

Implementing 360 Degree Feedback to Identify Development Area for Superintendents in PT Kaltim Prima Coal

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Abstract - PT Kaltim Prima Coal (KPC) is a coal mining company that operates in East Kalimantan, Indonesia. To ensure that employees possess required competencies, annual competency assessments are conducted during the first 3 (three) years of occupying a position. However, after the employee completes the 3 (three) years of development, the competency reviews are not carried out. In the other hand, higher-level position employees commonly received less feedback from others. Based on the current state, the author initiates to do competency re-assessment to find areas of improvement to stimulate employee development, productivity, and performance. To get more comprehensive results, this study applies the 360-degree feedback survey that draws upon the knowledge of people within a person's circle of influence: superiors, peers, subordinates, customers, and self-assessment. The measuring instrument applied is KPC's competency dictionary consisting of core and managerial competencies. The bottom 3 competencies that need to be developed based on self-rating are Work Planning and Management, Continuous Learning, and Business Acumen, while based on rating by others are Work Planning and Management, Client Focus, and Developing Others. Overall, in all competencies, KPC's Superintendents are rated 4-5 on a 1-6 scale.

Keywords - 360-degree feedback, core competency, managerial competency

I. INTRODUCTION

PT Kaltim Prima Coal (KPC), one of the largest steam coal mines in the world, maintains that the employees are key to its sustainable success. It conducts a range of human resource development initiatives, including the implementation of individual development plans coupled with annual competency assessments to measure employees knowledge, skills, and attitude. The competency assessment is conduct for any staff-level employees during the first 3 years of occupying their positions. After the employee completes the 3 years of competency development, however, competency assessments are no longer conducted.

The absence of regular competency assessments among employees deemed competent is a situation unfavorable for the efforts of continuous leadership development. Lepsinger and Lucia (2009) state that middle and senior managers often receive very little feedback on their day-to-day performance. In many cases, they are evaluated in terms of financial measures alone. Their personal development needs are seldom if ever addressed.

Based on the current state at KPC, the author initiates to perform competency re-assessments to identify areas of

improvement and stimulate ongoing competency and performance enhancement. To gain more comprehensive results, the study utilizes the 360-degree feedback survey, a multi-dimensional development tool that draws upon the knowledge of people within a person's circle of influence, i.e., superiors, peers, subordinates, and customers, as well as the person himself/herself doing self-assessment. The survey items are based on the KPC competency dictionary, particularly the core and managerial competency units.

II. METHODOLOGY

A. Participants and Sampling Method

The 360-degree feedback survey was conducted by collecting opinions from raters using a structured competency-based questionnaire.

A total of 409 raters were identified to give feedback to 34 subjects. The raters consisted of 34 subjects to perform self-assessment, 34 superiors, 75 internal peers, 65 external peers, and 201 subordinates. The subjects were KPC's Mining Operation Division employees in the Superintendent position. The survey was conducted online and the link was sent through email.

Four briefing sessions were held before the data collection to ensure that the subjects and raters were clear about the survey objectives and design, and were willing to provide transparent feedback. The demographic data of the subject are shown in Table I below:

TABLE I
DEMOGRAPHIC DATA

Characteristic	Quantity
Male (%)	97
The average tenure in current grade (year)	5.8
The average tenure in KPC (year)	17,1
Average age (year)	42,1

B. Instrument

The instrument used in this study was a questionnaire comprising 38 questions, 35 of which were derived from 5 core competencies and 9 managerial competencies used in KPC. In addition, 1 question on technical competency was included. These items were to be rated on a six-point scale. On top of these, 2 open-ended questions were provided to give people the freedom to provide feedback beyond the constraints of the rated questions.

The questionnaire was constructed in Bahasa to measure the 15 competencies of Superintendents within the

Mining Operation Division. Each dimension was operationalized with a specific description and several performance indicators. After developing the questionnaire, the author performed validity and reliability tests for the items. During the survey, raters would respond to each item as a representation of their observations, thoughts, and feelings in daily work interactions.

The dimensions of core competencies were Concerns to HSES, Achievement Orientation, Business Ethics and Commitment to Organization, Teamwork, and Continuous Learning. Furthermore, the dimensions of managerial competencies were Leadership, Communication, Work Planning, and Management, Problem Solving and Decision Making, Adaptability, Business Acumen, Developing Others, Continuous Improvement, Client Focus, and one additional technical competency. Table II depicts descriptions and performance indicators for each competency.

