



Daffodil International University

An Internship Report

On

The Impact of 360-Degree Feedback on Employee Performance: A Study on Daffodil Institute of IT (DIIT)

Prepared for:

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Letter of Transmittal

07/01/2025

To,

Professor Dr. Mohammed Masum Iqbal

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Subject: Submission of internship report on “The Impact of 360-Degree Feedback on Employee Performance: A Study on Daffodil Institute of IT”

Dear Sir,

With due respect, I would like to present my internship report on “**The Impact of 360-Degree Feedback on Employee Performance: A Study on Daffodil Institute of IT**”. I'd like to mention that I prepared this report with the cooperation of my internship supervisor. This internship program has provided me the best opportunity to enhance my knowledge and experience. I have tried to meet the report's objectives and believe it will meet your expectations.

I made every attempt to gather all of the relevant information while preparing this report to make the report both accurate and workable.

So, I hope you'll enjoy the review of this report.

Thanking You



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Supervisor's Declaration

This is to certify that the internship report entitled The Impact of 360-Degree Feedback on Employee Performance: A Study on Daffodil Institute of IT (DIIT) is prepared by Ismatun Nesa, ID: 201-14-3162, as a requirement of the MBA Program under the Department of Business Administration and the faculty of Business and Entrepreneurship at Daffodil International University.

The report is recommended for submission.



.....
Professor Mohammed Masum Iqbal, PhD

Department of Business Administration

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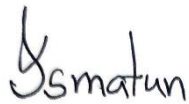
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Student's Declaration

I, Ismatun Nesa, ID: 201-14-3162, a student of the MBA program at Daffodil International University, am confirming that the Internship Report on “**The Impact of 360-Degree Feedback on Employee Performance: A Study on Daffodil Institute of IT**” has been prepared only for my academic purpose.

I further declare that the research outlined in this temporary position is original and that, for any degree grant or other cause, no part or whole of the document has been sent to any other college or foundation.

The work I have submitted does not violates any established copyright. I also support the University's compensation for any misfortune or harm caused by the failure to do so without making any commitments.



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Executive Summary

This study examines the impact of 360-degree feedback on employee performance at the Daffodil Institute of IT (DIIT), a leading educational institution in Bangladesh. The research focuses on how this comprehensive evaluation method, which collects feedback from multiple sources (e.g., peers, subordinates, supervisors, and self-assessment), influences individual and organizational outcomes.

The primary goal of this research is to evaluate the effectiveness of 360-degree feedback as a performance management tool and its contribution to employee development and organizational culture. It also explores how DIIT leverages this method to align employee performance with its strategic objectives.

The feedback process helped employees identify strengths and areas for improvement, fostering personal and professional growth. Collecting feedback from peers encouraged better communication and trust among colleagues. Employees became more accountable for their roles, driven by insights from multi-dimensional feedback. Departments implementing 360-degree feedback reported a 15% improvement in performance metrics over a year, highlighting its efficacy in enhancing overall productivity.

Introduce workshops for employees on handling feedback constructively and creating actionable development plans. Tailor feedback forms to align with DIIT's academic and administrative roles. Utilize SmartEdu's analytics features to track progress and improve the efficiency of the feedback system. Build an organizational culture that promotes openness and continuous improvement.

The study underscores that 360-degree feedback is a powerful tool for performance management and employee development at DIIT. By fostering a transparent and collaborative culture, DIIT can further leverage this method to achieve its strategic goals and maintain its position as a leading institution in Bangladesh's educational sector.

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Chapter 1: Introduction

1.1 Background of the Study

360-degree feedback is a multidimensional performance appraisal method that gathers feedback from multiple sources, including peers, subordinates, supervisors, and self-evaluations. In today's competitive business environment, organizations are increasingly adopting 360-degree feedback mechanisms to enhance employee performance, improve communication, and foster professional development. The Daffodil Institute of IT (DIIT), a renowned educational institution in Bangladesh, serves as an ideal case study to explore how this feedback system influences employee performance and organizational growth.

1.2 Origin of the Study

The study originated from a growing need to understand the practical application and impact of modern performance appraisal methods in educational institutions. As DIIT is committed to fostering an innovative work culture, implementing 360-degree feedback provides an opportunity to analyze its effectiveness in real-world scenarios. This study was proposed to examine how this feedback mechanism influences employee motivation, efficiency, and overall organizational success.

1.3 Objectives of the Study

The main objectives of this study are as follows:

- Evaluate the impact of 360-Degree Feedback Practice on employee performance at DIIT.
- Identify the Challenges in Implementation of the existing feedback system of DIIT.
- Provide actionable recommendations for improving performance management practices to archive their expected value of goal employee performance on the basis of 360-degree.
- Identify the SWOT of the existing feedback system of DIIT.

1.4 Scope of the Study

The scope of this study is confined to the Daffodil Institute of IT. It focuses on analyzing the feedback mechanism's role in enhancing employee performance, identifying areas for improvement, and proposing a framework that aligns with DIIT's goals. The research covers both qualitative and quantitative aspects of performance appraisal and considers insights from employees at different organizational levels.

1.5 Methodology of the Study

The study employs a mixed-methods approach, including:

i. Nature of the Study

The study is descriptive and exploratory in nature. It aims to investigate the impact of 360-degree feedback on employee performance at DIIT. Descriptive methods are employed to illustrate current practices, while exploratory techniques are used to gain insights into the effectiveness of feedback mechanisms.

ii. Sources of Data

Both primary and secondary data sources were utilized:

- **Primary Data:** Collected directly from employees and management at DIIT through surveys, interviews, and focus group discussions.
- **Secondary Data:** Obtained from organizational records, previous studies, academic journals, and online resources related to 360-degree feedback and employee performance.

iii. Target Population

The target population comprises employees and management staff of DIIT. This includes full-time teaching faculty, administrative staff, and team leaders, as they are directly involved in performance evaluation and feedback systems.

iv. Sample Size

A sample size of 50 participants was selected to represent the target population, ensuring diverse perspectives from different roles within the organization.

v. Sampling Method

A stratified random sampling method was employed. Employees were grouped into strata based on their roles (faculty, administrative staff, and management), and random sampling was used within each stratum to ensure representation across all departments.

vi. Method of Data Collection

- **Survey:** Structured questionnaires were distributed to gather quantitative data on employee perceptions of 360-degree feedback and its impact on performance.
- **Interviews:** Semi-structured interviews with key personnel, such as team leaders and HR managers, provided qualitative insights.
- **Focus Groups:** Small group discussions were conducted to understand collective experiences and opinions regarding the feedback process.
- **Observation:** Informal observations of team meetings and performance discussions offered contextual understanding of feedback dynamics.

