

# Three Sixty Questionnaire

> User Manual



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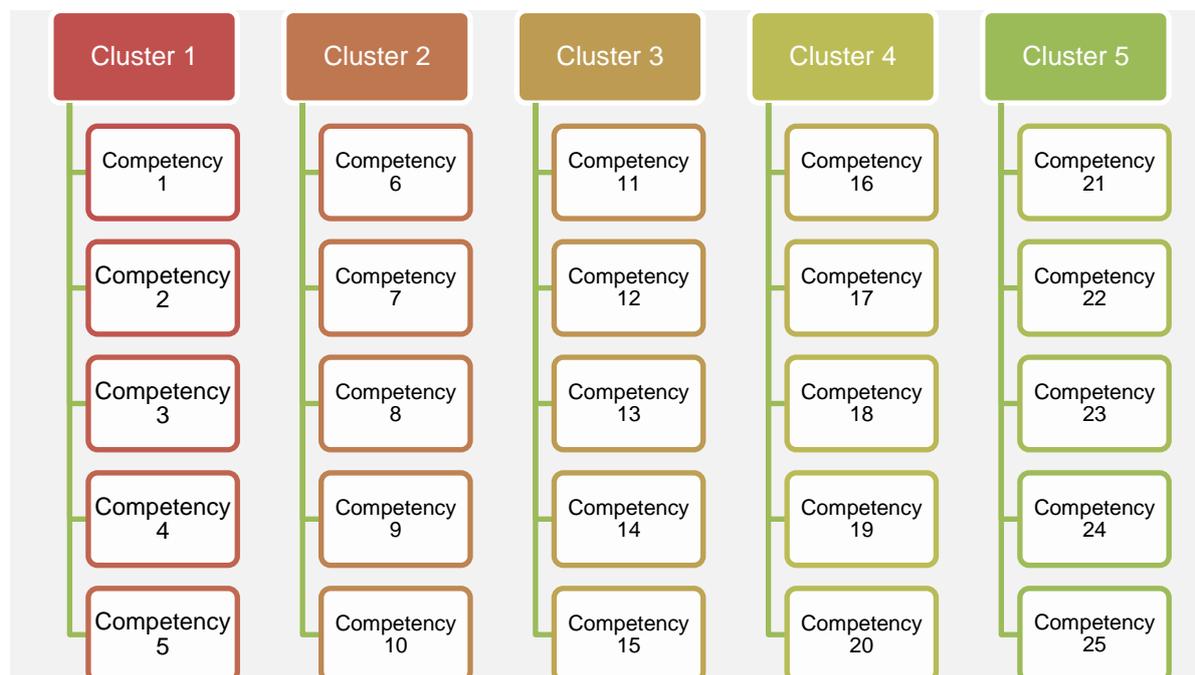
# 1. Introduction

This User Manual gives an overview of the design, application, administration, and operation of the TSQ Three Sixty Questionnaire published by MySkillsProfile.

## 1.1 Purpose of TSQ

The Three Sixty Questionnaire (TSQ) is a 360-degree feedback survey designed to show how far an individual's perception of their knowledge, skills, and competencies is shared by the people they work with—for example, bosses, direct reports, peers, and customers. The survey consists of 25 competency areas which are grouped into 5 clusters (Figure 1). The survey items can be based on one of MySkillsProfile's competency frameworks, or they can be drawn from the client organization's competency framework. Figure 2 shows the TSQ default competency framework, and Chapter 3 provides further details of this framework and other frameworks that can be used in the survey.

**Figure 1. 360-Degree Feedback Survey Structure**



## 1.2 Survey Completion

The person who is the subject of the survey (the participant/test taker) and the people who are assessing their performance (the raters or assessors) complete the same survey using a 5-point Likert scale.

