

# Interpretation Strategies

Items: 8 Steps (Including Introduction)

## Introduction

5 seconds

**Interpretation Strategies**

**Introduction**

**Interpreter Mindset**

Interpreting a multi-rater assessment is unlike any other feedback session you will ever manage. Rather than a self-report tool from which an individual learns how his or her self-perception plays out, with a multi-rater, the individual often feels exposed and "found out" as he or she views the data points. In a sense, there is no "hiding" from the fact that various groups of people have cast a vote. For this reason, rapport building and making sure that the 360 data fits into the development conversation at the right time are essential.

1 2 3 4 5 6 7

### Interpreter Mindset

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### Guidelines

Keep these guidelines in mind when analyzing the data. The relative application of these rules depend on your situation and context. It is highly unlikely that each and every behavior will neatly fall into distinctive categories of importance, effectiveness, and frequency. Ultimately only you can judge just how important these perceptions are and how to flex your behavior in ways to increase

effectiveness as the data trends would suggest.

1. An important behavior that is ineffective needs immediate attention, especially if frequently demonstrated.
2. An important behavior that is effective but infrequent needs a plan to increase its expression
3. An important behavior that is effective and frequently displayed is a strength which may be overplayed needs a plan to monitor its impact
4. An unimportant behavior that is ineffective and frequently displayed can create noise and prevent others from clearly seeing your strengths
5. An Unimportant behavior that is effective and infrequently demonstrated reflects a potential that needs to be appropriately employed
6. An unimportant behavior that is ineffective and infrequent needs to be identified and monitored

Use the norm group comparisons as a point of reference of how you would appear relative to other adults who are seen as leader agile. If higher or lower than the norm group, consider the implications in terms of how that behavior may or may not be working well in your context.

You are encouraged to use the planning guide in Section 17 to identify behaviors that need attention.

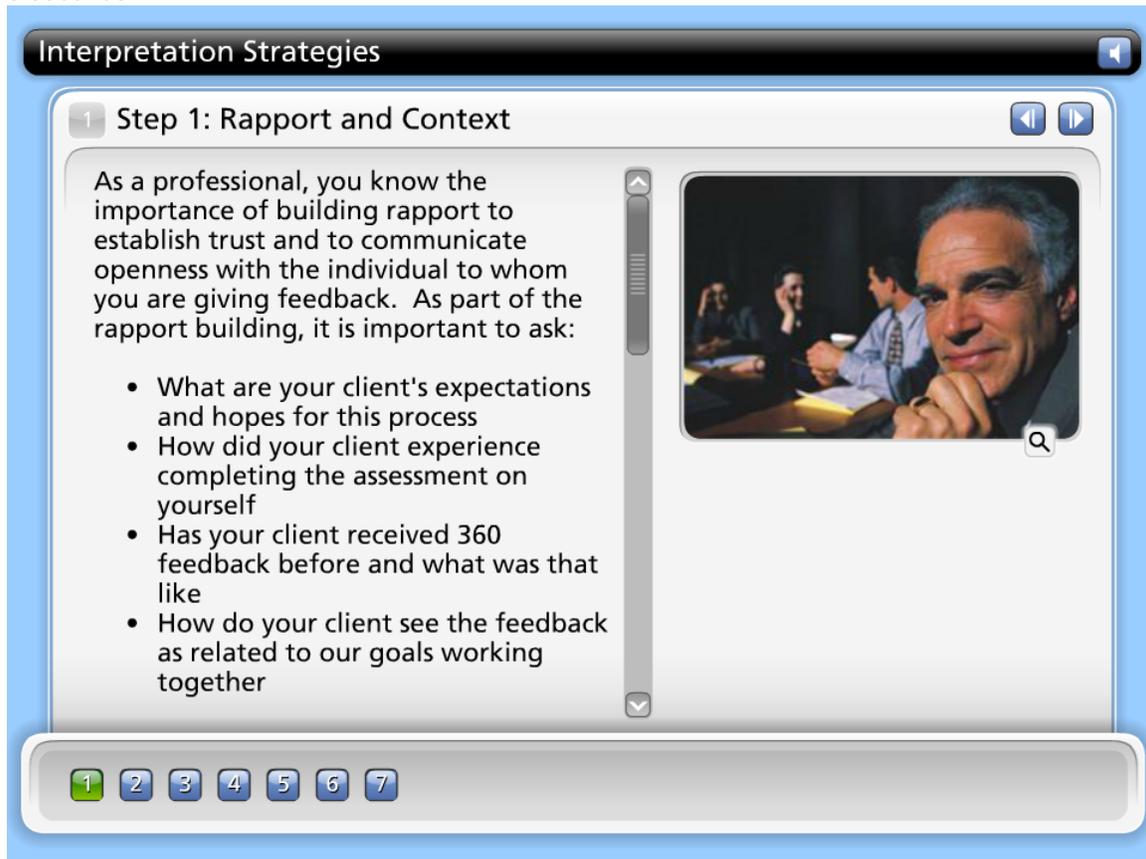
### **Special symbols**

An asterisk (\*) beside a score means that there was a three point spread in that rater group, which is made up of combinations of 1,4; 1,5; 2,5. Notice if there is a pattern among your rater groups or kind of item which would suggest an important trend of perceived differences in demonstrated behavior.

