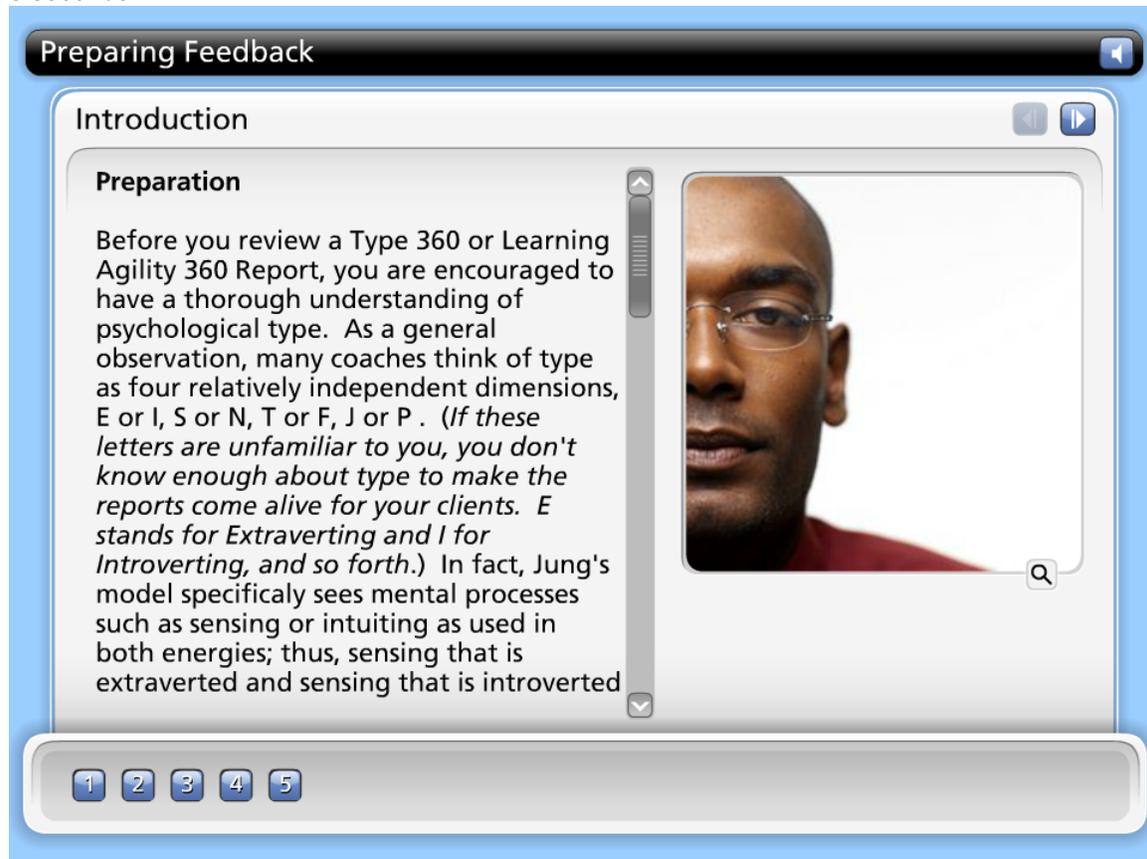


Preparing Feedback

Items: 6 Steps (Including Introduction)

Introduction

5 seconds



The screenshot shows a software window titled "Preparing Feedback" with a sub-window titled "Introduction". The main content area is titled "Preparation" and contains the following text: "Before you review a Type 360 or Learning Agility 360 Report, you are encouraged to have a thorough understanding of psychological type. As a general observation, many coaches think of type as four relatively independent dimensions, E or I, S or N, T or F, J or P. (If these letters are unfamiliar to you, you don't know enough about type to make the reports come alive for your clients. E stands for Extraverting and I for Introverting, and so forth.) In fact, Jung's model specifically sees mental processes such as sensing or intuiting as used in both energies; thus, sensing that is extraverted and sensing that is introverted". To the right of the text is a video thumbnail showing a man with glasses. At the bottom of the window is a navigation bar with five numbered buttons (1-5), where button 1 is highlighted.