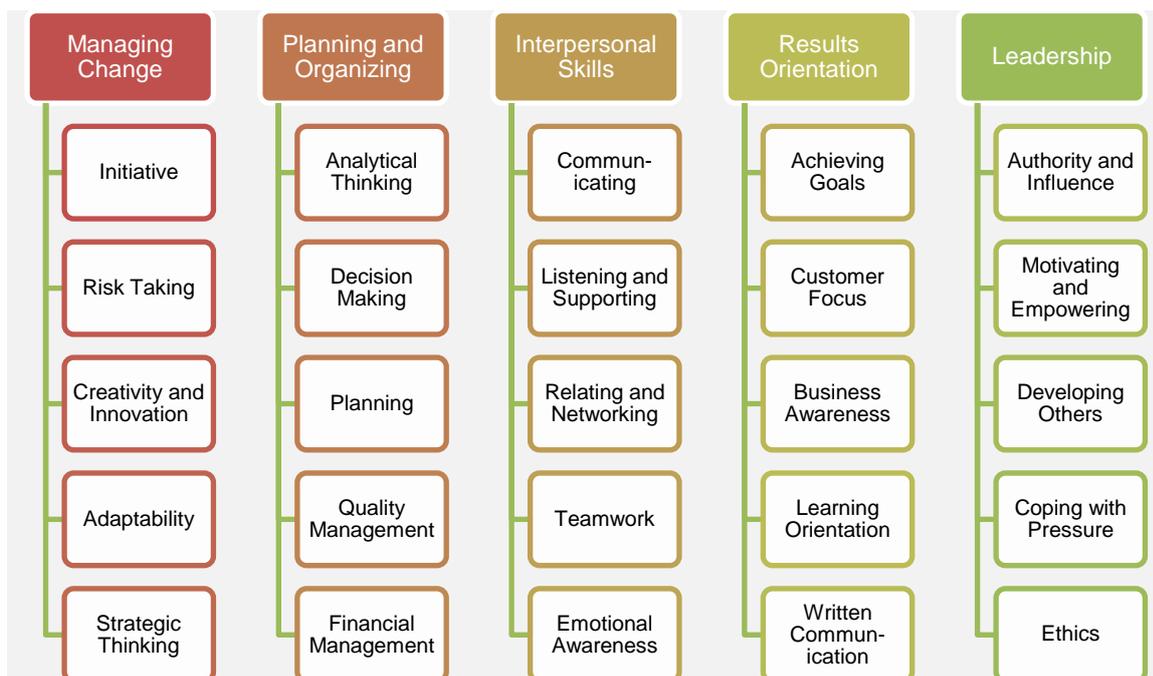
Critical improvement area	Improvement area	Competent	Strength	Outstanding strength
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### Example Item

*Achieving Goals:* Self-motivated, driven to get ahead, prepared to do whatever it takes

Assessors are also encouraged to explain their assessments, and give suggestions for performance improvement.

**Figure 2. TSQ Standard Competency Framework**



### 1.3 How the TSQ Works

In brief, the technical side of the TSQ works like this.

**Administrator.** The survey administrator completes a form with the names and email addresses of test takers, and the survey software emails invitations to test takers inviting them to start the survey.

**Test takers.** Test takers assess their own performance, complete a personal details form, and enter the names and email addresses of up to 10 assessors. The survey software emails invitations to the assessors inviting them to complete the survey. A default completion date is set for 10 days from this point, but the deadline can be extended. An email is sent to the survey administrator informing them when a test taker has completed the survey and identified their assessors.

**Assessors.** Assessors get emails inviting them to complete the survey by a specified date. The survey software monitors response rates, and sends reminder emails where necessary half way through the process and towards the end of the survey period. The survey administrator can also see how things are progressing via the administrator dashboard.

**Feedback report.** On the specified completion date, the survey software generates and emails feedback reports to recipients. Reports can be emailed to the test taker, the administrator, or both the test taker and the administrator.

This brief account of the technical operational of the TSQ does not cover the preparatory work and briefing and debriefing that need to take place before and after a 360-degree survey to get maximum value from the process. Chapter 4 gives more detail about the operation of the survey, and there is help documentation online.

#### **1.4 Feedback Report**

The feedback report has three key sections.

**Summary.** The summary section shows the test taker's score and the average score of the assessors on a Red-Amber-Green profile chart. The text in the chart describes the test taker's competency level and whether there is agreement between the test taker and the assessors--for example, "Strength", "Hidden Strength", and "Blind Spot" (Figure 3).

**Details.** This section shows each assessor's scores, the average score of their scores, and the test taker's score. The assessor scores are shown with category rather than name identifiers (B for boss, P for peer etc) so it is possible to examine whether, for example, direct reports see things differently from the boss (Figure 4).