TABLE II
COMPETENCY DESCRIPTION AND PERFORMANCE INDICATOR

CORE COMPETENCY	
CONCERNS TO HEALTH, SAFETY, ENVIRONMENT, AND SECURITY (HSES)	
Definition: Understanding and implementation of HSES system in an attempt to manage risks toward occupational health, safety, environment, and security.	
Element	Description/Indicator of Required Level
HSES System	Actively participate to improve her/his work unit's compliance to the HSES management system.
Risk Control	Able to analyze unsafe conditions/actions in her/his workplace. Able to control risks in her/his workplace.
ACHIEVEMENT ORIENTATION	
Definition: Competency to achieve optimum performance by setting performance standards for self and/or others, responsible for employment and work.	
Element	Description/Indicator of Required Level
Performance Standards	Demonstrate orientation to higher and more challenging performance standards. Continuously motivate others to set performance standards higher than required.
Responsible for Work and Work Results	Inspire others to take full responsibility for their own work.
BUSINESS ETHICS AND ORGANISATIONAL COMMITMENT	
Definition: Understanding and adherence to business ethics and general norms and demonstrate commitment to the organization in order to build trust and credibility.	
Element	Description/Indicator of Required Level
Business Ethics & General Norms	Encourage others to behave in accordance to business ethics. For example, by (a) serving as a role model for others in behaving in accordance to business ethics and (b) giving feedback/warning to others when they act in ways that are contrary to business ethics.
Organizational Commitment	Prioritize organization interests over other (personal or smaller group) interests.
TEAMWORK	
Definition: Ability to use interpersonal skills to collaborate and cooperate, through respect for differences and resolve conflicts, and take advantage of diversity for the achievement of common goals.	
Element	Description/Indicator of Required Level
Interpersonal	Able to direct others to achieve goals effectively. For example, by helping her/his subordinates to turn pressures into real challenges.
Valuing Diversity	Able to synergize team members' strengths and diversity to achieve shared goals.
Resolving Conflicts	Able to manage conflicts that lead to positive outcomes for the team.
CONTINUOUS LEARNING	
Definition: Ability to identify and direct learning needs and self-development to improve work performance.	
Element	Description/Indicator of Required Level

Continuous Learning	Implement the individual development plan systematically. For example, by (a) identifying her/his strengths and weaknesses in the current position, (b) preparing a learning plan to meet the development needs, and (c) monitoring the development progress.
MANAGERIAL COMPETENCY	
LEADERSHIP	
Definition: Ability to influence and lead others and manage change to achieve goals.	
Element	Description/Indicator of Required Level
Influencing Others	Able to describe goals, objectives, and priorities of her/his work unit into operational tasks and activities. Able to align team members' perceptions with the work unit's goals and objectives.
Directing Others	Able to maintain a good relationship between company and employees in her/his work unit so that goals and objectives of her/his work unit can be achieved.
Managing Change	Able to make her/his team members realize the consequences of a change. Apply reward and punishment effectively and fairly (in order to manage change successfully).
COMMUNICATION	
Definition: Knowledge and application of skills to convey information and ideas through the preparation of communication materials, media selection, and how to order delivery of message recipients understand the information communicated and exchanged information on a target.	
Element	Description/Indicator of Required Level
Materials	Able to seek and select information from various sources (verbal/written) and make correct interpretations/conclusions. Able to adjust communication materials with receivers' backgrounds.
Media/Channel	Able to utilize the most appropriate channel and approach (formal/informal) to optimize communication effectiveness.
Delivery	Able to exchange ideas and information to influence people of different backgrounds.
WORK PLANNING AND MANAGEMENT	
Definition: Ability to plan and manage work that is oriented in orderliness and keeping quality.	
Element	Description/Indicator of Required Level
Work Planning	Able to establish a work plan for her/his work unit.
Work Management	Able to identify/develop the more effective/efficient business processes in her/his work unit.
Orientation to Orderliness	Able to develop/apply procedures to control work process done by herself/himself and others. For example, by (a) using information systems to control work processes, (b) using systems to organize and tracking information.
Orientation to Quality	Continuously seek and apply ways to improve work quality. Able to develop/define better work quality standards.
PROBLEM-SOLVING AND DECISION MAKING	
Definition: The ability to gather relevant information, using analytical skills and conceptual thinking, consider the consequences and implications for setting options in order to achieve the best results.	
Element	Description/Indicator of Required Level
Information Seeking	Able to collect the relevant/required data for making decisions.
Analytical Thinking	Able to understand the simple causal relationships (involving one cause and one effect).
Conceptual Thinking	Able to explain issues/problems in a structured and easy-to-understand manner.
Decision Making	Able to make decisions on options/alternatives with a moderate level of difficulty.
ADAPTABILITY	
Definition: Ability to adapt for effectiveness in changing and ambiguous situations with diverse individuals and groups.	
Element	Description/Indicator of Required Level
Adaptability	Able to adapt to various needs. For example, (a) adapt to new ideas/initiatives in various situations, (b) adapt to changes that challenge the old work practices, (c) adapt to the very diverse individuals/groups in various situations, (d) adapt her/his personal plan/priority to anticipate changes.
BUSINESS ACUMEN	
Definition: Ability to identify and utilize business opportunities and aspects as feedback to business development.	
Element	Description/Indicator of Required Level
Business Aspects	Able to lead/organize programs aimed at optimizing the use of company resources.
Business Opportunities	Able to build a network in mining industries and/or related business sectors.
DEVELOPING OTHERS	
Definition: Fostering employee development by providing a supportive learning environment.	