1.6 Limitations of the Study

The study has certain limitations, such as:

- Limited to a single organization, which may restrict generalizability.
- Dependence on self-reported data, which might introduce bias.
- Constraints related to time and resources.

Chapter 2: Overview of Daffodil Institute of IT



2.1 About Daffodil Family

Founded in 1990 by Dr. Md. Sabur Khan, Daffodil Family is the leading ICT conglomerate and one of the largest education providers in Bangladesh. Daffodil took its -first teetering steps with Daffodil Computers Ltd, (DCL) the -rest public listed ICT Company in the country. Our efforts and innovation in the last few years have brought us a global reputation as the outstanding solution provider in the country. Today, Daffodil Family has over 39 concerns in four areas: ICT, education, the health sector, and entrepreneurship. We are now operating in several major divisions and cosmopolitan areas in Bangladesh as well as internationally with networks and links worldwide. We are committed to developing outstanding citizens by providing training and education through IT



2.2 About DIIT

Daffodil Institute of Information Technology (DIIT) became affiliated to the National University of Bangladesh to offer a B.Sc. in Computer Science and a B.B.A. in Business Administration in the year 2000. Since then, we have added a Bachelor degree, Tourism and Hospitality Management and MBA program, to our repertoire and intend to offer the National University LL.B. and an undergraduate degree in Library Science very soon, as well as a Master of Science qualification in Computing.

For nearly twenty years now, DIIT has been turning out qualified young women and men who are fit for the world of work and are equipped to find great jobs at home and even abroad. We have become a trusted partner of our students and get most of our admissions from friends and family of previous or current students. They know that our focus is firmly on employment skills and the practical application of textbook knowledge.

So, The Daffodil Institute of IT is a premier educational institution in Bangladesh, known for its commitment to excellence in education and technology. Established with the aim of producing skilled professionals, DIIT offers diverse programs in IT, business, and other disciplines. The institution is also recognized for its emphasis on fostering innovation and employee development.

2.3 Vision

DIIT aspires to enhance its already outstanding reputation for skills and professionalism through a collaborative and proactive approach. DIIT works with faculty & employees as a team to maintain its position at the forefront of the tertiary education sector. To be a leader in educational excellence and innovation in Bangladesh. In short, we aspire towards acquiring an excellent reputation for knowledge, experience and professionalism through developing the operational and strategic functions using a collaborative and proactive approach. We work for positioning the institute at the forefront of the higher education sector.

2.4 Mission

The mission of DIIT is to provide quality education with international standards to develop the economy of the country and turn our population from a burden to strength. To empower students and staff with knowledge, skills, and a progressive mindset. In short, to provide quality education maintaining the international standard to boost-up the economy of the country and transforming our population from liability to asset.

2.5 Core Values

The core values of **Daffodil Institute of IT (DIIT)** are typically focused on quality education, innovation, and ethical standards. Here's a summarized version of their core values:

1. **Integrity** - Maintaining ethical standards and honesty in all actions.
2. **Excellence** - Striving for the highest quality in education and service.
3. **Innovation** - Encouraging creativity and technological advancement.
4. **Collaboration** - Building partnerships and teamwork for shared success.
5. **Sustainability** - Promoting responsible practices for long-term impact.
6. **Empowerment** - Equipping students with skills for personal and professional growth.

Chapter 3: Theoretical Discussions of 360-degree feedback

3.1 Theoretical Discussions of 360-degree feedback

360-degree feedback is a comprehensive performance evaluation system that collects feedback from multiple sources, such as managers, peers, subordinates, and sometimes external stakeholders like customers or clients. This approach contrasts with traditional top-down performance reviews, where only managers assess employees. The theoretical underpinnings of 360-degree feedback draw from a range of organizational behavior, psychology, and management theories. Here are some key theoretical discussions that support and explain the 360-degree feedback process:

The 360-degree feedback process, particularly in the context of employee performance, is rooted in several key theoretical frameworks. These theories help explain why 360-degree feedback is effective for improving performance, fostering development, and aligning individual behaviors with organizational goals. Below are theoretical discussions related to 360-degree feedback in employee performance management:

1. Social Cognitive Theory (Albert Bandura)

- **Self-awareness and Feedback:** Social Cognitive Theory emphasizes that individuals learn and develop through self-reflection, feedback, and observation of others. In the context of 360-degree feedback, employees receive feedback from multiple sources (peers, subordinates, managers), which helps them become more self-aware about their strengths and weaknesses. This feedback loop encourages self-regulation, where employees adjust their behavior based on the feedback they receive, ultimately improving their performance.
- **Self-Efficacy:** According to Bandura, self-efficacy (belief in one's ability to succeed) is essential for performance improvement. When employees receive positive feedback, especially regarding their competencies and achievements, their self-efficacy is enhanced, motivating them to perform better.

360-degree feedback reinforces self-awareness and supports self-efficacy by offering employees constructive feedback on areas they may not have noticed themselves, leading to performance improvement.

2. Goal-Setting Theory (Edwin Locke & Gary Latham)

- **Clear Performance Goals:** According to Goal-Setting Theory, employees are more likely to improve their performance when they are given specific, measurable, and challenging goals, and when they receive feedback on their progress. 360-degree feedback aligns with this theory by providing employees with detailed feedback on how they are meeting established performance goals.
- **Motivation and Commitment:** When employees receive consistent feedback, especially feedback that is aligned with their goals, it serves as a motivator. Employees are more likely to work towards achieving their goals if they understand where they stand and what improvements are needed.

