

# 360° Feedback & Planning Workshop

*“Examine what is said and not who speaks.”*  
*- An African proverb*

**Office of Human Resources and Strategic Talent  
Management  
Spring 2020**

**“What is the shortest word in the English language that contains the letters: abcdef?”**

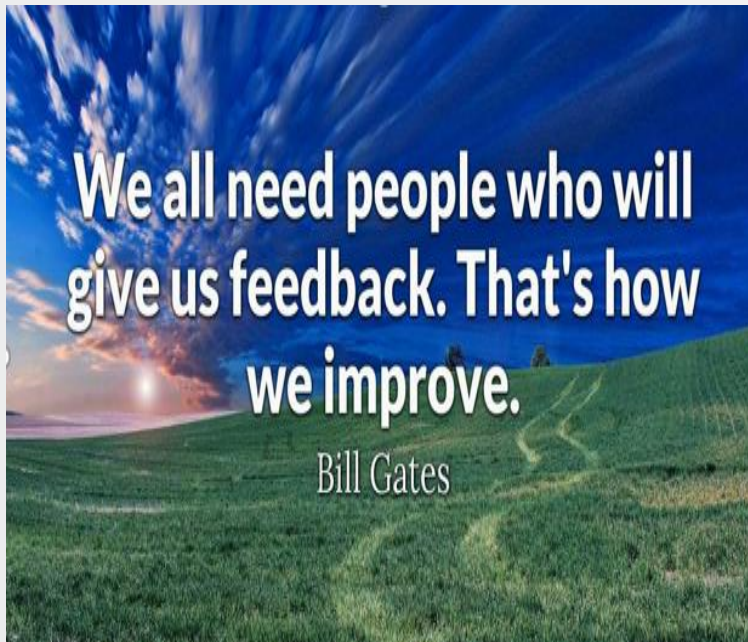
Answer: feedback. Don't forget that feedback is one of the essential elements of good communication.”

– Anonymous

# Agenda

- Attendee Introduction
- Background on 360° Feedback Surveys at MC
- Leveraging your 360° Feedback Report
- Utilizing the Interpretation Guide
- Next Steps
- Feedback, questions

# 360° Feedback Survey for Supervisors



- Ombud's recommendation to Dr. Pollard
- Adoption of recommendation from Dr. Pollard
- Outside vendor 3D Group

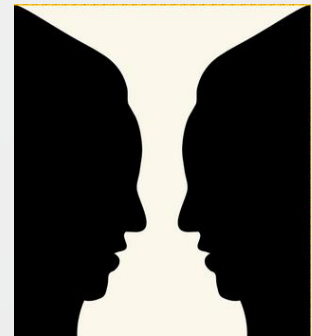


# Today's Workshop Outcomes

**What do YOU hope to get out of today's session?**

# Today's Workshop Outcomes

- Interpret the results of the 360° feedback results report.
- See a perspective of self through the lens of others.
- Learn of unexpected strengths as well as blind spots.



# Today's Workshop Outcomes

Moving from Insight to Action



“The true value of a 360 process can only be realized when a leader actually uses the feedback to change. Everything we do is designed to encourage leaders to improve.”

-Dale S. Rose, Ph.D., Founder

# Initial Reactions to the 360° Feedback

Energy is spent on constructing a defense rather than understanding feedback.

**Surprise:** “I can’t believe someone said that!”

**Annoyance:** “After all I’ve done for them!”

**Rationalization:** “I’ve been working like this for a long time-I don’t need to change.”

**Acceptance:** “I guess this is something I’ve got to work on .”



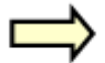
# Initial Reactions to the 360° Feedback

## Step 1: Initial Reactions

---

There is a lot of information in your report. The key is interpreting it.

- Read through your 360 Feedback Report
- Answer these questions

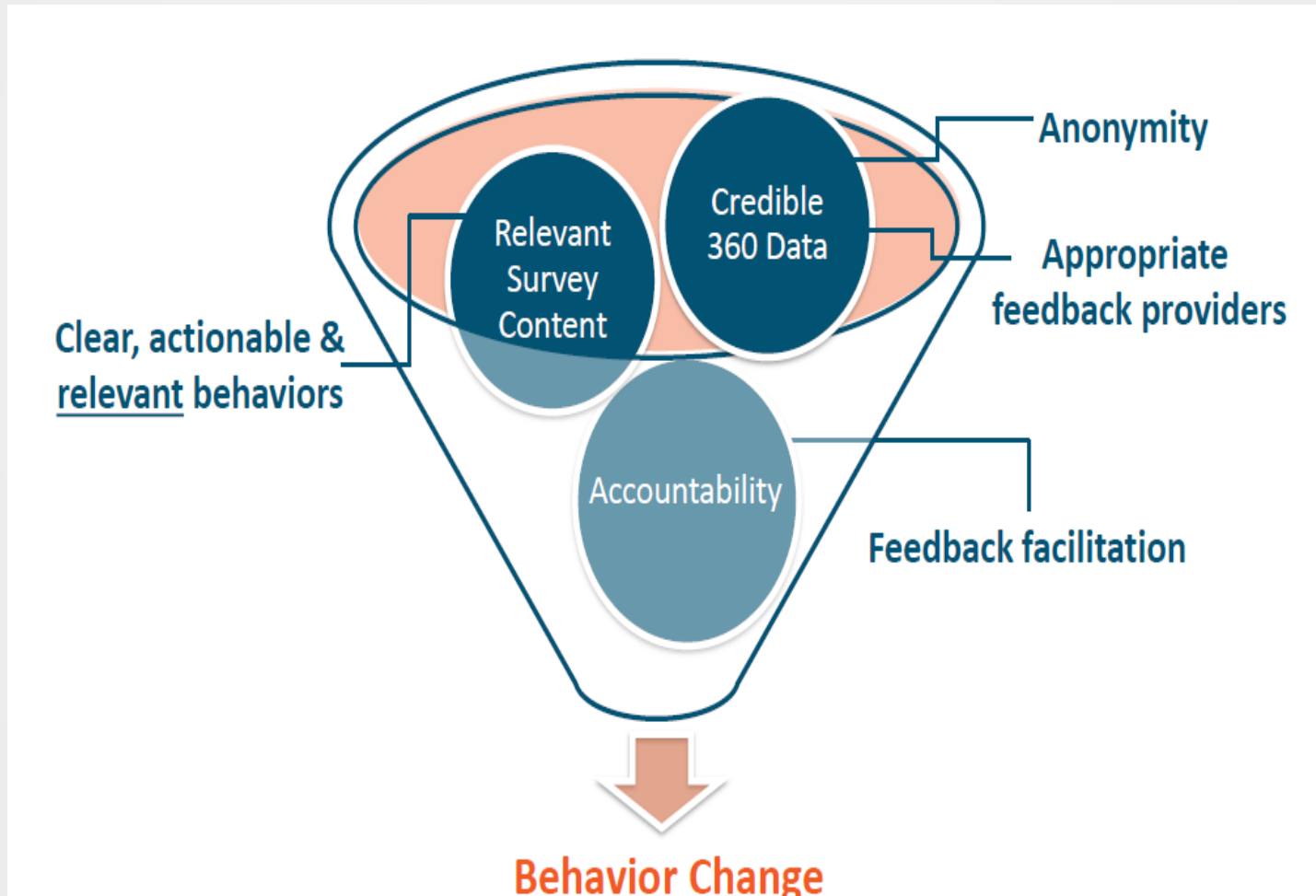


Are the results, in general, what you expected (both positive and negative)?



