

ABCOFIN

Your 360-degree Feedback Report

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9/20/2024



ABC Consulting

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This Feedback report presents different views about your job performance as perceived by individuals who have day-to-day contact with you.

The report provides anonymous, comprehensive and honest feedback on those competencies and behaviors critical to your job performance. You will learn what you and your colleagues perceive are your current strengths and development needs.

Respondents were asked to rate you using the following scale with the following scale descriptions:

Agreement

1. Strongly Disagree
2. Disagree
3. Neither Agree nor Disagree
4. Agree
5. Strongly Agree

There was also an option to select N/A if the behavior was not observed.

Comments

Raters may have provided descriptive feedback for any ratings they wanted to explain. Comments appear in the report after each question.

How To Get the Most From Your Feedback

DO

- View this as an opportunity to reflect and plan for your future development.
- Consider the implications of the feedback for your current role and career aspirations.
- Think carefully about the themes emerging.
- Look for patterns — any differences between respondent groups?
- Identify how this feedback can be used to help you improve your performance.
- Focus on your strengths, as well as your development needs.
- Seek clarity from colleagues on the themes you do not fully understand.
- Share your feedback with colleagues you trust to help your development.
- Discuss the feedback with your manager during your feedback review and gain your manager's support in helping you develop.
- Make plans and take action on your personal development.

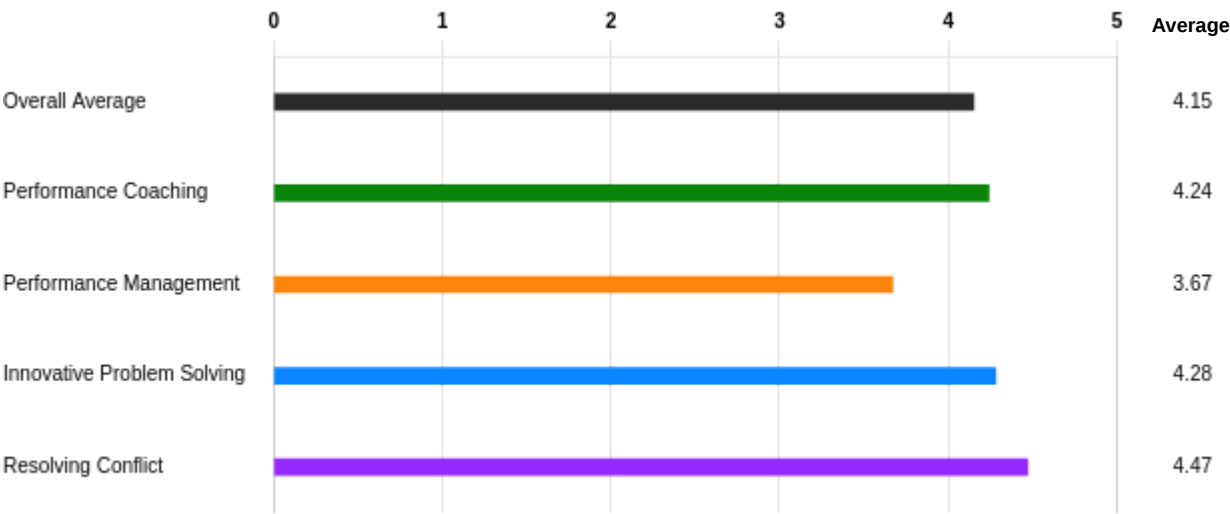
DON'T

- Ignore feedback and only select the parts you want to read
- Focus exclusively on problems
- Dwell on 'low' ratings/negative comments
- Be passive or do nothing

About this Report Section

This report displays the category ratings for this survey. Results are displayed as a bar graph and in numerical form.

The top line of the graph displays your overall average for the survey, and answers the question, "What is my one score for the entire survey?" Averages do not include your self-evaluation.



About this Report Section

This report displays detailed information, organized by category.

The category name appears on the left, with the scale name directly below it.

Directly below each category name is the distribution, the number of all ratings you received for that category.

The Average score represents your overall score for that category; it does not include your self-evaluation. The bar graph also displays this average.

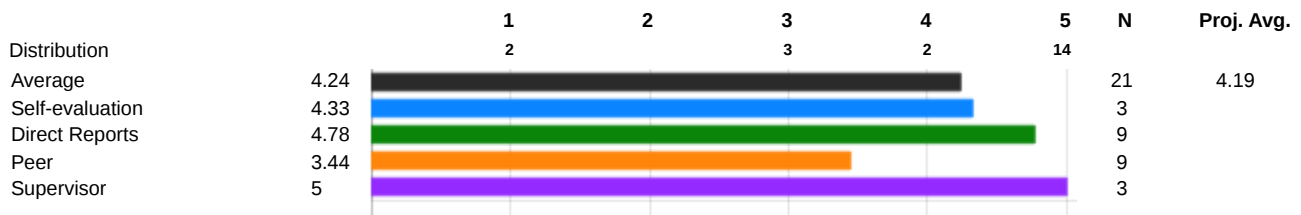
Ratings are displayed by relationship type. The average score for each relationship type is displayed immediately before its bar graph.

N displays the total number of responses you received for each category by rater relationship. Example: If you are a subject and answer 3 questions in a category, the N will = 3. (1 subject x 3 questions = 3 responses) If 3 peers answer 3 questions, the N will = 9. (3 peers x 3 questions = 9 responses) This number can vary across categories because some raters may have skipped some questions in that category.

The Project Average is displayed to the right of N. It represents the average score for all other subjects in this survey and does not contain their self-ratings.

