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The Conceptual Framework for 360 Degree Feedback: Objectives, Requirements, and Conditions for Success(*)

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Abstract

360-degree feedback is the process of collecting and measuring co-worker feedback from multiple sources. The descriptive objectives of this study to discussed the conceptual framework of the 360-degree feedback method, which is part of an extensive study conducted by the researcher. Objectives: presenting the concept of the feedback method, defining the objectives of the method, discussing the reasons for use, the advantages and disadvantages of the method, application requirements, and finally the conditions for the success of the feedback (360) degrees. The study adopted the descriptive analytical approach, and the method of collecting quantitative. The results showed that the objectives of the method are useful for work and career development, including self-development, leadership development, management and implementation development, identifying the training needs of employees, reducing traditional performance appraisal errors, and introducing the individual to his or her level of performance. As for the reasons that led to the use of the method, they are: the transformation of companies from hierarchical organization to horizontal organization, widening the scope of supervision, obtaining broader points of view, improving the school climate based on justice. Among the advantages are for revealing the gap between the individual's perspective in evaluating his or her performance, and the perspective of others for this performance, building training programs for employees, enhancing the orientation towards teamwork and exchanging experiences, helping to make decisions related to promotion and wage increase. As for the defects, they included: the possibility of being affected by various biases, such as the halo effect, the recency bias, the indulgence bias, in addition to the employees' reluctance to provide negative feedback even if it was honest, the delay in the feedback process, and low participation rates. The errors were limited to (13) errors that may occur when using this method. As for the requirements, they included: defining objectives, defining target individuals. Determine the method of analyzing the information, carrying out an awareness and communication campaign, and following up the implementation accurately. Among the conditions for the success of the assessment: that the feedback is done honestly in the light of specific objectives, adopt impartiality, objectivity, scientific and professional properly. Focus on the performance, not the person. Taking into account the feelings of workers when providing negative feedback. It should be comprehensive and provide positive and negative feedback. Share external sources.

Keywords: feedback, objectives, reasons for use, advantages, disadvantages, requirements, success terms.



Introduction:

360-degree feedback is a widely used method for collecting comprehensive feedback from multiple perspectives to assess an individual's behavior and performance. This feedback process involves gathering input from various sources, including subordinates, peers, and supervisors, to provide a holistic view of an employee's capabilities and areas for improvement. While 360-degree feedback has been employed for developmental purposes in organizations, there is a growing trend of using it for performance evaluations and employment decisions.

However, the implementation of 360-degree feedback has encountered challenges and variations over the years. One significant problem lies in the lack of clarity regarding the purpose and goals of this feedback method. This ambiguity has led to misunderstandings among stakeholders, including feedback providers, recipients, and decision-makers. Without a clear understanding of the intended outcomes and expectations, the effectiveness of 360-degree feedback may be compromised.

Furthermore, there are concerns regarding the reliability and validity of 360-degree assessments. Factors such as the number of participants in each feedback category, the selection of raters, the quality of assessment tools, and the adequacy of training can introduce variability and affect the accuracy of the feedback results. These complexities make it challenging to generalize the effectiveness of 360-degree feedback across different organizational contexts.

Addressing these issues is crucial for maximizing the potential benefits of 360-degree feedback in organizations. By developing a clear and specific framework that defines the purpose, objectives, and implementation guidelines of this feedback method, organizations can enhance communication, ensure fairness, and promote meaningful behavior change. Such a framework can provide guidance to practitioners, researchers, and organizational leaders in effectively utilizing 360-degree feedback as a valuable tool for employee development and performance evaluation.

Therefore, the purpose of this study is to investigate and discuss the conceptual framework for 360-degree feedback. By examining the current understanding and background information about this feedback method, we



aim to identify the key objectives, requirements, conditions for success, as well as the advantages and disadvantages associated with its implementation. This research problem will contribute to enhancing the understanding and application of 360-degree feedback in organizations, ultimately leading to more effective feedback processes and improved employee outcomes.

