

# 360-degree performance appraisal system with the focus on employee learning and development

A comparison of feedback systems used in organizations and education

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## ABSTRACT,

*Feedback can be found everywhere and is used by every participant in any environment, daily. This research focuses on the elements of 360-degree feedback in organizations and in education and if specific benefits can be implemented in an organizational context to enhance employee learning and development. This is done by conducting semi-structured interviews with Human Resource employees and HR managers, as well as students and a teacher, all involved in a 360-degree-feedback process. The purpose is to find out how feedback is used in 360-degree performance systems and in 360° peer feedback systems and what the perceived opportunities for learning and development are. The findings showed that feedback is used in many different ways, in organizations the main purpose is to enhance learning and development, but safe environment needs to be created first to receive the best possible outcome of the feedback. In education, the main finding was that this environment already exists as students view feedback in a different way. The perception of feedback is that it is necessary and needed and therefore done by everyone to help a peer learn and develop. If this can be done in an organization, it will improve the climate and environment within the organization and improve the employee satisfaction regarding the feedback.*

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## Keywords

Types of feedback, 360-degree-feedback, education, organization, development, learning, benefits of feedback

# 1. INTRODUCTION

## 1.1 Academic relevance

Over the past decades, performance appraisal systems have become increasingly more important. The management procedure technically is ancient art, as there is a “basic human tendency to make judgements about those one is working with, as well as about oneself” (Dulewicz, 1989, p.386) but the actual introduction dates back to the period of the Second World War. The first time performance appraisals were mentioned was when the German military developed assessment centers during the Second World War to gain insight on new potential employees and their performances (Fleenor, and Prince, 1997). It became clear that the opinions of the peers were valuable as well so conducting surveys to gain feedback was integrated into operation (Fleenor and Prince, 1997).

The use of performance appraisal systems like the 360-degree-feedback only became really popular in the 1980s. As this time was known for many changes in the working environment, employees became more and more aware of their responsibility for their own careers. Because of this, the concept of individual development was introduced and became popular in organizations (Fleenor and Prince, 1997). People became interested in how to become a better employee to achieve a better performance.

Feedback mechanisms, such as 360-degree feedback, gained more attention and value in organizations through the identification of improvement in performance (Rash, 2010). In theory, performance appraisal systems and feedback in general are supposed to enhance development and learning in an organization (London and Mone, 2014). In practice, however, there can be discrepancies found between the intention of the implemented feedback system and the actual result. In many organizations, it is mainly used for employee development as feedback is provided about their performance through different stakeholders such as peers, colleagues, supervisors, or overall management (Cleveland, Murphy and Williams, 1989; Judge and Ferris, 1993). Now this information can then be used further to consider rewarding certain wanted behaviors by providing feedback coupled with increased pay or other benefits, in other words a “pay-for-performance” strategy (Rash, 2010, p. 407).

Now, feedback is not only used in organizations and the overall working environment. Feedback has been part of education since the beginning of education. Again, it is the “basic human tendency to make judgements about those one is working with, as well as about oneself” (Dulewicz, 1989, p.386), which is an essential part of the learning environment. Without feedback, we cannot develop and learn from our mistakes.

Schools play a major role in the education of the young generation and play an important aspect in forming a person’s future. Especially there, performance appraisal systems are used to give feedback to a large group (in this case the students). It helps them learn social behavior, but it is also used to create a judgement free environment where effective criticism is positive and enables a better learning experience (Dagal and Zembat, 2017). 360-degree feedback as a performance appraisal system is widely used in the education sector to achieve the mentioned benefits and create a safe climate for open feedback between students, but also students and their teachers without direct consequences (Dagal and Zembat, 2017).

There is wide collection of research done on feedback systems such as 360-degree feedback, multi-source feedback, or appraisal systems in general but none of the research concerns the correlation between the usage of feedback in the education sector versus within organizations. In education, the research is

centered around student development and learning as well as creating a judgmental free climate to enable a better learning experience (Dagal and Zembat, 2017). In organizations, feedback can be used to focus on creating a ranking within working groups or between the employees in general (Myers, 2003). In some organizations, it is focused on improving performance and rewarding the improved performance through benefits (Rash, 2010), targeting mostly the highest productivity and efficiency. The feedback can be directly related to monetary compensation or rewards, and there is little to no option of judgmental free learning as employees are compared with each other against criteria to create a benchmark (London, 2003). The center of attention in these organizations is not so much on the learning experience but punishing unwanted behavior and rewarding wanted behavior to push for a better workflow (London, 2003). This being said, not all organizations treat feedback like this but rather focus on the development of the employee as much as teachers focus on the learning of their student. But even then, there could be benefits in examining the structures used in education and potentially implement them in the working environment.

The relevance of the correlation between the sectors education and organization therefore is whether it is possible to develop a system that can be applied in organizations that creates the same climate for feedback as it does in education. By using the mechanisms implemented in education, especially in an organization creating a safe space for feedback and development without direct consequences could enable many positive aspects such as higher motivation and a higher level of trust as more control is given back to the employees (Nicol, Thompson, and Breslin, 2013).

This research therefore focuses on whether educational feedback mechanisms and benefits such as evaluative judgement through reflective processes can be implemented into organizations and achieve the same benefits as in education (Nicol, Thompson, and Breslin, 2013). These benefits are a safe space for learning and development instead of criticism performance management and “pay-for-performance” strategies (Rash, 2010, p. 407). The focus is on the usage of 360-degree performance feedback. To do so, interviews with different stakeholders will be done to conduct a performance analysis and use the observed outcome to create a recommendation for organizations. The stakeholders include HR managers and employees involved in a 360-degree performance feedback as well as students and their teachers with the same feedback mechanism.

## 1.2 Research question

Based on the introduced problem statement and relevance, the research question therefore is:

*“What elements of 360-degree feedback in education can be used to develop a feedback system in organizations that focuses on employee learning and development?”*

For the purpose of answering this research question, multiple sub-questions have been developed:

1. *What are the different types of feedback that can be used?*
2. *How is feedback defined in organizations and educational institutions?*
3. *How is feedback used in 360-degree performance systems?*
4. *How is feedback used in 360-degree peer feedback systems?*

The first three sub questions will be answered as part of the theoretical framework in chapter two by using the relevant existing literature covering the subjects. The last sub question

will be answered in chapter three and four where the qualitative research methods will be described as well as the findings and the following discussion of the findings in chapter five. Chapter six will discuss the conclusion that can be drawn to answer the main research question.