**Comments.** This section lists any explanatory comments and performance improvement suggestions made by the assessors.

Figure 3. TSQ Profile Summary Extract

Managing Change	1	2	3	4	5	
<b>Initiative:</b> Strength. You view your skills as outstanding and your coworkers view them as strong.				O	Y	
<b>Risk Taking:</b> Competence. You and your coworkers agree that your performance is competent.			Y	O		
<b>Creativity &amp; Innovation:</b> Strength. You and your coworkers rate your performance as strong.				Y	O	
<b>Adaptability:</b> Strength. You and your coworkers rate your performance as strong.				Y	O	
<b>Strategic Thinking:</b> Strength. You view your skills as outstanding and your coworkers view them as strong.				O	Y	
Planning & Organizing	1	2	3	4	5	
<b>Analytical Thinking:</b> Strength. You view your skills as outstanding and your coworkers view them as strong.				O	Y	
<b>Decision Making:</b> Strength. You and your coworkers rate your performance as strong.				Y	O	
<b>Planning:</b> Strength. You and your coworkers rate your performance as strong.				Y	O	
<b>Quality Management:</b> Outstanding strength. You and your coworkers rate your performance highly.					Y	O
<b>Financial Management:</b> Strength. You view your skills as outstanding and your coworkers view them as strong.				O	Y	
Interpersonal Skills	1	2	3	4	5	
<b>Communicating:</b> Possible Blind Spot. You rate yourself as strong but your coworkers rate you as competent.			O	Y		
<b>Listening &amp; Supporting:</b> Hidden Strength. You underestimate slightly your skills in this area.			Y	O		
<b>Relating &amp; Networking:</b> Hidden Strength. You underestimate slightly your skills in this area.			Y	O		
<b>Teamwork:</b> Strength. You and your coworkers rate your performance as strong.				Y	O	
<b>Emotional Awareness:</b> Strength. You and your coworkers rate your performance as strong.				Y	O	

Y = Your assessment, O = mean rating of other assessors

Figure 4. TSQ Profile Details Extract

Competency	Critical Improvement Area	Improvement Area	Competent	Strength	Outstanding Strength
<b>Communicating</b> Communicates views and ideas assertively, makes impact with presentations		P	 PPP, D	 PPP	P
<b>Listening &amp; Supporting</b> Displays sensitivity to people's needs, involves people in plans and decisions			 PP, D	 P P P P P	P
<b>Relating &amp; Networking</b> Develops strong working relationships, builds rapport quickly		P	 P	 P P P P, D	PP
<b>Teamwork</b> Strong team player, works effectively with people			 P	 P P P P, D	PPP
<b>Emotional Awareness</b> Handles own and other people's feelings and emotions skillfully			 PP	 P P P P P P	D

Grey Bar = You, Black bar = All coworkers average (9). B = Bosses (0), P = Peers (8), D = Direct reports (1)

## 2. Applications and Administration

### 2.1 Applications

The TSQ questionnaire is suitable for a range of assessment and development applications including selection, coaching, training, team building, and career counselling.

**Assessment and development centers.** A TSQ candidate profile provides a source of information about a candidate's strengths and weaknesses to put alongside information from in-tray and group exercises. The reports provide co-workers' tips and suggestions for performance improvement for participants to consider alongside feedback from the assessment center assessors.

**Training and development.** The TSQ can help in the development of a company's existing staff in individual and group development contexts. The TSQ profile provides a structure for a member of staff and their line manager, mentor, trainer, or coach to explore strengths and development needs. The comments' section of the report often contains practical ideas and suggestions for learning and development for a person to consider.

**Team building.** In open cultures, sharing of TSQ profiles can help teams to understand the range of strengths and styles within the team, and how these might be deployed most effectively in projects. The creation of a TSQ team profile may also reveal gaps in the team's capability, and help identify suitable team development activities.

**Coaching and counselling.** The TSQ feedback report provides a structure for a coach to explore a client's competencies and style. The feedback report should help identify areas of work that the client finds easy to carry out, and those areas that the client may be struggling with.

**Selection.** In internal recruitment, TSQ reports about a candidate's management and leadership style and competencies provide a structure for interviewers to discuss a candidate's strengths and weaknesses. In competency-based selection, the TSQ model provides a framework of five key areas and twenty five dimensions to compare candidates against, and use as the foundation for a competency-based interview.

### 2.2 Administration

360-degree feedback surveys need to be planned carefully and administered efficiently and effectively on several levels.

**Strategic.** If you are introducing a 360-degree program for the first time, it is important to clarify the purpose of the program, show how it links with organizational objectives and human resources plans and systems, and have the support of senior managers. 360 programs can be run in different ways. For example, it is possible to run a 360 program as a development initiative where managers participate on a voluntary basis, and the feedback is

only available to them. In this scenario, the information from a survey may inform a participant's decisions about their learning and development, but it cannot inform decisions by bosses or HR departments because they do not have access to the feedback information. In other scenarios where 360-degree programs are integrated with HR systems, and other stakeholders have access to the feedback information, the information may be used to inform decisions about deployment, promotion, and pay.