Statement of the Problem:

The practice of 360-degree feedback has faced challenges and variations in implementation methods over the past 25-30 years.

However, there is a lack of clarity in defining its purpose, leading to misunderstandings among stakeholders.

This lack of purpose has resulted in ineffective communication of expectations and outcomes to raters and key stakeholders involved in the feedback process. Additionally, there are perplexing variables related to 360-degree assessments that make their effectiveness difficult to reliably generalize.

These variables include the number of participants in each category (peer, subordinate, supervisor), response size, rater selection, tool quality, and training. This lack of clarity and understanding hinders the successful implementation of 360-degree feedback and its ability to bring about meaningful behavior change.

Therefore, there is a need to address these issues and develop a clear and specific framework for the successful utilization of 360-degree feedback in organizations.

Aims of the Study:

- A. Presenting the objectives of the 360-degree feedback method.
- B. Explaining the reasons for using the 360-degree feedback method.
- C. Analyzing the advantages and disadvantages of the 360-degree feedback method.
- D. Identifying the requirements for implementing the 360-degree feedback method and its fundamental steps.
- E. Discussing the conditions for the success of the 360-degree feedback method.



1. Literature Review

Abdulhameed (2021) discussed in a study at the Bahrain Teachers College (BTC) the investigation and educational leaders' views on the effectiveness of the Educational Leadership Program (ELP) provided to managers and assistant managers in government schools in the Kingdom of Bahrain, using the 360-degree feedback method. As well as a multi-level framework consisting of four levels: self-learning, influencing others, embedding changes in school practices, and sustaining change and improving school performance. The study sample included 141 graduates, 419 teachers, and 17 officials in the Ministry of Education. The questionnaires were designed and distributed to the samples. The study results indicated that all three samples considered that the program positively impacts the performance of graduates at the four levels of influence. The abilities of program graduates in "influencing others" were ranked first among the levels of influence compared to other levels, from the perspective of school teachers and officials at the Ministry of Education. On the other hand, program graduates saw their abilities in "sustaining change and improving school performance and student achievements" as the top level of program influence.

Tabbal's study (2021) investigated and analyzed the entry of the 360-degree feedback as one of the modern trends and its role in performance evaluation, applied to employees in the General Diwan of the Ministry of Finance. The researcher formulated two main hypotheses, and these hypotheses were tested on a purposive random sample of 306 individuals. The survey method was used as a tool for collecting primary data after measuring the reliability and validity of the scale. The results of the statistical analysis of the hypotheses indicated a strong and significant relationship of the dimensions of the 360-degree feedback entry (upward assessment, downward assessment, horizontal assessment, self-assessment) to the evaluation of human resources performance. The relative importance of the dimensions of the 360-degree feedback entry in the study area differs in their impact on performance evaluation: (downward assessment, horizontal assessment, self-assessment, upward assessment). Finally, a set of recommendations was provided and a proposed model was developed for application in Egyptian organizations.



A study by Ubaid and Abdul Sattar (2020) discussed the performance evaluation of female physical education teachers in girls' secondary schools in Baghdad using the 360-degree feedback technique. The traditional approach that has been used to evaluating the performance of teachers, based on the opinion of the direct supervisor, was considered inadequate as it relies on a single source. This necessitated the adoption of a new administrative method for performance evaluation. For the evaluation, a questionnaire was distributed to each physical education school, the specialized supervisor, the school principal, two fellow teachers, and two students. The study found a negative gap of (-1.182) between the responses of the two sides of the evaluation process, indicating the individual's exaggeration in the presence of evaluation criteria. The final evaluation obtained by the physical education school at St. Thomas Girls' Secondary School exceeded the requirements, as the final average of the evaluation score was high, reaching (3.783). The study recommended that decision-makers in the general directorates of education consider adopting this technique for performance evaluation.