## 2. THEORETICAL FRAMEWORK

This chapter discusses the main concepts and theories used in this research: Types of Feedback, 360-degree-feedback, learning and development, and the relationship between feedback and development.

In order to proceed, multiple terms have to be defined to create a general understanding of the topic. These include general feedback, feedback in management and education, single- and multi-source feedback, performance appraisal, and 360-degree feedback. They are used to answer the sub-questions one, two, and three.

### 2.1 Types of feedback

In this research, the focus lies on the elements of feedback that can be seen in organizational and educational institutions, what these elements are and how they can be used to enhance development. "Feedback is the receiver's basic response to the interpreted message" (UKessays, 2018, p.1), which means, it is the response or a reaction to a message from a sender and the interpreted understanding of the receiver of said message. It is supposed to motivate and reinforce positive behaviors (London, 2003) not only of employees in organizations but in any form.

All feedback needs to be generated from somewhere, usually this is called a source (Ilgen, Fisher, and Taylor, 1979). According to Ilgen, Fisher, and Taylor (1979), the sources of feedback can be classified into three sets. First, the observers or feedback givers, who have thoroughly reviewed the behavior of the feedback receiver and are able to evaluate the behavior. Most often, these feedback givers are colleagues, supervisors, or even external stakeholders such as customers. The second source is the task environment (Ilgen, Fisher, and Taylor, 1979), which includes the surroundings of the feedback giver and receiver, the workplace or any other situation they both take part in. Lastly, the source of self-evaluation. This is when an individual judges their own performance of the past to learn for the future (Ilgen, D., Fisher, C., and Taylor, M., 1979).

#### 2.1.1 Feedback in organizations

Feedback in organizations focuses on slightly different values than the overall feedback system. In organizations, especially private, "feedback is information about the gap between the actual level and the reference level of a system parameter which is used to alter the gap in some way" (Ramaprasad, 1983, p.4). In other words, if someone makes a mistake at work and uses the criticism to avoid the mistake in the future, it is feedback. The system parameter is the mistake, the reference level of the system parameter is the criticism and the actual level is the actual implementation of the criticism to avoid the mistake in the future. By using methods such as the behavioral approach, feedback is used to reward or punish behaviors that are wanted in an organization. In this approach, the core purpose of feedback is to gain more effective work outcomes as well as efficiently working employees. A downside of this approach can be the lack of interest in development and learning of the employees in some organizations. (Komaki and Minnich, 2016). Many human resource managers nowadays are interested in the development of their employees and their learning process. Yet, many managers use the feedback they give and receive about employees not only to help them learn, but to evaluate the performance and engagement in the organization and job, evaluate potential

promotion opportunities and strengthen the relationship and loyalty between the organization and the employee (Northeastern University D'Amore-McKim School of Business, 2020). Another aspect in using feedback in private or public organizations is to enhance motivation. It "serves a motivational function when it provides information about outcomes associated with rewards" (Ilgen, Fisher and Taylor, 1979, p. 352).

#### 2.1.2 Feedback in education

Unlike the above presented feedback in management, feedback in education is information given to the learner about the learner's performance relative to learning goals or outcomes (Education Endowment Foundation, 2022). It is much centered around the different benefits feedback can give to the students, which are: developing their skills by being guided through their mistakes and working with how they can improve them. This does not stop at topics regarding the study material covered but also soft skills such as social behaviours (Dagal and Zembat, 2017). In addition to acquiring social behavior skills, students also learn, through guided feedback, to reflect on personal performance and evaluate peers with meaningful feedback (Schartel, 2012). In education, it is recognized that negative feedback, negative in this case being an evaluation of the work done that indicate that a major improvement of the work is needed, triggers emotional responses towards the feedback giver as well as the received information itself, which is why the goal is to create a neutral, non-judgmental environment. "The sender and receiver of the feedback must work as allies" to receive the best outcome possible and not create a negative but a positive space (Schartel, 2012, p.1). However, negative feedback cannot be completely disregarded. There are many types of feedback, two of them being formative and summative feedback. In education, the role of each of these is important. But the main takeaway of teachers using feedback is to help the student learn and develop.

#### 2.1.3 Formative feedback

As mentioned above, a part of feedback is the use of formative feedback. There are many forms to review a practiced standard or performance of an individual. One of those is the practice of formative feedback, which in more detail is the "information communicated to the learner that is intended to modify his or her thinking or behaviour for the purpose of improving learning." (Shute, 2008, p.1). The goal of this type of feedback is to monitor the students learning progress and on the basis of this provide feedback that can later be used to improve their abilities. "The aim of [formative] assessment is primarily to educate and improve student performance, not merely to audit it" (Wiggins, 1998, p.7), which indicates the main focus of this type of assessment being the learning and development opportunities that teachers want to create for their students. It helps students to be informed about the goal of a course, what is expected from of them and what can be done in terms of self-improvement towards that academic goal (Sadler, 1989). Usually, this type of assessment appears in two primary forms: spontaneous and planned (Cook, 2009). Planned assessment is a final exam with a set date and time that is made aware of in advance and known by the entirety of the course. Spontaneous assessment usually concerns the topics covered in the course and consists of, e.g., questioning a student on the in-course covered material through direct questioning, a pop-quiz, or other types of direct knowledge assessments. These assessments are usually not used to construct the final grade but to help the students deepen their knowledge about the aspects covered of the lesson (Dixon and Worrell, 2016). As it is a method to prevent repetitive mistakes, it is best to give formative feedback from an early stage on, so the

mistakes are not in the way of the progress (Federation University Australia).

### 2.1.4 Summative feedback

Unlike formative feedback, summative feedback is used later in the learning process of a student. It is used to “evaluate student learning at the end of an instructional unit by comparing it against a standard or benchmark.” (Federation University Australia, p.1). It is used to provide a final, high-stake assessment of the work of a student in a course period (Gardner, Harlen and Stobart, 2010). Examples of these assessments are final exams, term papers, portfolio presentations, etc. Mainly, summative feedback is an after-process evaluation of the most important aspects of a student’s work including an explanation of their grades. Previously set criteria are used for grading and comments are left for the students, for self-evaluation, including good and bad aspects of the work and suggestions for improvement (Dixson and Worrell, 2016). It is obligatory for teachers to give a summative assessment on their performance for a final evaluation, as the students then can, among other things, progress to next level courses, take college entry exams or finish their degrees (Dixson and Worrell, 2016). Looking back on the presented information, summative feedback is not necessarily used by the teacher to make the student engage more with the academic institution or strengthen the relationship and loyalty between both, but to help the student progress further in their academic career, independently of negative or positive summative assessments.

