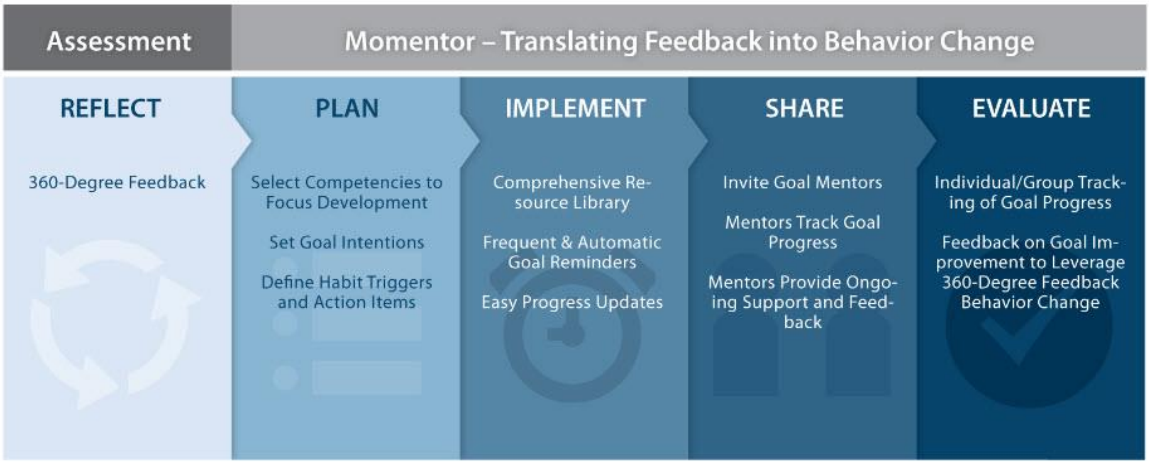
Understanding Your 360 Feedback Report and Action Planning



envisia™ LEARNING

Enlighten.
Encourage.
Enable.

Understanding Your 360 Feedback Report and Action Planning

Table of Contents

MODULE 1 360-Degree Assessment and Feedback Overview

Introduction....5
Learning Objectives....5
Purpose of 360-Degree Assessment and Feedback....6
Three Basic Questions....6
The Johari Window....7

MODULE 2 Reading and Interpreting the 360-degree feedback results

Introduction....9
Learning Objectives....9
What is Feedback?....10
Exercise: Chris Sample, Full-Court Press, Part I....11
How to Read Feedback Results....13
Exercise: Chris Sample, Full-Court Press, Part II....16

MODULE 3 Receiving 360-degree feedback results

Introduction....18
Learning Objectives....18
Questions to Consider When Receiving Feedback....19
Guidelines for Reading One's Feedback Results....19

MODULE 4 Reacting to Feedback Results

Introduction....21
Learning Objectives....21
Exercise: Reacting to Feedback Results....22
Emotional Reactions to Receiving Feedback....23

MODULE 5 Interpreting Your Feedback Results

Introduction....26
Learning Objectives....26
Exercise: Interpreting Your Feedback Results....27
Obtaining Additional Feedback....28
Exercise: Charting Your Feedback Results....30

MODULE 6 Turning Feedback into Action

Introduction....31
Learning Objectives....31
Issues Around Behavioral Changes....32
Exercise: Identifying Personal Forces around Behavioral Changes....33

MODULE 7 Development Planning

Introduction....34
Learning Objective....34
Development Planning Guidelines....35
Exercise: Selecting Goals and Competencies....38
Exercise: Creating a Practice Plans....47

MODULE 8 Development Plan Implementation

Introduction....49
Learning Objectives....49
Development Plan Implementation Steps....50
Issues around Implementation....52
The Value of Celebration....53

Appendix
Sample Development Plan Worksheet

In this module...
Purpose of 360-Degree Assessment and Feedback
The Johari Window

Module 1

360-Degree Assessment and Feedback Overview

INTRODUCTION

This 360-degree feedback manual is designed to help you enhance your workplace effectiveness and success by reviewing your on-the-job performance.

This guide helps you to understand and use feedback from you 360-degree assessment, a powerful tool for leadership and management development. You will receive performance information in critical competencies that have been universally accepted as the skills and behaviors desired by organizations for competitive and superior performance.

With this information, you will be able to identify your strengths and potential areas for development. Once identified, you will then be able to create a specific development plan for measurable, positive change.

Learning Objectives

After completing this module, you will be able to:

- Explain the purpose and value of 360-Degree Assessment and Feedback
- Use the Johari Window to describe how much information you know about yourself, and how much information others know about you

PURPOSE OF 360-DEGREE ASSESSMENT AND FEEDBACK

The term 360-degree feedback comes from an analogy to a compass. The process provides information on your work performance from multiple points of reference, not just one, allowing you to understand how you are viewed from a variety of perspectives. By using a confidential process to collect information from co-workers, supervisors, direct reports (if applicable) and others, you receive information that is more informative than traditional, one-source methods.

By soliciting feedback from many people in your work environment, 360-Degree Feedback levels the playing field and tends to be not only more balanced, but harder to dismiss because of its diverse perspectives.

360-Degree Feedback can serve to:

- Support current and future business objectives
- Enhance competitive performance
- Enhance critical competencies in key job areas
- Facilitate professional development planning

Three Basic Questions

There are three questions that 360-Degree Feedback can answer:

1. Why Should I Improve My Performance?
   To be truly successful in today's work environment, you need to continuously add value to your organization. By continually learning and growing, you can improve your performance and increase your contribution in the workplace.

2. What Do I Need to Improve?
   The results from a 360-Degree Feedback process help you determine specific skills and behaviors that represent your strengths and areas for development. The feedback provides a clear picture of how different groups of people within your organization assess your work performance.

3. How Can I Improve?

Your 360-degree feedback report will supply you with ideas and recommendations for change. From this information, you can work with your manager to create a specific Development Plan, a comprehensive guide for performance improvement.

THE JOHARI WINDOW

The Johari Window, named after its creators Joseph Luft and Harry Ingham, is a model used to depict aspects of interpersonal interaction. A four-paned "window," as shown below, divides personal awareness into four categories: Open, Hidden, Blind, and Unknown. The Window shows what you know about yourself, and how much others know about you.

	Known to Self	**Not Known to Self**
Known to Others	**OPEN**	**BLIND**
Not Known to Others	**HIDDEN**	**UNKNOWN**

Open: The Open pane in the window are things that you know about yourself, and others know about you. These tend to be available facts. For example, you know your name, and others tend to know it, too.