The results of the studies have yielded; There is a strong and significant influence relationship between the dimensions of the feedback approach (360) (upward evaluation, downward evaluation, horizontal evaluation, and self-evaluation) in performance evaluation. It also confirmed the existence of a negative gap between the responses of the parties to the evaluation process, which shows that the individual exaggerates the criteria for evaluating himself.

2. Methodology

The study adopts a descriptive-analytical methodology and employs the quantitative data collection method from recent references that focused on studying and discussing the 360-degree feedback method. Accordingly, the topics are discussed in five sections, as follows:

2.1. Goals of the 360-Degree Feedback Method

Georg et al. (2002), highlighted that the primary objective of applying the 360-degree feedback method is for the organization to have a clear sense of what they intend to achieve using this method. Through the researcher's review of specialized literature and analysis of core ideas, it becomes evident that the positive outcome resulting from using this method is achieved through the following sub-objectives:



- A. Professional Development: Towers (1998) mentioned that 94% of the surveyed organizations utilize the 360-degree feedback method for developmental and training purposes. One of the most important objectives of employing this method is to enhance job performance, including self-improvement, leadership development, management and execution improvement, and identifying training needs for employees.
- B. Cultural Change: Tornow and London (1998) stated that the 360-degree feedback method can be used to facilitate organizational culture change. They explained that this method increases awareness of the importance of aligning leadership behaviors with work outcomes, customer expectations, and organizational strategies and values. O'Reily (1994) also confirmed that many organizations use the 360-degree feedback method to foster cultural change, accelerating the transition to collaborative work and enhancing work quality.
- C. Minimizing Performance Appraisal Errors: This method accurately determines employee competence. Several researchers indicated that the use of this method showcases its ability to precisely identify and assess employees' capacity to handle their responsibilities and their level of motivation (Towers, 1998).

From this perspective, the viewpoints of numerous studies and research align, including the study by Michiel et al. (2015), the study by Noe et al. (2015), and the study by Vivekanandan and Mohan (2015), all of which agree that the utilization of the 360-degree feedback method will actively contribute to minimizing errors inherent in traditional performance evaluation methods. These errors can be summarized as follows:

Personal Bias Effect: Employee evaluations are sometimes influenced by the personal bias of the supervisor, leading to assessments that do not reflect the actual performance level of the employee. This bias can be reduced by involving others in the evaluation process, particularly those with knowledge of the employee's performance. Additionally, reducing bias can be achieved by obtaining multiple evaluations of an employee's performance from different managers and then consolidating the results into a unified report.

1. Halo Effect: Every individual possesses a certain halo and reputation before or after joining a job. Often, judgments are made based on this perception rather than actual performance. The halo effect can stem from



- an employee's excellence in a specific area, leading to judgments being generalized to other areas without proper consideration of distinct performance aspects.
2. Central Tendency Error: Supervisors tend to provide evaluations that fall around the middle to compensate for shortcomings in the evaluation process. This error is influenced by the diminishing differentiation between the performance of the best and worst employees.
 3. First Actions Effect: The supervisor's assessment of an employee's performance should not be swayed by the initial impression the employee leaves. The first impression usually does not accurately represent the employee's performance throughout the entire period. It is essential not to allow an employee's reputation to significantly impact the current evaluation.
 4. Spillover Effect: Supervisors might focus on previous evaluations of employees and neglect their current or anticipated performance. They may evaluate their subordinates based on their latest report, assuming that if an employee had an excellent report previously, they must continue to perform well even if their actual performance has declined.
 5. Forgetting Errors: Most evaluations of subordinates cover a past period, often a year, and usually represent an average or overall performance level during that period. Some supervisors tend to base their evaluations on easily recalled actions or recent behaviors of their subordinates. This approach may not accurately represent the employee's performance during the entire previous period, particularly if the employee is aware of the upcoming evaluation report and intentionally acts in a manner that seems ideal.
 6. Over-Evaluation: Some supervisors tend to overrate or underrate their evaluations. Evaluations from certain supervisors might be consistently high for all individuals, while those from others might be consistently low. This extreme perspective, whether in the form of high or low evaluations, may not fully capture the employee's actual performance.