## 2.2 360-degree feedback

After the discussion on overall feedback and the different relevant types of feedback used in this research, it is important to progress to the appraisal system that this research is centered around, 360-degree-feedback. In today’s world, 360-degree-feedback has many different names, such as Multi source or multi rater feedback, or the overall term of performance appraisal systems. The use of these colloquially mean the same thing but in the world of feedback systems, 360-degree performance feedback is its own process. It concerns the use of feedback in organizations and is mainly used as a management tool. (Kopsidas, 2021) Employees receive feedback from peers or colleagues, management, subordinates, or other important, potentially external, stakeholders. It is “a process of systematic data collection [...] regarding the skills, abilities, and behavior of an employee” (Kopsidas, 2021, p. 451). The difference to other feedback approaches in this case is that the different information gives form a so called “circle” around the “feeder” or information receiver which indicates the name 360-degree performance (Novative, 2021).



Figure 1. 360-degree performance appraisal model (Novative, 2021)

The circle consists of different internal and external stakeholders of a company, all giving feedback to the employee (information receiver), while the employee goes through a self-assessment process, all with the final goal of development and improvement of processes and behaviors (Education Endowment Foundation, 2022). It is also described as “the systematic collection and feedback of performance data on an individual group, derived from the number of stakeholders in their performance” (Tyson and Ward, 2004, p.224). This, in other words, means different stakeholders assess an individual’s performance through aligned and guided interview questions or questionnaires. The requirement for the assessing stakeholder is that they are working closely enough with the individual to give meaningful feedback about the behavior and its impact (Cullinane and Morgan, 2005), to then return the received information back to the participating individual and trigger a process of learning and development (Cullinane and Morgan, 2005). 360-degree-feedback can be used in any environment where multiple stakeholders could potentially take part in an evaluation of an individual in that environment. Circling back to the research questions, the elements that are investigated in this research concern the main insights we can obtain from investigating the use of 360-degree-feedback systems, the overall feedback process and its pros and cons, a post-feedback evaluation of the things we learned during the investigation and the opportunities that arise through our research.

## 3. METHODOLOGY

In this section, the methodology of the project will be defined. To be able to identify the differences and characteristics regarding 360-degree-feedback in organizations and education as well as potential improvement opportunities, a qualitative research method has been selected. The decision to use qualitative data analysis has been made as the purpose of this research is the interpretive analysis of discovering concepts and relationships in raw data (Strauss, A., & Corbin, J., 1998). This study uses semi-structured interviews as a source of data input. The literature investigated about the use of 360-degree-feedback in the areas of interest is a pre-requisite to do the research and introduce relevant topics to the reader. These were sourced by investigating different databases such as Web of science, ResearchGate, Scopus, and Google Scholar. The data input are the interviews with different stakeholders regarding the 360-degree-feedback circle. In a ten-week period, these interviews were held and contribute to the final conclusion accordingly.

### 3.1 Research design

As discussed in the introduction, the aim is to investigate the potential benefits of feedback, such as a judgmental free environment, within education and whether these can be implemented in an organization as well. This way, the learning process within organizations can be supported more as well as the employee development through judgement free feedback possibilities. According to Rowley (2012), interviews are used when the researcher is interested in collecting facts, more specific, the understanding of opinions, attitudes, experiences, processes, or behaviors. Therefore, contact to several Human Resource managers was established to gain an insight into the usage of feedback within the organization and assess the different opinions towards feedback but also to explore different experiences and attitudes of the employees. The concept of semi-structured interviews was chosen as this type of methods allows to ask open-ended questions and if the interest is in “want[ing] to know the independent thoughts of each individual group” (Adams, 2015, p.494). The same strategy was used for the sector of education, where a group of students was contacted who were involved in a 360-degree peer feedback process to investigate the

implementation of feedback in that environment. Considering the scope of the research, it was decided to keep the interview circle rather small but choose a distinct set of participants. This way it was possible to still obtain a diverse point of view on the current situation that was being observed but avoid being misled by a small circle of participants. This applied to both the organizational participants of the study as well as the educational.

## 3.2 Selection and data collection methods

### 3.2.1 Selection of a company and students

The target group of the interviews was previously set by the bachelor circle. It was important to include prospects that are familiar and part of a 360-degree-feedback system within their working environment. Since this was the case at the Human resource department of the University of Twente, we decided to contact them as they are familiar with the process but also within an academic environment which relates the organization as well as to the education part of the research. Due to time and resource constraints, six of the contacted prospects agreed to have an interview with our thesis circle, which fit perfectly with the time constraint of the thesis. We made sure to interview prospects from diverse positions to include as many viewpoints and experiences as possible and with the selected number of participants, this was possible. The spectrum of prospects ranged from freshly graduated and novice in the working world to experienced senior manager in the HR department. For the educational aspect of the research, the decision was made to involve a teacher of a group of students that implements the same feedback mechanism, in this case 360-degree peer feedback, as it is used in the selected organization. This way, a direct comparison and perceived benefits could be drawn. It was important to not only interview the teacher but also the students of the course in which the 360-degree peer feedback was implemented. By involving the students, a wider perspective can be analyzed that not only introduces one perception of the situation but multiple from different perspectives. And by involving the teacher, the other side of the situation is included from the course and the environment within the course. It is necessary to interview both students and teachers as the student is the feedback receiver in this case and the teacher the main feedback giver, providing both formative and summative feedback to the student. The same assumption can be applied to the employees and the HR managers. Nevertheless, all participants give and receive feedback as part of the 360-degree feedback process. After contacting different students that covered the necessary interview criteria, four of them agreed to have an interview as well as their one teacher of the course. The reason to include HR employees and HR managers as well as students and their teacher was to be able to portray the differences between the use of feedback in an organization and an educational institution. In the organization, both common employees and higher-up managers were chosen to gain an insight into the different perspectives from different hierarchical levels of the working environment. The same approach was used for the selection process of the students and their teacher. To best portray the different point of views, the teacher and students form one interview group, and the employees and HR managers the other one.

