your current role?
- To build relationships with individuals or groups of people?
- To develop skills for the future?
- To improve how you do specific tasks?

Identify those areas of your performance that you feel are most important and focus on them. Take account of what matters to your colleagues, your line manager and the organisation.

Remember that these behaviours have probably been the ones you have used (or not used) for some time so you are not going to change them overnight!

Use the summary form on the next page to summarise your thinking at this point. Start with your most developed competency and then choose three others that you believe will really make a difference to your performance.

## Summary Form (example)

Development Competence something to improve on	Key Behaviours	Benefit from improving or maintaining
<i>Influencing Skills</i>	<ul style="list-style-type: none"> <li>• <i>Listening to the views of others before adding my own</i></li> <li>• <i>Preparing a well supported argument</i></li> <li>• <i>Understanding how other people are influenced</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Will be better prepared for meetings</i></li> <li>• <i>Conflict will be reduced</i></li> <li>• <i>Will get others on my side</i></li> <li>• <i>My views will get heard without upsetting others</i></li> </ul>





## Summary Form

<b>Most Developed Competence</b> – a real strength	<b>Key Behaviours</b>	<b>Carry On With</b>
<b>Most Developed Competence</b> – a real strength	<b>Key Behaviours</b>	<b>Carry On With</b>
<b>Development Competence</b> – something to improve on	<b>Key Behaviours</b>	<b>Benefit from improving / maintaining</b>
<b>Development Competence</b> – something to improve on	<b>Key Behaviours</b>	<b>Benefit from improving / maintaining</b>



## **Changing behaviours**

Think about various actions you could take:

- Direct action yourself
- Involving others
- On the job development
- Off the job development

You may want to consider a mixture of these actions. For example in relation to Influencing Skills:

### **Direct action**

- Decide on a situation that you want to influence
- Plan your approach
- Explain to someone else who is going to be there what you are trying to do and ask them to give you direct feedback after the event
- Reflect on your performance and plan for the next situation

### **Involving others**

- Observe someone who has well developed skills in this area and then ask them to coach you on how to approach an influencing situation

### **On the job development**

- Ask for an assignment that will test your influencing skills
- Ask for support from your manager or coach

### **Off the job development**

- Attend a formal course on Influencing Skills

The last part of the planning section is to put together a specific measurable achievable relevant and timed (SMART) action plan.

Think about the next 3 months:

- What specifically are you going to do?
- When are you going to do it?
- What difference will it make if you get it right?
- How will you know when you have succeeded?
- How will you measure your success?
- Is what you have planned achievable in the time?

Remember it is better to complete one action than leave ten unfinished!

Use the training and development plan on page 20 to complete your action plan.

When you have done this you need to consider the next steps:

- Obtain your line manager's agreement and support for the plan
- Seek the support of others
- Allocate time to review and update your plan
- Go for some early successes
- Expect people to be surprised when they see you change -

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don't let it put you off!

- Carry on asking for feedback and acting on it



## Training and Development Plan

Training and Development Plan					
List below any training and development needs that have been identified through the 360 feedback process. Indicate the expected results of the training and how performance will be expected to improve.					
	Development Objective	Development Activities	Target Completion Date	Responsibility	Follow-Up Date
Exempl	<i>Improve Communication Style.</i>	<i>Attend training to:</i> <ul style="list-style-type: none"> <li>• <i>Raise awareness of current communication style and impact on others.</i></li> <li>• <i>Improve communication style to be better understood by others.</i></li> </ul>	<i>End Q3 2011</i>	<i>Training Department</i>	<i>30 September 2011</i>
1					
2					
3					
Managers Comments			Employees Comments		



## *Scoring Anomalies*

*If you find that one person has consistently scored you differently from everyone else then it is usually one of 3 reasons:*

- *They have misunderstood the scoring system*
- *For some reason they have a different perception of you from other people.*
- *You behave differently with this one person than you do with everyone else*

*Best thing is not to get hung up on this - ask yourself if you do behave consistently differently with one person. If not then it is probably a misunderstanding.*