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## ***Debriefing a 360 feedback report***

**Time required:**                      **Approximately 60 minutes**

**Who should be present?**        **The participant and facilitator.**

(Depending on the purpose of the 360 process and the degree of sensitivity, the HR Manager may also be present. This person has no debriefing role. They can provide clarity on training and development options, company HR policy, etc).

**Outputs:**                            **(1) A list of behaviours that the participant agrees to modify for each observer group (manager, peers, staff)**

**(2) List of questions and issues to raise with each observer group [staff, peers, manager].**

**(3) A development plan.**

**(4) A statement of the implications of the feedback for career plan based on the question “If I were operating in my manager’s position – one level up the organisation – which behaviours would assist me and which would I need to improve?”**

**(5) Providing feedback to observers: Thanking observers and informing them what the participant will do with the information gathered from their feedback.**

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| <p><b>Templates exist in the 360 feedback report for each of these outputs. Copies are contained in Attachment 1 to these notes.</b></p> |
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### **Introduction**

**Step 1:** Give the participant 2 copies their report. Tell them one is for them and one for their manager (only if this process has been agreed prior to the 360 process).

**Step 2:** Tell the participant that the debrief process you are about to go through is contained in the report itself (after the last chart). They can repeat it themselves in their own time later if required.

**Step 3:** Tell the participant what is in the report you have given them. For example:

*“The **iedex** 360 feedback report comprises 8 charts. These charts display how people perceived your performance on each behaviour in the diagnostic. In addition, some charts display results that aggregate similar behaviours into broader “capabilities”, while others aggregate observer groups (manager, peers, staff, etc). These provide different insights into the feedback that enable you to have a much richer understanding of yourself in relation to all of the people you work with”.*

**Step 4:** Explain that the general process for analysis of the report is as follows:

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1. *Look for significant variations in the way that different observer groups perceive you on the same behaviours/capabilities. Why is this the case? Does it warrant specific attention to some behaviours for some groups?*
  2. *Which observer category consistently scores you higher or lower than others? Why is this the case? Does it warrant specific attention to that group?*
  3. *Do you consistently score higher or lower on certain types of behaviours/capabilities? What does this tell you about yourself, your strengths and development needs?*

Stress the following:

- *The perception of each observer is **their** reality, whether you agree with it or not;*
- *Feedback has positives and negatives – analyse both equally rigorously;*
- *Don't guess at who may have scored you in a particular way, and don't confront those who you think have provided you with feedback you don't like;*
- *Decide what behaviours you will work on for each observer group – don't attempt too much;*
- *Decide what information you will share with each observer group.*
- *Consider talking to each observer group about the feedback to get a better understanding of why they scored you as they did.*

**Key points:**

**Try not to become defensive about negative feedback.**

**Remember to congratulate yourself on positive feedback.**

### **Chart 1: Capability importance**

This analysis will allow the participant to align their behaviours with the priorities of their manager. They should think about trying to perform well in areas that their manager thinks are more important (there is little benefit in performing well in unimportant areas).

Remind the participant that they completed the 360 feedback diagnostic twice – once to identify the “importance” of each behaviour in their current role, and once to score their “performance” on each behaviour.

Their manager did this as well. Explain that “importance” of each behaviour is something that can vary according to role [eg. “people management” related behaviours are more important for managers with lots of staff than managers of assets, processes and equipment]. Also, different managers have different views about the importance of some behaviours.

The primary purpose of the debrief of this Chart is to look at the results to see where there are significant variations in the “importance” ratings given by the participant and their manager.

#### **Typical debrief process:**

*There are 2 charts here:*

**Chart 1a:** *This chart reports “importance” at the **capability** level, ie. it adds together a number of behaviours and reports the average score in graphical form.*

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**Chart 1b:** This chart reports the raw data ie. the actual scores given by you and your manager for each **behaviour** in the diagnostic, presented in a table.

These Charts contain an analysis of the importance you attached to each behaviour and compares it with the importance your manager attached. They enable you to identify similarities and differences in priorities between you and your manager. Ultimately we want to make sure you are not focusing on areas that your manager thinks are lower in priority.

**Key points:**

**Use the information to get a clear understanding of the behaviours your manager considers most and least important. What does this tell you about them?**

**Talk to your manager about any score differences of 2.0 or more in Chart 1b.**

## **Chart 2: Capability performance**

This Chart displays the performance scores the participant received for each of the **capabilities** in the diagnostic. [Note: This Chart does not contain scores for behaviours – these are shown in Chart 4].

Hint:

You should allow the participant to “absorb” the chart for a few minutes without anyone talking.