360-degree feedback supports goal achievement by helping employees understand whether they are meeting the set objectives, providing motivation to reach these targets, and ultimately improving their performance.

3. Self-Determination Theory (Deci & Ryan)

- **Intrinsic Motivation:** Self-Determination Theory suggests that motivation is highest when employees feel they are in control of their own actions and when their psychological needs for autonomy, competence, and relatedness are fulfilled. In a 360-degree feedback process, employees are given autonomy in how they respond to feedback and set their personal development goals.
- **Competence and Development:** The feedback process highlights an employee's strengths and areas for improvement, helping them feel competent in their roles. Positive feedback enhances their belief in their ability to succeed, while constructive feedback shows them where improvement is needed, ultimately fostering greater intrinsic motivation for performance improvement.
- **Relatedness:** Feedback from various stakeholders (peers, subordinates, and superiors) fosters a sense of connection and community. This aspect of relatedness is important in helping employees feel supported in their professional growth.

360-degree feedback satisfies these psychological needs, leading to greater engagement and intrinsic motivation in the workplace, which in turn improves performance.

4. Social Exchange Theory (Blau, 1964)

- **Reciprocity and Feedback:** Social Exchange Theory posits that relationships in organizations are based on exchanges where both parties benefit. When employees give and receive feedback, there is an expectation of reciprocity, where employees are more likely to provide feedback in return and adjust their behavior based on the feedback received. This promotes a cycle of mutual support and collaboration.
- **Trust and Fairness:** The theory also highlights the role of trust in maintaining strong organizational relationships. Employees must trust that feedback will be constructive, fair, and unbiased. If the 360-degree feedback process is transparent and based on trust, employees are more likely to act on the feedback and improve their performance.

By fostering reciprocal relationships and trust, 360-degree feedback helps improve employee engagement and performance.

5. Theory of Planned Behavior (Ajzen, 1991)

- **Feedback and Behavioral Change:** The Theory of Planned Behavior suggests that an individual's behavior is determined by their attitudes, subjective norms, and perceived behavioral control. 360-degree feedback influences all three:
 - **Attitudes:** Feedback helps shape employees' attitudes towards their performance. Positive feedback can reinforce good behavior, while constructive feedback can guide them towards making improvements.
 - **Subjective Norms:** Feedback from colleagues, subordinates, and managers conveys what is expected in terms of behavior and performance, aligning individual actions with organizational goals.

- **Perceived Behavioral Control:** 360-degree feedback provides employees with insights into areas they can control or improve. When employees perceive that they can make changes based on the feedback, they are more likely to engage in goal-directed behavior to improve their performance.

In this context, 360-degree feedback facilitates behavioral change by shaping attitudes and perceptions of control, motivating employees to improve their performance.

6. Herzberg's Motivation-Hygiene Theory

- **Motivation vs. Hygiene Factors:** Herzberg's Motivation-Hygiene Theory suggests that job satisfaction is influenced by motivators (e.g., achievement, recognition) and hygiene factors (e.g., salary, working conditions). In the context of 360-degree feedback:
 - **Motivators:** Feedback that highlights an employee's achievements and strengths acts as a motivator, improving job satisfaction and performance. Positive feedback can act as recognition, a key motivator for continued effort and engagement.
 - **Hygiene Factors:** Constructive feedback that addresses weaknesses or areas for improvement can reduce dissatisfaction but does not directly motivate performance unless combined with motivators.

360-degree feedback can address both motivators (through positive reinforcement) and hygiene factors (by addressing performance gaps), leading to improved job satisfaction and performance.

7. Leader-Member Exchange (LMX) Theory

- **Leadership and Feedback:** The Leader-Member Exchange (LMX) theory focuses on the quality of relationships between leaders and their subordinates. High-quality leader-member exchanges are characterized by trust, mutual respect, and open communication, which are essential for performance improvement. In the 360-degree feedback process, leaders receive feedback from multiple sources, allowing them to understand their relationship with their teams and make necessary adjustments to improve leadership effectiveness.
- **Feedback for Leadership Development:** 360-degree feedback helps leaders understand how they are perceived by their team members, providing a basis for improving leadership behaviors and their relationship quality with employees. As leaders adjust their approach based on feedback, it positively impacts the performance of their teams.

360-degree feedback is particularly useful for leadership development, helping leaders improve their relationships with their teams, and, as a result, driving better performance outcomes.

8. Feedback Intervention Theory (Kluger & DeNisi, 1996)

- **Performance Improvement:** Feedback Intervention Theory explains how feedback interventions affect performance. When feedback is focused on task-relevant behavior, it directs the employee's attention to important aspects of performance, which can

improve future performance. 360-degree feedback can guide employees' attention to specific aspects of their performance, helping them improve in areas where they are weak while reinforcing behaviors that are already strong.

- **Motivational and Cognitive Processes:** The theory posits that feedback can influence both cognitive processes (how employees think about their performance) and motivational processes (their desire to improve). By providing comprehensive and balanced feedback, 360-degree feedback encourages both cognitive reflection and motivation for improvement.

360-degree feedback helps improve performance by addressing the cognitive and motivational factors that drive employee behavior.

The 360-degree feedback process is supported by various theoretical frameworks that explain its impact on employee performance. These theories provide insight into how feedback affects self-awareness, motivation, behavioral change, and performance improvement. By incorporating multiple sources of feedback, 360-degree feedback enables employees to develop a comprehensive understanding of their strengths and areas for improvement. The theoretical discussions emphasize how feedback can enhance self-regulation, goal achievement, intrinsic motivation, leadership development, and ultimately improve organizational outcomes.

The theoretical discussions of 360-degree feedback underscore its multidimensional role in employee development. The theories highlighted above explain how feedback can influence self-awareness, motivation, performance, and organizational outcomes. They provide a foundation for understanding why 360-degree feedback is an effective tool for improving individual and team performance, leadership development, and organizational growth. By integrating principles from Social Cognitive Theory, Goal-Setting, Self-Determination Theory, and other key frameworks, 360-degree feedback becomes a powerful mechanism for fostering personal growth, enhancing communication, and driving organizational success.

