



# 360-Degree Feedback Review Assessment



February 2013

## Project Summary

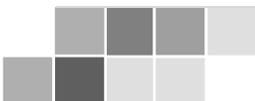
This project focused on the value of the 360-Degree Feedback review process, whether or not it is currently being used in State agencies and to what degree of success. It was our goal to determine if the State of Ohio could benefit by implementing a 360-Degree Feedback system to grow competent, confident, and effective public-sector leaders.

## Project Purpose and Goal

The intended end result is to provide a recommendation to the State of Ohio regarding whether or not 360-Degree Feedback should be considered as a future leadership development tool. Currently, there is no centralized, vetted, or recommended 360-Degree Feedback review process available within Ohio public service.

## Project Methodology

The project team spent five months gathering and analyzing information from eight state agencies and 19 participants who had personal experience with 360-Degree feedback processes. Questionnaires were developed and surveys were conducted either in person, over the phone, or via email. Participants were selected based having experience in this process, whether positive or not, which allowed for data integrity. A qualitative analysis was done on the respondents' responses and used to formulate our recommendation.





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February 5, 2013



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## **I. Project Description**

This project focused on the value of the 360-Degree Feedback Review process and whether or not it is currently being used in State agencies, the degree of success, and whether it should be considered by the State of Ohio as a future leadership development tool. Currently, there is no centralized, vetted, or recommended 360-Degree Feedback Review process available within Ohio public service within state government.

The 360-Degree Feedback Review process is a proven long-standing personal and leadership development method that offers opportunities for personal reflection and growth in a purposeful and informed way. This evaluation method allows the participant to receive performance feedback from a wide array of raters that is specific to the participant and typically includes the person's manager, their co-workers, their direct reports, and sometimes external customers and suppliers. In most cases, with the exception of the immediate supervisor, the responses by the raters are anonymous. The surveys can be completed and compiled electronically with a third-party 360-Degree coach acting as a coordinator to interpret and discuss the results. It is critical that the participants and the raters understand the purpose of this tool, which is for the participant to gain more insight into how others perceive them and help identify both their strengths and areas for improvement. The 360-Degree Feedback Review process should not be used by the raters as an outlet for negative comments resulting from a personal agenda. As with any good evaluation system, there should not be surprises in an annual evaluation. Other feedback mechanisms that alert employees to issues and strengths should be in place to provide continuous feedback throughout the year.

Information gained from Decision-Wise.com (2012) suggests that 360-Degree Feedback Reviews have become an increasingly useful tool as organizations rely more heavily on

teamwork, cooperation, and communication to improve productivity. Used as a leadership development tool, it is extremely valuable to the individual manager because it provides unfiltered feedback from everyone with whom they interact. In a normal work environment, there is no avenue for this type of feedback. When implemented in state agencies, this process can help team members work more effectively together because it increases accountability and fosters a supportive environment because of the increased levels of trust among and transparency among the team members (Heathfield, nd).

State of Ohio agencies are currently faced with budget cuts, dwindling resources, and an increased focus on customer service including value-added relationships and outcomes. Utilizing the 360-Degree Feedback Review process can provide valuable information to both public managers and public teams by supporting workers in paying attention to multiple audiences and multiple stakeholders.

## **II. Expected Purpose and Goal**

This project will investigate 360-Degree Feedback Review processes to determine value, utilization, and benefit for public managers and agencies. The team will also develop a recommendation for implementing and utilizing 360-Degree Feedback Review process by the Ohio Department of Administrative Services.

The initial charter included a manual for public managers to review should they have an interest in 360-Degree Feedback Reviews. The team began to develop a manual and in the process of conducting research we discovered that there are already sufficient resources online that serve this purpose. The group reassessed the project goal and recognized that we did not know what had been done regarding 360-Degree Review processes and what were the successes and failures within the state of Ohio. We discussed this change of objective with our sponsor

who supported our new direction: We decided to evaluate what had already been done, what tools were utilized, what were the perceived outcomes and participant perceptions of the process. If our research indicated that it was a beneficial leadership development tool, then we would recommend how it could be implemented in a streamlined, consistent, and supported fashion.

### **III. Action Plan and Execution**

The team developed the following action plan:

#### **1. Develop Charter and Scope.**

Plan: Team will meet to identify project charter and scope (by August 2012).

Execution: Team met several times to develop, revise, and formalize the project scope and charter. The team revised the original charter after conducting some preliminary research and meeting with the project sponsor. (First discussion on the charter occurred April 19, 2012, initial charter developed June 2012, and revised finalized charter determined September 2012).

#### **2. Identify and meet with Project Sponsor to finalize charter and scope and implementation steps.**

Plan: Team will meet with sponsor and finalize charter (Goal: July 2012).