It is important that test takers and assessors who are asked to do the TSQ survey understand the purpose and process. People will want to know what the assessment measures, how the information from it may be used, when they will see their results, and who else will have access to their profiles. Clarity about these issues is important to achieve a climate where test takers and assessors feel able to respond candidly to questions about an individual's personal qualities, competencies, and style.

**Operational.** A 360-degree program needs to be planned and managed like any other project to ensure that it runs smoothly. It is a good idea to develop a project plan that identifies the main streams of work, and defines different people's responsibilities and key milestones. This might cover, for example, developing a business case, gaining approval, obtaining financial resources, briefing participants, managing the survey, debriefing and supporting participants, and evaluating the program. Chapter 4 provides more information about how to manage the survey element of the program.

**Individual.** At the individual level, participants need to do some preparation before starting the survey as completing the survey and entering the names and email addresses of assessors should ideally be done in one online session. Participants need to think about the people they want to be their assessors, why they are selecting them, and liaise with them to get their agreement.

### 2.3 Best Practice

Our review of best practice guides and experience of running 360 programs lead us to make eight recommendations.

**Clarity.** Clarify the goal and objectives of the program, and how the information from feedback reports will be used and why.

**Communication.** Obtain and communicate the support of senior managers. Communicate with participants about the process and timeline.

**Climate.** Create a climate where respondents feel able to provide candid information. Consider what actions and reassurances might help create the right climate.

**Plan.** Manage the program like you would manage a project with project management systems appropriate to the size of the program.

**Pilot.** If you are running a large program, pilot the program with a small group or business unit. Ensure that 360-degree feedback is used with senior managers before it is used with middle and first level managers.

**Systems.** Make sure the survey administrator knows how to operate your account. Provide a single contact point for questions and resolution of technical problems.

**Support.** Clarify where responsibility lies for feedback debriefing and reviews, and whether any additional learning support is linked to the program.

**Review.** Evaluate whether the program has met the goal and objectives, and make improvement recommendations.

The References section contains the details of a number of best practice guides that can be downloaded from the Internet.

## 3. Competency Frameworks

### 3.1 What To Measure

An important factor in a 360 survey is what the survey measures. 360-degree assessments are usually made up of items that are competency questions or competency statements that are linked directly to the organization's competency framework. It is important to use a framework where people can see the relevance of the items to work performance.

The TSQ survey comes with a default management and leadership framework where the survey items were drawn from competencies that appear frequently in organization competency frameworks. However, we also offer three other frameworks for clients to consider. Table 1 provides a summary comparison of the four frameworks.

**Emotional Competence Framework.** This framework is based on the Emotional Competence Framework (ECF) published by the Consortium for Research on Emotional Intelligence in Organizations<sup>1</sup>. This framework is a simplified and adapted version of the ECF model designed to fit into the TSQ survey template.

**Management and Leadership Framework.** This framework is based on the Management and Leadership Questionnaire (MLQ30) self-assessment test. This is a simplified and adapted version of the MLQ30 designed to fit into the TSQ survey template

**Occupational Personality Framework.** This framework is based on the Big Five Factor model of personality. Each of the clusters covers one of the Big Five personality factors, and each cluster has five occupationally relevant facets.

There is also the option of generating and using your own tailored framework.

### 3.2 Performance Improvement Comments

In the online survey, assessors are invited to comment on their ratings, and suggest ways that the test taker could improve their performance. This section of the report can make a huge difference to the value of the feedback report, especially where raters have taken the time to make performance improvement suggestions. It is important to encourage raters to complete this section of the report even if they only offer one or two comments—for example, about something the person being assessed has done well, or about something the person being assessed has done less well, and how they could do things differently next time.

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<sup>1</sup> **SOURCES:** This generic competence framework distills findings from: *MOSAIC competencies for professional and administrative occupations* (U.S. Office of Personnel Management); Spencer and Spencer, *Competence at Work*; and top performance and leadership competence studies published in Richard H. Rosier (ed.), *The Competency Model Handbook, Volumes One and Two* (Boston : Linkage, 1994 and 1995), especially those from Cigna, Sprint, American Express, Sandoz Pharmaceuticals; Wisconsin Power and Light; and Blue Cross and Blue Shield of Maryland. Much of the material that follows comes from *Working with Emotional Intelligence* by Daniel Goleman (Bantam, 1998).