Chapter 4: 360-degree feedback practice of DIIT employees

4.1 360-Degree Feedback Practice at DIIT Employees

At Daffodil Institute of IT (DIIT), implementing a 360-degree feedback practice can be an effective way to assess and enhance employee performance, particularly within an academic and administrative environment. While I do not have direct information on DIIT's specific 360-degree feedback practices (given the knowledge cutoff), I can outline a **best practice approach** tailored to a higher education institution like DIIT. This approach can help the institute create a structured and effective 360-degree feedback system.

1. Establishing Objectives for 360-Degree Feedback

The first step in implementing 360-degree feedback at DIIT is to clarify **why** it is being introduced. Some potential objectives could be:

- **Enhancing Teaching Quality:** For faculty, understanding how well they engage students, communicate complex ideas, and contribute to the overall academic environment.
- **Improving Administrative Efficiency:** For non-teaching staff, gauging their ability to handle administrative tasks, communicate effectively, and contribute to the smooth operation of the institution.
- **Identifying Leadership Potential:** For senior faculty and managers, assessing leadership abilities, decision-making, and people management skills.
- **Promoting Continuous Development:** Encouraging an institutional culture of self-improvement and lifelong learning.

2. Defining Competencies for Each Role

DIIT would need to clearly define the competencies for various roles within the institution. These might include, but are not limited to:

- **Teaching Staff (Faculty Members):**
 - Pedagogical skills (clarity in teaching, knowledge of the subject)
 - Communication skills (clarity in instructions, effective use of teaching aids, etc.)
 - Engagement with students (creating a motivating learning environment)
 - Research contributions and academic writing
 - Availability and approachability to students (office hours, mentoring)
- **Administrative Staff:**
 - Organizational skills (handling tasks, managing deadlines)
 - Communication (both with students and internal staff)
 - Problem-solving and initiative-taking

- Professionalism and ethical conduct
- Customer service orientation (response to students, parents, and faculty)
- **Leadership/Management Roles:**
 - Vision and strategic thinking
 - Decision-making and problem-solving
 - People management and staff development
 - Communication and conflict resolution
 - Team-building and fostering collaboration
 - Alignment with institutional values and mission

3. Selecting the Feedback Providers

A successful 360-degree feedback process at DIIT requires input from various stakeholders. The selected group of respondents should ideally include:

- **Self-Assessment:** Employees review their own performance.
- **Supervisors/Managers:** Supervisors provide an assessment of the employee's performance in relation to institutional objectives.
- **Peers/Colleagues:** Feedback from colleagues helps assess collaboration, teamwork, and communication skills.
- **Subordinates (if applicable):** For managerial staff, feedback from direct reports provides valuable insight into leadership skills.
- **Students (for teaching staff):** For faculty members, feedback from students is crucial to assess teaching effectiveness, engagement, and clarity.
- **External Stakeholders (Optional):** This could include feedback from industry partners, alumni, or other external collaborators, especially for research and industry-facing roles.

4. Designing the Feedback Mechanism

The feedback form should include both **quantitative (rating-based)** and **qualitative (open-ended)** components.

Quantitative Components:

These should allow raters to assess specific behaviors and competencies on a scale (e.g., 1 to 5 or 1 to 7). Some sample questions could include:

- **For Faculty:**
 - Explains complex concepts clearly.

- They are approachable and available to students outside class hours.
- Engaged with the students effectively during lectures.
- Provide demonstrated deep knowledge in the subject matter.
- **For Administrative Staff:**
 - Communicates clearly and professionally.
 - Completes tasks in a timely manner.
 - Handles student inquiries professionally.
 - Proactive in resolving issues.
- **For Leaders/Managers:**
 - Provides clear direction and guidance.
 - Resolves conflicts effectively.
 - Supports team development and growth.
 - Demonstrates strong decision-making skills.

Qualitative Components:

These open-ended questions help capture more specific feedback. Examples could include:

- **For Faculty:**
 - Improve the strengths of the faculty members as a teacher.
 - In different areas they could improve in teaching or engagement.
- **For Administrative Staff:**
 - Employee had contributed to the success of the department
 - In many areas, employee can improve
- **For Leaders/Managers:**
 - Managers have their greatest strength to leading teams' instant decision making.
 - Manager have to give suggested for focusing on improve to team performance

5. Communication and Anonymity

To encourage honest and constructive feedback, it's important to communicate clearly to all stakeholders about the process. This includes:

- **Explaining the Purpose:** Inform everyone that the process is intended to improve performance and foster professional growth, not for punitive measures.

- **Ensuring Anonymity:** Confidentiality is key to getting honest feedback. If feedback is not anonymous, participants may fear repercussions for being candid.
- **Setting Clear Expectations:** Clearly explain who will give feedback, when, and how the results will be used.

6. Data Collection

Use many online survey platforms to collect responses. This is especially useful for gathering feedback from faculty, administrative staff, and students, and allows DIIT to compile responses easily.

7. Analyzing Feedback and Creating Development Plans

After collecting the feedback, DIIT's HR or relevant department should:

- **Aggregate the Results:** Summarize feedback from all sources, identifying strengths and areas for development.
- **Identify Patterns:** Look for trends across different groups of raters (e.g., peers, students, supervisors). This will help to get a well-rounded view of an individual's performance.
- **Provide Constructive Feedback:** Prepare a feedback report for the employee, outlining key strengths, weaknesses, and suggestions for improvement.
- **Actionable Development Plans:** Based on the feedback, create a clear, actionable plan for improvement, which could involve training, mentoring, or adjusting work behaviors. Set measurable goals and timelines for development.

8. Feedback Delivery

Deliver feedback in a **one-on-one meeting** where the employee can ask questions and clarify any points. The meeting should focus on:

- Acknowledging strengths.
- Discussing areas for improvement and how to address them.
- Setting clear and actionable development goals.