What is most surprising?

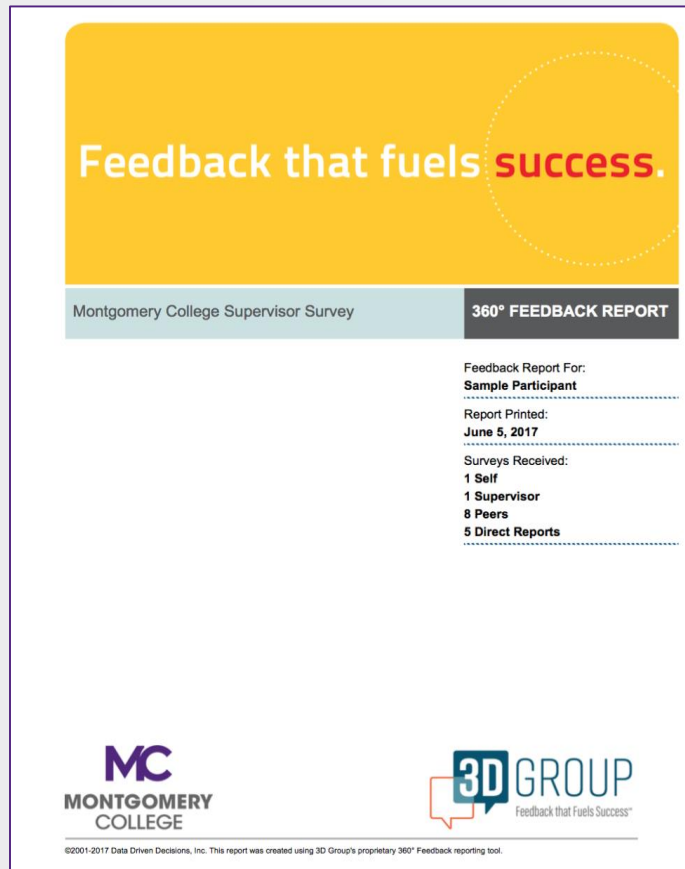
# 360° Feedback Change Model



## **360° Surveys are Tools That...**

- Identify strengths and developmental needs
- Help supervisors determine whether they are learning the skills and perspectives important for success
- Uncover potential blocks to development – flaws or failures that could lead to derailment
- Focus on what is changeable

# About Your Report



- A tool to use to your benefit
- You own the data
- You are in charge of developing your leadership skills and career trajectory

# Interpretation Guide

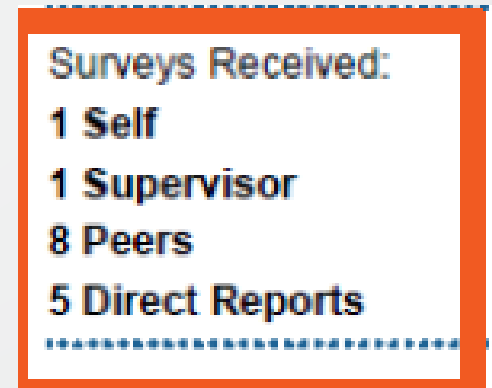


- Initial Reactions
- Digging into Your Results
- Individual Behaviors
- Self-Other Differences
- Written Comments
- Additional Development Opportunities
- Identifying Development Priorities