Execution: The Team was faced with several challenges in identifying and getting support from a project sponsor. The team pursued several leads for a sponsor, and was able to finally able to get commitment from David Sapper, Manager of Career and Talent Development with the Ohio Department of Jobs and Family Services. The team had several email conversations and phone calls with the sponsor and met with him. Our sponsor helped us revise the project charter and scope. (Completed: September 4, 2012).

#### **3. Develop survey tool.**

Plan: Team will develop a series of questions for people who had participated in 360-Degree Feedback Reviews. (Goal: September 14, 2012).

Execution: The team met and drafted a series of questions. Adam typed them up and circulated them to all team members for additional input and revisions. The questionnaire was finalized and approved by the team members (Completed: September 25, 2012).

#### **4. Conduct research**

Plan: Team members will identify individuals through OCPM cohort classmates, our sponsor, the OCPM advisor, and agency contacts who have been involved with the 360-Degree Review Process. The list of these individuals will be divided among team members to conduct interviews and gather detailed information. (Goal: October 2012).

Execution: The team met with Cindy Holodnak in person and via teleconference that provided additional guidance and names of individuals that we could interview. The team also identified other individuals and others within their respective agencies that were known to have participated in this type of process. The list was divided among the members and some members also contacted the participants within their agency. (Completed: October 30, 2012).

#### **5. Analyze research**

Plan: Review the respondents' answers to the interview questions (Goal: November 2012).

Execution: The team members shared the interviews and reviewed the responses. (Results were shared as the interviews were conducted during the month of October and the team met on December 4 to discuss results.)

**6. Develop recommendations for 360-Degree Feedback Processes (i.e., Engage in rigorous debate with team)**

Plan: Complete research and meet with team to discuss research results and discuss personal views on 360-Degree Feedback processes. (Goal: December 31, 2012).

Execution: Met at State Library for all day session to review research, discuss, and begin compiling report. Dictated follow-up assignments for report section completion. (Completed: December 4, 2012).

**IV. Information Gathering**

The team first gathered information from participants who had personal experience with 360-Degree Review Feedback processes. Surveys were conducted either in person, over the phone, or via email. We received feedback from a total of 19 people from eight different state agencies (note: one respondent had 360-degree feedback processes experience while employed in the private sector but is now is a state employee). We received complete survey responses from 14 people and an additional general feedback from five other respondents which represented a 100% survey response rate.

We recognize that our research is qualitative. Qualitative research emphasizes verbal narratives, natural settings, and flexible designs. Techniques of qualitative research include interviews and observations. We attempted to capture people's opinions and perspectives and any other information we could gather that would be useful in formalizing a conclusion and recommendation. Following the interviews we met as a team to review the responses and determine if the answers were similar or completely different. For the most part, the responses were quite similar in nature for each question so we were easily able to summarize the respondent's viewpoint. See Appendix C for the survey responses.

The survey questionnaire, included as Appendix B, included the following questions: 1) Please describe your organization's efforts in implementing 360-Degree Evaluations: Who was evaluated? When was it done? Why was it implemented? 2) How would you describe your organization's experience with 360-Degree Evaluations? What did you do? 3) Were the evaluations well received? Why or why not? 4) What type of process was used? What tool did you use? 5) How were the 360-Degree Evaluations followed-up with training opportunities to address behaviors? 6) What were the major drawbacks to 360-Degree Evaluations as experienced by your organization and why? 7) What are the major advantages to 360-Degree Evaluations as experienced by your organization and why? 8) Based upon your experience, would you recommend 360-Degree Evaluations for other public organizations?

## **V. Information Analysis**

Our analysis revealed that of those surveyed, while they had an opportunity to participate with the 360-Degree Feedback Review process in the past, this opportunity currently is not available within their agency or even through state-sponsored training (i.e., DAS development programs). All surveyed recommended taking advantage of 360-Degree Review Processes for leadership growth and development within public organizations. However, they cautioned that this process requires trust and integrity of the participants to provide objective and constructive feedback that is designed to enrich, support, redirect, correct, and affirm the performance of a colleague, supervisor, or subordinate. The purpose of the 360-Degree Feedback Review process needs to be overt and all participants need to commit; it is only as valuable as the commitment of each participant in the process. Survey respondents noted that requestors need a third party to help them review, interpret, and prioritize the messages with the feedback and to guide in the development of an action plan. This requires that the supports are in place all the way through

the process and that one person or office is dedicated to administering it. An organization must take responsibility to provide the structure, enforce the rules of participation and be ready to provide constructive support to participants who are adversely affected by the process. “Unless an organization has a critical mass of integrity and courage, and there is a shared understanding about both the risks and the effort necessary to reap intended benefits, this process can easily veer left of center and should not be implemented” (J.B. from ODH, 2012).

Listed below is the analysis of each survey question:

- 1) Please describe your organization’s efforts implementing the 360 Evaluation? (Who was evaluated? When was it done? Why was it implemented?)

Results: Respondents varied - Some agencies implemented the process with all managers and some with a select few, while others opened it up to varying levels of bargaining unit staff.