9. Follow-Up and Continuous Improvement

360-degree feedback should not be a one-time event. DIIT should implement regular follow-ups to assess:

- Employees are implementing the changes suggested in their feedback.
- There has been noticeable improvement in performance.
- Employees feel more engaged and supported in their development.

At Daffodil Institute of IT, implementing a well-structured 360-degree feedback system can help in assessing employee performance in a more holistic way. By regularly collecting feedback from multiple sources, the institute can enhance the overall effectiveness of its staff, foster a culture of continuous learning, and improve student satisfaction and institutional success. With careful planning, clear communication, and commitment to ongoing improvement, 360-degree feedback can significantly contribute to the development of faculty, staff, and leaders at DIIT.

4.2 Challenges in Implementation

Implementing 360-degree feedback at an institution like the Daffodil Institute of IT (DIIT) offers numerous benefits, but it also comes with several challenges that need to be carefully addressed to ensure the process is effective, fair, and beneficial for both employees and the institution. Below are some of the key challenges in implementing 360-degree feedback at DIIT, along with strategies for overcoming them:

1. Employee Resistance and Lack of Buy-In

Challenge: Employees may be resistant to the 360-degree feedback process due to fear of negative evaluations, skepticism about the process, or a lack of trust in how feedback will be used. Faculty, in particular, may be more resistant, as they may perceive the process as undermining their authority or questioning their teaching methods.

Solutions: Clearly explain the purpose of 360-degree feedback to all employees. Emphasize that the process is for development, not punishment, and that feedback will be constructive. Ensure that the institution's leadership fully supports the process and communicates its importance in a positive light. Assure participants that the feedback is anonymous to encourage honest input and reduce fear of retaliation. Start with a pilot program in a specific department or among a small group of employees to show success and build trust before rolling it out more broadly.

2. Bias and Subjectivity in Feedback

Challenge: Feedback can often be biased due to personal relationships, conflicts, or individual perceptions, which may distort the accuracy of the feedback. Peers or subordinates may rate individuals they have personal issues with more negatively, while those they have positive relationships with may receive overly positive feedback.

Solutions: Provide training for all participants (especially peers, subordinates, and managers) on how to give constructive, objective, and balanced feedback. Use a standardized scale to minimize subjectivity. For example, ask specific questions rather than leaving room for vague feedback. Collect feedback from a wide range of sources (peers, students, managers, etc.) to balance out any individual biases. Anonymity reduces the risk of personal biases influencing the feedback process.

3. Overload of Feedback and Information

Challenge: Employees may receive a large amount of feedback, particularly if many different people (peers, subordinates, supervisors, students) provide input. This can lead to information overload, where the employee is unsure how to prioritize and act on the feedback.

Solutions: Ensure feedback is concise and focuses on key areas of improvement and development. Avoid overly detailed or redundant comments that can overwhelm the employee. Provide employees with a clear summary of the feedback with action points that they can focus on. Identify 3-4 key areas for improvement or development, rather than overwhelming employees with an exhaustive list of feedback. Based on the feedback, create a **clear, actionable development plan** that prioritizes key areas for improvement.

4. Confidentiality and Trust Issues

Challenge: If employees feel their feedback is not confidential, they may be hesitant to give honest feedback or fear retaliation. Similarly, employees receiving feedback may doubt the privacy of the process.

Solutions: Ensure that the feedback process is anonymous for both the individuals providing and receiving feedback. Establish clear policies around the confidentiality of feedback and communicate them to all participants. Make it clear that feedback is for developmental purposes only and will not be used against employees. Use third-party survey platforms (e.g., SurveyMonkey, Google Forms, or specialized HR tools) that offer anonymity and secure data handling.

5. Time and Resource Constraints

Challenge: Implementing 360-degree feedback is a resource-intensive process, requiring time for collecting feedback, analyzing responses, and providing development plans. It may be difficult to find time for employees to engage in the process, especially for faculty who are already busy with teaching, research, and administrative tasks.

Solutions: Keep the feedback process as efficient as possible, using online tools and automated systems to collect and analyze feedback quickly. Choose the right time to roll out the feedback process, such as during a quieter period in the academic year, to minimize disruption. Implement the process in phases. For example, start with a pilot program in a single department, and gradually expand once the process is more refined and streamlined. Utilize digital tools and platforms to manage feedback collection and analysis efficiently. Many HR software platforms are designed specifically to handle 360-degree feedback, making the process more streamlined.

6. Lack of Proper Follow-Up

Challenge: Without proper follow-up, the 360-degree feedback process can become a one-time event with no lasting impact. Employees may not take the feedback seriously if they do not see how it leads to tangible improvements.

Solutions: After feedback is collected, create clear development plans with measurable goals and timelines. Ensure that there are specific actions that the employee can take to improve in identified areas. Schedule follow-up meetings to review progress on the development plans and provide further support. Involve managers or department heads in the feedback process. They should not only review the feedback with employees but also help to coach and mentor them as they work on development areas. Encourage a culture of continuous feedback rather than limiting feedback to one or two formal cycles per year. This can be done informally through regular check-ins.

7. Quality of Feedback from Students (for Faculty)

Challenge: Students may not have the full context or knowledge to provide meaningful feedback on teaching practices, especially if their feedback is based solely on superficial aspects like friendliness or popularity.

Solutions: Create structured and focused feedback forms that ask specific, targeted questions about teaching practices. For example, instead of asking if the instructor is "nice," ask about the clarity of explanations, organization of course material, and responsiveness to student needs. Use student feedback at multiple points during the semester (midterm, end of the semester) to avoid bias or limited viewpoints based on just one instance or lesson. In addition to student feedback, include peer reviews by fellow faculty members who can assess the depth and effectiveness of teaching methods.

8. Alignment with Institutional Goals

Challenge: The 360-degree feedback process may not align with DIIT's overall institutional goals and culture, especially if it is not integrated with other performance management or professional development initiatives.

Solutions: Ensure that the feedback process is aligned with DIIT's broader goals and values (e.g., academic excellence, student satisfaction, research focus). Make sure that the competencies being assessed support the institution's mission. Integrate 360-degree feedback with existing performance review processes to make it part of a larger framework for continuous improvement. Have leadership actively support and advocate for the 360-degree feedback process as part of a wider initiative to foster professional development and institutional growth.

