360 Degree Feedback Report

Sample
SAMPLE_Team Members

For: All Subjects
About the 360 assessment process

360-degree feedback allows employees to gain a better understanding of their impact on the people they interact with every day. Survey subjects rate themselves and are also assessed by rater groups that may include their manager, peers, direct reports, and others.

Participants in this study were asked to rate a list of specific competency statements using a five-point "frequency" scale:

<table>
<thead>
<tr>
<th>Scale</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Rarely</td>
</tr>
<tr>
<td>2</td>
<td>Occasionally</td>
</tr>
<tr>
<td>3</td>
<td>Often</td>
</tr>
<tr>
<td>4</td>
<td>Almost Always</td>
</tr>
<tr>
<td>5</td>
<td>Always</td>
</tr>
<tr>
<td>N/A</td>
<td>Not scored</td>
</tr>
</tbody>
</table>

This report shows survey scores for all subjects rated in this survey round. In all cases, scores are the average rating (the "mean score") for the respondents and competency statement or group of statements indicated. Many charts show the aggregate mean scores by domain or by rater groups. To respect confidentiality, rater groups other than "Self" and "Manager" must have more than two invited participants; otherwise the individual will be reassigned to "Other".

The Results Summary section of the report includes a chart showing the competency statements that received eight highest and eight lowest scores. In the event that multiple competency statements received the same score and couldn’t fit within the chart limitation of eight statements, the extra “tie scores” are not shown on this chart. All scores by competency statement are shown in the following section.

The Competency Model

The survey is based on a "Competency Model", with three levels: Domains, each of which include one or more Competencies, each of which include one or more specific competency statements.

### Domains

- **Visionary Leadership**
  - Vision
  - Culture Building
  - Change Management
  - Resource Allocation

- **Inclusive Culture**
  - Cross-Cultural Navigation
  - Feedback

- **Managing and Developing Talent**
  - Manages Self
  - Resources
  - Problem-Solving and Synergy
  - Development
  - Coaching
  - Celebration

- **Continuously Improves**
  - Strategic Thinking and Decision-Making
  - Receptivity
  - Curiosity

- **Building and Optimizing Relationships**
  - Emotional Intelligence
  - Collaboration
  - Cultural Competence
  - Motivating Others to Action
## Results Summary

### All Subjects

<table>
<thead>
<tr>
<th>Rater Groups</th>
<th>Responses</th>
<th>% of invitees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self</td>
<td>8</td>
<td>89%</td>
</tr>
<tr>
<td>Manager</td>
<td>7</td>
<td>88%</td>
</tr>
<tr>
<td>Peer</td>
<td>31</td>
<td>55%</td>
</tr>
<tr>
<td>Direct Report</td>
<td>20</td>
<td>59%</td>
</tr>
<tr>
<td>Reporting Line</td>
<td>81</td>
<td>35%</td>
</tr>
<tr>
<td>School Leader</td>
<td>33</td>
<td>17%</td>
</tr>
<tr>
<td>Other</td>
<td>78</td>
<td>10%</td>
</tr>
</tbody>
</table>
# Mean score "heat map" by domain and competency area

This chart highlights differences across categories and rater groups. The highest scores have a dark green background; the lowest scores have a dark red background. This format can show patterns across competency areas (i.e., rows) and within rater groups (i.e., columns).

## Domain

<table>
<thead>
<tr>
<th>Domain</th>
<th>Self</th>
<th>Manager</th>
<th>Peer</th>
<th>Direct Report</th>
<th>Reporting Line</th>
<th>School Leader</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visionary Leadership</td>
<td>3.4</td>
<td>3.4</td>
<td>3.5</td>
<td>3.5</td>
<td>3.5</td>
<td>3.7</td>
<td>2.9</td>
</tr>
<tr>
<td>Inclusive Culture</td>
<td>3.3</td>
<td>3.2</td>
<td>3.2</td>
<td>3.3</td>
<td>3.4</td>
<td>3.7</td>
<td>2.7</td>
</tr>
<tr>
<td>Managing and Developing Talent</td>
<td>3.5</td>
<td>3.8</td>
<td>3.6</td>
<td>3.5</td>
<td>3.5</td>
<td>3.7</td>
<td>3.0</td>
</tr>
<tr>
<td>Continuously Improves</td>
<td>3.7</td>
<td>3.7</td>
<td>3.7</td>
<td>3.6</td>
<td>3.7</td>
<td>4.0</td>
<td>3.1</td>
</tr>
<tr>
<td>Building and Optimizing Relationships</td>
<td>3.5</td>
<td>3.7</td>
<td>3.5</td>
<td>3.6</td>
<td>3.6</td>
<td>3.9</td>
<td>3.0</td>
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</tbody>
</table>

