Turnaround Leader 360 Feedback Assessment: Personal Development Plan Workbook

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Purpose of the Personal Development Plan Workbook:

Now that you have received your Turnaround Leader 360 Report, you can take the critical step of using the feedback to establish leadership goals and strategies for yourself. The Turnaround Leader 360 Report includes a wealth of data about your leadership based on the feedback of people who work closely with you. By investing some time to reflect on your leadership using this workbook as a tool for planning and setting developmental goals for yourself, you set out to improve as a leader in a very deliberate and intentional way. The purpose of this workbook is to help you interpret the feedback and translate it into tangible actions you can take to reinforce strengths and improve your leadership.

Framework for the Turnaround Leader 360 Feedback Assessment:

The Turnaround Leader 360 Feedback Assessment is designed to provide developmental feedback on the degree to which a school leader demonstrates research-based turnaround leader actions[1] and turnaround leader competencies[2]. The feedback information is based on perceptions of a select group of direct reports, peers, a supervisor, and you through the self-assessment you completed. Although the term "turnaround" has different interpretations, it is used here to distinguish leaders engaged in significant change efforts focused on achieving quick, dramatic and sustained improvements in school culture, instructional practices, and student achievement.

Confidentiality of Feedback:

Please remember that respondents, with the exception of your supervisor, provided feedback with the expectation and promise of confidentiality. The feedback report is designed to preserve anonymity of respondents, but the ratings and narrative responses may cause you to wonder about responses of specific individuals. Please respect respondent anonymity by refraining from attributing responses to individuals, and do not discuss specific feedback results with individual respondents.

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[1] See the "Big U-Turn" in Education Next for a summary description of the six leader actions, available at: http://educationnext.org/the-big-uturn/. For a more thorough review of the cross-sector research on turnaround leader actions, see "A Review of the Cross-Sector Evidence on Dramatic Organizational Improvement", prepared by Public Impact for the Center on Innovation and Improvement; available at: http://www.centerii.org/survey/downloads/Turnarounds-Color.pdf.

[2] See "School Turnaround Leaders: Competencies for Success", Public Impact, available at: http://publicimpact.com/web/wp-content/uploads/2009/09/Turnaround_Leader_Competencies.pdf.

Working with a Feedback Report: Getting value from your report

Step 1 (optional): Review Report with a Facilitator or Coach

If you have the opportunity, you may find it helpful to initially review your 360 report with a facilitator or leadership coach. Reviewing feedback can be like looking in a mirror – we may see only what we want to see. For this reason, a supportive and objective facilitator can help you gain a more complete and balanced view of the information, and help you consider the feedback from new perspectives. If you have already reviewed your report with a facilitator, you can use notes from that meeting to complete the workbook.

Step 2: Individual Report Review

Follow the guidelines below to review your report in depth

⭐ **Important Note:** Find a quiet workspace where you can review your report without interruptions. Take time to read the introduction, overview page and guidelines for your Personal Development Plan. Review each section of the report. (Note: page numbers for each section will vary for individual reports, so this Workbook will refer to page headers of report sections).

1. Report Framework on Turnaround Leader Actions and Competencies

If you have not already done so, take time to read the descriptions of turnaround leader actions and turnaround leader competencies contained in the Appendix of the report. These concepts are the organizing framework for the report. All of the survey and open-response questions completed by respondents are designed to measure the extent to which you demonstrate these actions and competencies.

2. Overview of Leader Action Cluster Scores

This page gives you an overview of your ratings for the six turnaround leader Action Clusters from each responding group.

In later pages, you will have a chance to review ratings on specific questions related to leader Action Clusters. For this overview page, take note of any patterns you see across respondent groups and ratings for each of the headings.

Answer these questions:

1. How are you rated by the different groups of respondents (i.e. supervisor, direct reports, leadership team)?

2. Which Leader Action Cluster shows your highest ratings?

3. Which Leader Action Cluster shows your lowest rating?

4. How do these ratings compare with your self-assessment scores?

5. Which ratings surprised you? Which were consistent with your thinking?

3. Ratings on Leader Action Cluster Scores

This section of the report includes detailed ratings based on survey responses. You will find a separate page, or multiple pages, for each of the six turnaround leader Action Clusters, which include average ratings by respondent groups for each question. Respondents may have provided narrative comments in addition to numerical ratings to questions. Narrative responses are included at the bottom of the page. When considering other's perceptual feedback, it is a natural tendency to be sensitive or even defensive to some comments. Try to review the feedback through a more objective lens, accepting all perspectives with curiosity rather than judgment. Sometimes the message we do not want or appreciate is the most helpful and moving for us.

Take time to review ratings for each Action Cluster (page by page). During your review, make notes about the survey results.

Recommended Notation and Review Process
- Place a "Check mark" when ratings are consistent with your self-assessment.
- Place a "Question mark" where you perceive inconsistency or questions about low or high ratings.
- Write notes for yourself when you see correlations between comments and ratings. You will find the notes you make to be helpful when establishing your development goals.

4. Ratings on Primary Turnaround Leader Competencies

This section of the report provides detailed ratings on turnaround leader competency questions. These underlying competencies are traits that support consistently effective turnaround leader actions. Respondents may have provided narrative comments in addition to numerical ratings to questions. Narrative responses are included at the bottom of the page. Use the same notation process described above as you review your rating results.