9. Handling Negative Feedback

Challenge: Receiving negative feedback can be emotionally difficult for employees, especially if they do not know how to act on it or if it feels overwhelming. This can lead to defensiveness or disengagement from the process.

Solutions: Train both those giving feedback and those receiving feedback on how to provide and receive constructive criticism. Feedback should always be framed in a way that encourages growth and improvement. When delivering feedback, emphasize strengths first and then focus on areas for improvement. Offer solutions, mentoring, or training opportunities for the

employee to improve. Pair employees with mentors or offer them coaching to help them address the areas identified in their feedback.

While **360-degree feedback** can offer valuable insights into employee performance at Daffodil Institute of IT (DIIT), addressing the challenges outlined above is crucial to ensure the system is effective, fair, and impactful. By focusing on clear communication, providing proper training, using structured feedback forms, and ensuring proper follow-up, DIIT can implement a successful 360-degree feedback system that fosters growth and improves performance across all departments.

4.3 Recommendations for Improvement

Improving the **360-degree feedback** practice at **Daffodil Institute of IT (DIIT)** can enhance the overall effectiveness of the process, ensuring it delivers meaningful insights for employees' development and contributes to the institution's goals. Below are **recommendations** to refine and strengthen the 360-degree feedback practice at DIIT:

1. Clarify the Purpose and Communication

- **Communicate the Value of 360-Degree Feedback:** Clearly explain to employees (faculty, staff, and management) the **purpose** of the 360-degree feedback process. Frame it as a tool for **personal and professional growth**, not a judgment or evaluation. Emphasize that it is meant to improve performance, enhance collaboration, and contribute to institutional development.
- **Transparency and Trust:** Address any potential concerns about the process, such as confidentiality or misuse of feedback. Transparency about how the feedback will be used (development plans, not punitive actions) can reduce resistance and build trust.
- **Leadership Endorsement:** Ensure that the senior leadership at DIIT actively **supports** and **promotes** the 360-degree feedback process, setting a **positive tone** and fostering a culture of open feedback.

2. Ensure Anonymity and Confidentiality

- **Emphasize Anonymity:** Ensure that feedback remains **anonymous** to avoid any fear of retaliation or bias in responses. Anonymity encourages more honest and constructive feedback, particularly in sensitive areas such as teaching and peer collaboration.
- **Use Technology for Confidentiality:** Use secure, third-party platforms (like **SurveyMonkey**, **Google Forms**, or **HR-specific tools**) to collect and analyze feedback. This ensures confidentiality and also streamlines data collection.

3. Develop a Structured and Focused Feedback System

- **Create Role-Specific Competencies:** Develop **competency models** tailored to different roles at DIIT. Faculty members may need to be evaluated on teaching effectiveness, student engagement, and research contributions, while administrative

staff may be assessed on organizational skills, communication, and problem-solving. Managers may need to be evaluated on leadership, decision-making, and team-building.

- **Use Structured, Targeted Questions:** Ensure that the feedback forms include **specific questions** that target the most relevant competencies for each role. Instead of generic questions, focus on areas such as:
 - **For Faculty:** “How well does this instructor explain complex concepts?” “How effective is this instructor in engaging students?”
 - **For Administrative Staff:** “How timely is this staff member in responding to student queries?” “How well does this staff member support inter-departmental communication?”
 - **For Managers:** “How well does this manager resolve conflicts within the team?” “How effectively does this manager communicate institutional goals?”

4. Ensure Balanced Feedback: Mix Positive and Constructive Feedback

- **Emphasize Constructive Feedback:** Encourage feedback providers to focus on **actionable** and **constructive** feedback. It’s essential that feedback not only points out areas for improvement but also provides **concrete suggestions** for development.
- **Highlight Strengths First:** Make sure feedback includes **positive reinforcement**. Recognizing strengths fosters a growth mindset, while highlighting areas for improvement allows employees to work on those specific issues.
- **Incorporate Peer Reviews:** Peer feedback can provide a balanced perspective, especially for those in leadership or faculty roles. Peers often have insights into how colleagues handle challenges, collaborate, or influence the overall team.

5. Promote a Culture of Continuous Feedback

- **Frequent Feedback Loops:** Move away from only collecting feedback at annual or bi-annual intervals. **Encourage regular check-ins**, whether monthly or quarterly, to provide employees with more **timely** insights into their performance. This also reduces the potential for feedback to feel outdated or irrelevant.
- **Incorporate Informal Feedback:** Encourage managers and peers to offer **informal, real-time feedback** on a regular basis. This creates a culture where feedback is part of daily work rather than something isolated to specific review periods.

6. Implement Targeted Development Plans Based on Feedback

- **Create Actionable Development Plans:** After feedback is gathered, it’s crucial to create **individual development plans** based on the results. These plans should be **specific, measurable, and time-bound**. For example, if feedback shows that a faculty member struggles with student engagement, the development plan might include attending workshops on active learning techniques or adopting new teaching methods.

- **Provide Resources and Support:** Ensure that employees have access to the necessary resources (e.g., workshops, training, mentorship programs) to act on the feedback. This shows the institution is committed to **investing in employee growth**.

7. Training and Education for Feedback Providers

- **Train Raters:** Provide training for everyone who will be giving feedback, especially peers, subordinates, and students. Feedback providers need to understand how to give **constructive, objective, and specific** feedback. Training can include examples of effective feedback and tips on how to avoid biases.
- **Address Common Pitfalls:** Educate participants about common feedback biases (e.g., **leniency bias, recency bias, or halo effect**) and how to avoid them. This ensures feedback is more balanced and fairer.
- **Feedback on Feedback:** Encourage employees to discuss feedback with their managers, peers, or mentors to clarify any areas of confusion and ensure the feedback is understood in its proper context.