Try to get a feel for the rank order of scores from different observer groups (eg. manager scores higher than staff on most items, followed by peers and self).

It is common for “peers” to be the lowest scoring observers. This is usually because:

- There is a degree of competitiveness between peers. Sometimes this causes them to be tough on each other
- Many peers do not know in details what their colleagues actually do. So they rate them in the mid-range of scores, resulting in a lower overall result.

### **Typical debrief process:**

*This Chart will allow you to identify your behaviour strengths and weaknesses and to compare the scores given to you by each observer group (peers, manager, staff). Look at the columns in the graphs and 'draw a line' with your eye across the page:*

- *Are there any significant differences (say 0.5 to 1 point) between the scores given by different observer groups? What might be the reason?*
- *Where did you score highest and lowest? Can you explain this?*
- *Decide a “cut-off” score below which you will act to improve on any capability.*

*Chart 4 will provide a full understanding of the scores you received for each behaviour that led to the creation of this Chart. At this point, we are interested in the big picture – what does each observer group see as being your capability strengths and weaknesses? Why do any differences exist? How does this compare with the way you see yourself?*

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**Key points:**

**Always keep the scoring scale in mind. Any score below 5 on the 7 point scale should be identified – it means that the observers do not even “slightly agree” that the participant possesses this capability.**

**Look for commonalities between high scoring capabilities (eg. may relate to “softer behaviours” such as communication or interpersonal skills). Do the same for low scoring capabilities.**

**Before leaving this graph, note the following:**

My manager thinks my capability strengths and weaknesses are...

My staff think my capability strengths and weaknesses are...

My peers think my capability strengths and weaknesses are...

I think my capability strengths and weaknesses are...

**Chart 3: Consolidated capability performance**

This Chart displays the participant’s score for each capability with the combined ratings of all other observers – a “you compared with the rest” analysis.

**Typical debrief process:**

*This Chart provides a summary of your self-perception in relation to everyone else’s perception of you. It answers the question “do I generally see myself the same as others see me?”.*

*Where there is strong consistency, note this and move on to the next chart.*

*Where there is strong inconsistency, discuss/decide whether this is:*

- *A scale effect – you have applied the scale differently than other observers (this needs to be kept in mind when analysing the rest of the report).*
- *A case of you being “hard” or “soft” on yourself (this needs to be kept in mind when analysing the rest of the report).*
- *An issue with your self-perception – you truly see yourself differently than everyone else sees you (this usually indicates a lack of critical self awareness and may require some personal development in areas such as interpersonal skills and receiving feedback).*

**Chart 4: Table of Raw Scores**

This Chart is the heart of the report. It contains the details of ratings provided by each observer group, without compromising confidentiality. [Note: “manager” scores are not confidential].

The table includes the highest and lowest scores provided by staff and peers to enable the participant to analyse variance in the scores received. For example:

- 
- Where a low or high score is a long way away from the average, this indicates an “outlier” (where one person has a view divergent from most others).
  - Where all scores are clustered tightly around the average, there is an agreed common view about the performance of the participant.

There is so much information in this table that it is best to take the participant through it in the following stages:

1. General process
2. Self and manager scores
3. Staff and peer scores
4. Overall scores

**Templates are provided in the report to assist this analysis (See Attachment 1 to these notes).**

### **General process**

*The general process is the same for all columns in this table. You should look for high scores, low scores and variations in scores between observer groups.*

- *Set yourself a minimum acceptable score for any behaviour. Pencil a circle around scores below this, look for commonalities in the items you have circled, even though they come from different capabilities. [For example, frequently people are stronger at “hard” or “soft” behaviours, regardless of which aspect of performance they are related to].*
- *Have the different observer groups given you similar/varying feedback? Can you work on one behaviour across all observer groups, or does each group want different improvements from you?*

*The debrief process should identify specific strengths and weaknesses as perceived by each observer group. Although some results will be constant across groups, it is probable that each group sees you differently because you perform different roles relevant to each group.*

### **Self and manager scores**

*The analysis process should identify:*

- *High scores – self and manager (do you see your strengths the same as your manager sees them?)*
- *Low scores – self and manager (do you see your weaknesses the same as your manager sees them?)*
- *Variation between scores provided by self and manager (where do you and your manager have divergent views about your performance? Can you explain this?)*

**After this analysis, note in the following templates:**

**Template 1**

The behaviours I will change for my manager are....

**Template 2**

Questions I have for my manager about the scores they gave me are....