# 360° Feedback Report



## Cover Page Details



# List of Raters

**MC**  
MONTGOMERY  
COLLEGE

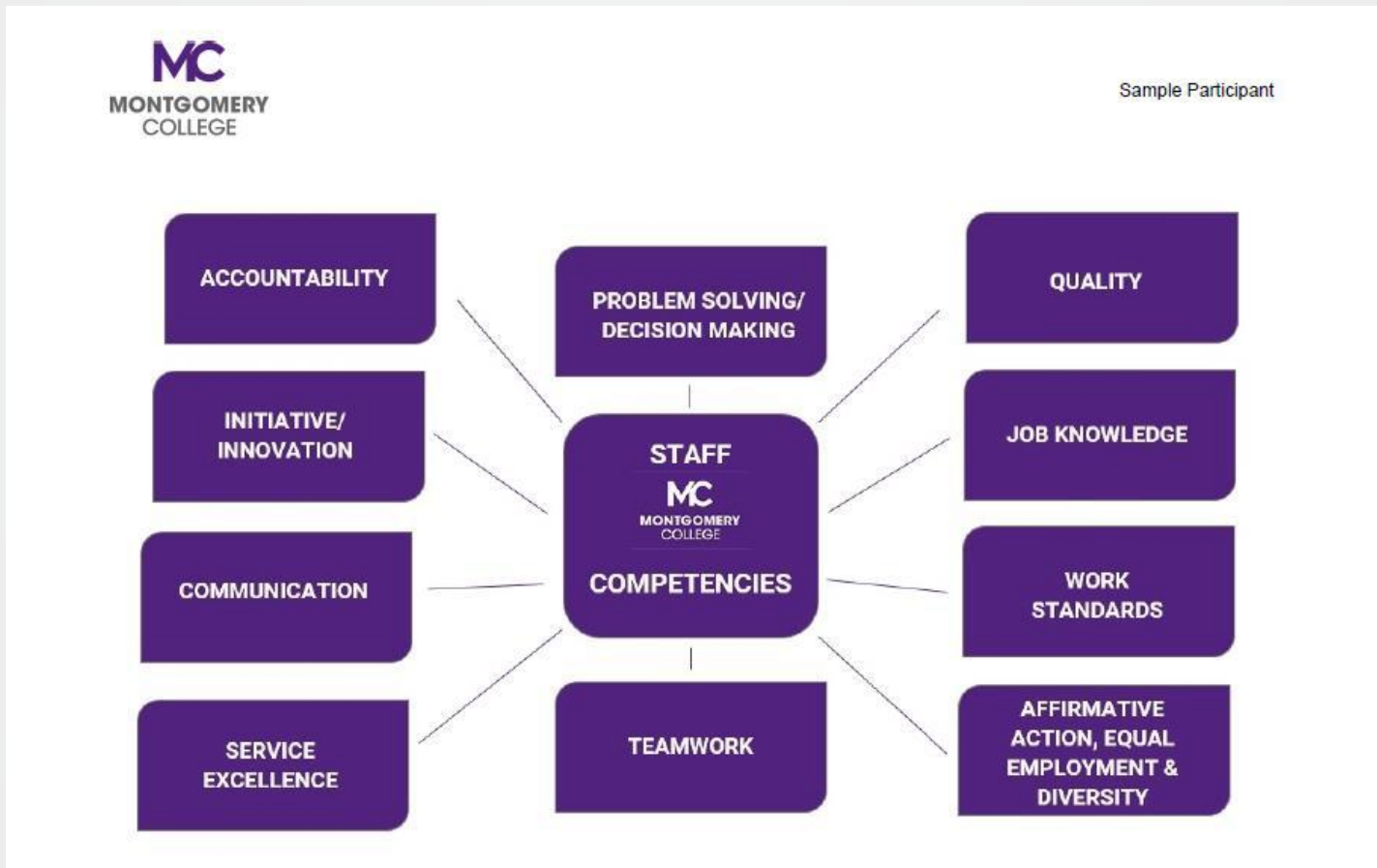
Sample Participant

## List of Raters

The following people were selected as raters and invited to provide you with feedback. It is possible that not all of them responded to the survey.

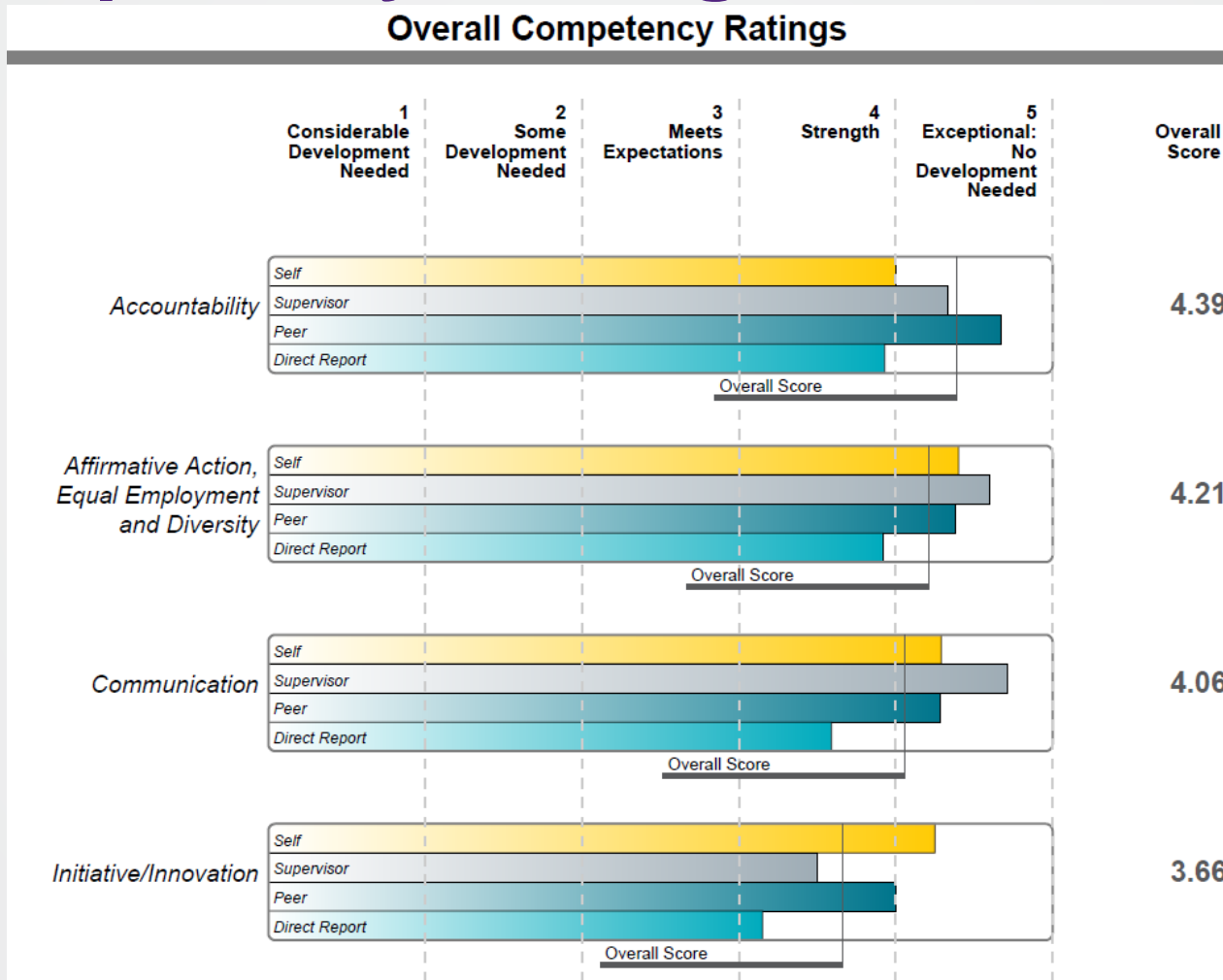
<b>Self</b>	Sample Participant
<b>Supervisor</b>	Linda Hill
<b>Peers</b>	Bernard Bass Marshall Goldsmith Richard Hackman Christina Harbridge Rosabeth Kanter Jerry Porras Edgar Schein Margaret Wheatley
<b>Direct Reports</b>	Chris Argyris Warren Bennis James Collins Donald Schon Peter Senge