## Competency Area

<table>
<thead>
<tr>
<th>Competency Area</th>
<th>Self</th>
<th>Manager</th>
<th>Peer</th>
<th>Direct Report</th>
<th>Reporting Line</th>
<th>School Leader</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vision</td>
<td>3.6</td>
<td>3.6</td>
<td>3.7</td>
<td>3.7</td>
<td>3.7</td>
<td>3.8</td>
<td>3.3</td>
</tr>
<tr>
<td>Culture Building</td>
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<td>3.3</td>
<td>3.5</td>
<td>3.5</td>
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<td>2.7</td>
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<td>3.4</td>
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<td>3.7</td>
<td>2.9</td>
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<tr>
<td>Resource Allocation</td>
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<td>3.4</td>
<td>3.5</td>
<td>3.3</td>
<td>3.3</td>
<td>3.9</td>
<td>2.7</td>
</tr>
<tr>
<td>Cross-Cultural Navigation</td>
<td>3.3</td>
<td>3.1</td>
<td>3.2</td>
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<td>3.4</td>
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<td>2.7</td>
</tr>
<tr>
<td>Feedback</td>
<td>3.1</td>
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<td>3.4</td>
<td>3.5</td>
<td>3.7</td>
<td>2.7</td>
</tr>
<tr>
<td>Manages Self</td>
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<td>4.0</td>
<td>4.1</td>
<td>3.8</td>
<td>3.9</td>
<td>4.1</td>
<td>3.6</td>
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<td>Resources</td>
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<td>4.0</td>
<td>3.1</td>
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<td>3.6</td>
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<tr>
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<td>3.2</td>
<td>3.1</td>
<td>3.5</td>
<td>2.7</td>
</tr>
<tr>
<td>Celebration</td>
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<td>3.8</td>
<td>3.9</td>
<td>3.7</td>
<td>3.6</td>
<td>3.0</td>
</tr>
<tr>
<td>Strategic Thinking and Decision-Making</td>
<td>3.7</td>
<td>3.8</td>
<td>3.7</td>
<td>3.6</td>
<td>3.7</td>
<td>4.0</td>
<td>3.3</td>
</tr>
<tr>
<td>Receptivity</td>
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<td>3.6</td>
<td>3.6</td>
<td>3.5</td>
<td>3.7</td>
<td>3.8</td>
<td>3.0</td>
</tr>
<tr>
<td>Curiosity</td>
<td>3.9</td>
<td>3.7</td>
<td>3.8</td>
<td>3.6</td>
<td>3.7</td>
<td>4.1</td>
<td>3.0</td>
</tr>
<tr>
<td>Emotional Intelligence</td>
<td>3.4</td>
<td>3.6</td>
<td>3.4</td>
<td>3.5</td>
<td>3.5</td>
<td>3.9</td>
<td>3.0</td>
</tr>
<tr>
<td>Collaboration</td>
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<td>3.7</td>
<td>3.9</td>
<td>3.8</td>
<td>4.1</td>
<td>3.1</td>
</tr>
<tr>
<td>Cultural Competence</td>
<td>3.6</td>
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<td>3.8</td>
<td>3.6</td>
<td>3.8</td>
<td>3.1</td>
</tr>
<tr>
<td>Motivating Others to Action</td>
<td>3.3</td>
<td>3.4</td>
<td>3.3</td>
<td>3.4</td>
<td>3.4</td>
<td>4.0</td>
<td>2.8</td>
</tr>
</tbody>
</table>
Domain-level results

These charts show mean scores for each of the domains in the competency model, by rater group. Mean scores are calculated by adding up all scores for all questions within the domain then dividing by the number of responses.

Scale: 1 = Rarely, 2 = Occasionally, 3 = Often, 4 = Almost Always, 5 = Always, N/A = not scored
Highest and lowest scores

These charts show the highest and lowest mean scores across all the competency statements in the survey. All rater groups are included other than the subject’s self-rating.

Scale: 1 = Rarely, 2 = Occasionally, 3 = Often, 4 = Almost Always, 5 = Always, N/A = not scored

Eight highest scores

- Shows respect for the communities the org serves: 4.2
- Holds self accountable for their team’s outcomes: 4.0
- Sets and models high, clear expectations for staff performance: 3.9
- Makes timely and sound decisions using data to identify problems and opportunities as appropriate: 3.8
- Builds and maintains positive working relationships with others: 3.7
- Develops and communicates a clear, relevant vision and strategy for their work: 3.7
- Reliably prioritizes the highest impact work amongst competing demands: 3.7
- Influences the team to translate vision into action: 3.6

Eight lowest scores

- Allocates resources strategically and equitably to support action: 3.0
- Effectively manages team dynamics and reinforces behaviors that lead to success: 3.0
- Relies on a variety of coaching mechanisms to support staff to further leverage their strengths: 3.0
- Encourages staff to take smart risks to grow their skills and mindsets: 3.2
- Manages and supports staff, by providing the appropriate amount of guidance for staff to lead: 3.2
- Helps others to successfully implement new behaviors: 3.2
- Supports individual staff member’s development needs and professional goals through identifying strengths, identifies ways to sustain change within the culture, processes, and structures of the org: 3.2
Largest score gaps, self vs. others

This chart highlights differences between all subjects' self-ratings vs. how others rate them. The bars show the statements with the largest gaps (higher or lower) between the self-ratings and the mean scores of all other raters.