Element	Description/Indicator of Required Level
Developing Others	Able to ensure ongoing learning. For example, by (a) conducting career development/ planning dialogue with employees, (b) identifying employees' strengths/weaknesses and providing development opportunities, (c) conducting/organizing long-term training/ development for employees, (d) encouraging others to find answers of their problems instead of just giving them the answers.
CONTINUOUS IMPROVEMENT	
Definition: Ability to identify opportunities, implement solutions, and measure the impact/changes that occur in order to improve work processes and outcomes.	
Element	Description/Indicator of Required Level
Continuous Improvement	Able to improve the work processes/results of cross-functional areas.
CLIENT FOCUS	
Definition: Providing excellent service for both internal and external clients.	
Element	Description/Indicator of Required Level
Client Focus	Able to provide seasoned advice. For example, by (a) serving as an experienced consultant for her/his clients, (b) providing independent opinions on her/his clients' complex problems, and (c) assisting her/his clients in making decisions.

Source: Form 02 - KPC Competency Review and Individual Development Plan for Grade F-G

C. Statistical Analysis

In creating any assessment, the essential things are validity and reliability test. In this study, the author conducted the test using the SPSS 25.0 (IBM). Validity refers to whether a test measures what it aims to measure (Galaczi, 2020). The validity test was carried out using the Pearson Product Moment Correlation. It was done by comparing the results of each item on the questionnaire to the total results. The fact that a questionnaire item is highly connected with the total score shows that it is valid.

Furthermore, Cronbach's alpha coefficient was calculated to determine the questionnaire's reliability. The reliability was also verified by calculating the correlation coefficient between the questionnaire's test and retest scores. And all the items are reliable.

III. RESULTS

A. Survey Demographics

The following is a summary of the group respondents who were invited to participate and provide feedback. They were all Superintendents of the Mining Operation Division.

TABLE III
DEMOGRAPHIC DATA

	Total Others	Superiors	Int. Peers	Ext. Peers	Subordinates	Self
Nominated Respondents	409	34	75	65	201	34
Completed Respondents	364	40	66	51	173	34
	89%	118%	88%	78%	86%	100%

The feedback from Superior has exceeded the target, that's because both the structured superior and the acting did their observation and provide responses.

B. Validity and Reliability Test

A set of Pearson correlative analyses were conducted on all questionnaire items. It was found that all the 36 items were valid. The total item correlation ranged between 0,440 and 0,984, which was categorized as significant ($r > 0,09$).

The reliability test of the questionnaire was also performed. The Cronbach alpha ranged between 0,772 and 0,966 ($\alpha > 0.70$).

C. Findings

The overall feedback report highlighted the differences between the subject's self-perception and observation by others. Key areas of self-development were emphasized. Findings in this study became an important piece of evidence supporting professional development planning.

Summary of self-assessment compared to other's observation is shown in Table IV and Figure 1 below.