Moreover, Al-Masry (2021) mentioned several objectives of using the 360-degree feedback method, including individual performance awareness, development of employees' performance, achieving fairness through an objective evaluation system, improving supervision and guidance from



supervisors, and enhancing the contribution of employees to achieving unit goals. The primary aim of performance evaluation is not to seek errors but to foster the development of individual performance for the benefit of both the organization and its employees.

Hence, the process of educational policy evaluation using the 360-degree feedback method aims to enhance the performance of educational institutions, assisting them in identifying strengths and weaknesses in their performance. It also aims to address weaknesses, enhance strengths, and provide organizational leaders with an overview of the organization's performance. The ultimate goal of educational policy evaluation is to improve organizational efficiency by assessing and addressing areas of weakness and reinforcing areas of strength (Abu Ayyadah, 2023).

2.2. Rationale for Using the 360-Degree Feedback Method

There are several reasons that have led to the use of the 360-degree feedback method in performance evaluation. Among these reasons is the transformation of companies from a hierarchical organizational structure to a flat one, which has resulted in diversified managerial communication channels. This, in turn, allowed for gathering opinions from subordinates and colleagues. Furthermore, due to the expansion of business operations in many institutions, the scope of management has widened, leading to an increase in supervisory responsibilities. As a result, a single manager might oversee a large number of employees, making it challenging to have a sufficient understanding of their subordinates' performance levels to provide fair and accurate evaluations. Additionally, there is a need to gather customer opinions about the performance of employees, especially those working in departments with direct customer interaction. Other considerations involve involving employees in the process of identifying individuals deserving rewards or promotions (Kohli & Deb, 2008).

Thus, we can recognize the significance of 360-degree feedback in educational institutions as a tool that facilitates the educational process. The 360-degree feedback (360-degree feedback) does not merely inform learners about their accomplishments; instead, assessors must clarify aspects of their performance that are correct or incorrect and to what extent, along with the reasons behind such assessments (Qawasmeh, 2014).



Among the notable reasons for implementing the 360-degree feedback method are the pursuit of justice, empowering employees to participate in management decisions, and identifying high-performing employees for promotions and rewards. This approach aligns with the demands of significant technological progress, the presence of a large number of employees, and expanded administrative domains. Additionally, the transformation of organizations from a hierarchical structure to a flat one has led to changes in communication systems and channels, resulting in a dual-path communication approach rather than a single horizontal one (Mahmoud, 2017).

Salih (2017) indicated the following reasons for the global use of the 360-degree feedback method:

- A. Expansion of Supervision Scope: It is possible for a single manager to oversee more than (60) employees in the organization.
- B. Modern Technological Advancements in Performance Evaluation: There is a need for technical and technological knowledge in performance evaluation.
- C. Customer Opinion Survey: Gathering opinions from customers is essential.
- D. Considerations of Justice and Participation in Management for Effective Performance Rewards.
- E. Inaccuracy and Subjectivity of Performance Evaluation through a Single Source or Supervisors.
- F. Use as a Tool for Assessing and Measuring Employee Performance and Development by Identifying Their Strengths and Weaknesses.

Dokkar, (2020) indicated that among the most significant reasons for using 360-degree feedback are as follows:

- A. Need for Customer Feedback: Companies prefer conducting evaluations to measure responses or carry out market research before launching new products/services.
- B. Achieving Justice and Granting Employees Participation Rights in Management: When identifying individuals eligible for rewards or promotions, it is better to conduct surveys among colleagues and customers instead of relying solely on managerial evaluations. This approach grants employees the right to participate in rewarding effective performance.



