Nine Practices 360-Feedback Diagnostic Tool

You can use the 360-Feedback Diagnostic Tool to determine how others perceive your leadership practices. In the table are twenty-seven items, three for each of the nine practices:

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| **Item numbers** | **Related Practice** |
| 1-3 | Analyzing Like Detectives |
| 4-6 | Diagnosing and Treating Like Doctors |
| 7-9 | Finding Key Behaviors Like Social Psychologists |
| 10-12 | Communicating Like Agents |
| 13-15 | Directing Like Guides |
| 16-18 | Nurturing Like Gardeners |
| 19-21 | Facing the Unknown Like Lions |
| 22-24 | Developing Like Scouts |
| 25-27 | Communicating Like Broadcasters |

Based on responses, you can identify areas where you can improve your leadership practices.

**Guidelines: Example Steps for Administering the Survey**

The following steps exemplifies how you might leverage the tool. Feel free to use or modify these steps to meet your development needs.

1. Using a survey application such as [Survey Monkey](https://www.surveymonkey.com/), [Microsoft SharePoint](https://products.office.com/en-us/sharepoint/collaboration), or [Zoomerang](http://www.zoomerang.com/) to create your survey. At the beginning, provide some instructions. It’s best to set up the survey so that respondents’ responses are anonymous. If you use a paper-based version, have someone administer the surveys with the intent for the administrator to maintain anonymity.
2. Before initiating the survey, use the tool to self-assess. You’ll use this to compare your self-assessment with how others rate you.
3. Create a list of respondents. This should include
	1. People you report to (either directly in indirectly)
	2. Your peers
	3. Direct and indirect reports (if applicable)
	4. People that you worked with on projects
	5. Stakeholders related to your work
	6. Your customers (can be internal customers or actual customers)
4. Preferably in person, talk with all your respondents to ask if they would participate in your assessment. Let them know that:
	1. You are trying to improve how you practice leadership, but you need their candid feedback to seriously identify areas for improvement.
	2. Their feedback will be anonymous.
	3. There are 27 items and two open ended questions. With the 27 items, there is some space for adding open-end comments as well.
	4. With the two open-ended questions, ask that they provide as much detail without revealing who they are.
	5. After the results are collected, you intend to share a high-level
	6. summary of the results as well as how you plan to improve.
5. Create an email template with a link to the survey (some programs are set up to send the survey on your behalf). In the email, summarize the points in your conversation. Include a deadline for completing the survey.
6. Email your respondents either a link to your survey or attach a document (depending on how you intend to administer the survey).
7. A few days before the deadline, email a reminder about the deadline.
8. After the deadline, compile the results. Online tools do a great job doing this for you.
9. Compare your self-assessment to the compiled respondents’ assessments.
10. Identify areas for improvement and prioritize the top one (or at most two) to address.
11. For one (or two) areas, create an objective, a measure to know when the objective is achieved, and a deadline to complete the objective. If you select two areas, do this for each area.
12. If you have a team, meet with them to summarize what you discovered. Share your objectives and seek their support. Based on any feedback, revise your objectives as needed.
13. In an email, thank your respondents, summarize your results (you don’t have to give them all the details – just provide a list of your strengths and areas for improvement). Also, let them know your objectives and ask for their support.
14. During the time period you set for achieving your objectives, informally ask people how you are doing and welcome any feedback. The idea is that you want them to believe that they have permission to provide feedback.
15. When you receive positive or constructive feedback, thank the person for sharing rather than responding (being defensive). Your intent is to recognize people who provide feedback and learn from them.
16. After achieving your objectives, use the survey results to focus on another area. For the new area, let people know your new focus.
17. Repeat Steps 14 and 15.

After a year to a year and a half, consider conducting the survey again. Adjust your respondent list to account for new people who you’ve interacted with and exclude people who no longer interact with you. Complete a self-assessment and compare the new one to your previous one. Once your respondents complete the second survey, compare the results with the first survey.

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| **Instructions:** With each item, circle the response number or letter to rate how you believe the statement accurately describes the person whom you are evaluating. Use the comment field to provide any insight into your selection. |
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| **#** | **Statement** | **Response****4 = Strongly agree** **3 = Agree****2 = Disagree****1 = Strongly disagree****U = Unknown** | **Comment** |
| 1 | Withholds judgment until the person can examine facts, seek clarification, and uncover what is actually happening |  4 3 2 1 U |  |
| 2 | Knows not only how business in general works but how the organization where the person works is structured to provide for customers |  4 3 2 1 U |  |
| 3 | Collaborates with others to solve problems and find opportunities |  4 3 2 1 U |  |
| 4 | Diagnoses problems effectively and responsibly to find solutions |  4 3 2 1 U |  |
| 5 | Uses measurements effectively to determine if solutions are achieved |  4 3 2 1 U |  |
| 6 | Helps others avoid rushing to solutions without diagnosing the problem |  4 3 2 1 U |  |
| 7 | Influences the behaviors of others effectively while maintaining positive relationships with them |  4 3 2 1 U |  |
| 8 | Avoids using verbal persuasion such as threats (expressed or implied), complaining, nagging, or begging |  4 3 2 1 U |  |
| 9 | Influences others to work effectively and collaboratively |  4 3 2 1 U |  |
| 10 | Clarifies expectations when working with others |  4 3 2 1 U |  |
| 11 | Acknowledges and learns from mistakes |  4 3 2 1 U |  |
| 12 | Involves others with problem solving and decision making |  4 3 2 1 U |  |
| 13 | Coaches others to build their capabilities |  4 3 2 1 U |  |
| 14 | Supports others who may need help accomplishing tasks |  4 3 2 1 U |  |
| 15 | Provides feedback to help others learn |  4 3 2 1 U |  |
| 16 | Encourages and cares for others by making the environment more favorable for work and development |  4 3 2 1 U |  |
| 17 | Finds creative solutions that make work easier for everyone (such as making job aids, templates, and other support documents) |  4 3 2 1 U |  |
| 18 | Uses data to provide others with insight |  4 3 2 1 U |  |
| 19 | Listens carefully to what others say with the intent to understand their perspective rather than listening to respond |  4 3 2 1 U |  |
| 20 | Seeks feedback from others to improve leadership practices |  4 3 2 1 U |  |
| 21 | Shares leadership goals and asks for support in achieving them |  4 3 2 1 U |  |
| 22 | Beyond what the organization requires, invests time into professional development opportunities such as attending webinars, chapter association events, and conferences |  4 3 2 1 U | 8 scout |
| 23 | Maintains a strong professional network outside of the organization |  4 3 2 1 U |  |
| 24 | Regularly searches for new ideas and ways of practicing and shares these with others in the organization |  4 3 2 1 U |  |
| 25 | Practices stewardship by sharing technical expertise and leadership knowledge with others outside of the person’s immediate team |  4 3 2 1 U |  |
| 26 | Actively participates in the professional community such as through an association or professional network |  4 3 2 1 U |  |
| 27 | Communicates with other professionals through email exchanges, blogs, networking events, chapter events, or conferences |  4 3 2 1 U |  |

**Open-ended Questions**

What three strengths related to leadership do you perceive the person to have?

What are three ways that the person could improve in practicing leadership?