Hidden: The Hidden pane includes details about yourself that you keep private. As you get to know and trust other people more, you may choose to share information about yourself, such as your dreams and ambitions.

Blind: The Blind pane is information that others know about you, that is outside your awareness. A blind spot is generally considered a deficiency. For example, you think you have good communication skills, whereas others do not.

Unknown: The Unknown pane represents things that neither you nor others know about you. For example, you may have hidden talents that you have not yet discovered about yourself.

One of the values of 360-Degree Feedback is that you may improve your self-understanding and validate the information in the Open pane, but it's real strength lies in exploring the Blind pane, by learning how others perceive you. 360-Degree Feedback gives you specific information that you can use as a starting point for behavioral change.

In this module…
What is Feedback?
How to Read Feedback Results

Module 2

Reading and Interpreting 360-degree feedback results

INTRODUCTION

Results from your 360-Degree Feedback process assess people's perceptions of you in the workplace. To gain the most value from your 360-Degree Feedback process, it is important that you understand how to read and interpret the perceptions others have of you.

Learning Objective

After completing this module, you will be able to:

- ◊ Interpret and understand the graphs, charts and other information that make up a 360-degree feedback report
- ◊ Translate your insights and awareness into practical actions as part of a development plan

WHAT IS FEEDBACK?

Information collected through the 360-Degree Feedback process is especially valuable because it represents a full range of perspectives. It is important to understand that this information is a collection of perceptions others have of you. The feedback others provide is a collection of statements that can be seen as messages for you to hear and interpret.

These messages are not mandates, or even judgments. In the 360-Degree Feedback process, you have the opportunity to compare others' perceptions of you to your own self-assessment. Different people in your organization will have different opinions, and this will be reflected in your feedback results.

You will not know how any one person perceives you (except your manager, if you have only one person in this category). Your anonymous feedback results will, for the most part, be divided into the categories of people who provided information about you, for example, yourself, your manager/supervisor, your peers, your team members and your direct reports (if applicable). These people are known as "raters." The feedback from your raters is comprehensive, and behaviorally focused. It can help to fill in the gaps between how you see yourself, and how others see you.

Exercise: Chris Sample, Full-Court Press, Part I

Directions

In your small group, read the following background on Chris Sample, of Full-Court Press, and use the space provided below to answer the Exercise Questions.

Background

Chris Sample is a 21-year employee of the Full-Court Press Newspaper. Chris got a part-time job in the mailroom immediately out of high school while simultaneously attending Junior College. After getting an AA degree, Chris became a full-time employee in the Circulation department and later transferred to the Press Operations department. Chris had demonstrated strong technical competence as a press operator responsible, with the other press team members, for the daily printing of the newspaper. During this period, Chris obtained a BA degree from a local University.

Over the years, Chris has achieved a series of accomplishments that have resulted in significant cost savings for the newspaper. Five years ago, Chris became a first level supervisor in the Press Operations department. About one year ago, Chris was promoted to manager.

Today, Chris has seven direct reports, two that are first level supervisors. Chris's daily work activities include coordinating press operations with other important departments including Editorial, Advertising, Transportation, and Platemaking.

Chris still prefers to do much of the technical work personally, mainly because the quantity and quality is better than the work of most of the front line employees. Chris enjoys staying abreast of the latest technology changes and monitors the newspaper and telecommunications industry closely.

Chris has always had excellent technical skills and carefully supervises the work of others. When work isn't completed on time, Chris spends considerable amounts of time checking with the other departments. Otherwise, Chris has relatively little contact with employees in other departments of the newspaper.

Normally, Chris is extremely positive and supportive of Full-Court Press. However, over the past year Chris has been more vocal about the recent problems caused by the recent changes in the company, especially about the recent "downsizings" and "cost cutting programs" which Chris strongly feels affect the department's performance and employee morale. Chris's pet phrase has become, "How can the management expect us to get better if they keep taking people away?"

Chris has also expressed difficulty managing the "younger worker" who doesn't seem to really care about the company. Chris perceives that these less tenured employees care more about making money than loyalty to the company and are willing to quickly jump to another job that seems more attractive rather than "sticking around and paying their dues" as Chris did. Chris seems to be struggling with why today's workers care less about putting in overtime, seem less loyal to the organization, and complain more about "family issues" than when Chris started over 21 years ago.

Chris was chosen to participate in a Newspaper Management Institute Training Program (a leadership training program for employees promoted into management positions within the company). When a 360-Degree Feedback Workshop began, as part of the program, the instructor asked the class how they would use the insights from the feedback and what their personal/professional objectives were for the workshop.

Chris jumped right in. "I think what we are being taught is great. However, frankly, it is obvious to me that some of our senior managers don't follow these practices. Are they being exposed to the same concepts and approaches we are? Too many of them are too new — they don't really understand the culture of our company and the way it used to be around here. Maybe we ought to be more concerned about getting the paper out on time and with quality rather than getting a bunch of feedback from people who don't really know what we do."

Exercise Questions

1. Using the Johari Window illustration provided below, what do you think Chris's blind spots are? Summarize what is known to both Chris and his co-workers in the "Openly Known Information" quadrant.

	Known to Chris	**Not Known to Chris**
Known to Others	**Openly Known Information**	**Blind Spots**
Not Known to Others	**Hidden Information**	**Unknown Information**

2. What advice would you have for Chris concerning who should be providing input to Chris in the 360-Degree Feedback process?

_____

_____

_____

_____

HOW TO READ FEEDBACK RESULTS

360-degree feedback reports are divided into three sections:

- Graphic Results
- Charts
- Interpretive Report

To learn how to read feedback results, we are going to use the example of Chris Sample, from Full-Court Press.

Graphs

The graphs in your 360-degree feedback report offer a visual interpretation of your results. The graphic profiles show your feedback results for each major competency area that was assessed. The scale used on the graphs is "Very Low" to "Very High" based upon other individuals who recently completed the same 360-Degree Feedback survey you took. These individuals are part of a growing national and international database. These graphs provide the necessary information to begin fully interpreting your results.

Most and Least Frequently Observed Behavior Charts

Two charts rank your Most Frequently Observed Behaviors and Least Frequently Observed Behaviors. The reports are rank ordered based upon the average score for all your raters and yourself, excluding all "don't know" or "can't observe" responses. Each specific behavior is fully described as well as the competency it is associated with. This section can be extremely useful in helping to identify strengths to build on and to target specific areas for further development.