- 2) How would you describe your organization’s experience with 360 Evaluations? What did you do?

Results: Respondents varied in their answers. Many respondents answered this question while answering the previous question. Respondents reported the following answers: it was used to give feedback on management performance and identify areas for improvement; to provide constructive feedback from customers and peers related to organizational effectiveness measures; for upward coaching; to identify top strategies; and, for leadership development. From our assessment of the respondent's answers it appears that they types of tools used and elements included varied significantly from one agency to another.

- 3) Were the Evaluations well received? Why or why not?

Results: Respondents reported that in most cases the 360 Feedback was well received. Some noted that this process was powerful with leadership teams; others reported that it

improved morale. All reported that it was extremely helpful in identifying strengths and opportunities for growth and improvement especially when follow up was provided. For respondents that had some negative association, it was because some staff was disgruntled and used the opportunity to criticize the manager.

4) What type of process was used? What tool did you use?

Results: Based on the analysis of this question, we identified that there was no consistent tool used by all surveyed. Some prepared their own survey tool, some employed a third-party coach who used Coach-Point, others used a third-party consultant who used the Leadership Practices Inventory, and some did not remember the name of their tool. In all cases, the raters' answers, with the exception of supervisors, were anonymous. While anonymity would appear to be recommended, the climate of the organization must be one of giving and receiving honest feedback openly. Therefore, in the beginning responses should remain anonymous until trust and integrity in the 360-Degree Review Feedback process has been established. Heathfield (nd) notes that the success of 360-Degree evaluations depends a large part in the culture of the organization: implementing the process in an organization in which there is a lack of trust and cooperation will result in the development of secretive systems and processes which is not conducive to developing a supportive climate.

5) How were the 360 Evaluations followed with training opportunities to address behaviors?

Results: Coaching sessions and day-long workshops were commonly used to prepare the participants prior to the surveys being distributed and afterwards to disseminate the final results and identify behavior goals. In several cases, no follow-up was offered. Our survey respondents report that the results of their surveys were primarily used for professional

development. Using this type of evaluation for determining pay increases can be too subjective.

- 6) What were the major drawbacks to 360 Evaluations as experienced by your organization and why?

Results: Respondents had similar concerns relating to this process given the anonymity of the raters which often left unanswered questions and did not provide the ability to talk to the rater. Others noted that the process is time consuming for all involved and is a waste of both time and money if the person does not take action with the information presented. Lack of follow-up contributes to failure to take action and six of the survey respondents recommended that an objective outside party trained on giving feedback linked to development opportunities be dedicated to this effort to minimize lack of understanding and increase the chances of success

- 7) What are the major advantages to 360 Evaluations as experienced by your organization and why?

Results: The advantages identified directly related to this process and the relevancy to leadership development. It was viewed as an opportunity to increase self-awareness, grow expertise, competency, and confidence in staff which also served to provide validation in the sense of team. Some noted that comprehensive feedback is more meaningful and helps the participant to better understand perceptions and identify goals to work on which makes them better and more aware as leaders. 360-Degree Feedback reviews allowed the participant to formulate relevant development plans, and provided an education and awareness of desired competencies/behaviors. Ultimately, these reviews supported a culture of feedback and employee development which is critical in today's environment.

8) Based upon your experience, would you recommend 360 Evaluations for other public organizations?

Results: Respondents all agreed that 360-Degree evaluations are beneficial in helping people understand how they are perceived and in getting managers accustomed to getting and using feedback. Some recommended that it be used for development purposes only with managers, but not with bargaining unit staff. All felt that the evaluations must be used cautiously, that having a true understanding of the process including training was paramount to the success, and that the feedback must be treated with importance and sensitivity and be facilitated with a coach.

Regardless of Agency, position or type of 360-Degree Feedback review process used, respondents consistently found value out of their experience. In the few instances where 360-Degree evaluations were not considered beneficial, problems were rooted in either a lack of pre-planning or lack of follow-up. The vast majority of participants derived valuable insights about themselves, modified their behaviors and recommended the evaluations to others. Any training program that provides deep insight into personal behaviors and tendencies, opens our eyes to how we are perceived by others and can be parlayed into an improved skill set should not be ignored. *“It helped employees understand their strengths and weaknesses, which were often very different than what they came into the process thinking. It helped employees understand the perceptions about themselves and take action (if necessary).”*

In addition to the direct improvements to 360-Degree evaluation participants, unintended consequences may also be observed. *“Staff morale went up – showed that leadership was interested in what people thought”*. A clear underlying theme throughout the responses is

that asking for feedback demonstrates a commitment to improvement. Whether one is successful or not in improving behaviors, the perception is that it is attempted for and that the person wants to improve.

Our overall analysis revealed that there was no unified process in state agencies for 360-Degree Evaluation Process feedback, that agencies did not use a similar tool, and that it would be valuable for leadership development in state agencies.