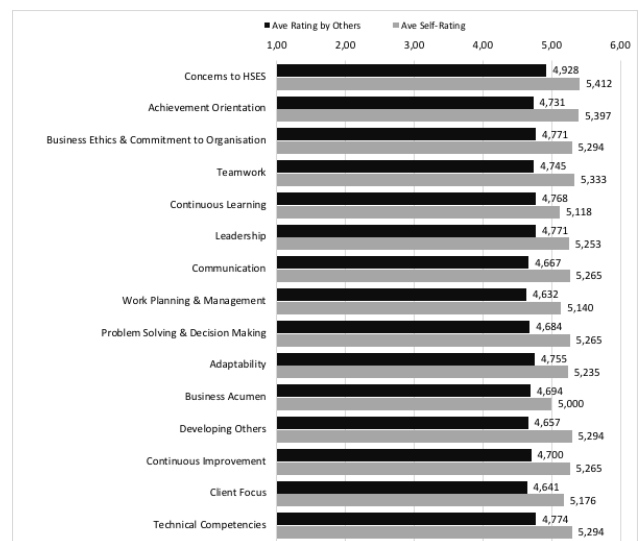


Fig. 1. Competency Summary

TABLE IV
SUMMARY OF AVERAGE SELF-RATING AND RATING BY OTHERS

No	Competency	Self-Rating	Rating by Others
1	Concerns to HSES	5.41	4.93
2	Achievement Orientation	5.40	4.73
3	Business Ethics & Commitment to Organisation	5.29	4.77
4	Teamwork	5.33	4.74
5	Continuous Learning	5.12	4.77
6	Leadership	5.25	4.77
7	Communication	5.26	4.67
8	Work Planning & Management	5.14	4.63
9	Problem Solving & Decision Making	5.26	4.68
10	Adaptability	5.24	4.76
11	Business Acumen	5.00	4.69
12	Developing Others	5.29	4.66
13	Continuous Improvement	5.26	4.70
14	Client Focus	5.18	4.64
15	Technical Competencies	5.29	4.77
Average Score on Competencies		5.25	4.73

Table IV illustrates that the average score of self-rating was higher than the rating by others. In all competencies

the subject perceived themselves better than other's observations. Based on self-rating, the top 3 (three) ratings were Teamwork [5.33], Achievement Orientation [5.40], and Concerns to HSES [5.41], while the bottom 3 (three) ratings were Business Acumen [5.0], Continuous Learning [5.12], and Work Planning and Management [5.14]. However, based on rating by others, the top 3 (three) ratings were Technical Competency [4.77], Continuous Learning [4.77], and Concerns to HSES [4.93], while the bottom 3 ratings were Work Planning and Management [4.63], Client Focus [4.64], and Developing Others [4.66].

TABLE V
SUMMARY OF AVERAGE SELF-RATING AND RATING BY OTHERS

No	Question	Superior	Sub-Ordinate	Internal Peer	External Peer
1	Concerns to HSES	4,98	4,91	4,97	4,72
2	Achievement Orientation	4,89	4,80	4,62	4,41
3	Business Ethics & Commitment to Organisation	4,87	4,80	4,65	4,60
4	Teamwork	4,99	4,67	4,58	4,55
5	Continuous Learning	4,83	4,71	4,82	4,49
6	Leadership	4,99	4,73	4,64	4,55
7	Communication	4,84	4,61	4,61	4,44
8	Work Planning & Management	4,75	4,63	4,54	4,41
9	Problem Solving & Decision Making	4,84	4,64	4,61	4,42
10	Adaptability	4,95	4,71	4,70	4,48
11	Business Acumen	4,81	4,79	4,58	4,42
12	Developing Others	4,85	4,65	4,57	4,39
13	Continuous Improvement	4,87	4,77	4,57	4,39
14	Client Focus	4,85	4,63	4,46	4,44
15	Technical Competencies	4,81	4,78	4,70	4,65
Average Score on Competencies		4,88	4,71	4,65	4,49

In this study, among all types of ratings by others, superiors gave the highest average score [4,88], while subordinates [4,71], internal peers [4,65] and external peers gave the lowest average score [4,49].

Furthermore, the author put the average observer's feedback into 5 categories, from very low rating [1-2], low rating [2-3], medium rating [3-4], high rating [4-5], and very high rating [5-6]. Table VI shows the percentage the average score by self-rating and others' rating in each competency.

Overall, both on self-rating and other's rating, the average score fell into high and very high categories, and no average score fell into very low and low categories.

IV. DISCUSSION

Feedback is a gift. It is crucial for the employee's development, performance review, and work processes improvement. It gives people an opportunity to understand

how others perceive them, how other people's views align or are misaligned with their self-perception, and the strengths they can build when trying to manage or reduce weaknesses.

