My Peer Said What?!!

Do’s and Don’ts of 360 Feedback for Positive Results

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Agenda

• Background
• Purpose and Considerations
• Choosing a Tool
• Preparing Raters and Participants
• Delivering the Feedback
• Questions
What is 360 Feedback?

Top assessment type used by top talent management companies
Poll: 360 Feedback Experience

- Have you ever had a 360?
- Was it a helpful experience?
Johari Window and Blind Spots

Open Self
- Known to Self
- Known to Others

Blind Self
- Unknown to Self
- Known to Others

Hidden Self
- Known to Self
- Unknown to Others

Unknown Self
- Unknown to Self
- Unknown to Others
Developmental 360 Programs

• more honest feedback
• greater behavior change
Evaluative 360 Programs

- perceived accountability
- information for decisions

More sources ≠ better data
hybrid 360 programs

- Confidential 360
- Development Plan and/or 360 Shared
- Scheduled Follow Ups

Do one or the other when first introducing.
“There is really no getting around the fact that whenever I evaluate one of my people, I stop and think about the impact—the ramifications of my decisions on my relationship with the guy and his future here.

Call it being politically minded, or using managerial discretion, or fine tuning the guy's ratings, but in the end I've got to live with him, and I'm not going to rate a guy without thinking about the fallout.

There are a lot of games played in the rating process and whether we [managers] admit it or not we are all guilty of playing them at our discretion.”

Longnecker et. al., (1987)
rater groups

Your 360

Manager -> Direct Reports -> Peers

Others -> Your 360

Self

emphasize perspective
rater errors & 360 purpose

Exacerbated in Evaluative Contexts

Explained as Perspective in Developmental
Choosing a Tool

- Custom or Off-the-Shelf
- Validation
- Content and Complexity
Off-the-Shelf

- Normative data
- Validated
- Automated
## Content and Complexity

### Five Factors of Effective Leadership

<table>
<thead>
<tr>
<th>Factor Name</th>
<th>Raw Score</th>
<th>T-score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disciplined Execution</td>
<td>4.0</td>
<td>51</td>
</tr>
<tr>
<td>Building Relationships</td>
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<td>58</td>
</tr>
<tr>
<td>Strategic Thinking</td>
<td>4.1</td>
<td>57</td>
</tr>
<tr>
<td>Inspirational Character</td>
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<td>54</td>
</tr>
<tr>
<td>Developing Others</td>
<td>4.0</td>
<td>56</td>
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</tbody>
</table>
when to customize

Benefits
– Custom competencies
– Integrating with PM
– Building buy-in

Drawbacks
– Time and resource intensive
– No norms
report contents

• Overall Competency Scores
• Competency Breakdowns
• Highest Scores
• Lowest Scores
• Manager Disagreements
• Blind Spots - Self vs. Others
• Comments
• Visual Displays
## Leadership Character Qualities

<table>
<thead>
<tr>
<th>Character Quality</th>
<th>Raw Score</th>
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<tbody>
<tr>
<td>Self Confidence</td>
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<tr>
<td>Courage</td>
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<td>60</td>
</tr>
<tr>
<td>Accountability</td>
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<tr>
<td>Focus on the Whole</td>
<td>6.0</td>
<td>55</td>
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<tr>
<td>Lack of Blame</td>
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<td>Emotional Mastery</td>
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<td>53</td>
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<tr>
<td>Humility</td>
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<tr>
<td>Empathy</td>
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<td>51</td>
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<tr>
<td>Integrity</td>
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<td>Core Qualities</td>
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<td>Strongly Agree</td>
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<td>----------------</td>
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<tr>
<td>Integrity</td>
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<td>Manager(s)</td>
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<td>5.6</td>
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<tr>
<td>Peers</td>
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<td>Subordinates</td>
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<tr>
<td>Others</td>
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<td>Respect</td>
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<td>Responsibility</td>
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<tr>
<td>Self</td>
<td>5.9</td>
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</table>
Summarize and Balance
Without Confidentiality