Averages Chart

The Averages Chart provides a summary of average scores across all questions for each rater category available. The Chart lists the questions under each competency, so you can clearly see your average score for each rater group. To get the most out of this chart, you may want to use a highlighter to identify the responses that are particularly interesting to you.

Look for patterns and questions where the perspectives disagree by 1.5 to 2.0 points, especially where your self-rating is much higher or lower than the other perspectives. Also, identify questions on which you received either higher or lower scores by one or more perspectives, and observe consistency or discrepancy between your self-assessment and those of the others. This chart will assist you to clearly identify strengths and development needs.

Feedback Interpretation

This section of the 360-degree feedback report compares your self-ratings to those of others, and provides specific developmental recommendations for each of the competencies. This interpretation is useful for detailed analyses of responses and provides specific feedback information.

It is also another tool to determine differences between your self-perception and the feedback from your raters. It is important to keep in mind that the specific developmental recommendations provided in this section of the 360-degree feedback report are based upon pooled perceptions of all raters who have provided feedback to you.

Exercise: Chris Sample, Full-Court Press, Part II

As Chris Sample's workshop progresses, each program participant receives his or her 360-degree feedback report. Chris is genuinely perplexed by the differences in self-scores and those of the boss, direct reports, and other team members.

After reviewing the summary report, Chris mutters, "I wonder who really filled these out? They must have mixed up my data with someone else's. Either that or the people filling out the instrument completely misread the directions. Or, the instrument must not be too good. It's pretty subjective just circling numbers from 1 to 7 — some people really have different standards of evaluation anyway."

Exercise Questions

1. What do you think is really going on with Chris?

_____

_____

_____

_____

2. What does the feedback report generally suggest? What trends do you see?

_____

_____

_____

_____

3. Use Chris Sample's Feedback Results to chart out below his Strengths and Areas for Development that come as a surprise to Chris and that he already knew about.

Surprise		
Not a Surprise		
	Strengths	**Areas for Development**

In this module…

Questions to Consider When Receiving Feedback
Guidelines for Reading One's Feedback Results

Module 3

Receiving 360-degree feedback results

INTRODUCTION

Your 360-degree feedback results are confidential. They are intended for professional development purposes only, and are yours to keep, review and share with people as you choose. In this module, you will find some questions to consider as you read and interpret your results.

Learning Objectives

After completing this module, you will be able to:

- ◊ Acknowledge that your 360-degree feedback results come from multiple perspectives.
- ◊ Focus on the "big picture" and major themes as you read your results.

QUESTIONS TO CONSIDER WHEN RECEIVING FEEDBACK

As you read your 360-degree feedback results, ask yourself the following questions:

- Do I understand my 360-degree 360-degree feedback report?
- Do the results seem accurate? Valid?
- Is the feedback similar or different for the separate rater categories?
- Are the areas perceived (by others) for development relevant to my current or future position?

GUIDELINES FOR READING ONE'S FEEDBACK RESULTS

Keep the following guidelines in mind as you review your 360-degree feedback report:

- **View the feedback you have received in a positive manner.** Assume that those who have provided you with feedback are generally trying to be helpful (there may always be some exceptions!).
- **Recognize that there are going to be differences between your perspective and those of others.** Each rater is providing feedback from his or her own unique viewpoint (e.g., research suggests that managers emphasize technical competence and "bottom line" results whereas peers tend to emphasize relationship and interpersonal factors). This viewpoint is based not only on the rater's relationship with you but his or her perception of your previous experiences with you. This includes the impressions you have created and the emotional reactions to you. Each rater represents both an important and unique perspective to consider. Remember that perception is reality in the eye of the beholder.

- **Try not to let the information contained in your report overwhelm you.** You have a tremendous amount of information to interpret and understand. It is common to have strong emotional reactions to the information. Sometimes you will be very pleased with what you learn and other times you might be disturbed by the perceptions of others who have provided you with feedback. Keep focusing on what the major themes are and what you can use to improve your effectiveness on the job. Try to focus on the "big picture" as you review your 360-degree feedback report.

- **Don't assume that you have to change your personality or style.** Focus on specific behaviors to increase, decrease and modify to be more effective in your current position. Identifying specific behaviors to target will require some objective thinking on your part. Most of us are resistant to major changes in our personality and style even when we are highly motivated. However, we can modify specific behaviors that can dramatically effect how others perceive and evaluate us.

In this module…
Emotional Reactions to Receiving Feedback
Navigating Through Emotional Reactions

Module 4

Reacting to Feedback Results

INTRODUCTION

The long-term goal of 360-Degree Feedback is behavioral change for professional development and performance improvement. The 360-degree feedback report is one way to find out what areas might be targeted for this behavioral change. In reading your Feedback Results, it is only natural to experience a range of emotional reactions to the information. Some of the information in your report will come as a surprise to you, other messages will be familiar.

Your initial reaction to your 360-degree feedback results is important. It provides insight that is useful in interpreting your results and in deciding what competencies you will target for your development planning efforts.

Learning Objectives

After completing this module, you will be able to:

◊ Describe the four potential emotional reactions to receiving feedback.

◊ List ways to navigate through various emotions.

Exercise: Reacting to Feedback Results

Directions

Take a moment and select a single word or phrase to describe your emotional reactions to your 360-degree feedback report. Write it in the space below.

EMOTIONAL REACTIONS TO RECEIVING FEEDBACK

Participating in the full 360-degree feedback process requires behavioral change. Change comes in many shapes and sizes, and some changes are easier to manage than others. It is both important and helpful to acknowledge that there can be a range of emotional reactions to change.

A common model of managing reactions to feedback is called the *GRASP Model*:

Grin or Grimace

Recognize or Reject

Act or Accept

Strategize and Partner

Partner

Grin or Grimace

Emotional Reaction: 360-degree feedback results typically uncover some surprises, and some of these may even come as a shock reaction ("grimace"). Shock can take the form of "Oh, that's interesting," but another common reaction is "I don't believe this." This is an internal, emotional reaction that can sometimes be emotionally paralyzing or actually pleasantly surprising.