Several studies, including Robbins (2002), Roongrerngsuke and Cheosakul (2013), confirmed that using 360-degree feedback in performance evaluation within organizations has numerous benefits that impact both individuals and the organization itself. It enables organizations to obtain broader perspectives compared to other performance evaluation methods. This leads to increased awareness of the importance of competencies and skills to achieve organizational goals and raises awareness among managers about the significance of self-development for their skills and competencies. It provides a more reliable form of feedback for individuals' accomplishments or needs. Additionally, one of the advantages of 360-degree feedback is its acceptance of multi-source performance evaluation, encouraging more feedback for performance improvement and emphasizing the importance of developing the required competencies among employees. It also presents a clearer picture of an individual's value to upper management.

Furthermore, using the 360-degree feedback approach in performance evaluation highlights critical performance points for employees by allowing various parties to provide feedback on their performance. This has a significant impact on helping identify the foundations of individual and departmental administrative development in the organization and pinpointing hidden strengths among employees for the organization's benefit. It also sheds light on the influence managers have on others, both negatively and positively. Additionally, 360-degree feedback serves as a supportive method for continuous performance improvement. Utilizing this approach serves as a starting point for improving the relationship climate within the organization, contributing to boosting morale by allowing individuals to express their opinions about others' performance. This, in turn, compels managers to focus on the development of their employees, enhance the objectivity of evaluations, move away from personal interests and biases, and consequently increase acceptance rates of evaluation results and the associated measures (Alajlan, 2022).

Based on the above, it's evident that 360-degree feedback contributes to improving the school climate based on fairness and cooperation, in addition to the continuous professional development and enhancement of the performance of Islamic education teachers.



2.3. Pros and Cons of the 360-Degree Feedback Approach

2.3.1. Pros of the 360-Degree Feedback Approach:

The 360-Degree Feedback Method has a clear and significant impact. It assists the organization in developing training programs for employees after identifying their weaknesses. The process followed in the 360-degree feedback evaluation method helps the individual being evaluated determine whether their self-assessment aligns with other assessments, providing a comprehensive view of the employee's performance and promoting their comfort during the evaluation process. Additionally, this method facilitates providing feedback to each employee regarding their performance, aiding in their self-improvement. Moreover, it enhances the credibility of performance assessment due to its reliance on diverse sources rather than a single source, focusing more on the impact of an employee's behavior on others.

Following this approach also reinforces a collective work orientation, exchange of experiences and perspectives, encourages collaboration and team spirit within the organization, and positively influences motivation. Furthermore, this method assists top management in making important decisions related to promotions, salary increases, or separations (Abu Ayyadah, 2023).

One of the most significant advantages of the 360-degree feedback method is its ability to uncover the gap between an individual's self-assessment of their performance and the perspective of all those affected by this performance. It allows for a clear picture of the employee's performance from the viewpoints of all those who interact with them. This makes this method more suitable for evaluating the performance of senior management levels, as it helps identify their leadership skills and their impact on achieving the organization's overall goals (Bracken, et al., 2001).

2.3.2. Cons of the 360-Degree Feedback Approach

Tran (2023) identified five drawbacks related to 360-degree feedback comments that may arise when used in any company's system:

- a. Biases and Subjectivity: 360-degree feedback responses are highly subjective and can be influenced by various biases, such as halo effect, recency bias, and leniency bias. These biases can affect the accuracy and fairness of the feedback, leading to inaccurate assessments and negative consequences for employees.



- b. Lack of Anonymity: This feedback requires individuals to provide comments about their colleagues, which may lead to a lack of anonymity. This can discourage employees from giving negative feedback even if it is truthful, as they fear retaliation or damaging work relationships.
- c. Time Consumption: Collecting feedback from multiple sources, compiling and analyzing the information, is a time-consuming process. This can result in delays in the feedback process, reducing its effectiveness.
- d. Cost: Implementing a 360-degree feedback program can be costly, especially if it involves hiring external consultants or purchasing specialized software for managing the process.
- e. Implementation Challenges: Executing a 360-degree feedback program requires precise planning, communication, and training. If not executed properly, the program may not achieve its objectives, leading to a waste of time and resources. Additionally, employees might not trust the process, leading to resistance and lower participation rates.