### 3.2.2 Data collection

For this research the form of semi-structured open-ended interviews has been chosen. Semi-structured interviews give the opportunity to examine opinions and viewpoints of respondents regarding the discussed issue but also enable the opportunity to search more in-depth for more information to give answers to

outstanding research questions (Barriball and While, 1994). While asking open-ended questions that were predetermined and constructed to serve the purpose of the research, the option of exploring relevant ideas brought up within the interview is still available (LaiYee, 2022), which suits the needs of this research ideally. As previously stated, the aim of this research is to detect certain perceptions, behaviors, and opinions/attitudes towards the used feedback system. To align the interview questions with the main concepts of the research, they have been centered around the **overall use and specific form of feedback** in the investigated environment, **the benefits and drawbacks** of the feedback system, **possible changes to the system**, **the learning and development opportunities**, **the personal perception of the environment** and **the relationship between the feedback and personal development and learning processes**.

The interview procedure was designed to suit two different groups of participants. A template was created for each interviewed group according to the occupation of the participating group. The first interview template was designed for employees and HR managers of the investigated organization, starting with the frequency of the conducted feedback, followed by more in-depth questions about the benefits and limitations of the system, the role development plays within the system, personal preferences about criteria, and the feeling towards the environment and feedback system adopted. For the students and their teacher, the questions were centered around the same concepts, starting again with the frequency of the feedback within a project period, the perceived benefits and limitations, specific learning and development opportunities, important criteria regarding the performance, as well as the internal relationships within the group and the perception of safety. With both groups, the questions were open-ended and therefore provided an opportunity for follow-up-questions depending on the given answer by the interviewee. This way it was possible to gain a deeper insight into the different perspectives of the participants and adjust the direction of the interview accordingly.

## 3.3 Data analysis

Six University of Twente employees, UT being the chosen organization, were interviewed separately and anonymously. With the interviewee's consent, the conducted interviews were recorded, and a transcription software offered by Microsoft Team automatically transcribed the interviews in the background. In addition to this, four University of Twente students and their teacher were interviewed, all under the same requirements. Each interview with an UT employee lasted between 45 minutes to one hour and the time was divided between four researchers equally, giving each researcher about 15 minutes time to ask their questions. Each interview with a student and the teacher lasted around 30 minutes, giving the researcher the full amount of time to ask questions and follow-up questions. To gain the best outcome possible, the validity of the material used in the interviews was checked by the researcher afterwards to correct any spelling mistakes or misunderstandings by the transcription software. To make the interviews align, it was necessary "to ensure that the same general areas of information are collected from each interviewee" (Turner, 2010, p.755), which meant, designing an interview schedule that can both be applied to employees as well as students and the teacher. This way, a diverse perspective could be drawn while creating the same environment for each interviewee. All the answers were analyzed and classified into different categories and labels to better explain the findings and their connections.

## 4. FINDINGS

This section will present the findings that were made during the interviews. As already mentioned before, the interviews were reviewed and categorized after being conducted and separated into four main categories with seven sub-categories, in this case also called “labels”. This part is split into two sections: (4.1) includes the findings within an organization and (4.2) the findings within the educational institution. The coding of the interviews looks as follows:

Core categories	Labels
Insights	1. Benefits 2. Drawbacks
Feedback process	3. Assessment criteria 4. Environment
Post-feedback evaluation	5. Consequences 6. Changes
Opportunities	7. Learning/ Development

The core categories portray the main research topics and serve as a base for the interview questions. They also align with what previously has been introduced to the research and overall focus on the different aspects of a 360-degree-feedback process and its learning and development opportunities. Label seven directly covers this aspect, but all other aspects were chosen to support the investigation on the opportunities of learning and development in each researched environment.

### 4.1 Findings within the organization

The appraisal system that has been used in the investigated organization is the 360-degree-performance feedback. In this section, the above-mentioned categories will be portrayed to reflect the current situation regarding the appraisal system.

#### 4.1.1 Insights

To assess the current situation of the system and its implementation, the participants were asked about the benefits and drawbacks they perceive from the feedback and the way it is used. These gave insight into the overall position the appraisal system has at the moment according to the employees and managers.

##### 4.1.1.1 Benefits

Implementing a feedback system like the 360-degree-feedback includes involving multiple stakeholders that give their opinions on the different assessment criteria. As more sources are included in the process, the data gathered from the feedback becomes more diverse and gives a higher potential for being accurate. The quality of the feedback becomes higher and in the long run more effective. This can lead to a higher potential for learning and development for the participant in the process, as the feedback thoroughly covers every point of view. However, it not only helps an employee to inspect their behavior from a personal perspective, it also helps to include the external point of view in an effective way. It assesses the performance of the work as well as the participant’s character. And by involving multiple stakeholders, colleagues that are close to the participant or not as close, higher-up managers and supervisors, the different perspectives generate a high-quality assessment if positive and negative character traits and behaviors. And by that, possible mistakes can be corrected, and performance increased.

*“It helps you to look in the mirror. It says something about your performance of course, but it also says something about how people think you perform and it's not the performance, but it's about behavior as well. So, it says much more than only performance behavior. Uh, it says something about you as a*

*person, as a colleague. So, it helps you to make a better person of yourself.” (Respondent R2)*

According to one of the interviewees (HR employee), the usage of the feedback system *“creates a broader, diverse perspective of yourself.” (Respondent R1)*

#### 4.1.1.2 Drawbacks

As many benefits as there are about 360-degree-feedback, there are also some potential drawbacks. The environment of the system and where the feedback process takes place is crucial for the success of the procedure. As not every character gets along with everyone, there can be tensions between the colleagues which makes the feedback system a critical subject. Creating a safe environment to give feedback is essential for the effectiveness of the feedback in the long run. Another drawback can be the intense investment in time into the feedback. When there is a high time investment that either takes parts away from the working hours or the personal time of the participant in the feedback system, it can get irritating. This then turns into an unwillingness of taking part in the process and leads to ineffectiveness of the process or a low value feedback. It detracts from the opportunity to learn and develop from the feedback that could potentially have been there if the circumstances for the participant were different.

*“You always notice the risk and it might be dangerous as well when there is a toxic culture, you know you have to have a safe space. And it has become normal to give each other feedback, but you can also get a lot of tensions when you do it like this. And it might occur that team members are going to call it gossip, that's not what you want to create. It has to be a safe environment.” (Participant R1)*

As an employee pointed out during the interview: *“it takes quite some time to collect the data for giving feedback as well as processing the data and taking the time to present it to the person itself.” (Participant R5)*

#### 4.1.2 Feedback process

After assessing the overall situation through the insights into the benefits and drawbacks of the process, the overall process was investigated. Regarding the criteria, the participants are assessed on during the feedback process and the environment they are situated in.