*If the behaviour change is relatively simple, no training or development is required (this is often the case). If in doubt, speak to the HR Manager or someone else whose advice you trust.*

**Staff and peer scores**

*The analysis process should identify:*

- *Keeping your self and manager's scores in mind, note the way your staff perceive your performance versus the way you are perceived by your peers. Because you play different roles for each group, some variation is inevitable.*
- *Minimum and maximum scores – staff and peers. Where does the greatest range of scores occur for staff and peers? Is this for the same or different behaviours?*
- *Using your minimum acceptable score for any behaviour, pencil a circle around scores below this. Look for commonalities in the items you have circled, even though they come from different capabilities. What does this tell you about your perceived strengths and weaknesses?*

***What to do about a low “outlier” score in the table.*** *Where one person clearly sees you differently than all others, the default action is “do nothing”. You can't keep everyone happy and changing your behaviour to suit one person may not suit a number of other people. Do not guess at who might have scored you this way – you might be wrong. Do not confront or accuse the “suspect”.*

**After this analysis, note in the following templates:**

**Template 1**

The behaviours I will change for my staff are....

**Template 2**

Questions I have for my staff about the scores they gave me are....

**Template 1**

The behaviours I will change for my peers are....

## Template 2

Questions I have for my peers about the scores they gave me are....

*If the behaviour change is relatively simple, no training or development is required (this is often the case). If in doubt, speak to the HR Manager or someone else whose advice you trust.*

## Overall scores

The overall scores for each capability and behaviour are contained in the final column. Note that this average score **excludes** the “self” score of the participant.

## Chart 5: Average score ranked by capability/behaviour

This Chart displays the average score for each capability (ranked high to low) followed by the detailed ranking of behaviours. The analysis is repeated for observer group.

All of this information is available in the table of raw scores (Chart 4) but is presented in a way that makes capability/behaviour strengths and weaknesses, as perceived by each observer group, blatantly obvious.

## Typical debrief process

*These Charts provide a separate analysis of capabilities and behaviours:*

**Chart 5.1-5.4:** *Look at the overall ranking of your capabilities and compare it with the ranking for each observer group (Charts 5.2-5.4). Note the similarities and differences, particularly your top 3 and bottom 3 capabilities.*

*This analysis is useful for an overall understanding of your performance but, because it operates at the capability level, it disguises variations in underpinning behaviours (see Charts 5.1a-5.4a).*

**Chart 5.1a-5.4a:** *Look at the behaviours in which you have rated highest (eg. the top 5-10 scores). Is there any connection between them?*

*Note the behaviours in which you have rated lowest (eg. the bottom 5-10 scores). Is there any connection between them?*

*Can you work on one behaviour (or a few) and have a positive impact on other related behaviours as well? For example, improving on the behaviour “Keeps people informed about their performance” should have a positive impact on the behaviour “Communicates effectively”.*

*Do not automatically assume that just because you received a low score on a behaviour that you should change that behaviour. For example, if your organisation (or your team) is going through a tough change process, you might be perceived as being somewhat inconsiderate, uncaring, tough and overly outcome focused. You need to consider:*

- *Are you really like this, or*

- 
- *Is the change process compelling you to be like this in the short term?*
  - *If the answer is the latter, you should not react too strongly to the feedback (of course, you cannot use “change” as an excuse for what could be simply poor behaviour).*

**Check:**

When you have reviewed Charts 5.1a-5.4a, revisit Templates 1 and 2 and confirm that the behaviours you intend to work on, and the questions you intend to ask, are still appropriate for each observer group.

**Chart 6: Strengths and development needs**

This Chart lists your top 5 scores and 5 lowest scores for behaviours in the diagnostic – on average and for each observer group. It is a summary of key data from Chart 5.1a-5.4a.

**Chart 7: Comments by observers**

These are a very useful part of the feedback because they add a qualitative dimension to what is essentially a quantitative analysis.

Leave the participant to read through the comments and discuss them as required.

**Typical debrief process**

*Read the comments provided by your observers:*

- *Do they support high or low scores you received in the 360 degree feedback process?*
- *Do they reinforce your strengths and development needs?*
- *Do they provide any insights into how you should pursue your development needs?*

**Chart 8: Table of capability statements**

This Chart contains a breakdown of the statements associated with each capability in the diagnostic. It shows you how the whole diagnostic is assembled.