Recognize or Reject

Cognitive Reaction: As we review the results of our 360-degree feedback report we may begin to question the accuracy of scores, different raters whom we have provided feedback or "explain away" some of the data. In the end, we either tend to accept and recognize that the data are really the "perceptions" of others that we need to at least understand and possibly manage or we can choose to ignore and reject the results altogether.

Act or Accept

Commitment Reaction: Resistance sets in as potential negative emotions fade away: "Why should I change what I'm doing now?" Resistance to change is very common because people do not want to give up what they know. An element of fear or anxiety can set in because the future holds unfamiliar ways of doing things. People may oppose change for weeks or months. This stage revolves around just how *motivated* someone is to act on their results and make a commitment to become more effective in their position.

Strategize and Partner

Behavioral Reaction: This is a positive, future-focused phase when people begin to see the exciting possibilities that new behaviors produce. In the end, the most important question is what the person will choose to do more, less or differently based on the 360-degree feedback results. It is a commitment to action and exploring how one's boss or other internal/external development partners can help facilitate successful behavior change.

NAVIGATING THROUGH EMOTIONAL REACTIONS

Reactions to feedback and to behavioral change are highly individual, and not all reactions follow the GRASP model. There are, no doubt, messages in your 360-degree 360-degree feedback report that are encouraging and bolster your self-confidence. The behavioral change that is recommended in some areas may be easy to accept and adopt right away.

However, for those messages that come as more of a surprise and that highlight new areas of development, it is useful to know how to navigate through the different emotional reactions:

Step 1: *Acknowledge that emotional reactions do occur.*
By understanding and acknowledging that you may have an emotional reaction to the messages in your report, you are already preparing yourself for behavioral change.

Step 2: *Identify your feelings.*
If you can identify the feelings you are experiencing, you will know where you are in the cycle, and you can start to help yourself move towards Acceptance.

Step 3: *Keep your perspective.*
360-Degree Feedback represents opinions of your co-workers, and their perceptions of your behavior. The messages are designed to help your professional development. As we stated in Module 3, "remember that perception is reality in the eye of the beholder."

In this module…
Obtaining Additional Feedback
Charting Feedback Results

Module 5

Interpreting Your Feedback Results

INTRODUCTION

The process of fully understanding and interpreting your 360-degree feedback report takes time and several readings of the report. From each category of raters, you will discover messages about perceived strengths and areas for development. And, as you saw earlier with the Chris Sample case study, some of the information may surprise you. You may need to seek out additional information to help understand your report. Give yourself ample time to fully interpret the messages from your Feedback Results. Improved understanding will come from multiple readings of your results.

Learning Objectives

After completing this module, you will be able to:

- ◊ Interpret your feedback results and chart out the strengths and areas for development indicated in your 360-degree feedback report
- ◊ Obtain additional feedback for clarification

Exercise: Interpreting Your Feedback Results

The following questions may help you read your 360-degree feedback results. Please write your answers in the spaces below.

4. Does the feedback support my own self-assessment?

1. (a) Where are the differences?

1. (b) What are the similarities?

5. What feedback comes as a surprise?

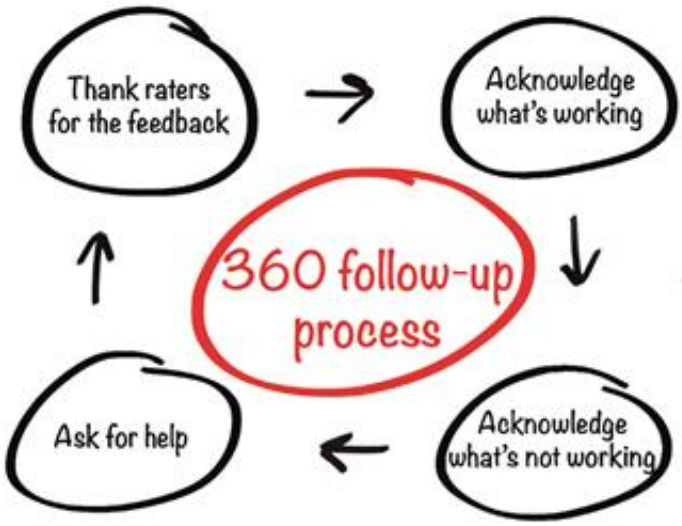
6. What messages do I not understand?

OBTAINING ADDITIONAL FEEDBACK

If there are sections in your 360-degree feedback report that are unclear to you, you may want to collect additional feedback from your raters for clarification purposes.

Research suggests that 33 percent of leaders who did not follow up with their managers, direct reports and peers about their 360 feedback results were rated as getting worse in evaluations about their performance after the leadership program (*Goldsmith, M. & Morgan, H. (2004). Leadership is a contact sport. Strategy + Business*).

You also may need to gather additional information on specific topics to verify the validity of some of the messages.



- Seek additional information when you are motivated to use the feedback
- Don't try to identify which raters gave you specific feedback
- Don't seek additional information when you are upset
- Solicit feedback in a manner that makes others comfortable to express their observations without the "cloak" of anonymity
- Obtain information about specific behaviors that you can change

CHARTING FEEDBACK RESULTS

In order to identify and understand the messages from your 360-degree feedback report, it is helpful to chart out those messages for each rater category. This provides a very visual breakdown of the strengths and areas of development identified by each group. You can further break down the information into what surprises you, and what you already know. Clear identification of the messages from your Feedback Results is an important part of creating your plan for performance development.

Exercise: Charting Your Own Feedback Results

Referring to your 360-degree feedback report, review the feedback messages from your Peer category. Look at the chart below and select one quadrant to chart out one or two messages from your Peers. For example, you may want to identify the development areas that do not surprise you; write out what those areas are in box 4 on the chart.

Surprise	**1**	**2**
Not a Surprise	**3**	**4**
	Strengths	**Areas for Development**

In this module…
Issues Around Behavioral Change

Module 6
Turning Feedback into Action

INTRODUCTION

Taking the information from your 360-degree feedback results and creating a successful plan for behavioral change takes more than just personal commitment to performance development. The more you understand the process of change, the better your plan will be. If you can identify who and what supports your initiative, and explore the obstacles you might encounter, you can build a plan with strategies designed to maximize your overall achievement.

Learning Objectives

After completing this module, you will be able to:

- ◊ Identify the forces within you and in your workplace which support your plan for behavioral change
- ◊ Define the forces which might prevent you from achieving your plan for behavioral change
- ◊ Conduct a Force Field Analysis

ISSUES AROUND BEHAVIORAL CHANGE

Force Field Analysis

Force Field Analysis is a technique developed by Kurt Lewin for diagnosing situations. Lewin assumes that in any situation there are both supporting and preventing forces that influence any change that may occur.