Bosses tend to make comments and suggestions because they are used to doing this as part of their relationship with the person being assessed, but peers and direct reports are much less likely to offer comments and suggestions. Without comments and suggestions, a feedback report can appear a little clinical, and the person being assessed is left to guess what they need to do differently to improve their performance (if there is a significant gap in perceptions of competence).

**Table 1. 360-Degree Competency Frameworks**

Standard Framework	Emotional Competence Framework	MLQ Competence Framework	Occupational Personality Fraemwork
Managing change	Self-awareness and self-control	Strategic and creative thinking	Openness to experience
Initiative	Emotional awareness	Thinking and managing globally	Cultured
Risk taking	Accurate self-assessment	Developing strategy	Emotionally intelligent
Creativity and innovation	Self-confidence	Managing knowledge and information	Creative
Adaptability	Self-control	Creating and innovating	Innovative
Strategic thinking	Trustworthiness	Managing costs and finances	Questioning
Planning and organizing	Achievement and conscientiousness	Leading and deciding	Conscientiousness
Analytical thinking	Optimism	Attracting and managing talent	Competent
Decision making	Conscientiousness	Motivating people and inspiring them	Organized
Planning	Achievement drive	Coaching and developing people	Dependable
Quality management	Commitment	Managing culture and diversity	Achieving
Financial management	Initiative	Making sound decisions	Thorough
Interpersonal skills	People and team working	Implementing and improving	Extraversion
Communicating	Empathy	Executing strategies and plans	Friendly
Listening and supporting	Developing others	Improving processes and systems	Outgoing
Relating and networking	Building bonds	Managing customer relationships	Assertive
Teamwork	Collaboration and cooperation	Analyzing issues and problems	Dynamic
Emotional awareness	Team capabilities	Managing plans and projects	Positive
Results orientation	Communication and leadership	Communicating and presenting	Agreeableness
Achieving goals	Leveraging diversity	Facilitating and improving communication	Trusting
Customer focus	Political awareness	Influencing and persuading people	Straightforward
Business awareness	Influence	Managing feelings and emotions	Altruistic
Learning orientation	Communication	Speaking with confidence and presenting	Modest
Written communication	Leadership	Writing and reporting	Sensitive
Leadership	Customers and change	Relating and supporting	Emotional stability
Authority and influence	Service orientation	Relating and supporting	Calm
Motivating and empowering	Adaptability	Relating and networking	Self-assured
Developing others	Innovativeness	Listening and showing understanding	Astute
Coping with pressure	Change catalyst	Building trust and modeling integrity	Resilient
Ethics	Conflict management	Identifying and resolving conflict	Happy

Note. Some of the MLQ items have been shortened to fit into the table.

## 3.2 Default Leadership Framework

### MANAGING CHANGE

1	<b>Initiative</b> Shows initiative, has positive attitude, self-starter.
2	<b>Risk Taking</b> Takes risks, challenges accepted practice, bends rules to make progress.
3	<b>Creativity and Innovation</b> Originates change, makes things better, produces creative ideas and solutions.
4	<b>Adaptability</b> Adapts quickly to change, responds flexibly to people and situations.
5	<b>Strategic Thinking</b> Conveys sense of direction and identifies business opportunities.

### PLANNING AND ORGANIZING

6	<b>Analytical Thinking</b> Analyses situations carefully, makes rational judgments and logical decisions.
7	<b>Decision Making</b> Decides quickly, displays confidence, acts independently when necessary.
8	<b>Planning</b> Plans and prioritizes tasks, project manages work effectively.
9	<b>Quality Management</b> Takes pride in work, does job well, gets the detail correct.
10	<b>Financial Management</b> Plans and controls expenditure, manages money, watches costs.

### INTERPERSONAL SKILLS

11	<b>Communicating</b> Communicates views and ideas assertively, makes impact with presentations.
12	<b>Listening and Supporting</b> Displays sensitivity to people's needs, involves people in plans and decisions.
13	<b>Relating and Networking</b> Develops strong working relationships, builds rapport quickly.
14	<b>Teamwork</b> Strong team player, works effectively with people.
15	<b>Emotional Awareness</b> Handles own and other people's feelings and emotions skillfully.

### RESULTS-ORIENTATION

16	<b>Achieving Goals</b> Self-motivated, driven to get ahead, prepared to do whatever it takes.
17	<b>Customer Focus</b> Applies customer concepts, focuses on quality and service.
18	<b>Business Awareness</b> Understands the business, focuses on bottom line, keeps eye on competitors.
19	<b>Learning Orientation</b> Exploits opportunities for self-development, demonstrates self-awareness.
20	<b>Written Communication</b> Conveys information clearly and concisely in emails, memos, papers and reports.