## **VI. Project Results**

Our project goal was accomplished: The goal was to conduct research and analysis and then develop a recommendation for the Ohio Department of Administrative Services (DAS). Analysis of our research information and the respondents' comments indicated that the 360-Degree Feedback Review process is valuable and should be utilized for leadership development.

We have the following two recommendations: 1) Ohio Department of Administrative Services take ownership of offering this process through one or several of their training programs (i.e., Leadership Development) and, 2) the 360-Degree Feedback Review process should be utilized by State agencies, by state-sponsored teams, or by individual state employees who are interested improving their management and leadership skills.

By DAS incorporating a 360-Degree Feedback Review process into their leadership development training opportunities the process will be consistent and efficient, challenges can be addressed, and pitfalls will be overcome. This will remove the responsibility of agencies independently researching tools, implementing the process, providing feedback, and purchasing tools on their own resulting in dramatic time and cost savings. Ultimately by making this a vetted process and available through DAS to any public agency or state employee we set the stage for the development of better quality managers.

## **VII. Benefits to Agency, Organization, or Work Unit**

Agencies would benefit by having a recommended consistent 360-Degree Review Feedback process coordinated by DAS. State agencies that currently do not have the capability or resources to develop their own 360-Degree Review Processes could utilize the DAS model. In the long term, it is our team's conclusion that state agencies whose managers participated in the process would see benefit from candid feedback as long as it coincides with development opportunities to improve.

Rewards recognized by others using this process correctly includes increased personal growth and development, improved workplace efficiencies, increased employee morale, and higher staff satisfaction. Ultimately utilizing this process will allow for the development of strong leaders and cohesive teams within the State of Ohio.

## **VIII. Team Dynamics**

Overall, our team composition is unique: we are all extroverts, we all have strong personalities and opinions, and there were only four team members:

Adam G. Ward – ENTJ

Adriana A. Pust - ENTP

Gary L. Comer, Jr. – ESTJ

Jennifer L. Buhn – ESTJ

Although it was recommended that we assign specific roles to each team member (Leader, Facilitator, Scribe, and Timekeeper) because of the small nature of our group, we never designated these. We found that the roles shifted amongst the team members depending on the focus of the meeting and were dictated by the tasks identified and requiring completion before our next meeting. For instance, Adam wrote the charter after gathering input from the team;

Adriana & Gary both volunteered to identify a sponsor; Jennifer provided research and additional information on 360-Degree Feedback Review processes. We shared responsibilities in keeping the project on task, being timely, remaining focused during our working sessions, and encouraging input from all members.

Strengths of each member included

Adam G. Ward – ENTJ. Adam was cool-headed, grounding, and realistic. His main concerns were identifying a reasonable scope and goal.

Adriana A. Pust - ENTP. Adriana was enthusiastic about 360s, informative, and had the most personal experience with this type of evaluation process. Her main concerns were related to group dynamics and how the group would view the viability of 360s. She also had concerns regarding the team members equally sharing responsibilities for this project.

Gary L. Comer, Jr. – ESTJ. Gary was agreeable and more than willing to complete whatever assignments he was given. His main concerns were his availability to the project and the degree to which he could contribute.

Jennifer L. Buhn – ESTJ. Jennifer was motivated: task oriented, and had the desire to fully understand 360s before she began the process. Her main concerns were clarity of the project charter, staying on task, and meeting the requirements of the project.

Various barriers were encountered and overcome by our team during this project which included living location, worksite location, logistics and scheduling difficulties. Three of the team members live in the Columbus area while the fourth one lives in Bellefontaine which is an hour away. Three of the team members work in Columbus while the fourth member works an hour northeast of Columbus in Mount Vernon, Ohio. We were, however, able to identify two

acceptable meeting locations – one at the ODNR offices on Dublin Road, the other at the State Library of Ohio of East First Avenue.

The group identified early on that meeting before or after our normally scheduled OCPM classes was conducive only to short status updates, while stand-alone remote-location working meetings dedicated to accomplishing a specific task were most productive. Several of our working sessions exceeded three hours, one exceeded six hours. In addition to meeting, we communicated on a regular basis via phone, email, and during the hours surrounding our regularly scheduled OCPM classes. Adriana was instrumental in keeping our sponsor updated on our progress.

Interestingly enough, our perceptions of this project did shift during the course of the research and analysis phases. Initially we thought 360-Degree Evaluations consisted of a comprehensive evaluation based on survey results of staff, management and co-workers. The results would then be used to dictate suitability for promotions, performance evaluations and salary. Without any follow-up, it would be over after the initial distribution of the survey results.

Our project established the folly in these perceptions and disproved these pre-conceived notions. While the staff, management and co-workers are involved via the survey, all other aspects of 360-Degree Evaluations necessitate a planned approach that seeks to maximize the potential benefit and minimize potential problems. For example, evaluation results should never be used for performance evaluations or compensation. Instead, they should be viewed as a professional growth opportunity. Additionally, follow-up interpretation of results and training opportunities should be available to all participants. Avoiding downfalls like these make a monumental difference between successful implementation of 360-Degree Evaluations and creating deep seeded problems within agencies such as resentment and retribution.