2.4. Requirements for Implementing the 360-Degree Feedback Method and Its Fundamental Steps

The design of 360-Degree Feedback involves several steps, as identified by Hayek (2022). It begins with setting objectives; it is important to define what is to be achieved by using this method for performance evaluation, such as individual and leadership development or salary increases. Next, the targeted individuals for assessment using this method need to be determined. It is not feasible to evaluate all employees of the organization using this method, so specific individuals must be selected.

Furthermore, it's important to identify the individuals who will provide feedback: immediate supervisors, subordinates, team members (peers), internal and external clients. Additionally, it should be determined whether HR personnel will participate in the analysis of the feedback forms after they are collected, or if an external team of consultants will handle this task to assist management in achieving the goals of this method. This also requires specifying the types of behaviors and competencies to be evaluated. These competencies should align with those originally established in the organization's strategy.



According to Salah El-Din (2020) and Tawilan (2016), applying the 360-Degree Feedback method requires the following:

- a. Determining the data collection method: The feedback form can be designed by the organization itself or by hiring specialized consultants from outside the organization.
- b. Defining the data analysis method: Will the analysis be conducted using ready-made software purchased from the market, or will internal analysis and software design be done by the organization's staff?
- c. Conducting a preliminary trial: This method should be initially applied to a sample of individuals, preferably from senior management. Before implementation, a comprehensive awareness campaign and detailed communication should be carried out regarding the objectives, procedures, scope of use, and roles of each participant. This involves clarifying the benefits, as well as potential drawbacks and concerns of using this method, along with necessary training to ensure safe implementation.
- d. Analyzing the results: Analyzing the results of the used sample and making necessary adjustments based on the situation and training.
- e. Deciding on the support required for broader implementation.
- f. Planning and implementing comprehensive programs for application: The HR department should conduct a comprehensive evaluation of the required programs, communication plan, and support materials for the successful execution. External consultants can also be engaged.
- g. At the end of the assessment process, continuous close monitoring and oversight of the implementation is essential due to the challenges and pressures associated with this method, despite its multiple benefits for managerial development.

The success requirements of the 360-Degree Feedback method lie in avoiding many of the errors discussed by various scholars such as Garavant (2001) and McCarthy and Scott (1998). However, Scott and Kenneth (1998) specifically outlined thirteen common errors that occur when using this method. These errors are as follows:

- a. Lack of a clear objective.
- b. Not using the 360-Degree method as an alternative for managing poor performance.
- c. Failure to conduct a pilot test.



- d. Excluding important participants.
- e. Insufficient communication.
- f. Breach of confidentiality.
- g. Lack of clarity in the feedback process.
- h. Inadequate provision of feedback sources.
- i. Failure to identify who has access to the feedback.
- j. Presence of an unfriendly management or evaluation system.
- k. Failure to link the 360-Degree feedback system with the 360-Degree method.
- l. Treating the 360-Degree method as an event rather than a process.
- m. Neglecting competency assessment.

On another note, there are challenges to implementing the 360-Degree method for performance evaluation, including the consumption of effort and time, and the increased burden on HR management to analyze evaluation results. The diverse sources of evaluation do not allow for a single element to evaluate every source. Instead, multiple elements must be collected and their averages analyzed to ensure the neutrality and fairness of the evaluation process. Additionally, the varying levels of interest that the evaluation tool may receive from evaluation subjects can lead to fluctuating results. This highlights the need for diversifying the content of each element (Anupama et al., 2011).

One of the aspects of the 360-Degree method is the difficulty in analyzing the abundant data it generates, resulting in an increase in the amount of corrective feedback. The diverse sources of evaluation provide a vast amount of data about each behavior, managerial skill, or performance impact for each employee. Consequently, arranging these results based on their significance becomes necessary before taking corrective actions resulting from the evaluation process (Kohli and Deb, 2008).

