

SUPPORTING PARTICIPANTS TO MAKE THE MOST OF THEIR 360 REPORT

We believe that the following principles define those things that help coaches and their coachees 'get it right' when dealing with 360 degree feedback:

- Accept the data first - A key benefit of using a 360 is the factual, candid information it makes available. For many of us, our instinctive reaction to dealing with negative or critical feedback is to want to justify or defend our own positions. A key role of a 360 coach is to support the coachee to 'accept' the perceptions others may have of them. Interestingly these can be positive or negative, expected or unexpected perceptions. Recognising that it is only then that the coachee can objectively use the information as part of their own decision making process.
- Coach from the 'head' and 'heart' - Coaching 360 degree feedback from the 'head', by logically and objectively reviewing ratings to identify trends and patterns from which development goals can be built, is only part of the story. 360 participants may experience some form of disappointing feedback which is typically read through the 'emotional eye' and it may hurt. Coaching 360 degree feedback means being able to coach from the 'heart', having the ability to tune in and follow, in an empathic way, the coachee's emotional journey, supporting them to work through it and turn their feelings into positive actions.
- Take a balanced approach - It is easy to focus on lower feedback ratings and the participant's areas of obvious need and in the process miss a great opportunity. It is important that the 360 coach guides the coachee to take a balanced view of the feedback, placing equal emphasis on strengths and areas for development. Focusing on the coachee's strengths and leveraging their natural abilities towards continued performance delivery will generate positive energy and enhance the likelihood of their future success.
- Find the 'big one' and deal with it - Use the feedback to help the coachee identify any potential 'derailers', those behaviours or aspects of their current style and approach that will get in the way and limit their potential and progress if not addressed. Having found it, help the coachee to put it on the top of their development agenda.
- Enable self discovery and ownership - 'Pull' don't 'push'... If you find yourself steering the conversation, pointing out ratings, explaining the numbers or linking questions together to draw conclusions then you've failed! The report and experience will have far more impact and likelihood of driving personal change if the coachee is allowed to 'struggle' with the numbers to work things out for themselves.
- Contextualise the feedback - 360 feedback should be viewed as a component part in a bigger picture and not the central cog from which all else is driven. Take time at the beginning of the session to understand the business context, what the coachee is aiming to achieve in the business and for the business, where the feedback and competency areas fit, then link the feedback to them.
- Turning negatives into positives - Support the coachee to view what they perceive as negative feedback in an objective and constructive manner. Enable them to identify the key themes and the way that the message can represent a



clear way forward. The role of the coach is to facilitate a curiosity about the feedback rather than allow a defensive reaction or, worse, denial or 'discounting' of the feedback.

- Expectations before and after - Coaching 360 degree feedback differs from a normal coaching session in two ways. Firstly, it is important to recognise that with 360 degree feedback the agenda has not been set by the participant. Secondly, the coachee will have expectations before the session; after the session the participant's peers, line manager and indeed the whole organisation will have raised expectations about the participant. The sheer volume of feedback that the coachee receives means that careful attention is needed with regard to managing the post-session period, both for the coachee and the organisation.

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