##### 4.1.2.1 Assessment criteria

The interviewees were asked to present the criteria they are assessed on during the 360-degree performance feedback and which ones are the most important to them. These criteria are the base of the process as they determine what the feedback is going to be about and how each participant in the process perceives the output. They can range from covering the contribution to the working progress, the personal level within the team, to the overall contribution to the business and more. Most of the participants stated similar or the same criteria that they were being assessed on. Overall, it was stated that the organization gave a set of criteria to assess a colleague or employee, using the same criteria for each employee. This makes the experience unitary and easier to apply to a larger group of people, which was the case in the organization we chose. The overall focus of the feedback process in the organization therefore was the work related and personal performance of the employee or manager.

*“How is my knowledge or my experiences what am I bringing to the team? But also, how do you collaborate within the team.” (Participant R1)*

*“How do you contribute to the main to the core business of a department, of one of the shared service Center for example?” (Respondent R2)*

#### 4.1.2.2 Environment

In addition to the assessment criteria, the questions of the interviews were centered around the relationship within the working environment as well as the perception of safety regarding the feedback. This was done to investigate the working atmosphere and the impact of relationships within the team on the learning and development of the individual participant in the interview. Parts of these aspects have been mentioned in the main benefits of the feedback system, but it was also brought into perspective that some of these aspects are crucial for a good relationship between colleagues and a safe environment to give feedback to. One participant stated that it can be risky to give feedback if the environment is not open for it or tenseness surrounds the situation. The benefit aspect in this situation is the creation of a safe and open environment but the relationship aspect is the building of trust within the group or team and that working together becomes the norm. If there was the space and resources available to create a space like this, the feedback could thrive more positively. This gives a deep insight into the importance of relationships when giving and receiving feedback.

*“You always notice the risk and it might be dangerous as well when there is a toxic culture, you know you have to have a safe space. And it has become normal to give each other feedback, but you can also get a lot of tensions when you do it like this. And it might occur that team members are going to call it gossip, that's not what you want to create. It has to be a safe environment” (Participant R1)*

*“I frequently ask colleagues who I can trust and who I well know, from who I have a good overview of the skills, so you can address the feedback to the person. I don't ask feedback from colleagues whom I don't work very pleasant with.” (Participant R3)*

#### 4.1.3 Post-Feedback Evaluation

The first two parts of the interview were done to assess the current situation of the environment with the implemented 360-degree feedback process. This part is about the consequences and actions that could be drawn after receiving or giving the feedback within the process, so that is the post-feedback evaluation.

##### 4.1.3.1 Consequences

When asked about the consequences of the feedback, there have been positive experiences and negative. Receiving positive feedback on the personal and working performance can boost confidence and motivate to improve further. This enables a positive effect on the willingness to learn and develop. On the contrary, negative feedback can stimulate the opposite reaction. When receiving negative feedback, the emotional response is to shut down and blend out the negative “criticism”, which makes learning from mistakes hard or even impossible. This portrays a specific situation where feedback is not taken into consideration in the post process of the evaluation and not used to develop from the criticism.

*“It gives you confidence. I think it also gives power to improve the team and that's also a great thing.” (Respondent R1)*

*“When I receive negative feedback, I often feel as if I am not appreciated and mostly, I will let that part of feedback go.” (Respondent R4)*

##### 4.1.3.2 Possible changes

After discussing the benefits and drawbacks of the system, the interviewees were asked to describe the changes they would undertake if they could. Many employees were satisfied with the current system, but possible changes were brought on the table. The frequency of the system was criticized as either being too low or too high, meaning that the feedback system could change in either direction. But not only the frequency was discussed. The

openness to receive and give feedback to enable a safe space for the process was talked about. This way, the feedback can be more useful and beneficial towards the receiving person to be able to learn about their behaviors and improvement opportunities, but also for the feedback giver to advance the skill of giving feedback. Another change that was mentioned was to include more data or output throughout the year. In the chosen organization, the process of 360-degree feedback is carried out once a year. This way, most of the input for the feedback is gathered around the time the feedback takes place. To make the feedback more accurate and reliable, it would be beneficial to include more input throughout the year and make the output more high-quality.

*“Yeah, we have to be open, we have to create safe spaces for each other to really talk about how we feel. Towards ourselves, but also to the relation to the others. And that's the most important part for me.” (Respondent R1)*

*“It's all Compressed in just a few months for everyone, so I think you should choose credit all over the year. That would be an improvement.” (Respondent R5)*

#### 4.1.4 Opportunities

During the interview, the participants were asked about specific learning opportunities they received after finishing the feedback process. After discussing many different aspects during the course of the interview, most interviewees agreed on the same things.

##### 4.1.4.1 Learning and Development

Many employees stated that learning and development was the sole purpose of the feedback process they took part in. After discussing personal benefits such as character improvements like a better perception of personal behavior, an increased commitment with the work or organization, or the inclusion of different viewpoints to make the feedback more diverse and of high-quality. But not only this but the question was asked during the feedback process of what the personal improvements ought to be. That way, the individual can make a plan to achieve these goals together with the organization, or if they are personal goals, reflect on these in the next review of the feedback.

*“Yeah, I think in a simple way. These are the three criteria. So, the questions [for development] are: What goes well? What can improve? And what kind of improvements you want to make?” (Respondent R1)*

## 4.2 Findings within the educational institution from a student perspective

In the selected educational institution, 360-degree-performance-feedback has been made use of as well. It is possible to compare education and organization as the initial conditions for the interviews are the same. In this part of the interview process, it was differentiated between the students and the teacher as the point of views of the environment and working situation differ more drastically than between a regular employee and a manager.

### 4.2.1 Insights

#### 4.2.1.1 The benefits of the feedback system

Similar to the use of 360-degree-feedback in an organization, the students have stated that involving multiple people in the review or feedback process brings in more perspective on the overall evaluation and gives the feedback a higher quality. This way, the feedback gets of higher quality. But contrary to the use of feedback in an organization, the students in the educational institution did not relate their performance or the feedback process to their personal characteristics or behavior. The focus of the feedback and the perceived benefits were related to the

performance within the course and the created work or output that they achieved within the course. Also, including more perspectives made them realize that the feedback would get better and the quality of such, not the assessment of the person through the feedback.