Preparation—The Ending is Contained in the Beginning

Before you review a Type 360 or Learning Agility 360 Report, you are encouraged to have a thorough understanding of psychological type. As a general observation, many coaches think of type as four relatively independent dimensions, E or I, S or N, T or F, J or P. (If these letters are unfamiliar to you, you don't know enough about type to make the reports come alive for your clients. E stands for Extraverting and I for Introverting, and so forth.) In fact, Jung's model specifically sees mental processes such as sensing or intuiting as used in both energies; thus, sensing that is extraverted and sensing that is introverted have very different consequences in a individual's life.

As no point in the development of the assessment or the report is any attention given to a single aspect of personality type such as just extraverting or just thinking processes. In all cases, the use of the attitudes (E and I) are combined with the processes for perceiving (S and N) and judging (T and F). This

produces a model with four processes for perceiving information and four for evaluating experience. These are embedded in the Leader Agility 360 report and made explicit in the Type 360 report.

Assumptions

We strongly encourage you to think of the ratings as a set of snap shots from different points of view. The view of the Boss looks different from that of Peers or Direct Reports. The task is to find the pattern in the snap shots and to see what is working well and not so well at this time. The trends in the data are more important than the data points themselves.

We approach all of our interpretation sessions with the framework in mind that all behavior is influenced by four major forces in an individual's life: traits or inherited tendencies, learned or historical patterns, situational elements, and readiness for understanding and for changing. It is important to understand that when an individual was self rating and when others were calibrating their ratings of the individual, they were affected by the same forces.

End game in Mind

As you prepare, keep in mind how these data points fit within the context of the relationship you have with the individual. These reports (or the one you use) need to fit inside of an enriching conversation which initiates greater understanding of oneself and what needs to be done to move to greater effectiveness and work and at home. To facilitate this use of the material, you will find downloadable sheets to assist with development planning in Section A of the portal page of this course.

Step 1: Who are the Raters

5 seconds

Preparing Feedback

Step 1: Who are the Raters

Raters

As you begin your review of the report, look at the data on the raters. How many are in each category and what is the interaction frequency score. Do the Peers show less contact than the Direct Reports? than the Others? It is likely that the group with the least contact reports somewhat lower scores overall, though not always. Does the Boss or Superior indicate frequent contact?

Another consideration is the number of raters in each categories. As the numbers go up (5, 6, or 7) in a category, the data has the tendency to homogenize around 3.7. Though if six raters provided a low



Raters

As you begin your review of the report, look at the data on the raters. How many are in each category and what is the interaction frequency score. Do the Peers show less contact than the Direct Reports? than with the Others? It is likely that the group with the least contact reports somewhat lower scores overall, though not always. Does the Boss or Superior indicate frequent contact?

Another consideration is the number of raters in each categories. As the numbers go up (5, 6, or 7) in a category, the data has the tendency to homogenize around 3.7. Though if six raters provided a low rating or high rating with little disagreement, that is useful information.

Bosses and Superiors usually use a 3,4,5 range with most things being a 4. If the ratings are 2 or 3, especially in effectiveness, then careful attention to framing this message to the coachee is important. Essentially, if a boss gave a couple of 2s and these behaviors were seen as important, then this becomes a priority for development.

Make sure in your interpretation session that you get a thorough understanding of who the raters are and how long they have known the individual.

Note that there must be at least two people in a category for an average to be calculated--though we strongly recommend three raters per category. If there are an inadequate number of raters, all raters are thrown into the Other category and scores are calculated accordingly. Only the Boss and the Superior are not guaranteed confidentiality.

Step 2: Aggregate Patterns

5 seconds

Preparing Feedback

2 Step 2: Aggregate Patterns

Aggregate Data

Two forms of aggregate data are provided: a table with all eight aspects of the report and a matrix that uses the overall scores in all ratings of frequency, effectiveness, and importance.

The table lists the dimension of the rating with the average frequency, effectiveness, and importance scores across all rater groups. On one page you can see which dimension is higher than the rest; which is lower in general than the rest of the other dimensions. This allows for across dimension comparison.

The Matrix plots each dimension in terms



1 2 3 4 5

Aggregate Data

Two forms of aggregate data are provided: a table with all eight aspects of the report and a matrix that uses the overall scores in all ratings of frequency, effectiveness, and importance.

The table lists the dimension of the rating with the average frequency, effectiveness, and importance scores across all rater groups. On one page you can see which dimension is higher than the rest; which is lower in general than the rest of the other dimensions. This allows for across dimension comparison.