## **IX. OCPM Workshop Knowledge, Theories, Models, Principles, or Techniques**

It was only upon reflection of this project and the project process that our team truly recognized the valuable knowledge we have gained during the past 16 months as participants of the OCPM program. The knowledge gained from OCPM courses and reflected in this report includes the following areas: 1) Personalities and Emotional Intelligence; 2) Informed Decision Making; and 3) Conflict Management:

### Personalities and Emotional Intelligence

Early in the OCPM program we took the Myers-Briggs test and learned about our own personalities including the strengths and weaknesses of those personality types. Awareness of our self and the other fifteen personality types was beneficial to this team project; it allowed us to capitalize on the teams' strengths. Two of our team members were ESTJ's which are described as extraverts and as being practical, realistic, project organizers, focused on results, and forceful in implementing their plans. ESTJ's are logical, systematic, and want others to be also.

One of our team members was an ENTP which is described as an extrovert and someone who is quick, alert, and outspoken. ENTP's are adept at generating conceptual possibilities (which was an asset at the onset of our project), good at reading other people, and strategically analyzing.

The fourth team member was an ENTJ which is also described as an extrovert and as someone who is frank, decisive, and assumes leadership readily. This member was instrumental in developing our charter, and subsequent revisions.

The strengths of the ENTJ and ENTP were complimentary to the strengths of the two ESTJ's creating a very dynamic team.

We also utilized our OCPM knowledge of managing emotional intelligence which allows us to understand the personalities, but focuses on emotions and feelings which helped to maintain the relationships, promote collaboration, and function in a synergistic environment. Team projects can become emotional and having the knowledge with how to deal with the personalities and emotions during the process was invaluable.

### Informed Decision Making

As mentioned previously, our group initially made well intentioned assumptions about the need for 360-Degree evaluations within the public sector. However, as we were developing our questionnaire, we realized our assumptions were not supported by any data and subsequently reassessed our goal. By using the perspectives and skills learned in our “Informed Decision Making” class, we broadened our questionnaire and data set to more accurately survey State agencies. Due to the small available sample size and the need to distill agency experience from individual experiences and emotions, we conducted Qualitative research. We asked open-ended questions through interviews and written questionnaires and noted participants’ reactions to the questions – when possible. Our data set allowed us to combine both Descriptive Statistics to a limited amount of our data set; however, the strength of our conclusions was derived using Inferential Statistics based upon surveys from a cross section of state Agencies and levels of management. Combining these two approaches allowed us to test our hypothesis and reach conclusions.

### Conflict Management

Previously discussed was the fact that Myers-Briggs types of our team consists of (2) ESTJ’s, (1) ENTJ, and (1) ENTP. The last two letters of an individual’s MBTI type can have a significant impact on conflict behavior. Two of four members of the team have TJ preferences

this was both a team strength but also a possible weakness given the potential for conflict. People with TJ preferences are likely to experience a blind spot at the onset of conflict. Given our teams knowledge of MBTI types and skills developed in Managing Conflict as part of the OCPM curriculum allowed for us to work through any potential conflict issues.

One example of how our team worked through potential conflicts was utilizing information gained through the Thomas-Kilmann Conflict Model Instrument (TKI). The TKI assesses an individual's behavior in conflict situations. In conflict situations, a person's behavior can be described by two basic dimensions; assertiveness and cooperativeness. Our team demonstrated both of these dimensions successfully in the 360-Degree Feedback Review Assessment Project.

Assertiveness is the extent to which the individual attempts to satisfy individual concerns and cooperativeness is the degree to which an individual tries to satisfy the other person's concerns. These two behavior dimensions can be used to define five methods of dealing with conflict. The 360-Degree Review team members utilized these methods effortlessly to complete the task at hand.

Five conflict-handling modes include competing, collaborating, compromising, avoiding, and accommodating. Competing was not an issue within team dynamics, in spite of the majority type preference of three of the four team members being strong willed and typically forceful in implementing plans. The Collaborating Method was evident, complementing the team's strong desire get things done and focus on results in the most efficient way by dividing the workload and allowing the strengths of each member to determine how tasks were assigned. Compromising was most easily recognized by the team's ability to agree to stay on task and work within a manageable scope of the project. The Avoiding Method was also demonstrated by

team members keeping emotions under control and not engaging without actively listening to the concerns of other team mates. The team used the Accommodating Method easily as well for example allowing time for team members who are very detail oriented to have time to think through each process and take the needed time to digest the information and plan a procedure to move forward to a completed product.