# Custom Content

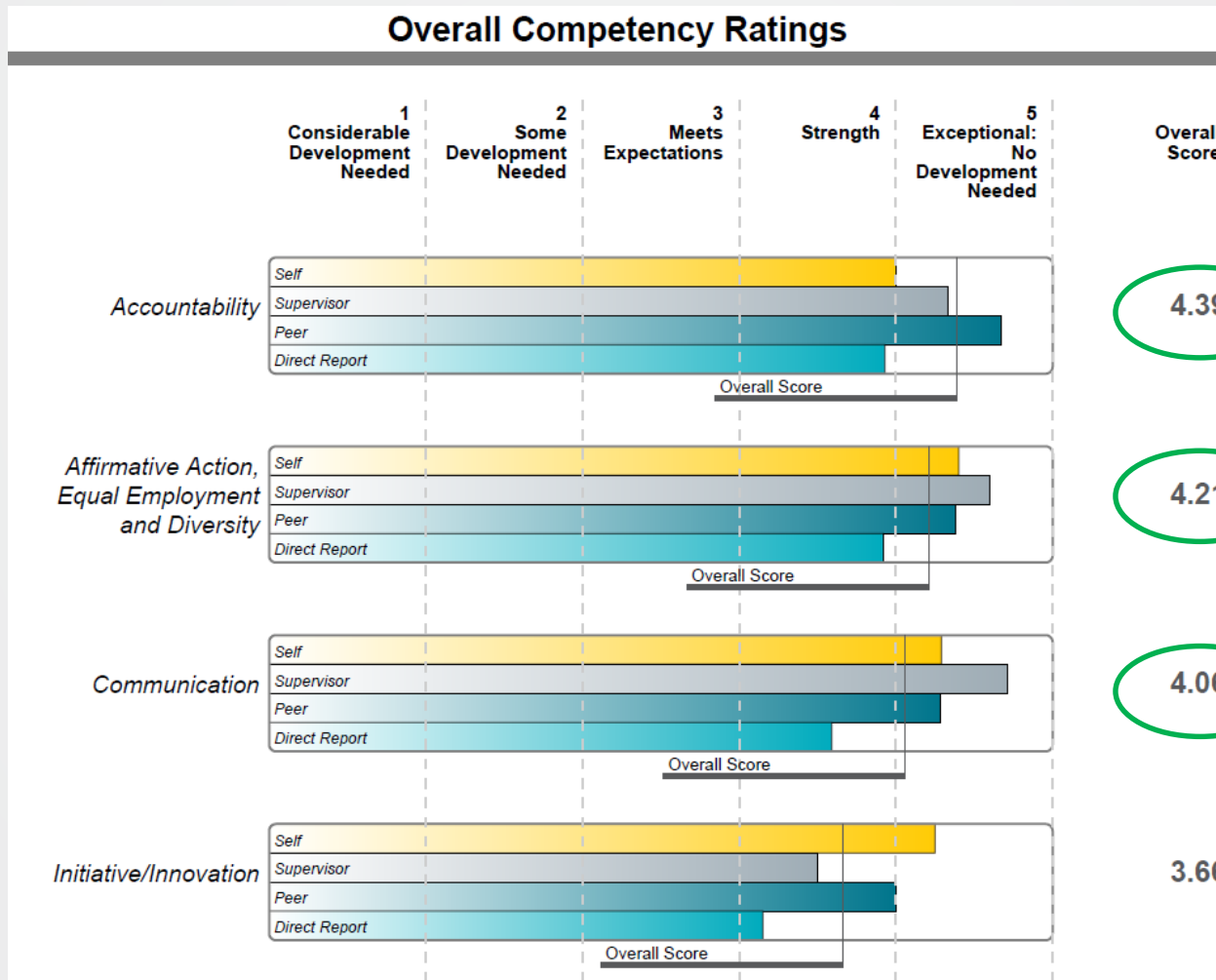




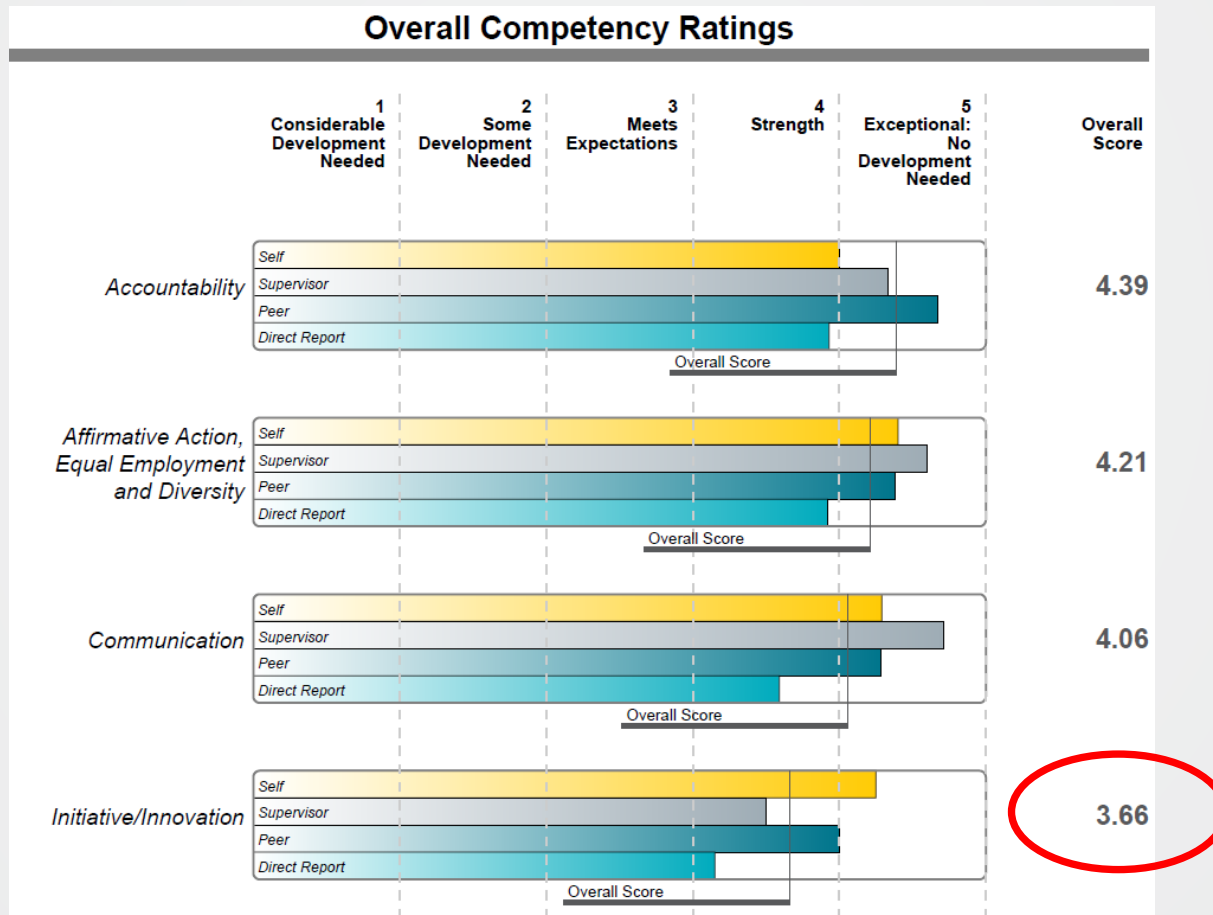
# Competency Averages



# Competency Averages

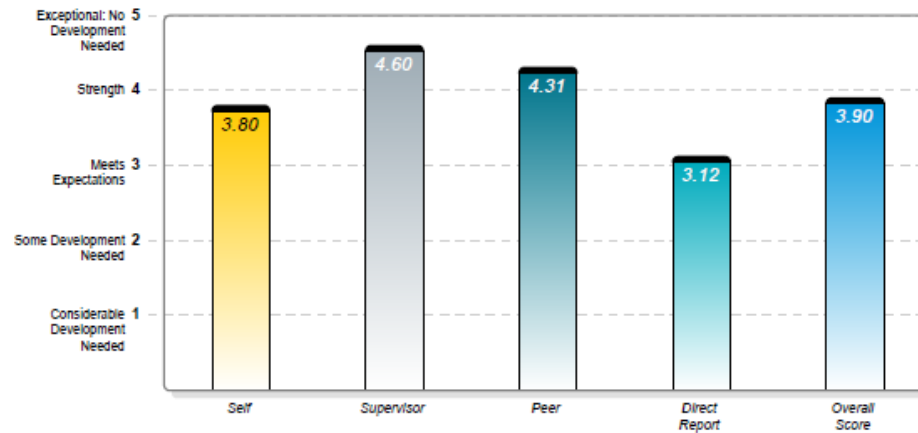


# Competency Averages



# Competency Averages

## Average Ratings for Work Standards

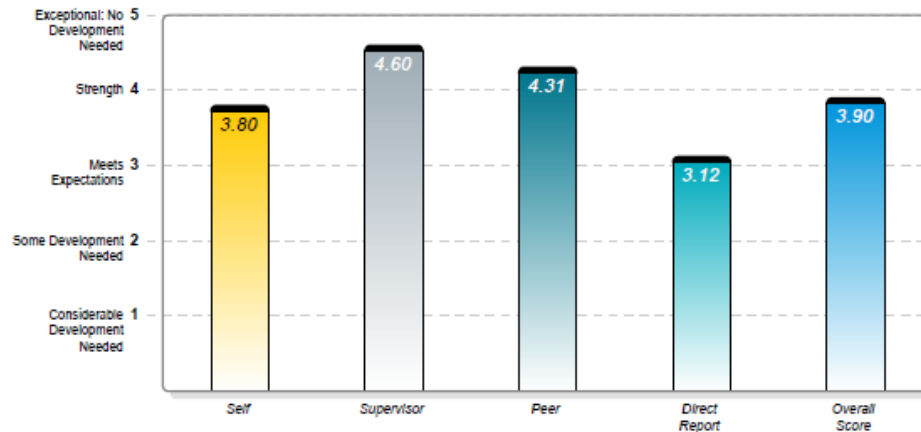


### Individual Behavior Ratings for Work Standards

	Self	Supervisor	Peer	Direct Report	Overall Score
47. Gives credit to others for their good work.	4.00	5.00	4.43	3.40	4.08
48. Follows through on commitments and shows that he/she can be trusted by other members of the team.	4.00	5.00	4.38	3.00	3.93
49. Is honest and open.	3.00	5.00	4.13	2.80	3.71
50. Admits mistakes and proactively works to gain new knowledge or skills.	5.00	3.00	4.25	2.20	3.43
51. Demonstrates loyalty to the College.	3.00	5.00	4.38	4.20	4.36

# Competency Averages

## Average Ratings for Work Standards

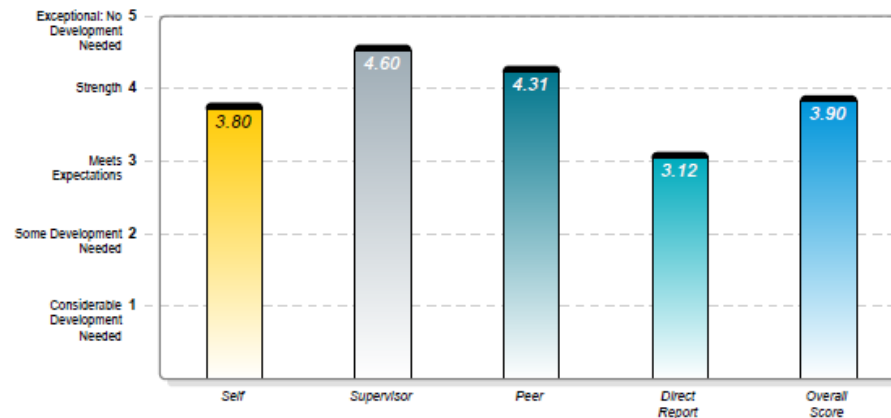


### Individual Behavior Ratings for Work Standards

	Self	Supervisor	Peer	Direct Report	Overall Score