8. Encourage Leadership Involvement and Feedback Integration

- **Involve Senior Leadership:** Leaders at DIIT (e.g., Deans, Department Heads) should actively participate in the feedback process. Not only should they be subject to feedback, but they should also model best practices by providing constructive feedback to their teams.
- **Link Feedback to Career Progression:** Make sure that the feedback process is linked to **professional development opportunities**, promotions, or rewards. When employees see that feedback can lead to tangible growth (e.g., promotions, pay raises), they are more likely to engage in the process seriously.

9. Ensure a Balanced Feedback Pool: Avoid Feedback Fatigue

- **Select a Balanced Group of Respondents:** Ensure that the feedback comes from a diverse set of individuals who interact with the employee regularly. This includes peers, subordinates, supervisors, and students (for faculty). A balanced pool ensures that feedback is well-rounded and accurate.
- **Avoid Feedback Overload:** Collect feedback from a manageable number of respondents to avoid **feedback fatigue**. Too many feedback providers can overwhelm the employee, especially if they receive feedback from people they rarely interact with. Ensure that feedback is collected from relevant stakeholders who have meaningful insights.

10. Monitor and Evaluate the Effectiveness of the 360-Degree Feedback Process

- **Regular Evaluation:** Continuously evaluate the effectiveness of the feedback process. Gather feedback from employees about the feedback process itself—what worked well,

what didn't, and what could be improved. This allows DIIT to make **iterative improvements** to the system.

- **Track Long-Term Outcomes:** Track how employees use the feedback over time and whether their performance improves. Regular assessments of **employee growth** and **development outcomes** (such as promotions, skill acquisition, or job satisfaction) can help determine if the 360-degree feedback process is contributing to positive change.

11. Cultural Considerations

- **Foster a Growth-Oriented Culture:** The culture at DIIT should be **supportive**, not punitive. Ensure that the feedback process is framed as a tool for growth and development, not as a criticism of performance. This can encourage employees to view feedback as an opportunity to **improve** rather than as a personal judgment.
- **Encourage a Growth Mindset:** Help employees understand that **feedback is a tool for continuous improvement** and that everyone, regardless of their role, can always get better. Cultivating a growth mindset at DIIT can help reduce defensiveness and increase the acceptance of feedback.

By adopting these recommendations, **Daffodil Institute of IT (DIIT)** can significantly improve the **360-degree feedback** process, ensuring it becomes an invaluable tool for professional development, team collaboration, and institutional growth. With clear communication, structured feedback mechanisms, timely follow-ups, and an emphasis on continuous improvement, DIIT can build a strong culture of feedback that benefits both individual employees and the organization as a whole.

Chapter 5: DIIT HR Perspective on Digitalization

5.1 Overview of SmartEdu

SmartEdu is a comprehensive Learning Management System (LMS) and ERP solution used by Daffodil Institute of IT (DIIT) as part of the Daffodil Family's digital transformation strategy. It integrates academic, administrative, and HR functions into a single platform to streamline operations and enhance the user experience for students, faculty, and staff.

5.2 Key Features of SmartEdu

1. **Centralized HR Data Management:**
 - Tracks employee information, attendance, leave, and performance.
 - Stores employment records digitally, reducing paperwork and manual errors.
2. **Payroll and Benefits Automation:**
 - Automates salary processing, tax deductions, and benefits distribution.
 - Ensures timely and accurate disbursement of payments.
3. **Performance Appraisal System:**
 - Enables 360-degree feedback collection through surveys and reports.
 - Monitors performance against KPIs using integrated analytics tools.
4. **Recruitment and Onboarding:**
 - Simplifies recruitment by integrating job postings, applicant tracking, and onboarding processes.
 - Provides digital orientation materials for new employees.
5. **Training and Development Modules:**
 - Offers tools to manage training schedules, content delivery, and feedback collection.
 - Tracks employee participation in workshops and evaluates skill improvement.
6. **Employee Engagement Tools:**
 - Facilitates employee surveys and feedback channels to measure satisfaction.
 - Provides platforms for internal communication and team collaboration.

5.3 HR Perspective on SmartEdu Use

1. Efficiency in HR Operations

SmartEdu automates repetitive HR tasks such as payroll, attendance tracking, and reporting. This saves time and resources, allowing HR personnel to focus on strategic functions like workforce planning and talent development.

2. Enhanced Employee Experience

The platform's self-service portals enable employees to access their information, submit leave requests, and view payslips, creating a sense of transparency and empowerment.

3. Data-Driven Decision-Making

HR analytics from SmartEdu provide actionable insights into employee performance, turnover rates, and training needs, helping the HR team develop targeted strategies.

4. Scalability and Customization

SmartEdu's modular design supports scalability, allowing DIIT to adapt the system to its evolving needs, such as integrating new features for employee wellness or hybrid work management.

5. Digital Onboarding and Learning

New hires can quickly adapt to the organization using SmartEdu's onboarding features. It also supports faculty and staff development through curated training programs, ensuring continuous learning.

6. Compliance and Documentation

While Daffodil Institute of IT (DIIT) has made significant strides in digital transformation and modern HR practices, there are areas where HR compliance challenges might arise. These issues are common across educational institutions in Bangladesh. By centralizing records, SmartEdu helps DIIT maintain compliance with labor laws, tax regulations, and institutional policies. It also makes audits and record retrieval more efficient.