To successfully turn your Feedback Results into actions for lasting change, it is helpful to understand your current environment. A Force Field Analysis can help you do this.

Supporting Forces

Supporting forces will encourage you to succeed in your identified area of behavioral change. They tend to help initiate change, and keep momentum over time. Support could come from your manager and/or peers, but it could also be your own motivation to succeed in a new endeavor.

Preventing Forces

When considering the Force Field Analysis, Newton's third law of motion comes to mind: "To every action there is an equal and opposite reaction." For each supporting force, there is likely to be an opposite force, which serves to impede behavioral change. These preventing forces could come from your work environment, or could come from within you.

Exercise: Identifying Personal Forces Around Behavioral Change

Directions

Take into consideration yourself and your current work environment, and identify some supporting and preventing forces that could affect the behavioral change suggested by your assessment results. Write the forces in the analysis below.

Supporting Forces	Preventing Forces

In this module…
Development Planning
Guidelines
Development Planning Steps

Module 7
Development Planning

INTRODUCTION

A well-written Development Plan can be your clear path to performance improvement. You are now ready to start taking the messages from your 360-degree feedback report and turn them into specific goals and steps that will help you capitalize on your strengths and address your development needs.

Learning Objectives

After completing this module, you will be able to:

◊ Identify specific skill areas for development.

◊ List various actions and strategies for development.

◊ Create a SMART Development Plan to help you maximize the potential benefit of your Feedback Results.

DEVELOPMENT PLANNING GUIDELINES

Developing new skills can be challenging because it almost always means replacing current behavior with a new pattern of behavior. Research suggests that desired change is more likely to be successful when:

- The desired competency is specifically defined
- There is a commitment and motivation to behavioral change
- An action plan is shared with others
- An analysis is made of reason for potential lack of success
- Other people support your behavioral change
- The behavioral outcomes are visible and can be measured

Defining a Way to Measure Success

You will need to know how to measure the success of your Development Plan. It is best to define ways to monitor and evaluate your results so that you can incorporate these measurements into your Plan. Some ideas include:

- **Annual Performance Reviews**
  If your organization conducts annual performance reviews where performance is rated, you can aspire to better ratings.
- **One-on-One/On-Going Conversations**
  You can ask co-workers to give you feedback on your behavioral changes.
- **Group Feedback**
  For projects where you are part of a team, you can ask questions at group meetings that explore the impact of your behavioral change.
- **Brief Survey**
  You can create a short, 1-3-question survey that asks for feedback from co-workers on specific areas you have targeted for improved performance.

DEVELOPMENT PLANNING STEPS

SMART Development Plans

The best Development Plans are SMART. Designing your developmental activities according to the principles described below will assist you improving your performance over time.

S	Specific	Clear and Concrete
M	Measurable	Easily Observable
A	Action Oriented	Behaviorally Based
R	Realistic	Actions that can be Accomplished
T	Time Bound	Have Starting and Ending Dates

Identify Specific Goals

You will find it easiest to make change in your life if you set clear, specific goals. If you can visualize a target, you are more likely to get to it, than if your goals are vague. Your 360-degree feedback report will indicate areas for development and from this information you will probably find some goals that can be acted upon very quickly, while others will take time to implement.

Create goals which:

- Motivate you
- Help you be more effective in your current position and in the future
- Leverage your current strengths
- Develop your skill areas
- Have short, medium and long-term timeframes

Choose Areas for Development

Using the recommendations in your 360-degree feedback report as a basis for your selection, ask yourself the following questions:

- Which competencies are most important to my development goals?
- Which competencies did others rate as needing development?
- Which competencies fall into both categories?

Then, match specific competencies to your identified goals so that you can see a clear link between what you want to accomplish and what skill area will help you develop that skill.

Exercise: Selecting goals and Competencies

Using the chart you created in Module 5, look at the messages you identified from your 360-degree feedback report and identify a short or medium-term goal and the associated competency. Write each in the space below.

	Goal	Competency
Short Term (I will start to change my behavior next week.)		
Medium Term (It will take 3-6 months to see my behavioral change.)		

Select Clear Actions

Now that you have specified goals and related competencies, the next step is to determine behavior-based actions that can help you accomplish your goals:

- Practice an existing behavior
- Observe others who model the change you wish to make
- Take a course or seminar
- Read a book
- Listen to a book-on-tape while you commute
- Collect on-going feedback

On a larger scale, you can look for development opportunities in several places:

- **Existing Job.** By looking at your current job and challenges it may present, you may find learning opportunities that immediately address your developmental needs.
- **Role Models and Coaches.** You may find a mentor within your organization who can help you grow and change in ways that will have a high benefit to both you and your organization. Another possibility is an external coach who has the business expertise to help you reach your goals.
- **New Job Assignments.** New assignments can provide the greatest opportunity for development. You may not be able to find a new assignment within your organization right away, but if you plan ahead, you can position yourself for career growth and advancement.
- **Special Projects.** You may have the opportunity to volunteer to participate in team projects within your organization that are beyond the current scope of your job.

Goal Intentions versus Goal Implementations

The road to unfulfilled goals is paved with good intentions. By April, 50% of the people who made New Year's resolutions have failed to keep them. And only half of people (and this number is likely inflated) translate their good intentions–whether made in January or any time–into real action. Interestingly, this is the same percentage of times that the average person is able to resist the 3-4 hours of unwanted desires they experience each day (Gailliot, Baumeister, et al., 2007).

Nearly 200 studies focusing on leadership, health, and interpersonal relations have shown that deciding in advance when and where you will complete a task can significantly increase your chances of actually doing it. Indeed, **Practice Plans (Habit Triggers)**, as an approach to goal setting, appears to be very powerful and useful way to help you achieve any goal.