47. Gives credit to others for their good work.	4.00	5.00	4.43	3.40	4.08
48. Follows through on commitments and shows that he/she can be trusted by other members of the team.	4.00	5.00	4.38	3.00	3.93
49. Is honest and open.	3.00	5.00	4.13	2.80	3.71
50. Admits mistakes and proactively works to gain new knowledge or skills.	5.00	3.00	4.25	2.20	3.43
51. Demonstrates loyalty to the College.	3.00	5.00	4.38	4.20	4.36

# Competency Averages

## Average Ratings for Work Standards

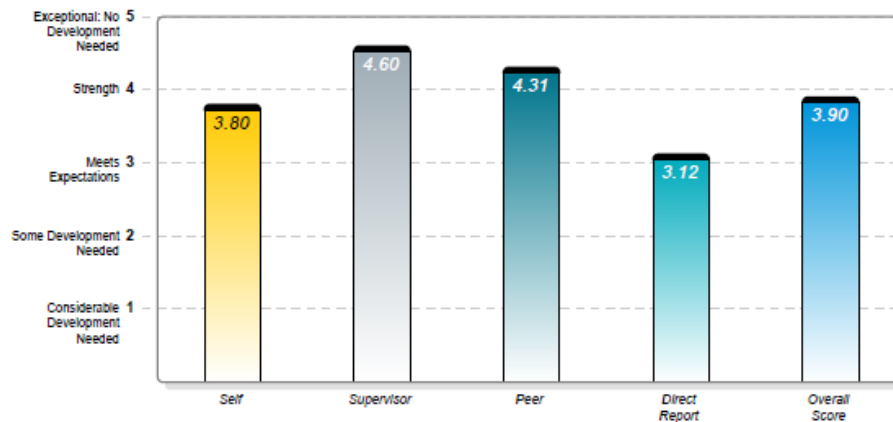


### Individual Behavior Ratings for Work Standards

	Self	Supervisor	Peer	Direct Report	Overall Score
47. Gives credit to others for their good work.	4.00	5.00	4.43	3.40	4.08
48. Follows through on commitments and shows that he/she can be trusted by other members of the team.	4.00	5.00	4.38	3.00	3.93
49. Is honest and open.	3.00	5.00	4.13	2.80	3.71
50. Admits mistakes and proactively works to gain new knowledge or skills.	5.00	3.00	4.25	2.20	3.43
51. Demonstrates loyalty to the College.	3.00	5.00	4.38	4.20	4.38