## **X. Appendices**

## Resources

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# 360-Degree Feedback Review Assessment



OCPM Cohort 46 Group Project  
February 5, 2013



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  - Ohio Department of Developmental Disabilities



# Presentation Overview

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# Definition of 360-Degree Feedback

- A multi-source assessment
- Comes from immediate work circle
  - Peers
  - Subordinates
  - Supervisor
  - Self
  - External customers and other stakeholders





# Project Description

Assess the value of the 360-Degree Feedback Review process and whether or not it is currently being used in State agencies, the degree of success, and whether it should be considered by the State of Ohio as a future leadership development tool.





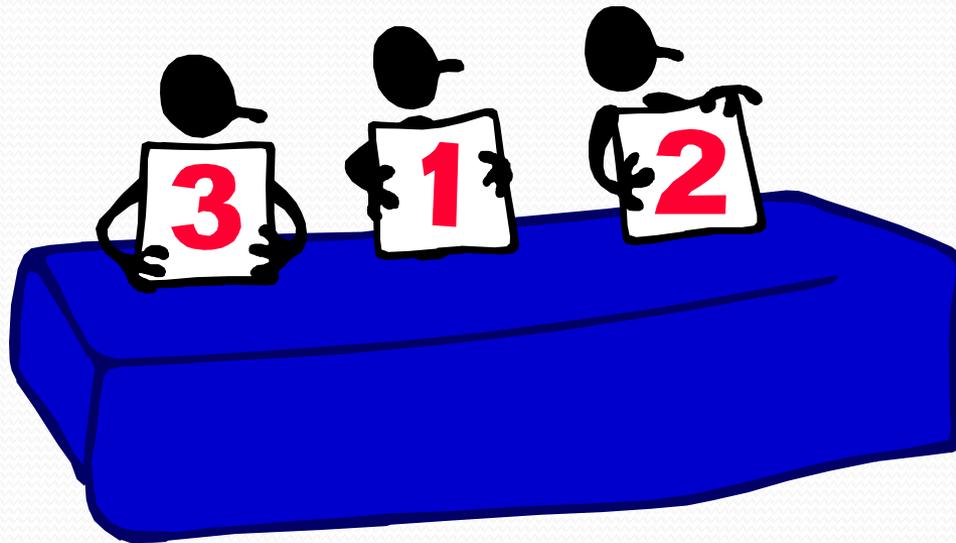
# Expected Purpose and Goal

This project will investigate 360-Degree Feedback Review processes to determine value, utilization, and benefit for public managers and agencies. If warranted, the team will also recommend that DAS offer a 360 Degree Feedback Review process through the Office of Workforce Development.



# Your Participation Opportunity

Provide feedback on two of your own team members!





You have two minutes





# Demonstration of Good and Bad 360-Degree Feedback Processes

*The following scenes are rated PG for adult situations and content. Strong language and stressful scenes are included. No animals or managers were harmed in staging this demonstration. Any resemblance to persons living or dead is purely coincidental.*



# Action Plan and Execution

- Develop Charter and Scope
- Identify and meet with project sponsor to finalize charter and implementation steps
- Develop survey tool
- Conduct research
- Analyze research
- Develop recommendations (i.e., rigorous debate with team)





# Information Gathering

- Identify State Agencies and Participants
  - Eight state agencies
  - 19 people interviewed
    - In person, phone interview, or email response
    - 100% feedback rate
- Qualitative Research
  - Interviews & observations





# Survey Questions

- 1) Please describe your organization's efforts in implementing 360-Degree Evaluations? Who was evaluated? When was it done? Why was it implemented?
- 2) How would you describe your organization's experience with 360-Degree Evaluations? What did you do?
- 3) Were the evaluations well received? Why or why not?
- 4) What type of process was used? What tool did you use?