– Retaliation
– Pointless feedback
– Lost trust

Consider Outside Firm
https://www
web-based
security
automated
Ensuring Development

Prepare Raters and Participants
Deliver Feedback and Set Goals
Implementation
Follow-Up

Requires
Assessment  Challenge  Support
Preparing Participants & Raters
Preparing Participants
choosing raters

Monitor for balance?
preparing raters
rating errors
Evaluate each Competency separately, using the definitions as a guideline.
leniency & strictness errors

Using the scale for each competency and staying focused on observable behaviors will help to combat this error.
Focus on how a person does relative to the rating standards, not other employees.

contrast rating error
Identify behaviors that were demonstrated at various times during the year.
<table>
<thead>
<tr>
<th>Emphasizes Quality</th>
<th>Collaborates with Others</th>
<th>Leads Strategically</th>
<th>Most Likely Rating Error</th>
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<tbody>
<tr>
<td>3</td>
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<td>3</td>
<td>Central Tendency</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>1</td>
<td>Strictness or (-) Halo</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>5</td>
<td>Leniency or (+) Halo</td>
</tr>
</tbody>
</table>
"BEAR" comments

Behavior

Effect

Alternative

Results
“Bill is not someone you can count on.”

“Mary is rude and inconsiderate.”
“Bill often overcommits, but does not inform people when he is not going to be able to deliver on deadlines. This leads to a lot of frustration when other people are counting on him to meet customer expectations.”

“On conference calls, Mary often seems distracted. When she does participate, she interrupts and seems to be thinking more about what she is going to say next rather than listening.”
don'ts when giving feedback
• **Behavior**
  – Exact, Specific, and Detailed
  – “When you. . .”

• **Effect on Organization/Team**
  – Concrete Result of that Behavior
  – “The effects are. . .”

• **Thank You**
Poor “BETS”

• I really like John.
• Gene, your actions continue to motivate and inspire us.
Helpful “BETS”

• When Jane volunteered to edit the Team Charter and then produced the final document, it saved time for our team and created a unified document which all of us accepted easily. I really appreciated that.

• At our last team meeting, Fred reviewed regression analysis and made sure each of us knew how to do it. As a result, we each felt confident in our ability to perform this important action. We were all very grateful.
Debriefing the Report
Key coaching skills
common reactions

“I know who said that, and they’re just biased.”

“Well, just look at my sales numbers.”

“Wow, I thought I was doing a good job until I saw this report.”
what do coaches do?
creating a development plan

• SMART  • Follow-Up
• Share  • Require Discussion
Behavior Change

perceived need

optimism

accountability
## I. IDENTIFY PRIMARY DEVELOPMENT AREAS

| Listening and Avoiding Defensiveness | • The comments suggest listening skills have improved recently, but the scores suggest it may still be an opportunity for growth.  
|  | • Several comments about becoming defensive in response to feedback, also suggest it is a growth opportunity. |
II. IDENTIFY PRIMARY STRENGTHS

| Empathy         | You have a great deal of empathy for your direct reports. Transfer this sense of understanding to empathy for your peers. Because you’ve never been in your peers’ shoes before (as you have been with your direct reports), you may have to use other tactics, like asking more questions to see things from their perspective. |

III. IMMEDIATE ACTIONS

1. Identify some upcoming meetings in which you will make a concerted effort to use active listening techniques.
Dear Rater,

You recently participated in providing feedback for a leadership development... Thank you again...I am committed to improving in:

- **Openness to input and information sharing** - there was strong feedback that my interpersonal style can come across as very defensive or confrontational...

- **Relationship building/catalyzing teams and creating buy-in** - there is substantial improvement I can make in working to build relationships and enable teams through less assertive and aggressive behaviors...
Personality & 360
Key Principles

More sources ≠ better data
What Questions Do You Have?
Turknett Leadership Group

Turknett Leadership Character Model™
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