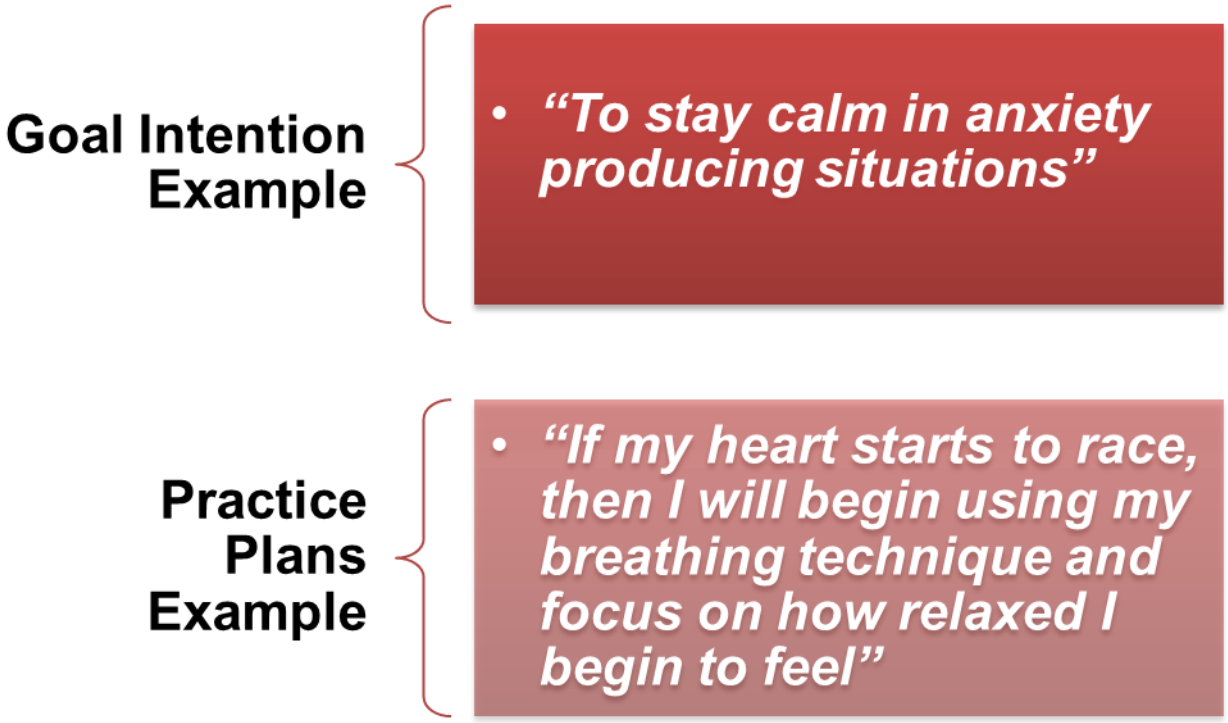
The Mechanics of Practice Plans

A **Practice Plan** is simply a plan in which you link a situation or context with a response that will bring you closer to fulfilling your goal. To do this, all you have to do is reframe your goals as "if-then" or "when-then" statements. The "if "or "when" part is the situational cue; the "then" part is your planned response or behavior to that cue.

Practice Plans help to facilitate the successful development of new habits. Some habit triggers will be situation based (e.g., "When I feel anxious, I will practice mindfulness meditation to calm me down" or "When I notice the other person speaking, then I will seek to understand what they are saying before I share my own ides") and others are time based (e.g., "When it is Monday, Wednesday and Friday morning at 7am for the next month then I will attend my 50 minute yoga class" or "At each weekly staff meeting, I will solicit the ideas of my staff and summarize them before sharing my own thoughts and suggestions"). Both types might be relevant to use depending on the specific goal being targeted.

Practice Plans help facilitate ongoing practice of new behaviors until they become somewhat automatic (at least with 90 days of practice) and help to sustain these behaviors over time. Practice Plans help to facilitate the successful development of new habits. They work because research suggests that new habits are formed by actually practicing specific behaviors under situations and conditions that require a new response.

Development of new skills is best supported by on-the-job experiences and feedback/coaching from others (Note: The 70-20-10 learning model was first proposed in the 1980s by Center for Creative Leadership authors and researchers Morgan McCall, Robert Eichinger and Michael Lombardo but there is little research to support this particular ratio. The model states that learning occurs primarily from on-the-job experiences --70 percent, followed by learning from others--20 percent and, finally, from more passive courses /workshops--10 percent).



To support the realization of goal intentions, most people also have a number of action items defined as single activities or tasks that support their learning and growth. In the example above ("Stay calm in stressful interpersonal situations"), a number of specific actions might be linked to this goal intention to support handling such stressors more effectively. Some examples might include watching a video on mindfulness meditation, reading an article or book on the topic or attending a class to learn the technique.

What is common about all of these action items is that they are not necessarily ongoing and can easily be "checked off" when completed. However, the successful completion of these action items does not necessarily equate to the successful learning of a new habit or ability to realize the goal intention. In combination with **Habit Triggers** these **Action Items** help an individual learn, apply and sustain new habits over time.

Indicators of Goal Progress

The most common trigger for a "best day" is any progress in the work by the individual or team. A total of 26 project teams comprised of 238 individuals were asked to report daily on moods, motivations, perceptions of the work environment, what work was accomplished and what events stood out in their mind (nearly 12,000 diary entries).

Steps forward (progress) occurred on 76% of people's best mood days and setbacks on only 13% of those days. Therefore, progress—even a small step forward—is highly correlated with now many days talent report being in a good mood (Amabile, T. & Kramer, S. (2011). The power of small wins. Harvard Business Review, 89, 70-80).

Motivation is Minimized in the Middle

When people work toward goals, they monitor their progress in two ways --what they have achieved so far and how much they have left to do. It appears that individuals switch between the methods depending on how close they were to reaching their goal. Research with University students asked to pursue a specific goal (e.g., correcting errors in an essay) were less motivated halfway through the tasks, which likely reflects the point where they switch their focus from how much they got done to how much they had left to do.

Additional research suggested that a shift in attention from the starting point to the end point occurred halfway through the task so this might be one of the most important times for coaches to follow up with their clients (BonezziBrendl, & De Angelis, 2011).

Motivation to "do things right" follows a u-shaped pattern, such that it is higher at the beginning and end of goal pursuit (sometimes called the Zeigarnik Effect) and in the middle (Toure-Tillery, & Fishback, 2011).

Since beginning and end (vs. middle) positions are often arbitrarily determined, one thing everyone can do is to reduce the length in the "middle" by dividing long goal pursuits into sub-goals requiring smaller actions. This should increase the likelihood that all of us will continue to successfully maintain our efforts towards goal completion.

How Long Does it Take for New Habits to Form?