# Competency Averages

## Average Ratings for Work Standards

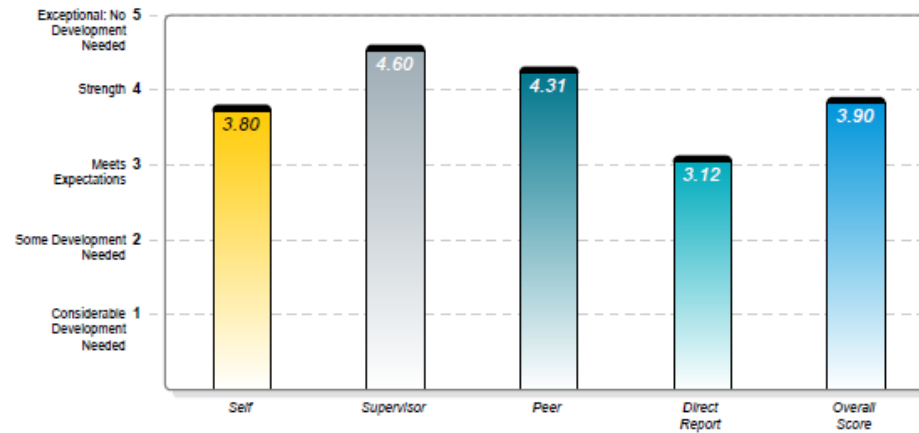


### Individual Behavior Ratings for Work Standards

	Self	Supervisor	Peer	Direct Report	Overall Score
47. Gives credit to others for their good work.	4.00	5.00	4.43	3.40	4.08
48. Follows through on commitments and shows that he/she can be trusted by other members of the team.	4.00	5.00	4.38	3.00	3.93
49. Is honest and open.	3.00	5.00	4.13	2.80	3.71
50. Admits mistakes and proactively works to gain new knowledge or skills.	5.00	3.00	4.25	2.20	3.43
51. Demonstrates loyalty to the College.	3.00	5.00	4.38	4.20	4.38

# Competency Averages

## Average Ratings for Work Standards



### Individual Behavior Ratings for Work Standards

	Self	Supervisor	Peer	Direct Report	Overall Score
47. Gives credit to others for their good work.	4.00	5.00	4.43	3.40	4.08
48. Follows through on commitments and shows that he/she can be trusted by other members of the team.	4.00	5.00	4.38	3.00	3.93
49. Is honest and open.	3.00	5.00	4.13	2.80	3.71
50. Admits mistakes and proactively works to gain new knowledge or skills.	5.00	3.00	4.25	2.20	3.43
51. Demonstrates loyalty to the College.	3.00	5.00	4.38	4.20	4.38



# Top 10/Bottom 10

<b>Strengths</b>		Self vs. Others				Overall Score
Competency	10 Highest Rated Behaviors	Self	Supervisor	Peer	Direct Report	
Accountability	3. Follows up to check the progress of key projects and goals.	5.00	4.00	4.75	4.20	4.50
Affirmative Action, Equal Employment and Diversity	6. Treats people fairly.	5.00	5.00	4.63	4.20	4.50
Supervisor Accountability	39. Provides feedback in a constructive way.	5.00	5.00	4.63	4.20	4.50
Communication	10. Expresses Ideas clearly and concisely.	4.00	4.00	4.75	4.00	4.43
Quality	30. Effectively uses department resources (including people, time, cost).	4.00	5.00	4.50	4.20	4.43
Supervisor Accountability	38. Praises good work promptly.	4.00	5.00	4.63	4.00	4.43
Job Knowledge	24. Shows he/she understands the College's goals and priorities.	3.00	5.00	4.50	4.20	4.43
Job Knowledge	21. Develops effective goals to execute on work priorities.	2.00	5.00	4.63	4.00	4.43
Job Knowledge	25. Demonstrates an understanding of how his/her work contributes to the work of the College.	4.00	4.00	4.86	3.80	4.38
Teamwork	43. Establishes clear expectations for his/her team.	4.00	4.00	4.71	4.00	4.38

<b>Development Needs</b>		Self vs. Others				Overall Score
Competency	10 Lowest Rated Behaviors	Self	Supervisor	Peer	Direct Report	
Work Standards	50. Admits mistakes and proactively works to gain new knowledge or skills.	5.00	3.00	4.25	2.20	3.43
Initiative/Innovation	16. Adapts routine to deal with changes, new tasks, or obstacles.	4.00	3.00	3.75	3.20	3.50
Initiative/Innovation	18. Encourages new Ideas and solutions.	4.00	3.00	3.88	3.20	3.57
Service Excellence	36. Is timely in responding to inquiries.	5.00	5.00	3.88	3.00	3.64
Work Standards	49. Is honest and open.	3.00	5.00	4.13	2.80	3.71
Initiative/Innovation	17. Looks for opportunities to improve current products, services and work processes.	4.00	3.00	4.25	3.00	3.71
Communication	13. Asks questions to get more information and confirm understanding.	4.00	5.00	3.88	3.20	3.71
Supervisor Accountability	37. Trains employees and others to develop their skills.	4.00	5.00	4.00	3.20	3.79
Problem Solving/ Decision Making	29. Considers different Ideas, opinions, and feelings when making decisions.	4.00	2.00	4.25	3.40	3.79
Quality	32. Proactively addresses issues before they impede performance.	5.00	1.00	4.38	3.40	3.79

# Unexpected Strengths & Blind Spots Page

## Unexpected Strengths

Areas for which others rated you an average of 4.25 or higher, AND you rated yourself at least 1 point lower than others rated you. Others see you performing these behaviors well, but you see yourself as having room to improve.