# Survey Questions, cont'd

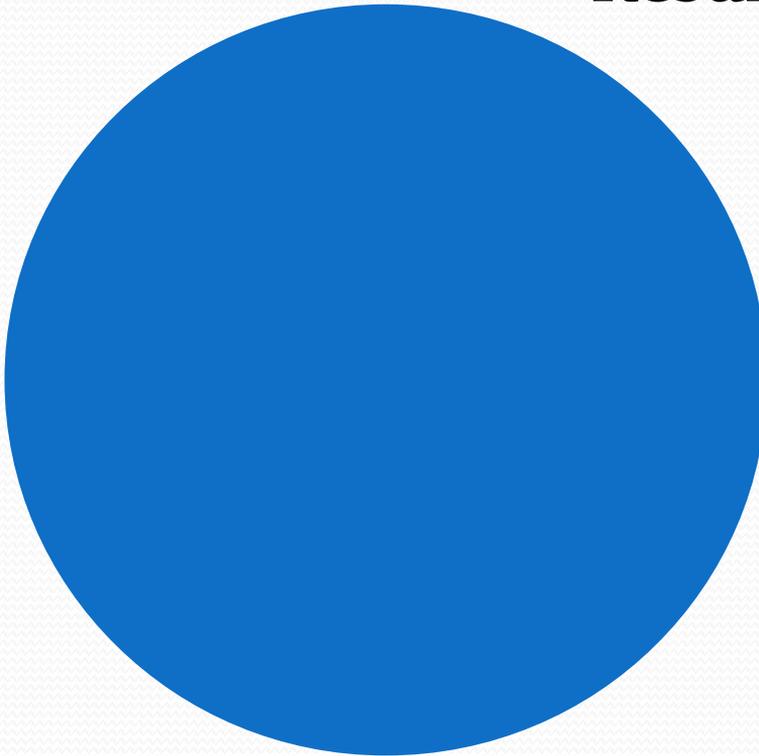


- 5) How were the 360-Degree Evaluations followed-up with training opportunities to address behaviors?
- 6) What were the major drawbacks to 360-Degree Evaluations as experienced by your organization and why?
- 7) What are the major advantages to 360-Degree Evaluations as experienced by your organization and why?
- 8) Based upon your experience, would you recommend 360-Degree Evaluations for other public organizations?

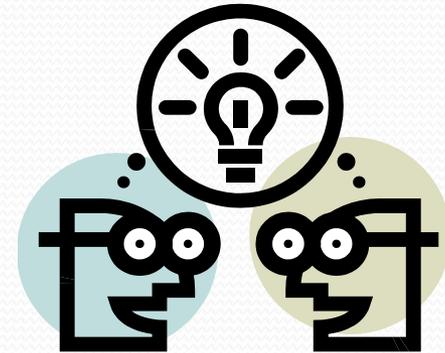


# Quantitative Analysis

## Results



- 100% say it's a good idea!!!





# Information Analysis

And the Survey Said....

- Unified 360 Process not currently available to state employees.
- Highly recommended for leadership growth and development.
- Trust and integrity critical to process.
- Commitment on part of participant required.
- Third party facilitator needed for success.



# Quote

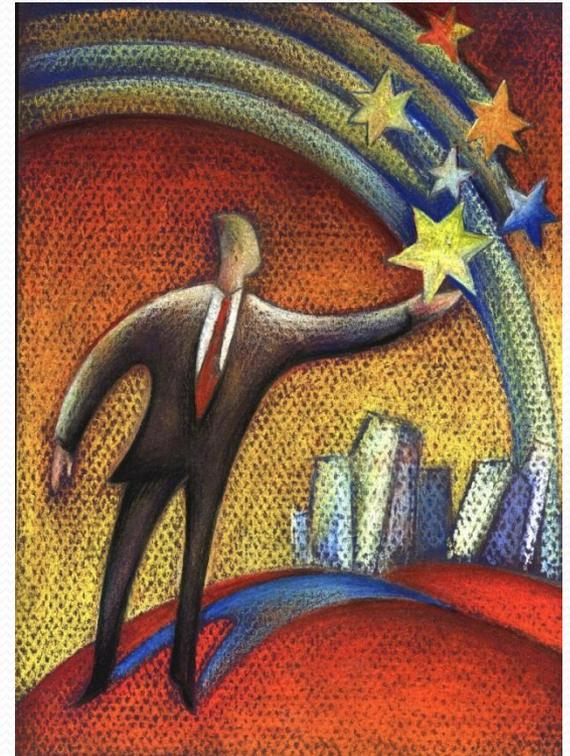
“Unless an organization has a critical mass of integrity and courage, and there is a shared understanding about both the risks and the effort necessary to reap intended benefits, this process can easily veer left of center and should not be implemented.”



# Project Results

Our goal was accomplished!!

- Develop a recommendation to DAS.
- 360-Degree Review process is valuable and should be utilized.





# Project Recommendations

- 1) Ohio Department of Administrative Services take ownership of offering this process through one or several of their training programs and,
- 2) The 360-Degree Feedback Review process should be utilized by State agencies, by state-sponsored teams, or by individual state employees who are interested improving their management and leadership skills.



# Letter to DAS

January 29, 2013

Lisa Springer  
Administrator  
Office of Learning and Professional Development  
Ohio Department of Administrative Services  
30 East Broad Street, 28th Floor  
Columbus, Ohio 43215



*360-Degree Feedback Review  
Process Project Team*

Re: Addition of 360 Evaluations to DAS training programs

Dear Ms. Springer:

Our Ohio Certified Public Manager project team examined the 360-Degree Feedback Review process in an effort to determine if this evaluation tool would be recommended for use in the Public sector. Our team has concluded that the addition of a 360 Evaluation to specific DAS training programs would be a valuable employee development tool utilized by numerous state agencies.

360 Evaluations have been used by successful organizations, both private and public, for many years. The 360-Degree Feedback Review process is a proven long-standing personal and leadership development method that offers opportunities for personal reflection and growth in a purposeful and informed way. Ideally this feedback is used to hone one's individual skill set by increasing awareness of strengths and weaknesses. When not implemented properly, 360 Evaluations are known to create a toxic work environment by breeding resentment, negativity and, in the worst cases, retaliation among staff members.