Research by Phillippa Lally and colleagues from the UK suggest that new behaviors can become automatic, on average, between 18 to 254 days but it depends on the complexity of what new behavior you are trying to put into place and your personality (Lally, et al., 2009).

They studied volunteers who chose to change an eating, drinking or exercise behavior and tracked them for success. They completed a self-report diary which they entered on a website log and were asked to try the new behavior each day for 84 days. For the habits, 27 chose an eating behavior, 31 a drinking behavior (e.g., drinking water), 34 an exercise behavior and 4 did something else (e.g., meditation).

Analysis of all of these behaviors indicated that it took 66 days, on average, for this new behavior to become automatic and a new "habit" that seemed pretty natural. The range was anywhere from 18 to 254 days. The mean number of days varied by the complexity of the habit:

- Drinking / 59 days
- Eating / 65 days
- Exercise / 91 days

Although there are a lot of limitations in this study, it does suggest that it can take a large number of repetitions for a person for their new behaviors to become a habit. Therefore, creating new habits requires tremendous self-control to be maintained for a significant period of time before they become more "automatic" and performed without any real self-control.

For most people, it takes about 3 months of constant practice before a more complicated new behavior gets "set" in our neural pathways as something we are comfortable with and seemingly automatic. So, adopting a new physical workout routine or learning to become a more participative as a leader might take quite a while with or without coaching to truly become more natural.

The Power of Deliberate and Challenging Practice over Time

Practice makes perfect according to an old saying. Or at least if you do it enough you will become an expert. Or does it? There is, in fact, a big difference between "experts" and those "who are expert" in what they do.

In a 2006 book co-edited by Anders Ericcson called "The Cambridge Handbook of Expertise and Expert Performance", the authors conclude that great performance comes mostly from two things:

- Regularly obtaining concrete and constructive feedback
- Deliberate Practice (Over Time) Makes You Better

Two authors in the Cambridge Handbook (Janice Deaking and Stephen Cobley) analyzed diaries of 24 elite figure skaters to determine what might explain some of their performance success (Ericsson , 1996). They found that the best skaters spent 68% of their practice doing really hard jumps and routines compared to those who were less successful (they spent about 48% of their time doing the same difficult things).

Having raw talent is wonderful but it's what you do with it that really seems to matter. "Only dead fish go with the flow" is an old saying–if you don't work to get better it just doesn't happen naturally. Ericsson and others use the words "deliberate practice" to mean focused, structured, serious and detailed attempts to get better. That means it has to be challenging and difficult (i.e., practicing the most difficult tasks).

As it turns out, expert performance requires about ten years, or ten to twenty thousand hours of deliberate practice. Little evidence exists for expert performance before ten years of deliberate practice in any field.

What Kind of Practice is Best if You Want to Improve?

A practical test of this "10,000" rule is being done by Dan McLaughlin who quit is job at the age of 30 and has been practicing his golf game six days a week, living off savings and some wise stock picks and by renting his house. He has about 6,000 more hours of practice to go in order to see if he will get good enough to play in the Masters Golf Tournament. His results to date–4,000 hours have lowered his handicap to 7 which means he is better than 85% of the male U.S. golfing public. Dan keeps an interesting Blog (TheDanPlan.com) which highlights his journey.

Dan is using the latest research on improving skill, motor performance and memory in how he practices. He uses a training approach called interleaving which is "mixing up" the things you do instead of deliberately doing the same thing over and over (e.g., hitting 100 drives, shooting 50 free throws, giving 100 motivational speeches). Instead he mixes up his clubs, targets and difficulty of his challenges.

Like the research suggests, interleaving causes performance in the short term to decrease but enhances overall success over time. Therefore, practicing tasks in an interleaved (random) order generally results in inferior practice performance but induces superior retention compared with practicing in a repetitive order. So, if you want your kid to become a better hitter in baseball, having them see a variety of pitches in an hour (e.g., slider, fastball, change up, curve) is better than just practicing trying to get the hang of dealing with one pitch for a prolonged period of time (now I find this out).

New research from a group of UCLA researchers, using brain imaging called functional MRI that sensomotor connectivity of specific regions of the brain were strengthened using interleaved practice versus a repetitive condition.2. These results strongly hint that if you want to develop better skills, memory and psychomotor performance it is really better to spice up your deliberate practice with variety and not just spend a chunk of time doing the same thing over and over (e.g., practice a variety of dives in an hour versus just focusing on one type of dive). Expect your practice sessions to be bad but over time your performance will actually significantly improve.

If You Slip–Don't Worry, Be Happy

According to new research, quitting may actually be better for your health. Psychologist's Gregory Miller and Carsten Wroshch (2007) have found that people who are able to feel comfortable quitting when faced with unattainable goals may actually have better mental and physical health than those who persevere and push themselves to succeed.

This study was based on their previous research which found that those persistent individuals experienced higher levels of an inflammatory protein called C-reactive protein (CRP; an indicator of stress) as well as increased cortisol. They also reported *lower* psychological well-being. On the surface, this might not seem like a big deal but inflammation appears to be an independent risk factor for cardiovascular disease and other stress related conditions.

Contrary to what we might have been taught, it appears that it might be in our best interests to "cut our losses" in the face of unattainable goals and life challenges and actually disengage from the goal to ensure optimum well-being and potentially long-term health. This appears to be true whether we are in unsatisfying long-term

relationships, working for leaders who are toxic or targeting a goal that is beyond our skill and ability "set points."

Setting New Goals after Failure Might be Empowering

So, are there any good things for those who persist?

In another study, Carsten Wrosch and colleagues found that in the face of life challenge and disengaging from unattainable goals, those who redefined and set new goals were more likely to be able to buffer the negative emotions associated with the initial failure (Wrosch, Miller, Scheier, & Brun de Pontet, 2007).

Exercise: Creating Practice Plans

Choose one goal identified in the previous exercise and create both Goal Intentions and Practice Plans using the following outline:

Goal Intention	
Context/Situation ***"If" or "When"***	When I achieve this goal, I will know I am successful because: Other people will notice the following difference(s):
Actions ***"Then"***	What actions will I take? What will I do differently? ♦ ♦

Reality Checklist	How is this goal achievable? Why is this goal important? What resource(s) do I need? ♦ (Funding?) ♦ (Support?)
Timeline	When will I start? When do I expect to meet my goal?