Competency		Self	Overall Score
Job Knowledge	24. Shows he/she understands the College's goals and priorities.	3.00	4.43
Job Knowledge	21. Develops effective goals to execute on work priorities.	2.00	4.43
Accountability	1. Appropriately prioritizes and delegates projects and tasks.	3.00	4.38
Work Standards	51. Demonstrates loyalty to the College.	3.00	4.36
Problem Solving/ Decision Making	28. Conveys a sense of urgency when necessary.	3.00	4.36
Problem Solving/ Decision Making	27. Proactively addresses issues before they become problems.	2.00	4.31
Supervisor Accountability	40. Recognizes the strengths and weaknesses of his/her direct reports.	3.00	4.29

## Blind Spots

Areas for which others rated you an average of 3.75 or lower, AND you rated yourself at least 1 point higher than others rated you. You see yourself performing these behaviors better than others do.

Competency		Self	Overall Score
Work Standards	50. Admits mistakes and proactively works to gain new knowledge or skills.	5.00	3.43
Service Excellence	36. Is timely in responding to inquiries.	5.00	3.64

# Interpreting Comments

- Comment data is not fully representative
- Use to supplement quantitative data
- Look for overall themes

"You explain things well. When I have a question about how to apply policy guidelines you respond to me promptly and you always make complicated rules seem simple and clear. If you can't talk in person right away, you send an e-mail."

"Communication skills."

"You are incompetent! I can't figure out how you even became a manager."



# SMART Goals

- **S**pecific – Vague goals do not motivate action
- **M**easurable – Tracking progress increase efforts
- **A**ttainable – Goals need to be challenging, but also realistic
- **R**elevant – Clarify the importance of meeting goals
- **T**ime-based – Set goals that expire.

# Sample Goal

- Be Specific
- Focus on behavior changes
- How will others support you?

“Make an improvement in my listening skills. Reduce the number of times I interrupt and really focus on listening to my peers. I will ask them to point out when I interrupt them, so I can become more aware of when this happens. I will begin working on this immediately.”

# Prioritizing Development

- 1 to 3 focal issues (less is more)
- Choosing what to focus on
  - Career success
  - Capable of improving
  - Personally important
  - Important to role
  - Quick wins



# Analyzing Your Report

## Highest vs. Lowest Rated Competencies

**Step 2: Digging into Your Results**

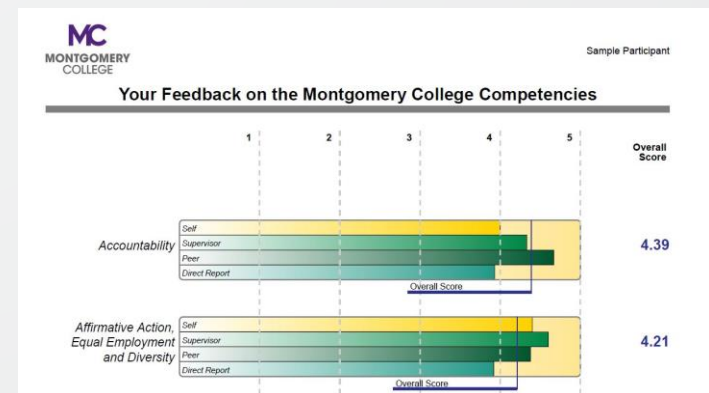
Using the table of contents, find the overall competency ratings section of your report (the first set of charts in the report). The competency ratings may take up several pages. Your overall score, or competency average, is listed to for each of the competencies. For some surveys, you will also see national norm scores or organizational norm scores indicated.

- In your report, locate your TWO HIGHEST rated competencies overall. Distinguish these competencies by marking them as highest and then copy the competency names below.
- Now locate your TWO LOWEST rated competencies. Mark them and then copy the competency names below.

Highest Rated Competencies	Lowest Rated Competencies

Do the highest and lowest match your perception of your behavior and skills?

What do these overall ratings suggest to you about your strength or development opportunities?



# Analyzing Your Report

## Individual Behaviors: Highest 2 Competencies

### Step 3: Individual Behaviors

---

Let's look more closely at your highest rated competency areas identified in STEP 2. For each of the two highest competencies, go to the corresponding page(s) in the body of the report where the behaviors that make up the competency are broken out and listed with self and rater group ratings for each survey item. Look at your individual behavior ratings within each competency:

1. Do any of these behaviors stand out as stronger or weaker than the others? Mark the areas where you rated highest. Generally these are behaviors you can leverage but should not spend much energy trying to improve further.
2. Do all of the rater groups (peers, self, etc.) agree that these behaviors are strengths? Circle any rater group scores that stand out as different from the others.
3. Were you aware that others see these as your strengths? Mark any items that you are surprised about.



# Analyzing Your Report

## Individual Behaviors: Lowest 2 Competencies

Now review each behavior within your lowest rated competency areas identified in STEP 2.

1. Do any of these behaviors stand out as stronger or weaker than the others? Mark the areas where you are rated lowest and consider putting energy into working on them.
2. Do all of the rater groups (peers, self, etc.) agree that these are development needs? Circle any rater group scores that stand out as different from the others.
3. Were you aware that others see these as development needs? Mark any items that you are surprised about.

# Analyzing Your Report

## Find Your Clear Strengths

### Find Your Clear Strengths

Clear Strengths are areas you and your co-workers agree are strengths. These are behaviors where your overall score is in the upper range of the scale and your self-rating is also high.

1. Review your strengths on the Focus on Strengths and Development Needs page of the report. Highlight each of the listed strengths where both your self-score and your overall score are a 4 or 5 and write “clear strength” next to them.
2. You may also want to go through the body of the report where survey items are listed for each competency and mark your top 10 strengths there to assist you when you review the report as a whole.
3. From the behaviors you indicated as a clear strength, list the two behaviors which you believe are your true top strengths:

1.

2.

**Do these behaviors come from competencies you identified as your highest in STEP 2?**

# Analyzing Your Report

## Find Your Unexpected Strengths

### Find Your Unexpected Strengths

Identify your Unexpected Strengths by turning to the Unexpected Strengths and Blind Spots page in your report. Unexpected strengths are areas in which you don't think you perform well but others perceive you to be skilled. You can also look at your strengths on the Focus on Strengths and Development Needs page of the report and mark any items where your self-score is below a 3, your overall score is a 3 or above, and there is at least a 1 point difference between the two scores. List your top three Unexpected Strengths (if you have any) with the greatest difference between yourself and overall scores below:

<b>1.</b>	
<b>2.</b>	
<b>3.</b>	

**What may be causing you to overlook these strengths? Ask a trusted co-worker why they think these are strengths.**

What may be causing you to overlook these strengths?

You can ask a trusted colleague why they think these are strengths.

### Unexpected Strengths

Areas for which others rated you an average of 4.25 or higher, AND you rated yourself at least 1 point lower than others rated you. Others see you performing these behaviors well, but you see yourself as having room to improve.