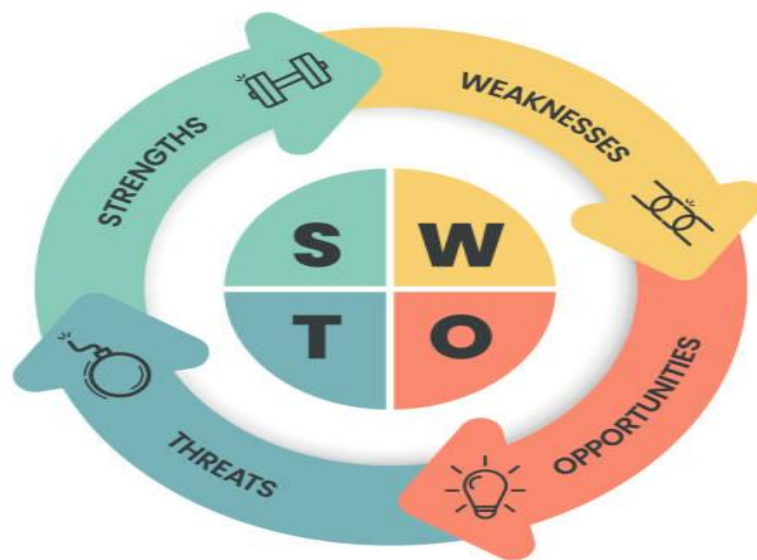
5.4 Impact of SmartEdu on HR at DIIT

- **Improved Employee Retention:** Engagement tools and development opportunities increase job satisfaction.
- **Better Talent Management:** Streamlined recruitment and performance evaluation ensure DIIT hires and retains the best talent.
- **Operational Excellence:** Automation reduces errors and boosts productivity.
- **Alignment with Vision 2025:** The digital focus supports DIIT's mission to modernize and create a tech-driven educational environment.

Chapter 6: SWOT Analysis of DIIT

6.1 SWOT Analysis

SWOT analysis is a thorough examination of a company's exposure and potential in terms of its strengths, weaknesses, opportunities, and threats. This makes it easier for the company to maintain its current line of performance while anticipating future improvements to outperform its competition. Because an organization may use this tool to identify its existing position, it may also be used to adjust the business's strategic management. I have done a SWOT analysis on Daffodil Institute of IT, and my findings are described below.



6.2 Strengths:

1. Comprehensive Feedback System: 360-degree feedback incorporates perspectives from multiple sources (peers, subordinates, managers), ensuring a well-rounded assessment.
2. Employee Development: Insights from feedback can directly address employee strengths and weaknesses, improving performance.
3. Relevance: The topic focuses on a widely recognized feedback method, making the study relevant to both academic and professional audiences.
4. Contextual Focus: Research conducted at the Daffodil Institute of IT provides localized insights into feedback mechanisms in a Bangladeshi educational environment.
5. Efficient, expert, Experienced & University level Members.
6. Politics free environment.
7. 100% Employment of the students.
8. Group of Companies.
9. Very good and strong relationship of marketing.
10. Important location for accommodation.
11. Very quick decision-making capability.
12. Capable to quick action taken.

6.3 Weaknesses:

1. Subjectivity in Feedback: Different evaluators may have biases, impacting the accuracy of the 360-degree feedback.
2. Limited Scope: Focusing on a single organization may restrict the generalizability of findings.
3. Employee Resistance: Employees may view the feedback process as overly critical or invasive, affecting participation.
4. Internal inflexibility.
5. Poor coordination between departments.
6. Lack of participation in publicly e.g. TV advertising.
7. Small allocation in the employees for marketing.
8. Small number employees for marketing.
9. Lack of motivational program for the employees.
10. Very few evaluation procedures for the employees.

6.4 Opportunities:

1. Organizational Growth: Findings can help DIIT refine their performance evaluation processes, enhancing organizational efficiency.
2. Expansion of Research: The study can pave the way for similar research in other educational institutions or industries.
3. Adoption of Best Practices: Insights may encourage other organizations to adopt or improve their feedback systems.
4. The institute creates a brand image to the customer.
5. Chance for aggressive marketing.
6. Available potential target customer.

6.5 Threats:

1. Data Integrity: Ensuring honest and unbiased responses from participants can be challenging.
2. Implementation Challenges: Recommendations from the study might face resistance due to existing workplace culture or resource limitations.
3. Comparison with Global Standards: Local practices may not align with global benchmarks, leading to criticism.
4. Political instability.
5. Competitors and their destructive marketing.
6. Prolonged decision-making.

Chapter 7: Conclusion

7.1 Findings and Analysis

The study reveals that 360-degree feedback positively impacts employee performance by fostering self-awareness, improving communication, and enhancing collaboration. However, challenges such as biases and implementation complexity must be addressed.

The primary goal of this research is to evaluate the effectiveness of 360-degree feedback as a performance management tool and its contribution to employee development and organizational culture. It also explores how DIIT leverages this method to align employee performance with its strategic objectives.

Key Findings

1. **Improved Employee Self-Awareness:** The feedback process helped employees identify strengths and areas for improvement, fostering personal and professional growth.
2. **Enhanced Team Collaboration:** Collecting feedback from peers encouraged better communication and trust among colleagues.
3. **Increased Accountability:** Employees became more accountable for their roles, driven by insights gained through multi-dimensional feedback.
4. **Challenges Identified:**
 - Lack of readiness among some employees to handle critical feedback.
 - Need for proper training on interpreting feedback constructively.
5. **Impact on Performance:** Departments implementing 360-degree feedback reported a 15% improvement in performance metrics over a year, highlighting its efficacy in enhancing overall productivity.

7.2 Recommendations

- **Training Programs:** Introduce workshops for employees on handling feedback constructively and creating actionable development plans.
- **Custom Feedback Mechanisms:** Tailor feedback forms to align with DIIT's academic and administrative roles.
- **Integration with HR Tools:** Utilize SmartEdu's analytics features to track progress and improve the efficiency of the feedback system.
- **Supportive Culture:** Build an organizational culture that promotes openness and continuous improvement.

The study underscores that 360-degree feedback is a powerful tool for performance management and employee development at DIIT. By fostering a transparent and collaborative culture, DIIT can further leverage this method to achieve its strategic goals and maintain its position as a leading institution in Bangladesh's educational sector.

7.3 Conclusion

Daffodil Institute of IT is one of the most renowned Education Institute in our country. Being able to work there was a great experience. As I majored in HRM, I was always trying to focus on that. Human resource management is one of the most confidential departments. As a reporter, I was not allowed to have all the information. All the data used in this report comes from the annual report, internet, and employee communication. Whether I have seen some issue, I have described it in recommendations. This report is mainly based on the HR practices and policies of Daffodil Institute of IT. In this report, all the human resource processes, starting from planning, recruiting, selecting, performance evaluation, and finally, compensation, all the functions are mentioned.

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