TABLE VI
AVERAGE RATING PERCENTAGE

No	Competency	Very Low	Low	Medium	High	Very High
		1-2	2-3	3-4	4-5	5-6
1	Concerns to HSES	0% / 0%	0% / 0%	3% / 0%	50% / 65%	47% / 35%
2	Achievement Orientation	0% / 0%	0% / 0%	3% / 3%	44% / 71%	53% / 26%
3	Business Ethics & Commitment to Organization	0% / 0%	0% / 0%	3% / 3%	44% / 76%	53% / 21%
4	Teamwork	0% / 0%	0% / 0%	3% / 3%	35% / 74%	62% / 24%
5	Continuous Learning	0% / 0%	0% / 0%	12% / 3%	50% / 71%	38% / 26%
6	Leadership	0% / 0%	0% / 0%	3% / 0%	44% / 76%	53% / 24%
7	Communication	0% / 0%	0% / 0%	3% / 0%	62% / 82%	35% / 18%
8	Work Planning & Management	0% / 0%	0% / 0%	3% / 3%	53% / 76%	44% / 21%
9	Problem Solving & Decision Making	0% / 0%	0% / 0%	6% / 3%	41% / 74%	53% / 24%
10	Adaptability	0% / 0%	0% / 0%	6% / 0%	53% / 79%	41% / 21%
11	Business Acumen	0% / 0%	0% / 0%	18% / 3%	47% / 71%	35% / 26%
12	Developing Others	0% / 0%	0% / 0%	6% / 3%	50% / 82%	44% / 15%
13	Continuous Improvement	0% / 0%	0% / 0%	9% / 3%	56% / 82%	35% / 15%
14	Client Focus	0% / 0%	0% / 0%	9% / 12%	65% / 74%	26% / 15%
15	Technical Competencies	0% / 0%	0% / 0%	6% / 3%	59% / 68%	35% / 29%

Based on Bracken, Rose, and Church (2016), 360 degree feedback is a process for collecting, quantifying, and reporting coworker observations about an individual (i.e., a subject) that facilitates/enables three specific data-driven/based outcomes: (a) the collection of rater perceptions and observations of the degree to which specific behaviors are exhibited; (b) the analysis of meaningful comparisons of rater perceptions across multiple observers, between specific groups of observer for an individual subject, and for subject changes over time; and (c) the creation of a sustainable individual, group, and/or organizational changes in behaviors valued by the organization.

Qureishi (2020) highlighted that the position of 360-degree review process is purported to be superior to traditional forms of evaluation and feedback as it provides a more complete and accurate assessment of the employee's competencies, behaviors, and performance outcomes. In a traditional performance review, one supervisor assesses a subordinate is no longer seen as an effective means of obtaining accurate feedback for employees. Employees are rated by one person, who may be biased or have an incomplete view of their work. Standard performance evaluations have been criticized as ineffectual for a variety of reasons, including the rater's potential biases and rating subjectivity.

In this study, the instrument utilized are Core and Managerial Competency. Competency is any skills, knowledge, values, attitudes, personal attributes, or distinguishing qualities and motives (or intent) as demonstrated through behaviors that contribute to the successful performance of work (Spencer and Spencer, 1993).

Core competencies are the skills, attributes, and behaviors which are considered important for all staff of the organization, regardless of their function or level. Core competencies are derived from organizational vision, mission, and value (KPC Competency Dictionary, 2011). 5 core competencies are adopted and applied in this survey.

The next dimension that is measured is managerial competency. Managerial Competency is a special subset of the impact and influence ability, which expresses the intention to produce certain specific effects. These specific intentions (to develop others, to lead others, to improve teamwork and cooperation) are particularly important for managers (Spencer and Spencer, 1993). In this study, the author adopted 9 managerial competencies that applied in KPC.

Furthermore, Technical competency is also include as additional item. The Technical competency or Expertise competency is include both the mastery of a body of job-related knowledge (which can be technical, professional, or managerial), and also the motivation to expand, use, and distribute work-related knowledge to others (Spencer and Spencer, 1993). This type of competency relates to the functional capacity of work. It mainly deals with the technical aspect of the job (KPC Competency Dictionary, 2011).