*“If you'll get more feedback, you have different opinions, so you get different feedback. Obviously different people see things different or like different things I brought to them. So, we have more perspectives. And then theoretically, better feedback.” (Participant S2)*

*“Reading your work, everyone notices different things, and everyone has a different experience that they bring with them in reading your work and can all see different things that you yourself might not think of because you have different experiences from them and different ideas. So often that can really help you improve your work.” (Participant S3)*

#### 4.2.1.2 The drawbacks of the feedback system

Just like in any organization, the issue of feedback being time-consuming was brought up during the interviews. With students having a tight schedule within project periods, giving extensive feedback reportedly has been difficult. Another drawback that was mentioned was the quality of the feedback if the motivation is not up to the same standards across all participants in the course. If everyone is not engaged in the same way, some students will receive low quality feedback and some high-quality feedback, making the process an unfair procedure. Receiving poor feedback or feedback that is not as intensive and well prepared as wished for by the recipient does not add value to the learning experience, which the students were very interested in having.

*“Some students who just went into it with the attitude of “Yeah, this stuff is all pointless. This is not going to help anyone” And then you can just tell that they don't really put in the effort and the feedback you get from them can be a bit disappointing sometimes just because it's the people who don't want to give feedback, they just give poor feedback.” (Participant S1)*

#### 4.2.2 Feedback process

##### 4.2.2.1 Assessment criteria

The assessment criteria for the students were given in an electronic feedback system that the course used. This way, the layout and direction of the feedback was unitary but there was no room to differ from the criteria given to write feedback, “we received the criteria made by the software itself”. (Participant S2)

##### 4.2.2.2 Environment

Regarding the relationships and overall environment of the situation when giving feedback, the answers were mixed. Some participants stated that they were more willing to give thorough feedback if the recipient of the feedback was a friend, leading to a skewed outcome of the feedback if multiple students were to receive feedback from that student and the relationships being mixed. Meanwhile, other students stated the opposite. One participant during the interview said about the involvement of relationships between the students within the course that staying objective and leaving relationships out of the process was part of the deal, as everyone was on the same page about the purpose of the feedback, which, according to the student, is the improvement opportunity of the work and the ability to learn and process. But what the students agreed on individually during the interviews was the perception of safety within the group when giving and receiving feedback. After being asked about their personal experience during the course, a confident “completely safe” was the standard answer from every interviewee.

*“I guess if I would give feedback to a friend of mine, I would like work a little bit harder than on it, than with someone I don't like. I think it's with everybody like this, maybe. Maybe they don't just like do it openly, but they think like, OK, this is for this person, and I like this person, so I put a little bit more work in it. Yeah, I guess so” (Participant S1)*

*“I don't think no, I don't think it [the relationship] affected it because we all understood that this is something that we have to do. And it is something that is a part of the course. And at the end of the day, it's going to be more positive. So, I didn't think it affected our relation”. (Participant S3)*

#### 4.2.3 Post-feedback evaluation

##### 4.2.3.1 Consequences

Speaking about the consequences, the students as well as the teacher, just like the employees, had mixed experiences, positive and negative. When being assessed, some even prefer receiving negative feedback. One student stated that negative feedback helped improve the work more as there was specific output on what to improve. The good feedback is left aside, and the focus is more on the negative part as that is the one that needs most work if the goal is to achieve a good outcome of the work in the end. Another student in the course worried about the consequences on the actual performance. She said that poorly done feedback had the consequence of less opportunity to improve on the personal work or performance. The overall experience with the usage of feedback in the course was centered around the personal improvements and experiences, which is reflected in the way the students approach the question about consequences. This aligns with the perception of the goal of the course from the teacher's point of view. As mentioned in the theoretical part of this research, there are two separate ways of giving feedback in educational surroundings, formative, and negative feedback. Only with formative feedback is there an assessment of the work involved that leads to a “grade” for the work. But this grade is used to help the student see what parts of the work are good and which ones need improvement for future situations, the main focus being on the learning of the student. This reflects the perception of the students as well as being the foundation of the attitude towards the feedback set by the teacher, who, in the end, assesses the students with a final grade.

*“There is a difference between what we call formative feedback and summative feedback. For formative feedback is more like providing feedback for the sake of improving the work. So, there are no consequences. There's no grade. I just provide the feedback. In the moment that I provide a grade so that I assess the work it is summative, really. Then I also always provide feedback on the grade as well”. (Participant T1)*

*“I would rather develop off negative feedback because then I have stuff to improve upon because you have limited time to work on a project, so if there's good feedback you just consider it done and you go through the stuff that is not good” (Participant S1)*

*“Poorly done feedback. There would be a bit of disappointment like “oh, this could have helped me if I had proper feedback” but it didn't happen often, and generally when you get good feedback, it's just “yes, now I can improve some stuff”” (Participant S3)*

##### 4.2.3.2 Changes

When asked about changing something about the current type of feedback, most of the students were content with the feedback itself but complained about the technical support they received from the university. While some had this opinion, others approached the topic more critically. One issue was the high time consumption of the overall process, having to give feedback on the received feedback. But this issue was put under a constraint that, if there was more time in-between the feedback sessions, it



would have been more possible to create meaningful feedback and react on such. The teacher, on the other hand complained about the use of teamwork in evaluation, having one student do most of the work and the others being carried through the process. This is not the intention of the feedback and does not lead to an individual improvement.

*“No giving feedback on the received feedback as it is unnecessary work” or “I wouldn’t be so sure about receiving feedback from someone who’s just on my level currently. I wouldn’t be sure about if their input is as valuable. So apart from teachers, maybe someone who’s like an ex-student or something. Someone who has passed this course prior, or someone who has who has at a higher level from my peers” (Participant S1)*

*“Well, I always try different things and this time I tried group to group feedback. So, one group provides feedback to another group, the groups consisting of three students. Then that group provides feedback together and towards another student. But of course, you can’t force it. So, in the end, I think what most of the times happens is that one student provides feedback to another group and the rest does nothing. So, I wouldn’t use that system again.” (Participant T1)*

*“Aside from technical issues I don’t really think I would change something” (Participant S3)*

#### 4.2.4 Opportunities

##### 4.2.4.1 Development and learning

Just like the employees, the students were asked to rank the level of development and learning they consider when giving or receiving feedback but also about the opportunities they had to improve after receiving feedback. One of the learning opportunities a student mentioned was that when the students collectively made a mistake, the teacher took the time to discuss the mistake mentioned and guide a way through avoiding it in the future and help so the student develop in their learning. When being asked about the focus of learning and development in the course and the process of 360-degree per feedback, most students stated that the sole purpose of the process was to develop and learn from the course content and the feedback of the others,

*“When the let’s say the teacher reads all our works, it’s now with only 360-degree feedback. And then she noticed that we all did the same mistake, or we all didn’t describe our variables enough, for example. Then next lecture she would address that and act as a coach.” (Participant S2)*

*“A lot, I think. The whole purpose of it is only learning and development. So, I think 9 out of 10.” (Participant S4)*

## 5. DISCUSSION AND IMPLICATIONS

In this chapter, the outcomes of the interviews will be discussed and analyzed to draw a conclusion from the research. This study aims to address the differences between using 360-degree-feedback in an organization and in education but mostly, to find benefits in the use of feedback in education and whether these benefits can be implemented in an organization to improve the feedback process. In the findings part of the research, different topics were addressed that were questioned during the interviews. Each of these topics will be analyzed accordingly and used to draw a final conclusion that answers the research question on this thesis as well as the different sub-questions.