The researcher also acknowledges the challenges in using the 360-Degree Feedback method, including the need for a considerable amount of time and effort to analyze its results. Due to the multiplicity of evaluation sources, data must be collected from various relevant evaluation sources for the evaluated individual, and then averages must be analyzed to ensure the fairness and neutrality of the evaluation process.



2.5. Success Factors of 360-Degree Feedback:

There are several factors that, if provided and considered, will lead to the successful implementation of 360-degree feedback, resulting in numerous benefits. Among these factors or conditions mentioned by Abu Al-Nasr (2022) are:

- A. Recognizing that 360-degree feedback is a means for organizational development, not a goal in itself.
- B. Conducting 360-degree feedback with specific objectives in mind.
- C. Credibility of the provider of 360-degree feedback.
- D. Conducting the 360-degree feedback process in a neutral, objective, scientific, and professionally sound manner.
- E. Allocating appropriate, specific, and sufficient time for conducting the 360-degree feedback process.
- F. Choosing the appropriate time and place for delivering 360-degree feedback.
- G. Focusing on performance rather than personality.
- H. Ensuring sensitivity when delivering negative feedback, considering employees' feelings.
- I. Consistency and continuity in implementing 360-degree feedback.
- J. Ensuring that employees understand and receive the 360-degree feedback, and that they will act upon it.
- K. Properly using the necessary tools in the process of providing 360-degree feedback.
- L. Ensuring that the feedback is comprehensive, covering all elements of the management process, communication process, all employees, and all stages of work.
- M. Emphasizing the provision of positive feedback along with negative feedback in 360-degree feedback.
- N. Sharing positive feedback received from customers, as this will contribute to a positive impression of the organization's products and attract more customers, while also making employees more comfortable with the idea of expressing their opinions and suggestions.
- O. Paying attention to external sources of 360-degree feedback, not just focusing on feedback from internal sources.



Findings and Conclusion

In conclusion, this study has examined the conceptual framework of 360-degree feedback, providing valuable insights into its objectives, reasons for use, advantages, disadvantages, requirements, and conditions for success. The findings have significant implications for organizations seeking to implement and optimize the use of 360-degree feedback in their performance management and development processes.

- One of the key takeaways from this research is the diverse range of objectives that can be achieved through the utilization of 360-degree feedback. From personal growth and self-improvement to leadership development and identifying training needs, this feedback method offers multifaceted benefits for individuals and organizations alike.
- The study has also emphasized the importance of clear objectives and requirements for successful implementation. By defining the purpose of 360-degree feedback, identifying target individuals, and ensuring accurate follow-up, organizations can create a structured and effective feedback process that aligns with their specific needs and goals.
- Additionally, the findings shed light on the advantages and disadvantages associated with 360-degree feedback. While it can reveal performance gaps, facilitate tailored training programs, and aid decision-making processes, there are also challenges such as biases and low participation rates that need to be addressed. By being aware of these advantages and challenges, organizations can better navigate the complexities of implementing 360-degree feedback.
- The study's insights into the conditions for success in 360-degree feedback assessments are especially valuable. By providing honest and comprehensive feedback, adopting impartiality and objectivity, and considering employees' feelings, organizations can enhance the credibility and impact of the feedback process.
- Importantly, this research contributes to the larger field context by highlighting the relevance of 360-degree feedback in modern workplaces. With the shift towards horizontal organizational structures and the increasing need for diverse perspectives, this feedback method offers a comprehensive approach that goes beyond traditional top-down evaluations. By recognizing its potential benefits and understanding its challenges, practitioners and researchers can make informed decisions and contribute to the development of effective feedback practices.



- In summary, this study has provided a comprehensive exploration of the conceptual framework of 360-degree feedback. It has highlighted the objectives, reasons for use, advantages, disadvantages, requirements, and conditions for success of this feedback method. By synthesizing these key points, readers gain a deeper understanding of the importance of this research and its relevance to their own organizational contexts. The study's insights and useful data expand the scope of understanding and offer practical guidance for implementing and maximizing the potential benefits of 360-degree feedback in the larger field of performance management and development.

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