If an exclamation point (!) is next to a score, you are being alerted to a potential overuse. Raters were asked to identify if the behavior may be overused. If two raters so indicated, the symbol is identified

# Step 1: Rapport and Context

5 seconds



The screenshot shows a software window titled "Interpretation Strategies" with a navigation bar at the bottom containing buttons 1 through 7. The main content area is titled "Step 1: Rapport and Context" and contains the following text and list:

As a professional, you know the importance of building rapport to establish trust and to communicate openness with the individual to whom you are giving feedback. As part of the rapport building, it is important to ask:

- What are your client's expectations and hopes for this process
- How did your client experience completing the assessment on yourself
- Has your client received 360 feedback before and what was that like
- How do your client see the feedback as related to our goals working together

To the right of the text is a video thumbnail showing a man in a suit sitting at a table in a meeting, with a magnifying glass icon in the bottom right corner of the thumbnail.

## ***Rapport***

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The context is vital if the feedback is to be useful. The individual needs to know how the feedback fits within the development plan or within the purposes of the relationship---if it is coaching, training, or consulting. Be as explicit as possible with statements such as, "This feedback report covers a range of behaviors such as how you build relationships, which we have talked about before. This will add to your understanding of what you can to become more effective."

Frame the notion that knowing the information provides an opportunity to see what needs to flex in behavior to be more effective personally and professionally.

It is often helpful to remind the client that the feedback process is about answer four questions:

- What are the data?---get as clear as possible about the data worth paying attention to
- What do the data mean to me?---link what the data may be suggesting about how you do things
- What do the data mean to those on whom I depend?---identify how the data reflects behavior and the impact of that behavior on others
- What do I do about the data?---is there a behavior to adjust to enhance effectiveness?

## Step 2: introduce the Model

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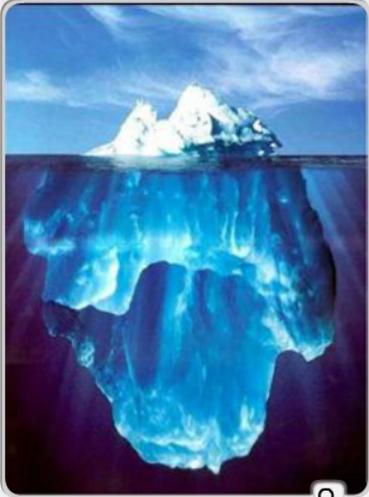
Interpretation Strategies

### 2 Step 2: introduce the Model

The Model--Preparation for Seeing Beneath the Water Line

If you are using Type 360, you want to make sure and use the model of psychological type on which the report is based as part of your introduction. You might use the handout "Using Your Whole Type" as a way to explain that eight mental processes are being rated and experienced by raters.

Ask the individual to give examples of how these processes play out in their life. How to they use them in ways that works for them and are there some they ignore and what does that cost them. Make the conversation as natural to their daily life as possible. Use real time examples of what you have



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Ask the individual to give examples of how these processes play out in their life. How to they use them in ways that works for them and are there some they ignore and what does that cost them. Make the conversation as natural to their daily life as possible. Use real time examples of what you have observed to make the behavior as explicit as possible.

If you are using Leader Agility 360, you want to use the model as part of your introduction. Use the handout "Using The Leader Agility Dimensions" to explore what the assessment covers. Ask for examples of when and how they use these dimensions.

In either case, it is useful to get everyday examples and to examine how the behavior works for and against them as they seek to meet the challenges of everyday life. As you review the model of the report you are using, make sure an ask open-ended questions like:

- Tell me about a time when you used this behavior recently and how did it work for you
- Share with me examples of how you have used this behavior
- Share an illustration of the consequences when you've seen someone using these behaviors ineffectively
- What would it look like if you effectively used this behavior

The more the individual connects with the frameworks, the greater the value of the feedback.

## Step 3: Rating System

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### Interpretation Strategies

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It is important that the individual understands how the ratings were provided. Raters were asked to identify the following for each of sixty-four behaviors:

- How Frequently demonstrated
- How Effective displayed
- How Important to effectiveness now

A five point scale was used for each item with 1 indicating infrequent, ineffective, and unimportant and 5 indicating frequent, effective, and mission critical behaviors. A 3 reflects a general satisfactory or neutral state of affairs.