The Matrix plots each dimension in terms of frequency and effectiveness. The dimension is listed in red if the importance averages greater than 4.25. Within this matrix, you can see if there are some dimensions which may be frequently displayed and less effective or more effective and less frequently displayed.

Step : Self-Rater Patterns

5 seconds

Preparing Feedback

3 Step : Self-Rater Patterns

Self-Rater differences generally fall into two categories: self greater than the raters or raters greater than the self report. The question is whether it is a significant difference....and evidence suggests that when it is greater than .75 points, the difference is worth paying attention to. (Note that the degree of difference may be adjusted over time as more group data are analyzed in future statistical treatment of the data. The report will indicate the threshold at which a significant difference has been determined, which is now .75.)

Hidden Strengths
When the individual significantly under-rates himself or herself, evidence of a hidden strength is worth exploring. The report provides all items, by rater category, that were



Self-rater Patterns

Self-Rater differences generally fall into two categories: self greater than the raters or raters greater than the self report. The question is whether it is a significant difference....and evidence suggests that when it is greater than .75 points, the difference is worth paying attention to. (Note that the degree of difference may be adjusted over time as more group data are analyzed in future statistical treatment of the data. The report will indicate the threshold at which a significant difference has been determined, which is now .75.)

Hidden Strengths

When the individual significantly under-rates himself or herself, evidence of a hidden strength is worth exploring. The report provides all items, by rater category, that were rated lower by oneself in terms of frequency or effectiveness than the average of the raters in each category. It is considered "hidden" because the individual may not fully realize how effective their use of this behavior may be. For example, the Peers may have rated an individual higher in one area and the Direct Reports rated another dimension higher. These are identified on the report.

Blind Spot

When the individual significantly over-rates himself or herself, there is evidence of a blind spot that needs to be explored. The report provides all items, by rater category, that were rated higher by oneself in terms of frequency or effectiveness than the average of the raters in each category. This is considered a "blind spot" as the individual appears to believe that he or she shows the behavior more frequently or more effectively than others do. For example, the Peers may have rated an individual lower in one area and the Direct Reports rated another dimension lower. These are identified on the report.

Neither report is generated if the differences never exceed .75 between the self and any given group of raters.

Step : Individual Dimensions and Items

5 seconds

Preparing Feedback

4 Step : Individual Dimensions and Items

Each of the eight dimensions (type processes or leader agility behaviors) are listed with the eight items that make up that dimension. The table for each dimension lists each of the eight items that make up that the dimension, providing the average frequency, effectiveness, and importance scores across all rater groups. You will see how each dimension is made up of a range of behaviors, which is useful when thinking about the depth and range of development that might be needed in a given area.

This allows you to see if there are items within the dimension that show relative strengths or development needs. Often it



1 2 3 4 5

Patterns in the Dimensions

Each of the eight dimensions (type processes or leader agility behaviors) are listed with the eight items that make up that dimension. The table for each dimension lists each of the eight items that make up that the dimension, providing the average frequency, effectiveness, and importance scores across all rater groups. You will see how each dimension is made up of a range of behaviors, which is useful when thinking about the depth and range of development that might be needed in a given area.

This allows you to see if there are items within the dimension that show relative strengths or development needs. Often it becomes apparent that related items across dimensions are reflective of strengths and development needs. As you prepare to give feedback, it is worth noting if the peaks and valleys in scores show up in similar patterns with similar items.

Step 5: Planning Sheet

5 seconds

Preparing Feedback

5 Step 5: Planning Sheet

You are encouraged to sketch your answers as the coach to the planning worksheet grid. The Effectiveness Planning Worksheet at the end of the report invites you to look at sort between important and less important behavior and locate them in categories of frequency and effectiveness. The grid provides prompters for development considerations such as monitoring a behavior to developing it more fully.

While you want the client to work with the planning and goal sheets, you are encouraged to develop your own analysis for each individual you are coaching or working with.



1 2 3 4 5

Plan for Change

You are encouraged to sketch your answers as the coach to the planning worksheet grid. The Effectiveness Planning Worksheet at the end of the report invites you to look at sort between important and less important behavior and locate them in categories of frequency and effectiveness. The grid provides prompters for development considerations such as monitoring a behavior to developing it more fully.

While you want the client to work with the planning and goal sheets, you are encouraged to develop your own analysis for each individual you are coaching or working with.