Competency		Self	Overall Score
Job Knowledge	24. Shows he/she understands the College's goals and priorities.	3.00	4.43
Job Knowledge	21. Makes decisions based on the department's goals/strategies and best interest.	2.00	4.43
Accountability	1. Appropriately prioritizes and delegates initiatives, projects, and tasks.	3.00	4.38
Teamwork	51. Makes sure his/her team has adequate resources to succeed.	3.00	4.36
Job Knowledge	28. Faces the challenges for the department's future.	3.00	4.36
Job Knowledge	27. Provides feedback on the budget (actual versus projected).	2.00	4.31
Service Excellence	40. Is timely in responding to inquiries.	3.00	4.29

# Analyzing Your Report

## Find Your Known Development Needs

### Find Your Known Development Needs

Known Development Needs are areas where you and your co-workers agree you could improve.

1. Review your development needs on the Focus on Strengths and Development Needs page of the report. Highlight each of the listed development needs where both your self-score and your overall score are below a 3, and write “development need” next to them.
2. You may also want to go through the body of the report where survey items are listed for each competency and mark your top 10 development needs there to assist you when you review the report as a whole.
3. From the behaviors you indicated as a development need, list the two behaviors which you believe are your greatest development needs:

<b>1.</b>	
<b>2.</b>	

**Do these behaviors come from competencies you identified as your lowest in STEP 1?**

Do these behaviors come from competencies you identified as your lowest in STEP 1?

### Development Needs

Competency	Your 10 Lowest Rated Behaviors	Self vs. Others				Overall Score
		Self	Supervisor	Peer	Direct Report	
Supervisor Accountability	50. Advances life-long learning and supports a learned-centered and learning-centered environment.	5.00	3.00	4.25	2.20	3.43
Initiative/Innovation	16. Adapts routine to deal with changes, new tasks, or obstacles.	4.00	3.00	3.75	3.20	3.50
Initiative/Innovation	18. Encourages new ideas and solutions.	4.00	3.00	3.88	3.20	3.57
Quality	36. Proactively addresses issues before they impede performance.	5.00	5.00	3.88	3.00	3.64
Work Standards	57. Follows through on commitments and shows that he/she can be trusted by other members of the team.	5.00	5.00	3.88	3.00	3.64
Communication	13. Asks clarifying questions to get more information and confirm understanding.	4.00	5.00	3.88	3.20	3.71
Initiative/Innovation	17. Looks for opportunities to improve current products, services and work processes.	4.00	3.00	4.25	3.00	3.71
Supervisor Accountability	49. Mentors others within the College.	3.00	5.00	4.13	2.80	3.71
Work Standards	60. Demonstrates loyalty to the College.	3.00	5.00	4.13	2.80	3.71
Problem Solving/ Decision Making	29. Solicits input from those who will be impacted by the decision when possible.	4.00	2.00	4.25	3.40	3.79

# Analyzing Your Report

## Find Your Blind Spots

What may be causing you to view these as strengths instead of as development needs?

Ask a trusted colleague why they think these are not strengths.

### Find Your Blind Spots

A Blind Spot is an area you believe is a strength but other people perceive as needing improvement. You can determine your Blind Spots by turning to the Unexpected Strengths and Blind Spots page. You can also look at your development needs on the Focus on Strengths and Development Needs page of the report and mark any items where your self-score is a 3 or higher, your overall score is below a 3, and there is at least a 1 point difference between the two scores. List your top three Blind Spots (if you have any) below:

1.
2.
3.

What may be causing you to view these as strengths instead of as development needs? Ask a trusted co-worker why they think these are not strengths.

### Blind Spots

Areas for which others rated you an average of 3.75 or lower, AND you rated yourself at least 1 point higher than others rated you. You see yourself performing these behaviors better than others do.

Competency		Self	Overall Score
Supervisor Accountability	50. Advances life-long learning and supports a learned-centered and learning-centered environment.	5.00	3.43
Quality	36. Proactively addresses issues before they impede performance.	5.00	3.64
Work Standards	57. Follows through on commitments and shows that he/she can be trusted by other members of the team.	5.00	3.64

# Analyzing Your Report

## Qualitative Feedback: Written Comments

### The one area that this person needs to improve is...

1. Understand the Industry better 2. Mentor, coach and develop employees 3. Effective time management

better delegation.

Delegating (it is possible that Sample needs more staff). Sample often seems very stressed and it appears that she has more on her plate than she should.

Delegating more tasks to others and knowing when to say no to less important requests in order to avoid stress and work burn-out.

Mentor, coach and develop staff. Communicate better.

# Outcomes and Next Steps

- Build a plan to improve on supervisory and leadership skills.
- Create a professional development plan with your supervisor
- Schedule a coaching session with your HR Internal Consultant



# Creating Your Professional Development

- Complete the Interpretation Guide on your own
  - Step 5: Written Comments (pg.7)
  - Step 6: Additional Development Opportunities
  - Step 7: Identify Development Priorities
- Let's Practice 1-2 SMART Goals for your plan!



# Creating Your Professional Development

**MC**  
MONTGOMERY  
COLLEGE

**Individual Professional Development Plan FY20**


Employee Name:	
Employee Title:	
Date:	

**Self-Reflection**

- 1) Briefly describe three skills and abilities you bring to your department and to MC.
- 2) Think about your career aspirations and path. What one or two skills and abilities would you like to improve this year to maintain or progress on your career path?
- 3) Review MC's competencies. In which one or two do you excel? List them.
- 4) In which one or two can you improve the most? List them.

HSTMA.april 2019 Page 1 of 5

# Goals Change Form



**CHANGE GOALS FORM**  
(Performance, Professional & Career Development)

Use this form if your goals - performance, professional and/or career development - have changed since they were documented in your most recent annual performance evaluation. Submit this form to [performance](#). This form may be attached to your annual performance evaluation.

Employee and Supervisor Information	
Employee Name:	
Employee Title:	
M#:	Supervisor:

Current Performance Goals	New or Updated Performance Goals

Current Professional Goals	New or Updated Professional Goals

Current Career Development Goals	New or Updated Career Development Goals

**Employee and Supervisor Acknowledgements**

Employee Signature	Date
Supervisor Signature	Date

# Creating 1-2 Sample Goals

- Focusing on your Known Development Needs (page 6) and the two behaviors you identified as needing development, come up with 1-2 goals
- Be sure that your goals are SMART. Let's see what that means...



# Next Steps: Take Action



# You Can Do It!



- It takes practice, hard work, and courage.
- Everyone can become a better leader and reap rewards!



**Feedback is the breakfast  
of champions.**

Ken Blanchard

# THANK YOU!



“Strive for continuous improvement, instead of perfection.”  
– Kim Collins

**MC** MONTGOMERY  
COLLEGE