First, the benefits of using feedback in organization and education were investigated by interviewing employee from a company and students and their teacher that were all involved in a 360-degree-feedback system. The main findings here were similar in the two institutions. Both agreed that including 360-degree-feedback into the working process allowed the individual

that was being assessed to get a better insight into their behavior or overall work as the involvement of multiple stakeholders included a wider range of perspectives and therefore a high-quality and diverse feedback. This gave the individual a better opportunity to improve not only personally but also workwise. When talking about the drawback, the answers between the two groups differed. In the organization, the main drawbacks were the concern about a safe environment and not being able to speak openly out of fear of consequences. Meanwhile, the students and the teacher were most concerned about the effort within the group. Not everybody is as interested in giving or receiving feedback, and it can be discouraging to spend hours on feedback trying to help someone improve and not receiving the same amount of effort back and having a worse opportunity to learn from the feedback and past mistakes. This shows the differences between using feedback in education and in organizations. In an educational context, the teachers are most concerned about the development process and the learning opportunities of the students. The biggest success for a teacher would be if all students reached their academic goal and received the summative feedback that helps them progress in their academic career (Dixson and Worrell, 2016). What the two groups agreed on was the aspect of time consumption when giving feedback, as the initial idea is to help someone improve their working efficiency or overall performance. If wanting to do it correctly, one must direct time and effort into the feedback, which can be stressful if other things at work or school require just as much time and attention. A high level of time consumption of a task can lead to a lack of motivation or a downgrade in the quality of the output which has been confirmed by one of the students during the interviews. This can then lead to less of an opportunity to develop from the received feedback. When being asked about whether there are consequences after giving or receiving feedback, the answers were mixed again. In the organization, receiving negative feedback led to a feeling of unappreciation by the organization or the stakeholders in the environment which resulted in not using the feedback received. This damages the development process of an employee and therefore of the company itself and makes it less beneficial to use the feedback system if the output is not implemented. But also it was indicated that sometimes it is not safe for lower employees to evaluate in a 360-degree-process as it can damage the job safety. This highlights the need for a stable and good relationship within an environment to implement a feedback system that involves multiple stakeholders, including higher ups. In the education institution, the students were confident and unitary about the consequences after receiving feedback. It was even indicated that negative feedback is more appreciated as it helps better with the development process and is more effective for the learning experience. When receiving positive feedback, which is also desired, it boosts confidence, but when receiving negative feedback, the first thought or emotion is not hurt feelings but more on an academical level and the wish to improve by using the received feedback to perform better. This is due to the fact that in education, an evaluation of the work is separate from the character that produced the work. This evaluation is only done when needed and the main focus is put on the actual output. This creates a safer environment to discuss things and since every student in a course is in the same situation, the understanding towards the other and their given feedback is much deeper. This is confirmed in the relationship section of the interview. In the organization, the employees mainly tried to be objective and not let their relationships of feelings towards their colleague influence the feedback they were giving. But after being asked about whether this works, some employees indicated that sometimes, they are more careful about the person they choose for their feedback but also careful in the way they gave feedback

to not cross a line with someone they might not get along with perfectly or vice versa with a friendly colleague. This leads to a lower quality of the feedback or even a skewed version of the reality as someone might not be as honest as they could be and therefore misleads the person (willingly or by accident). In education, the students as well as the teacher were all aware of the importance of honest feedback. Most students do not let the relationship they have to a peer affect their feedback as the common perception is to help someone improve. And by providing dishonest or misleading feedback, this is not possible. Given these findings it can be concluded that there are many benefits of using 360-degree-feedback, in education as well as in organizations. Ranging from the overall learning and development that feedback brings, it can also make people improve personally and bring groups and teams closer together, improve overall relationships, and help in reflecting on the personal performance as well. However, there are things that can be improved. In an organization, it is a must to create a safe space that allows critical feedback and makes clear that there are no bad intentions involved when giving but only to help the receiver learn and grow, which can be seen when using this feedback process in education. Organizations need to create the same standard for every employee regarding the feedback and a clear communication of what is expected and what is not wanted. Creating an environment that is safe and perceived as positive by the employees is crucial to achieve the best quality of the feedback and will lead to a better performance of the employees as they are more motivated and have a better understanding of the purpose of the feedback and less hesitation to ask for clarification on aspects that are unclear. Also, the optimal frequency of conducting feedback needs to be investigated to find room for solely formative feedback that is only used to give an employee the opportunity to grow and an annual review with potential summative feedback after a working period is over. Also, if an organization is able to separate the feedback from personal improvements such as for the character and behavior and their output regarding the work, a major benefit will be developed regarding the overall performance. Using formative and summative feedback throughout the year, like it is done in a course period in education, the organization allows the participants of the feedback process to gather input multiple times a year but also receive feedback without direct consequences and not just a summative assessment during the annual review.

This research can contribute to the practical use of 360-degree feedback in organizations as it helps managers and participants of the circle to rethink the importance they have in the process. It can help understand the benefits of this type of feedback implemented in an educational institution and use these benefits for the improvement if the process in the organizational environment. In terms of theoretical use of this research, it helps to close the knowledge gap of the potential benefits 360-degree feedback could have in organizations if the changes were made according to the discussion and findings of this research.

## 6. CONCLUSION

### 6.1 Main findings

In order to answer the research question *“What elements of 360-degree feedback in education can be used to develop a feedback system in organization that focuses on employee learning and development?”*, three sub questions have been developed.