**LEADERSHIP**

21	<b>Authority and Influence</b> Has presence and authority, enjoys being in charge, takes lead when required.
22	<b>Motivating and Empowering</b> Empowers and motivates team members, delegates tasks effectively.
23	<b>Developing Others</b> Coaches and mentors team members, gives regular development feedback.
24	<b>Coping with Pressure</b> Handles pressure and stress, stays calm and in control.
25	<b>Ethics</b> Promotes ethics, demonstrates integrity, encourages equal opportunities.

### 3.3 Emotional Competence Framework

#### SELF-AWARENESS AND SELF-CONTROL

1	<b>Emotional Awareness</b> Recognizes own and other people's emotions and their effects.
2	<b>Accurate Self-Assessment</b> Knows own strengths and limits.
3	<b>Self-Confidence</b> Sure about self-worth and capabilities.
4	<b>Self-Control</b> Manages disruptive emotions and impulses effectively.
5	<b>Trustworthiness</b> Maintains standards of honesty and integrity.

#### ACHIEVEMENT AND CONSCIENTIOUSNESS

6	<b>Optimism</b> Persists in pursuing goals despite obstacles and setbacks.
7	<b>Conscientiousness</b> Takes responsibility for personal performance.
8	<b>Achievement Drive</b> Strives to improve or meet a standard of excellence.
9	<b>Commitment</b> Aligns with the goals of the group or organization.
10	<b>Initiative</b> Is ready to act on opportunities.

#### PEOPLE AND TEAM WORKING

11	<b>Empathy</b> Senses others' feelings and perspectives, and takes an active interest in their concerns.
12	<b>Developing Others</b> Senses what others need in order to develop, and bolsters their abilities.
13	<b>Building Bonds</b> Nurtures instrumental relationships.
14	<b>Collaboration and Cooperation</b> Works with others toward shared goals.
15	<b>Team Capabilities</b> Creates group synergy in pursuing collective goals.

#### COMMUNICATION AND LEADERSHIP

16	<b>Leveraging Diversity</b> Cultivates opportunities through diverse people.
17	<b>Political Awareness</b> Reads a group's emotional currents and power relationships.
18	<b>Influence</b> Wields effective tactics for persuasion.
19	<b>Communication</b> Sends clear and convincing messages.
20	<b>Leadership</b> Inspires and guides individuals and groups.

## CUSTOMERS AND CHANGE

21	<b>Service Orientation</b> Anticipates, recognizes, and meets customers' needs.
22	<b>Adaptability</b> Shows flexibility in handling change.
23	<b>Innovativeness</b> Is comfortable with and open to novel ideas and new information.
24	<b>Change Catalyst</b> Initiates and manages change.
25	<b>Conflict Management</b> Negotiates and resolves disagreements.

### 3.4 Management and Leadership Framework

#### STRATEGIC AND CREATIVE THINKING

1	<b>Thinking and Managing Globally</b> Keeps up to date with global trends, reviews the company's position, develops business in other countries.
2	<b>Developing Strategy and Acting Strategically</b> Sees the big picture, picks up changes in the marketplace, reviews the unit's strategy.
3	<b>Managing Knowledge and Information</b> Keeps up with advances in business area, benchmarks performance, seeks advice from experts.
4	<b>Creating and Innovating</b> Helps people to think differently about a problem, gets buy-in for creative ideas, turns novel ideas into reality.
5	<b>Managing Costs and Financial Performance</b> Reads and interprets financial reports, sets financial targets, reviews and improves financial performance.

#### LEADING AND DECIDING

6	<b>Attracting and Managing Talent</b> Helps new employees get up to speed, gives people challenging assignments, monitors performance.
7	<b>Motivating People and Inspiring Them to Excel</b> Communicates high expectations, trusts capable people to do their work, celebrates team achievement.
8	<b>Coaching and Developing People</b> Provides assignments to develop skills, gives timely coaching, acts as a role model for development.
9	<b>Managing Culture and Diversity</b> Defines acceptable workplace behavior, challenges bias, acts as a role model of inclusive behavior.
10	<b>Making Sound Decisions</b> Assesses options and risks, consults people, takes their views and ideas into account, acts decisively.