The overall result of this study has shown that self-rating is the highest score compared to others. Self-rating is often a very important part of the 360-degree feedback process, even though rating by others may be more crucial (Harris and Schaubroeck, 1988). The interesting part is to know why some people rate themselves higher than others, while other people do not. Some of the factors involved in these tendencies are personality characteristics, gender, race, age, and organizational level. For example, the elderly show a tendency to overestimate themselves (Tornow and London, 1998).

Referring to the Johari window, 360-degree feedback reveals what others know about people that they are unaware of, this is called the blind spot area. Information in this area is very important in 360-degree feedback for personal and professional development. Others are aware of the actions and behaviors, but he or she is unaware of them (Ainsworth, 1962). The blind spot indicates self-rating higher than other's rating as this study result.

As described in the result part, among all types of ratings by others, superiors gave the highest average score. The superior observations work usually includes evaluating the performance of subordinates. Superior convey their expectations for the degree of performance that their staff should achieve. On the other hand, superiors only see a portion of their subordinates' performance (Howard,

Byham, and Hauenstein, 1994). For example, superiors pay attention to the results and only view little of the processes. Apart from that, unlike other groups of raters, superior ratings are usually not confidential. In other words, the subject is aware of the superior's ratings. As a result, superiors must be prepared to justify their ratings to their subordinates.

However, according to a few studies, responses to upward feedback are often positive (Bernardin, Dahmus, and Redmon, 1993). In this study, subordinate's average score is lower than superior but higher than internal and external peers. Subordinates have access to critical information about their superior, and these ratings are frequently valuable. If the manager's job is to lead, then the impressions of his or her subordinates are crucial. Subordinates, for example, may have the best perspective on how much a superior provides feedback or assists with staff development.

Another group that asked to give their feedback was internal peer. Internal peer in this term is referring to the feedback provides by rater at the same level within the organization. However, it does not mean that the feedbacks are free from biases, peers frequently compete for promotions and may believe they are being judged in comparison to one another. Members of a peer group's perceived competition may influence how they rate one another. In this study internal peer average scores are lower than superior and subordinate.

Last but not least, the rater was external peer who referring the feedback provider from the same level outside the section/department. External peer observation offers a high level of trust to feedback recipients because they come from various company cultures (Tornow and London, 1998). However, in some competencies, they cannot give natural feedback regarding their less interaction with the subject.

V. CONCLUSION

Based on the detailed findings, it was concluded that the results of self-assessment were higher than other's observations. On the other hand, each result of observation by others was different. However, none of the perceptions are right, and none of them are wrong. They are valid in what they are (Ainsworth, 1962).

In terms of self-assessment results, the strengths of the Mining Operation Division were in core competencies (Concerns to HSES, Achievement Orientation, and Teamwork). The areas for improvement were in managerial competencies (Business Acumen, Continuous Learning, and Work Planning and Management).

Meanwhile, superiors, subordinates, internal peers, and external peers recognized that the strengths of Superintendents in the Mining Operation Division were in Continuous Learning, Concerns to HSES, and Technical Competency, whereas the areas for improvement were

Work Planning and Management, Client Focus, and Developing Others.

The competency that is considered a strength by both self-assessment and observation by others was Concerns to HSES, while the competency that was perceived as an area for improvement was Work Planning and Management.

In summarized, the area that identified as development areas are Work Planning and Management, Client Focus, and Developing Others. Suggested development methods on these competencies include coaching and mentoring, self-directed learning, task/project assignment, and some related training.

APPENDIX – Survey Questionnaire (translated into English from Bahasa)

Instruction

- Read each question carefully and choose the best answer that fits your opinion.
- Answer the questions based on your remark. Rate your agreement within the range: 1 = Strongly Disagree, 2 = Disagree, 3 = Slightly disagree, 4 = Slightly agree, 5 = Agree and 6 = Strongly Agree.
- Choose N/A as “Not Applicable” when you really cannot relate the questions with your common practice, then continue to the next question.
- For essay questions, write your answer down in the provided comment section.
- After completion, kindly verify your answers and click “submit”.

This section focuses on the competency performed by employees in sustaining work result achievement.

According to your observations, this employee is capable of...