1. *What are the different types of feedback that can be used?*
2. *How is feedback defined in organizations and educational institutions?*

3. *How is feedback used in 360-degree performance systems?*
4. *How is feedback used in 360-degree peer feedback systems?*

Sub question 1 and 2: *“What are the different types of feedback that can be used?”* and *“How is feedback defined in organizations and educational institutions?”* have been answered in the theoretical framework of this research. Based on the use of multiple sources such as journals, websites, or books, there have been found four different types of feedback that are relevant to this research. Aside from the general feedback, a distinction has been made between feedback used in organization, in education, and the difference between formative and summative feedback. On top of that, the process of 360-degree-feedback has been explained and why it is useful to implement in an organization.

Sub question 3 and 4: *“How is feedback used in 360-degree performance systems?”* and *“How is feedback used in 360-degree peer feedback systems?”* have been answered in the findings part of this research after portraying and analyzing the different aspects involved in the selected appraisal system of each institution. To answer these questions, qualitative research with semi-structured interviews has been conducted. It has been found that feedback in organizations is centered around learning and development but with a focus of the work and character of an employee. It is used to gain a higher effectiveness of the work, improve the overall performance but also enhance loyalty and engagement with the organization. In education, the same focus on learning and development is just as high but it tends to be more about guidance and creating meaningful feedback to improve the work in a safe environment where student and teacher work as allies to improve the performance.

Lastly, the research question *“What elements of 360-degree feedback in education can be used to develop a feedback system in organizations that focuses on employee learning and development?”* With the conducted student and teacher interviews, it has been confirmed that there are benefits that could be copied or aspired to achieve in an organization. And these benefits have been proven to improve the overall quality of the feedback. The elements in question are the benefits of the feedback, the consequences after receiving the feedback, the relationships within the feedback group as well as the perception of safety and the overall structure of the assessment.

If all these elements could be adjusted according to the recommendations made in the discussion (5.), any organization that uses 360-degree-feedback might be able to improve their employee satisfaction regarding the feedback but also the overall climate and environment that prevails in teams.

### 6.2 Limitations and Future Research

This research was based on a qualitative, semi-structured, interview approach. Although it was tried to minimize bias by including as many participants in the interviews as possible, it might be that there was an influence on the participants due to the way the interview questions were formulated.

Another limitation that can be observed is the fact that all interviewed employees, managers, or senior HR managers were from the same organization and therefore subject to similar or the same working experiences, which makes the research less diverse than if multiple firms and their employees were involved. The same limitation applies to the selection of students as they were all from the same course with the same feedback system and criteria.

Lastly, a limitation of the research is the inexperience of the researcher. As this was a first time using semi-structured

interviews, there was a learning curve involved regarding conducting the interviews and coding them solo afterwards to find the main characteristics of the research. This might have led to a bias in the questions asked. For future research, the limitations should be avoided by involving multiple firms from different sectors and students from different courses to achieve a different outcome.

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## 9. APPENDIX

### 9.1 Code Interview participants

Participant	Code
Respondent 1	R1
Respondent 2 (HR Manager)	R2
Respondent 3 (HR Manager)	R3
Respondent 4	R4
Respondent 5 (HR Manager)	R5
Respondent 6	R6
Teacher	T1
Student 1	S1
Student 2	S2
Student 3	S3
Student 4	S4

### 9.2 Interview schedule for HR managers and employees

- 1: How often is 360-degree feedback conducted in your company? (Only for HR manager)
- 2: In your opinion, what are the benefits of feedback, especially of a 360-degree feedback system?
- 3: In your opinion, what are the drawbacks or negative aspects of a 360-degree feedback?
- 4: What would you change about the way you are evaluated if you could?
- 5: What are the consequences of positive feedback?
- 6: What are the consequences of negative feedback? (Next steps)
- 7: Are there specific learning opportunities after the feedback is conducted?
- 8: What criteria are the most important to you when being assessed on your performance that relate to your job role?
- 9: In your opinion, what impact has the involvement of external stakeholders on the feedback system?  
→ focus more on employee development
- 10: In what way do you take employee development into consideration when giving or receiving 360-degree feedback? And how much emphasis do you put on it?
- 11: What are the employee development criteria that you are assessed on? That you assess?
- 12: What do you think of the use of 360 degree performance feedback in the organizations you are working for?
- 13: Is there anything else you would like to discuss/ mention?

### 9.3 Interview schedule for students and the teacher

#### Student:

- 1: How often is 360-degree-feedback conducted during a project period
- 2: In your opinion, what are the benefits of feedback, especially of a 360-degree feedback system?
- 3: In your opinion, what are the drawbacks or negative aspects of a 360-degree feedback?
- 4: What would you change about the way you are evaluated if you could?
- 5: What are the consequences of positive feedback?

- 6: What are the consequences of negative feedback? (Next steps)
- 7: Are there specific learning opportunities after the feedback is conducted?
- 8: When doing the feedback, what criteria do you assess on?
- 9: When being assessed by a peer, what are the most important criteria to you regarding your performance?
- 10: When being assessed by your teacher, what are the most important criteria to you regarding your performance?
- 11: Do the relationships you have with your peers affect the feedback you give in any way?
- 12: How safe do you feel giving feedback to your peers/ receiving feedback?
- 13: First, are there any external stakeholders involved in the feedback system? In your opinion, what impact has the involvement of external stakeholders on the feedback system?
- 14: In what way do you take development and learning into consideration when assessing a peer?
- 15: What do you think of the use of 360-degree-performance-feedback in your learning environment?
- 16: On a scale of 1-10, how helpful (especially regarding the learning and development of your students) has the use of 360-degree-feedback been
- 17: have there ever been any issues with conducting the feedback?
- 18: Is there anything you would like to add?

**Teacher:**

- 1: How often is 360-degree-feedback conducted during a project period?
- 2: In your opinion, what are the benefits of feedback, especially of a 360-degree feedback system?
- 3: In your opinion, what are the drawbacks or negative aspects of a 360-degree feedback?
- 4: What would you change about the way you are evaluated/ the way you evaluate?
- 5: What do you do when receiving positive feedback?
- 6: What do you do when receiving negative feedback?
- 7: Are there specific learning or development opportunities after the feedback is conducted?
- 8: When being assessed by your students, what are the criteria they assess you on? And what are the most important criteria to you regarding your performance?
- 9: First, are there any external stakeholders involved in the feedback system? In your opinion, what impact has the involvement of external stakeholders on the feedback system?
- 10: On a scale of 1-10, how helpful (especially regarding the learning and development of your students) has the use of 360-degree-feedback been
- 11: have there ever been any issues with conducting the feedback?
- 12: Is there anything you would like to add?