#### IMPLEMENTING AND IMPROVING

11	<b>Executing Strategies and Plans</b> Provides direction and support, delegates responsibility, holds people accountable for delivery.
12	<b>Improving Processes and Systems</b> Allocates responsibility for improvement, learns lessons from process breakdowns, improves business processes.
13	<b>Managing Customer Relationships and Services</b> Sets high standards for customer service, exceeds customer expectations, resolves customer issues quickly.
14	<b>Analyzing Issues and Problems</b> Gathers evidence, approaches problems from different angles, brainstorms possible solutions.
15	<b>Managing Plans and Projects</b> Develops bold plans, obtains resources to carry out projects, manages critical dependencies and risks.

## COMMUNICATING AND PRESENTING

16	<b>Facilitating and Improving Communication</b> Encourages people to share views and ideas, exchanges information with the team, bosses, and stakeholders.
17	<b>Influencing and Persuading People</b> Promotes views and ideas, influences people by addressing their needs and priorities, negotiates effectively.
18	<b>Managing Feelings and Emotions</b> Knows which emotions they are feeling and why, handles other people's feelings and emotions sensitively.
19	<b>Speaking With Confidence and Presenting to Groups</b> Demonstrates presence, communicates with self-assurance, gives effective presentations to groups.
20	<b>Writing and Reporting</b> Produces clearly written reports, write effectively for different audiences, edits other people's work skillfully.

## RELATING AND SUPPORTING

21	<b>Relating and Supporting</b> Works effectively with other people, builds rapport and keeps others in the loop, uses networks to get things done.
22	<b>Relating and Networking</b> Puts people at ease, pays attention to their feelings and emotions, listens without interrupting.
23	<b>Listening and Showing Understanding</b> Acts in accordance with your values and principles, gives consistent messages, keep promises.
24	<b>Building Trust and Modeling Integrity</b> Encourages debate, brings disagreements into the open, addresses and resolves conflict quickly.
25	<b>Identifying and Resolving Conflict</b> Sets the team's direction, reviews the team's successes and failures, helps team members work well together.

### 3.5 Occupational Personality Framework

#### OPENNESS TO EXPERIENCE

1	<b>Cultured</b> Shows appreciation for design, art, and culture.
2	<b>Emotionally Intelligent</b> Reads, uses, and manages own and other people's feelings and emotions.
3	<b>Creative</b> Is curious about, open to, and able to generate novel and creative solutions to problems.
4	<b>Innovative</b> Demonstrates ability to implement continuous and radical improvement.
5	<b>Questioning</b> Probes and reassesses own and other people's values and assumptions.

#### CONSCIENTIOUSNESS

6	<b>Competent</b> Carries out work activities capably, achieves personal objectives, delivers results.
7	<b>Organized</b> Plans ahead, schedules work activities, organizes people and events.
8	<b>Dependable</b> Adheres to agreements, keeps promises, meets commitments, delivers consistently.
9	<b>Achieving</b> Works hard, sets personal goals and challenges, strives to continually improve skills and performance.
10	<b>Thorough</b> Carries out tasks methodically, checks for errors, ensures deliverables meet quality standards.

#### EXTRAVERSION

11	<b>Friendly</b> Welcoming, approachable, relates easily to bosses, colleagues, and customers.
12	<b>Outgoing</b> Effusive, demonstrative, chatty, enjoys company, prefers working with people rather than alone.
13	<b>Assertive</b> Animated, expressive, communicates views and ideas fluently and persuasively.
14	<b>Dynamic</b> Prefers a fast pace of living, enjoys an active life, likes being occupied and busy.
15	<b>Positive</b> Upbeat, optimistic, affirmative, expresses positive feelings and emotions,

#### AGREEABLENESS

16	<b>Trusting</b> Assumes that most people are sincere and have good motives, accepts things at face value.
17	<b>Straightforward</b> Upfront, sincere, expresses views and ideas in direct and uncomplicated manner.
18	<b>Altruistic</b> Humane, philanthropic, shows interest and concern for the welfare of others.
19	<b>Modest</b> Unassuming, displays humility, plays down achievements.
20	<b>Sensitive</b> Shows understanding and concern for others people's views, needs, and emotions.

## EMOTIONAL STABILITY

21	<b>Calm</b> Relaxed, stress-free, does not display tension, anger, or aggression.
22	<b>Self-Assured</b> Poised, self-confident, manages own and others' emotions, handles big events with sureness.
23	<b>Astute</b> Shrewd, smart, judicious, makes decisions rationally, reins in instincts and impulses.
24	<b>Resilient</b> Strong, hardy, feisty, recovers quickly from setbacks, pressure, and stress.
25	<b>Happy</b> Contented, comfortable, secure, does not show any feelings of sadness or depression.