N O	STATEMENTS	1	2	3	4	5	6	N A
CONCERN TO HSES								
1	Participating actively and consistently in improving compliance for health, safety, security, and environment (OHSES) management system implementation.	1	2	3	4	5	6	N A
2	Controlling risks to prevent OHSES incidents.	1	2	3	4	5	6	N A
ACHIEVEMENT ORIENTATION								
3	Encouraging others to exceed the determined performance standard.	1	2	3	4	5	6	N A
4	Motivating and inspiring the team to responsible toward the work process and results.	1	2	3	4	5	6	N A
BUSINESS ETHICS AND COMMITMENT TO ORGANISATION								
5	Kindly reprimanding other parties with conflicting behaviors against business ethics.	1	2	3	4	5	6	N A
6	Performing exemplary behavior applying KPC Seven Values and Code of Conduct.	1	2	3	4	5	6	N A
7	Performing integrity in resolving complex conflicts of interest.	1	2	3	4	5	6	N A
TEAMWORK								
8	Motivating and supporting team members to conquer challenges well.	1	2	3	4	5	6	N A
9	Neutrally handling diversities in groups' interest	1	2	3	4	5	6	N A
10	Managing conflicts to be beneficial for the team.	1	2	3	4	5	6	N A
CONTINUOUS LEARNING								
11	Demonstrating continuous and well-planned learning and self-	1	2	3	4	5	6	N A

	development.							
12	Keeping up with the latest developments in the field of work.	1	2	3	4	5	6	N A
LEADERSHIP								
13	Ensuring the team member comprehending the work units' goals and targets accurately.	1	2	3	4	5	6	N A
14	Continuously motivating team members to achieve the work unit's goals and targets.	1	2	3	4	5	6	N A
15	Performing perseverance in achieving work unit's goal and target.	1	2	3	4	5	6	N A
16	Supporting the team member to cope well with the changes.	1	2	3	4	5	6	N A
17	Effectively and fairly granting rewards and conducting disciplinary action according to the authority level.	1	2	3	4	5	6	N A
COMMUNICATION								
18	Delivering written and/or verbal ideas in a clear, concise, and comprehensive way.	1	2	3	4	5	6	N A
19	Communicating effectively in influencing people with various backgrounds with empathy and the appropriate term choices.	1	2	3	4	5	6	N A
WORK PLANNING AND MANAGEMENT								
20	Arranging a comprehensive and measurable task plan regarding the work unit and supporting KPC's agenda	1	2	3	4	5	6	N A
21	Allocating, maximizing, and monitoring work unit resources to ensure excellent resource use	1	2	3	4	5	6	N A
22	Developing and implementing a systematic and well-structured work process	1	2	3	4	5	6	N A
23	Implementing new ways to improve work result qualities	1	2	3	4	5	6	N A
PROBLEM-SOLVING AND DECISION MAKING								
24	Collecting relevant data and information for conducting decision-making.	1	2	3	4	5	6	N A
25	Identifying and handling root cause, not only the visible problem indication.	1	2	3	4	5	6	N A
26	Analyzing the relationship of cause and effect toward certain issues/problems.	1	2	3	4	5	6	N A
27	Making the right decision according to comprehensive information (an informed decision)	1	2	3	4	5	6	N A
ADAPTABILITY								
28	Adapting to varied individuals and groups.	1	2	3	4	5	6	N A
29	Adjusting work unit's plan to achieve success in a changing business environment	1	2	3	4	5	6	N A
BUSINESS ACUMEN								
30	Leading efficiency program to achieve company target	1	2	3	4	5	6	N A
31	Actively participating in mining industry network/ related business sectors.	1	2	3	4	5	6	N A
DEVELOPING OTHERS								
32	Identifying the high potential in others and providing them with opportunities for self-development.	1	2	3	4	5	6	N A
33	Assisting others to develop themselves through giving feedback and coaching.	1	2	3	4	5	6	N A
CONTINUOUS IMPROVEMENT								
34	Carrying out continuous improvements to the work processes/work results in areas across work units.	1	2	3	4	5	6	N A
CLIENT FOCUS								
35	Advising to solve clients' (users of	1	2	3	4	5	6	N

	work results) complex problems.								A
TECHNICAL COMPETENCIES									
36	Performing technical competencies mastery required to perform the main tasks of the position.	1	2	3	4	5	6	N	A
37	Mention the 3 (three) most prominent strengths of this employee as a leader:-----, -----, -----								
38	Mention 3 (three) main areas of improvement of this employee as a leader:-----, -----, -----								

ACKNOWLEDGMENT

The author wishes to thank the author's Supervisor, Manager Learning and Development department, and competency management team of PT Kaltim Prima Coal. This study was also supported by other parties that cannot be mentioned one by one.

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