As part of the Ohio Certified Public Manager Program, our small group has examined the experiences of Ohio employees at multiple state agencies with 360 Evaluations. Despite the best of intentions, implementation of 360 Evaluations throughout Ohio agencies is in complete disarray. Without a consistent recommendation, each Agency independently conducts research to identify a tool, develop an implementation plan and process the results internally. In each case, the Agencies also had to bear these costs independently.

DAS's Office of Learning and Professional Development is an established, trusted and proven resource for State Agencies. Incorporation of a vetted, researched and planned 360 Evaluation tool into the available classes would consolidate efforts statewide. In addition, the experience gained by DAS staff implementing 360 Evaluations would dramatically reduce the learning curve of each agency and facilitate dramatic improvements when implementing the program and minimize potential pitfalls.

Incorporating a 360 Evaluation into the DAS curriculum is not without cost or risk, however, if the following steps are taken, negative experiences will be further minimized:

- Provide Agencies with a subject matter expert(s) for 360 Evaluations

- Explain the purpose of 360 Evaluations
- Recommend a 360 Tool to be used
- Prepare staff for how to take surveys (honesty, anonymous, constructive)
- Interpret results with coach
- Develop improvement plans for each individual

Please review our Ohio Certified Public Manager's project regarding the 360-Degree Review Process and give serious consideration to implementing our recommendations. We are available to meet with you to share our research conclusions if you have any questions or need ideas on how to proceed.

Thank you,

The OCPM 360-Degree Review Process Project Team:

**Jennifer Buhn**  
Business Administrator  
Ohio Department of Developmental Disabilities  
Mount Vernon Developmental Center

**Gary L. Comer, Jr.**  
Assistant Wildlife Mgt. Supervisor  
Ohio Department of Natural Resources  
Division of Wildlife, Wildlife District One

**Adriana Pust**  
Health Planning Administrator  
Bureau of Health Preparedness  
Ohio Department of Health

**Adam Ward**  
Assistant Chief  
Central District Office  
Ohio Environmental Protection Agency



# Benefits of this Process

Rewards recognized by others using this process includes:

- Increased personal growth and development
- Improved workplace efficiencies
- Increased employee morale
- Higher staff satisfaction





# Team Dynamics

- Adam G. Ward – ENTJ
  - Adriana A. Pust – ENTP
  - Gary L. Comer, Jr. – ESTJ
  - Jennifer L. Buhn – ESTJ
- 
- Did not designate specific roles
    - Roles shifted depending on focus and task





# Team Dynamics, Cont'd



- Project Barriers
  - Logistics
  - Time
  - Revised charter



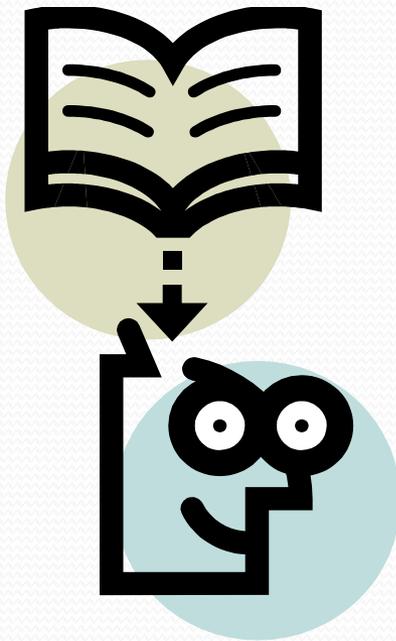
# Team Dynamics, Cont'd

- Perceptions about 360s
  - Perceptions changed
  - Surveys provided information
  - Background research provided information





# OCPM Workshop Knowledge



- Personalities and Emotional Intelligence
- Informed Decision Making
- Conflict Management



# OCPM Workshop Knowledge

- Personalities and Emotional Intelligence
  - Meyers-Briggs
  - Awareness of self and others
  - Capitalize on team's strengths





# OCPM Workshop Knowledge

- Informed Decision Making
  - Used to formulate Questionnaire
  - Qualitative research
  - Inferential Statistics





# OCPM Workshop Knowledge

- Conflict Management
  - ESTJs (2), ENTJ, ENTP
  - Thomas-Kilmann Conflict Model
  - Conflict-handling modes
    - Competing
    - Collaborating
    - Compromising
    - Avoiding
    - Accommodating





# So... what did you think?

- What did you think about the questions?
- What other questions would you want to see?
- Were you surprised at your feedback?
- How did it feel answering the questions?





# Summary of Project

360-Degree Feedback Review Processes are beneficial for leadership development when they are:

- Entered into with trust and integrity
- Facilitated by a third-party dedicated to the process
- Include action plans and follow-up



# Questions?