5. Top Rated Strengths and Development Opportunities

This section identifies the five highest and lowest rated leader action statements based on an average score across all respondents. The ratings on highest and lowest leader actions may provide a useful starting point for you to create a personal development plan to leverage strengths and mitigate weaknesses, but you should not limit your focus only to these leader actions. The leader actions and competencies you prioritize in your personal development plan should also consider overall school priorities and the actions you must effectively take as a leader to support school-wide goals.

Answer these questions:

1. Are there specific events or actions you have taken that might contribute to the high ratings?

_____

2. Are there specific events or actions you have taken (or not taken) that might contribute to the lowest ratings?

_____

6. Unexpected Strengths and Blind Spots

This page highlights specific leader action statements that meet two criteria:

1. Your self-assessment rating differs significantly (more than 1.5 points) from the average rating of all respondents, or

2. Average respondent ratings were relatively high (above 6.5 for "unexpected strengths") or relatively low (below 4.5 for "blind spots").

You may have few or many actions listed on this page depending on the extent to which your self-assessment scores differed from the average scores of all respondents. Self-awareness is an important attribute of an effective leader and it is helpful to reflect on discrepancies between your self-perception and the perceptions of others.

Answer this question:

1. What might explain the differences between your self-assessment and rater responses for your blind spots and unexpected strengths?

7. Narrative Responses for Leadership Strengths

This page provides narrative responses to the prompt "List three critical strengths that you think this person brings to school leadership." Supervisor responses are displayed separately from those of other respondent groups, but comments from others are randomly presented to maintain the anonymity of the responders. Many of us have a tendency to focus more on negative (vs. positive) responses when internalizing feedback. It is important to resist that temptation. Understanding and focusing on your leadership strengths can be equally as important as "fixing" your weaknesses. Look for themes and trends across the responses, instead of focusing on individual comments.

Answer these questions:

1. What trends or themes do you notice emerging in the comments? What pleases you about the feedback?

2. What surprises you about this feedback?

3. Which two or three comments highlight strengths that you believe have been most important to your leadership successes?

8. Narrative Responses for Leadership Development Opportunities

This page provides narrative responses on the "Three ways this person can improve their performance as a leader." These comments are intended to provide constructive feedback, which can be difficult to receive and consider. Resist the temptation to dwell on a single comment or comments. Instead, look for trends across comments and identify connections to findings from the quantitative scores on leader Action Clusters and Competencies.

Before answering the questions below, carefully review the written responses.

Answer these questions:

1. What surprises you about this feedback?

2. What is most concerning about the narrative feedback?

3. How does the narrative feedback align with some of your lowest rated leader actions?

4. Which responses, if any, provide you with insight that you would like to take action on?

9. Identify Your Most Important and Highest-Rated Leader Actions and Competencies

Review your notes about your leadership strengths and most highly rated leader actions. Using your own words and language from the leader actions and competencies, summarize a list of three to five leadership behaviors that you believe are most important to your success.

Record these below:

1.

2.

3.

4.

5.

10. Identify Your Most Important and Lowest-Rated Leader Actions and Competencies

Review your notes about areas for improvement and your lowest-rated leader actions. Using your own words and language from the leader actions and competencies, summarize a list of three to five leadership behaviors that are most important for your continued improvement.

Record these below:

1.

2.

3.

4.

5.

11. Identify Points for Clarification

Which statements make you curious? Do you need more insights about the feedback to prioritize areas for development? Do you have a trusted advisor, leadership coach, supervisor, or colleague to assist you with your query? Ask for clarification when possible.

⭐ **Important note:** Be respectful and cautious when gaining clarity as respondents provided their feedback anonymously. You may ask a supervisor directly, since their feedback is not anonymously represented in the report.

Clarification Needed:

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Step 3: Develop your Plan:

Using the last three tables (Activities 9-11), begin to formulate your personal development plan. Consider the gathered information and, if applicable, discussions with your leadership coach or supervisor. Use the Personal Development Plan Template to develop two to three personal development goals. For each development goal, identify steps you will take to achieve the goal and measures to track progress. In addition to identifying goals to address your areas for improvement, consider adding one or more goals to build on your identified leadership strengths.

When crafting goals, make them: S.M.A.R.T. – Specific, Measurable, Attainable, Realistic and Timely. Include specific dates when you will get more feedback and assess your progress.

Personal Development Plan Template

Development Goals
What leader actions, competencies, or skills do you wish to develop? Remember to create S.M.A.R.T. goals. *Example:* *Implement a plan to develop leadership skills among teacher leaders and assistant principals.*

Measures
How will you know you have achieved the goal? *Example:* *Each teacher leader and assistant principal will complete an annual leadership development plan.*

Steps
What will you do to achieve the development goal? *Example:* 1. *Conduct personal conferences with each teacher leader and assistant principal to discuss their strengths and goals for their own leadership.* 2. *Co-create plans for each person.* 3. *Conduct conferences monthly with each person to review progress on identified activities.*

Review Date(s)
When and how will you monitor progress toward the goal? *Example:* *Monthly conferences.* *Year-end review during annual appraisal.*

Completion Date
When do you hope to accomplish the goal? *Example:* *May of this school year.*

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Steps
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