## 4. Survey Operation

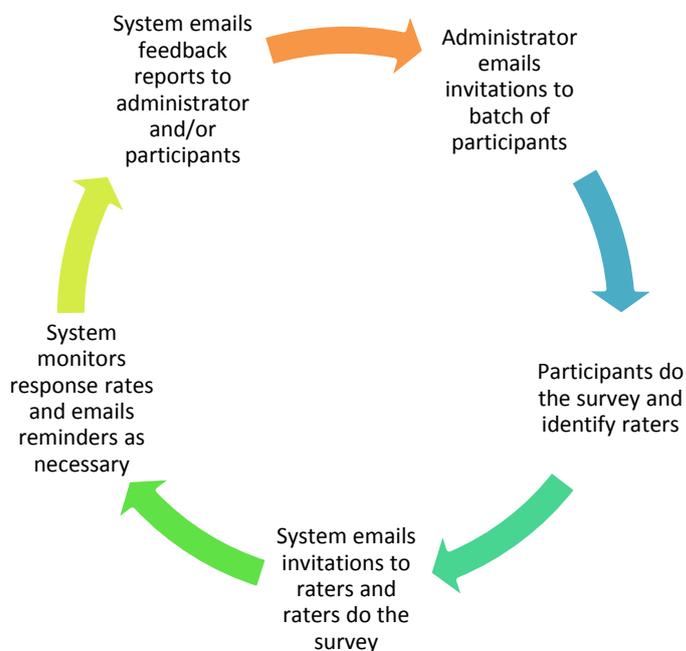
This section gives an overview of how to operate the TSQ survey software for test administrators. You can access comprehensive online documentation within an account by clicking the help button on the right of the crimson bar.

### 4.1 Overview

The TSQ survey software is designed to make light work of the different activities involved in conducting a 360-degree feedback survey. If you have prepared carefully for the survey, the technical side of the survey should run smoothly, and all the administrator may need to do is initiate the survey process for program participants. Figure 3 illustrates the sequence of tasks and stages.

**Administrator emails invitations to batch of participants.** The test administrator logs into their account and enters the names and email addresses of the participants. The survey software emails invitations to do the survey as soon as each participant's details are entered. Take care when you enter email addresses as participants will not get their invitations if there are errors in email addresses.

**Figure 3. Stages in TSQ 360-Degree Survey**



**Participants do the survey and identify raters.** First, participants must select and secure the agreement of up to 10 colleagues (assessors or raters) to assess their performance. Participants need to do this before they go online to do the survey as doing the survey and

entering the names and addresses of the raters need to be done in one online session. Any subsequent changes must be carried out by the test administrator. The survey software does not allow program participants to do the survey in one session and enter the details of the raters in a second session, nor does it allow the participant to make changes to assessor details once these have been entered.

The survey software notifies the test administrator when a participant has completed the survey and identified their raters. This enables the administrator to monitor how the survey for a group of employees is progressing without logging into their account.

In some situations, the test administrator may wish to enter the names of the raters so the ratee does not have to do this task. For example, a coach may wish to do this for their client. The administrator can do this via the account dashboard.

**System emails invitations to raters.** The survey software sends invitations to raters to do the survey as soon as the details of a participant's raters have been entered.

**System monitors response rates and emails reminders as necessary.** The survey software sets a default completion target for the response from raters at 10 days from the point the rater invitations were sent out. The test administrator can shorten or lengthen this period. Reminder emails are sent half way through the 10 day period, and one day before the target completion date as needed.

**System emails feedback reports to administrator and/or participants.** When the completion deadline has been reached, the survey software generates the participant's feedback report, and emails the report to the nominated recipient(s). The nominated recipient(s) can be the administrator, the participant, or the administrator and the participant.

## 4.2 Dashboard

The TSQ account dashboard enables the test administrator to carry out the following tasks:

**Manage assessments.** This function covers the various tasks the test taker needs to do to manage the survey—for example, entering the details of the survey test takers or raters, correcting mistakes in names or email addresses, extending the survey completion deadline, monitoring responses from test takers and assessors, and sending additional reminder emails as necessary.

**Customize user interface and reports.** This function enables the test administrator to customize the screens and reports with the organization's logo and details.

**Customize competency framework.** This function enables the administrator to enter the content details of a bespoke competency framework to be used in place of the standard TSQ competency framework.

**Reorder.** This function enables the test administrator to place and pay for new surveys.

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