10 largest gaps between self and others

"Self" rating higher than mean "All Others" 29

"Self" rating lower than mean "All Others" 16
Advocacy question

How likely would you be to pick this person to work for you, with you on a team, or to choose this person as your boss (as appropriate, depending on your relationship to this person)?

Scale: 5 = Extremely, 4 = Very, 3 = Moderately, 2 = Slightly, 1 = Not at all

- Manager: 5.0
- Peer: 3.8
- Direct Report: 4.0
- Reporting Line: 3.6
- School Leader: 3.5
- Other: 2.8
Ratings by Competency Statement by Rater Group, page 4 of 6

Scale: 1 = Rarely, 2 = Occasionally, 3 = Often, 4 = Almost Always, 5 = Always, N/A = not scored

Managing and Developing Talent

Coaching

- Relies on a variety of coaching mechanisms to support staff to further leverage their strengths.
- Encourages staff to take smart risks to grow their skills and mindsets.
- Recognizes and celebrates individual staff member's strengths and growth milestones.
- Makes timely and sound decisions using data to identify problems and opportunities as appropriate.
- Understands the implications of an individual's and team's work overall.
- Consistently spots opportunities to expand impact by making connections across teams and work streams.
- Is receptive to and consistently implements feedback to improve to increase their impact.
- Applies learnings from mistakes and feedback from others in order to improve future work.

Continuously Improves

Strategic Thinking and Decision-Making

Celebration

Receptivity
**Curiosity**

- Continuously Improves
- Building and Optimizing Relationships

- Asks questions and observes others to learn new ways of executing and implementing work to improve outcomes and address challenges.
- Demonstrates self-awareness.
- Understands the perspectives of others.
- Approaches interpersonal relationships with empathy.
- Builds and maintains positive working relationships with others.
- Fosters cooperation and teamwork across their sphere of influence to expand organizational impact.
- Shows respect for the communities the org serves.
- Demonstrates understanding of the limitations of their own perspective and experiences.
- Builds an inclusive environment where staff and/or scholars from all backgrounds thrive.

**Emotional Intelligence**

- Continuously Improves
- Building and Optimizing Relationships

- Asks questions and observes others to learn new ways of executing and implementing work to improve outcomes and address challenges.
- Demonstrates self-awareness.
- Understands the perspectives of others.
- Approaches interpersonal relationships with empathy.
- Builds and maintains positive working relationships with others.
- Fosters cooperation and teamwork across their sphere of influence to expand organizational impact.
- Shows respect for the communities the org serves.
- Demonstrates understanding of the limitations of their own perspective and experiences.
- Builds an inclusive environment where staff and/or scholars from all backgrounds thrive.

**Collaboration**

- Continuously Improves
- Building and Optimizing Relationships

- Asks questions and observes others to learn new ways of executing and implementing work to improve outcomes and address challenges.
- Demonstrates self-awareness.
- Understands the perspectives of others.
- Approaches interpersonal relationships with empathy.
- Builds and maintains positive working relationships with others.
- Fosters cooperation and teamwork across their sphere of influence to expand organizational impact.
- Shows respect for the communities the org serves.
- Demonstrates understanding of the limitations of their own perspective and experiences.
- Builds an inclusive environment where staff and/or scholars from all backgrounds thrive.

**Cultural Competence**

- Continuously Improves
- Building and Optimizing Relationships

- Asks questions and observes others to learn new ways of executing and implementing work to improve outcomes and address challenges.
- Demonstrates self-awareness.
- Understands the perspectives of others.
- Approaches interpersonal relationships with empathy.
- Builds and maintains positive working relationships with others.
- Fosters cooperation and teamwork across their sphere of influence to expand organizational impact.
- Shows respect for the communities the org serves.
- Demonstrates understanding of the limitations of their own perspective and experiences.
- Builds an inclusive environment where staff and/or scholars from all backgrounds thrive.
Building and Optimizing Relationships

Cultural Competence

Motivating Others to Action

- Works effectively across lines of difference.
- Leverages understanding stakeholder perspectives.
- Effectively uses multiple methods of communication including deep listening.
- Differentiates communications based on others' perspectives.

Scale: 1 = Rarely, 2 = Occasionally, 3 = Often, 4 = Almost Always, 5 = Always, N/A = not scored

1.0 2.0 3.0 4.0 5.0