**Additional Chart: Urgency Barometer**

On the final page of the report is a colour-coded table called an “Urgency Barometer”. This matches scores received for “importance” with scores received for “performance”. Four results are possible:

1. The participant scores well in behaviours their manager thinks are important (Code: Green)
2. The participant scores poorly in behaviours their manager thinks are important (Code: Red)

- 
3. The participant scores well in behaviours their manager thinks are unimportant (Code: Yellow)
  4. The participant scores poorly in behaviours their manager thinks are unimportant (Code: Orange)

**Note:**

This report is included as an additional report (not a core report) because on occasion the “importance” scores given by managers contain minimal variation (ie. the manager sees all behaviours in the diagnostic as “important”). This has the result of “compressing” the analysis and minimal variation in performance can shift behaviours between red, green, orange and yellow categories.

**Typical debrief process:**

*The key colour codes here are **red** and **green**.*

**For red coded behaviours:** *Ensure these are in the behaviours you intend to modify for your manager. Because these are areas in which you need most “urgent” improvement, they should be priority areas for action in your development plan.*

**For green coded behaviours:** *Lock in these behaviours. Your manager finds them the most valuable.*

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## ATTACHMENT 1: TEMPLATES

As stated in the Introduction, a 360 debrief should produce:

- (1) A list of behaviours that the participant agrees to modify for each observer group (manager, peers, staff)**
- (2) List of questions and issues to raise with each observer group [staff, peers, manager].**
- (3) A development plan.**
- (4) A statement of the implications of the feedback for career plan based on the question “If I were operating in my manager’s position – one level up the organisation – which behaviours would assist me and which would I need to improve?”**
- (5) Providing feedback to observers: Thanking observers and informing them what the participant will do with the information gathered from their feedback.**

The following templates will assist each of these outputs.

### Template 1: Behaviour modification for each observer group

|  |  |
|--|--|
| The behaviours I will change for my manager are:   |  |
| The behaviours I will change for my peers are:   |  |
| The behaviours I will change for my staff are:   |  |
| Behaviour change will require training and development for the following behaviours: (*) |  |

(\*) Note: development will not be required for most behaviours – it is simply a case of implementing new behaviour patterns.

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## Template 2: List of questions and issues to raise with each observer group

Based on the results of the process, the debrief should identify some questions or issues for discussion between the participant and each observer group. For example:

|         |   |
|---------|---|
| Manager | Why have you rated “Interpersonal communication” so low in importance (Chart 1)?  |
| Staff   | The feedback indicates that you would like me to communicate more openly with you. How would you like this to occur (one-on-one, team meetings, project reviews, etc)?                                  |
| Peers   | You have scored me low on teamwork. I also think we are not effective as a peer group. What should we do about this, because it is constraining our performance and the performance of those around us? |

| Observer group | Questions/issues to discuss |
|----------------|-----------------------------|
| Manager        |                             |
| Staff          |                             |
| Peers          |                             |

### Template 3: Development planner

From Template 1, review the behaviours you want to change. Note those that you will not be able to implement without training and development. Enter these in the following template.

**Note: You will need one template for each behaviour you intend to develop.**

|                                     |  |                 |
|-------------------------------------|--|-----------------|
| <b>Behaviour to be developed</b>    | <b>Target Observer group (eg. Manager, Peers, Staff, Others)</b> |                 |
|                                     |  |                 |
| <b>Specific development actions</b> |  | <b>Timeline</b> |
|                                     |  |                 |
|                                     |  |                 |
|                                     |  |                 |
| <b>Potential barriers</b>           | <b>Possible countermeasures</b>                                  |                 |
|                                     |  |                 |
|                                     |  |                 |
|                                     |  |                 |

### Template 4: Using the 360 process for career planning

**If I were operating in my manager's position – one level up the organisation – which behaviours would assist me and which would I need to improve?**

|  |   |
|--|---|
| <b>Behaviours that would assist me</b> | <b>Behaviours that need improvement</b> |
|  |   |

**Template 5: Feedback for each observer group**

|  |  |
|--|--|
| <p><b>Thank you for giving me your feedback. The results have been very interesting and informative, etc...</b></p>  |  |
| <p><b>Feedback to Manager</b></p>  | <p><b>Feedback to staff</b></p>  |
| <p>Based on your feedback, my strengths are:</p> <p>And I have some improvements to make in:</p> <p>This is what I plan to do (do you have any comment/advice for me)?</p> | <p>Based on your feedback, my strengths are:</p> <p>And I have some improvements to make in:</p> <p>This is what I plan to do (do you have any comment/advice for me)?</p> |
| <p><b>Feedback to Peers</b></p>  | <p><b>Feedback to HR Manager/Mentor</b></p>  |
| <p>Based on your feedback, my strengths are:</p> <p>And I have some improvements to make in:</p> <p>This is what I plan to do (do you have any comment/advice for me)?</p> | <p>As required:</p>  |