As a general rule scores hover around 3.7,

**The Bell Curve**

Standard Deviation	Percentage	Percentile Rank
-2 SD	2%	70 SS
-1 SD	16%	85 SS
-0 SD	50%	100 SS
+1 SD	84%	115 SS
+2 SD	98%	130 SS

Standard Deviations and the Relationship to Percentile Ranks and Standard Scores

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As a general rule scores hover around 3.7, but keep in mind that each organization has its own culture of calibration. Some use a lot of 5s and others use mostly 3s. As best you can surmise this pattern, do so.

## Step 4: Raters

5 seconds

The screenshot shows a software interface with a title bar 'Interpretation Strategies'. Below the title bar is a window titled '4 Step 4: Raters'. The window contains a text block and a list of bullet points. To the right of the text is a photograph of a woman in a white shirt, with other people blurred in the background. Below the window is a navigation bar with buttons numbered 1 through 7, where button 4 is highlighted.

Interpretation Strategies

4 Step 4: Raters

The raters characteristics page shows how many raters in each category and how much contact they feel they have with the individual. Make sure to get the individual to provide as much detail about the raters as possible.

- How much time does he or she feel they spend with the raters?
- Are they surprised with what the raters feel is the frequency of contact?
- How close are they physically to each other?
- What are the opportunities for them to see each other?
- What are the typical conditions in which they see each other-

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- What are the opportunities for them to see each other?
- What are the typical conditions in which they see each other--meetings?

This rater context may be useful in exploring some of the patterns in detail. For example, if the Peers are only seen twice a year and their ratings are significantly lower, then it is important to explore how these relationships play out over time. Is it likely that a Peer can become a Boss?

Having the individual being rated understand the point of view of the raters can be important in making the data more useful.

## Step 5: Big patterns

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Interpretation Strategies

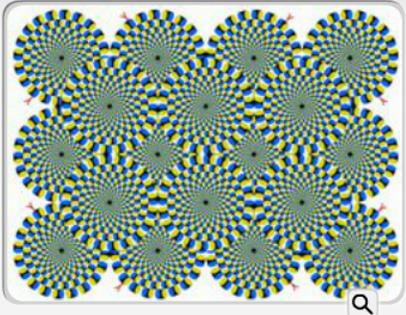
5 Step 5: Big patterns

You are looking to cover three kinds of big patterns.

While you will cover all of the data with the individual, the real "gold" is in patterns.

First, the aggregate rater data shows how all of the data reveal patterns of rater perception across the eight dimensions of either Type 360 or Leader Agility 360. When there are peaks and valleys make note that you will look at the items in detail when you get to those sections. Whatever the numbers, are the peaks and valleys the same for all rater groups?

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Second, does the individual consistently rate himself or herself higher or lower than everyone else? than any given group? Does this difference reflect a dynamic of being out of touch with how one affects others? Is it an experience issue? Does the individual seem to really feel that he or she is correct and everyone else off base?

Third, within the items themselves, are there peaks and valleys with parallel items and across rater groups?

The trends with peaks and valleys--again, regardless of the numbers--is the story worth telling. Are folks in general seeing similar frequency and effectiveness on the same behaviors? If on different behaviors, is that reflective of just how different the relationships are with the different groups?

## Step 6: Blind Spots and Hidden Strengths

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The report generates the behavior list by rater group if the behavior ratings vary by .75 points with the self rating. If you have made your list of peaks and valleys, how to the strengths and blind spots measure up?

Is there a pattern that the individual consistently over rates certain kinds of behavior and underrates others? This pattern has a number of outcomes worth exploring with the individual.

Make sure he or she verifies the hidden strengths and blind spots. Which ones hold the most potential for deeper exploration?



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## Step 7: Zero-in

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Interpretation Strategies

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The evidence is compelling that it is a tall order to work on a behavior or two at the time.

For this reason, facilitate the conversation about the patterns to zero-in on the behavior with the most value or potential. For example, if relationship building is the most important, make sure the focus is first on what he or she can do to address this area.

The analysis worksheet and the goal plan are provided at the end of the report to facilitate this discussion. Use it to get the individual to commit to address the behavior with the most potential to enrich his or her life.

Also, consider using the Career Flow Map, the Development Maps, and other development



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Also, consider using the Career Flow Map, the Development Maps, and other development guides available in Section A of the portal page of this course. Helping an individual identify how he or she can select experiences to enrich the use of his or her natural psychological resources is a significant value added experience for your client.