In this module…

Development Plan
Implementation Steps
Issues Around Implementation
The Value of Celebration

Module 8

Development Plan Implementation

INTRODUCTION

To fully benefit from this Leadership and Assessment Workshop, you must implement the Development Plan you have created. The information collected through the feedback process is only useful if you do something with it. Implementation is perhaps the most challenging part of the 360-Degree Feedback Process. It requires that you stay focused and motivated over time, in order to achieve your full potential.

This is your chance to model behaviors that are critical to a learning organization. No one is perfect and feedback is essential to understanding how you are performing. Behavioral change takes practice and making changes is hard work.

Learning Objectives

After completing this module, you will be able to:

- ◊ List and detail the steps necessary for successful implementation of your Development Plan
- ◊ Build additional forces to support your Plan
- ◊ Minimize resistance to your Plan
- ◊ Celebrate your success

DEVELOPMENT PLAN IMPLEMENTATION STEPS

There are three components to implementing your Development Plan.

1. Gain Support

This *Leadership and Management 360-Degree Assessment Workshop* will give you many ideas on ways to improve your on-the-job performance. If you seek the commitment, involvement and support of your manager and others, you will find it easier to implement your development plan.

- **Set a time to meet with your manager:**
  - Initiate a conversation with your manager about your Development Plan
  - Thank your manager for supporting you so far in your leadership development
  - Explain that you have developed a plan for improved performance
  - Ask your manager for feedback on your Development Plan
  - Ask your manager to support you as you develop and grow
  - Discuss financial resources, if necessary
  - Explain how you will be taking the initiative for your professional development
- **Follow-up with your raters:**
  - Thank each one individually when possible
  - Acknowledge the value of their feedback
  - Assure them of the anonymity of their feedback
  - Share some of your strength and areas for development
  - Share some insight gained from the feedback

- Share some of your development plan, especially those areas where you need their help and assistance
- Explain how you will be taking the initiative for you professional development
- Ask for their support

2. Implement Your Plan

Once you have the support you need, you will have to fit your action steps into your everyday activities to make your Development Plan a reality. This is where time management is critical to your success. You will easily find time to attend to the aspects of your job and your Development Plan that are "urgent." But, "important" goals may easily get overlooked if you do not commit yourself to the implementation of your Plan.

- Review each SMART Plan
- Identify your starting and ending dates
- Mark your calendar with these dates
- Determine any required preliminary activities
- Know that your motivation may fluctuate over time
- Understand that events out of your control may affect your plan
- Be realistic with yourself and your circumstances
- Act in your best interests — which means, stick with your plan over time
- Don't give up

3. Collect Feedback and Track Progress

The 360-Degree Feedback Process is an on-going one. As you implement your plan over time, you will want to collect additional feedback from your co-workers so that you can track your progress. Using the tools you identified in

your Development Plan for measuring success, monitor your efforts to make sure you are achieving your results:

- Annual Performance Reviews
- On-going Conversations
- Group Feedback
- Brief Survey

A valuable and specific way to measure your success is to re-start the 360-Degree Feedback process after 15-18 months. This strategy is used by many organizations to ensure on-going development by their employees.

ISSUES AROUND IMPLEMENTATION

The supporting and preventing forces identified earlier in the Force Field Analysis will affect your implementation success. You can increase the effectiveness of your Development Plan implementation by establishing ways to build the supporting forces and minimize the preventing forces in your work environment:

How to Build Supporting Forces

- Follow-through with your raters
- Identify a mentor (formal or informal)
- Find ways to maintain your motivation
- Re-read the strengths identified in your 360-degree feedback report

How to Minimize Preventing Forces

- Remember GRASP and the emotional reaction to behavioral change
- Understand cycles of motivation
- Manage your time and resources effectively
- Be prepared to re-fine your goals and habit triggers if necessary

THE VALUE OF CELEBRATION

Lasting behavioral change takes commitment and motivation over time and it is reasonable to expect that some changes will come more easily than other changes. To succeed, you will need to invest time and energy in the entire 360-Degree Feedback process, especially the implementation of your Development Plan. Your ability to recognize and acknowledge your progress will have a very positive impact on your motivation to keep going to reach your goals.

You are entitled to celebrate a job well done!

As you recognize your successes, provide yourself with positive rewards:

- Acknowledge your success to your manager
- Go out to lunch with one of your raters
- Remind yourself that you are working hard on your goals
- Treat yourself. You deserve it.

Every positive step, no matter how small, should be acknowledged and celebrated!

SAMPLE DEVELOPMENT PLAN WORKSHEET

DECIDING WHAT COMPETENCIES TO WORK ON

List three ***strengths*** based upon your 360-degree feedback results:

List three ***development areas*** based upon your 360-degree feedback results:

The purpose of your 360-degree feedback is to assist you to develop your managerial competencies. Developing skills can be challenging because it almost always means replacing current behavior with a new pattern of behavior. This is not easy! Research suggests that desired change is more likely to be successful when:

- ✓ The desired competency is specifically defined
- ✓ There is commitment and motivation to change behavior
- ✓ An action plan is shared with others
- ✓ An analysis is made of reasons for potential lack of success
- ✓ Other people support your behavior change
- ✓ The behavioral outcomes are visible and can be measured

The action plan worksheet on the next page will assist you in developing one of the competencies you have identified based on the results of your feedback results. As you begin your action plan, consider the following:

- ✓ Focus on being specific
- ✓ Use the recommendations in your feedback report as a basis for your behavioral plan
- ✓ Keep your plan simple and put it in writing
- ✓ Define how to monitor and evaluate results

DECIDING WHAT COMPETENCIES TO WORK ON

Summarize your key development area (competency) that you plan to focus on. Target these toward a specific group and list them in order of importance in the space provided below:

I wish to increase my own general effectiveness in the following areas:

1. _____

2. _____

3. _____

I wish to increase my effectiveness with my Manager in the following areas:

1. _____

2. _____

3. _____

I wish to increase my effectiveness with my Direct reports in the following areas:

1. _____

2. _____

3. _____

I wish to increase my effectiveness with my Team Members or Peers in the following areas:

1. _____

2. _____

3. _____

PROFESSIONAL DEVELOPMENT PLAN

360 Competency:	
Development Activities:	**Target Dates:**
Support/Resources Required:	
Measures of Success:	
Results/Outcomes:	

Envisia Learning

Phone: (310) 452-5130
Fax: (310) 450-0548
E-Mail: support@envisialearning.com
Web Site: http://www.envisialearning.com

2013 All rights reserved.
Printed in the United States of America.