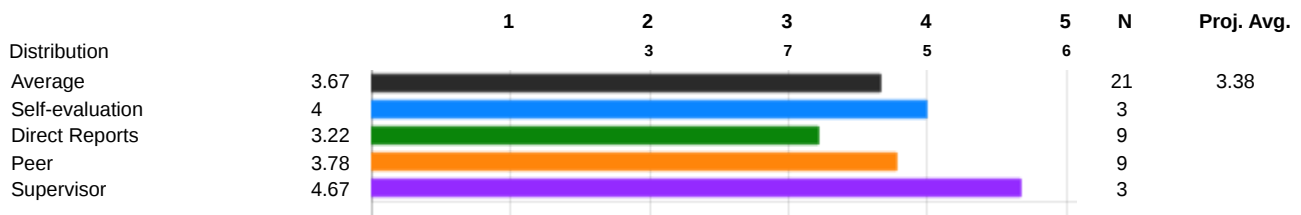
Performance Coaching

Scale: Agreement



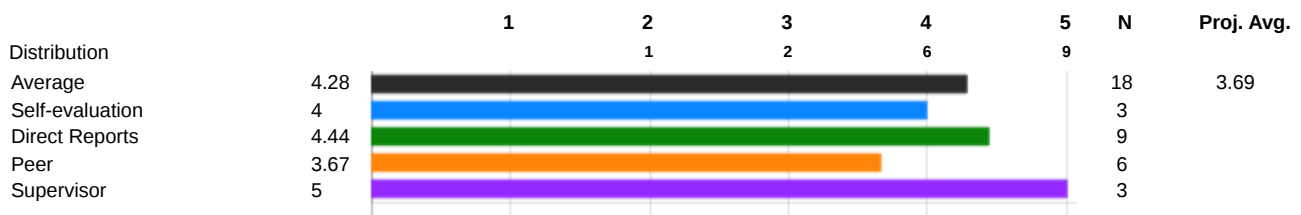
Performance Management

Scale: Agreement



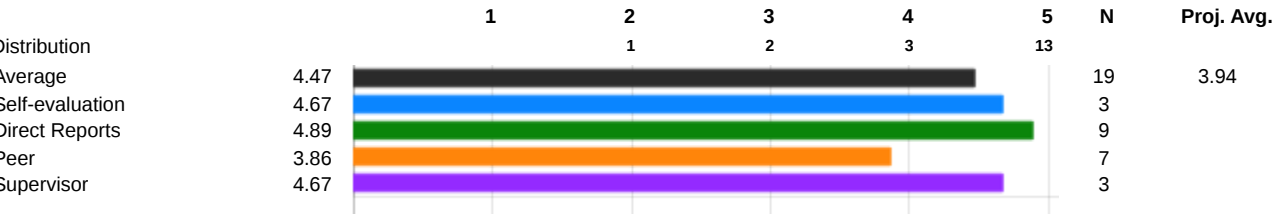
Innovative Problem Solving

Scale: Agreement



Resolving Conflict

Scale: Agreement



About this Report Section

This report displays detailed information about the individual questions, organized by category.

The category name appears at the top of each page and may include a category description. Questions related to the category are listed in the order in which they appeared in the survey.

Directly below each question is the distribution, the number of all ratings you received for that question.

The Average score represents your overall score for that question; it does not include your self-evaluation. The bar graph also displays this average.

Ratings are displayed by relationship type. The average score for each relationship type is displayed immediately before its bar graph.

N displays the total number of responses you received for each item by rater relationship. This number can vary across items because some raters may have skipped some items.

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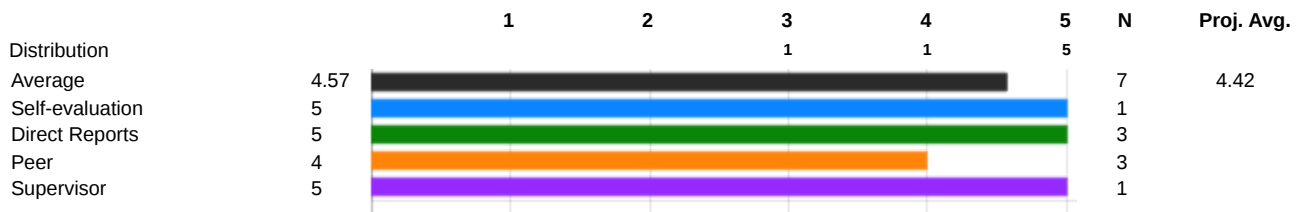
Comments for each question are displayed immediately below the graph. Your comments are displayed separately (self), while all other comments are displayed in random order or by relationship type.

Responses to open-ended questions are displayed in numerical order within each category. Your responses are displayed separately (self), while all other responses are displayed in random order.

Performance Coaching

Coaches team based on performance standards; encourages team members to think for themselves; gives opportunities for cross-training.

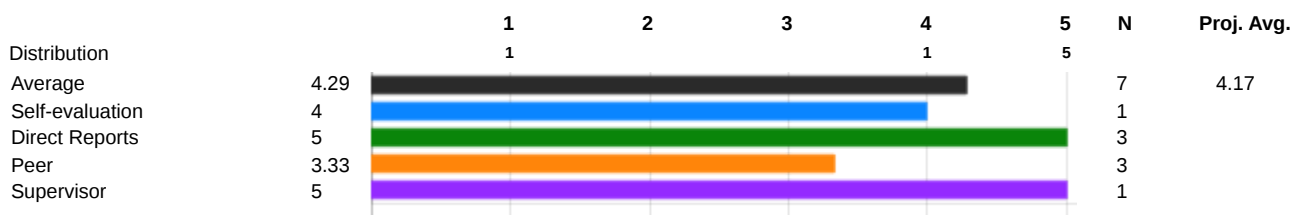
1. Plans ahead for the professional development of team members.



Comments

- Self: I plan at least 2 months ahead for employee training. I check new class offerings continually.

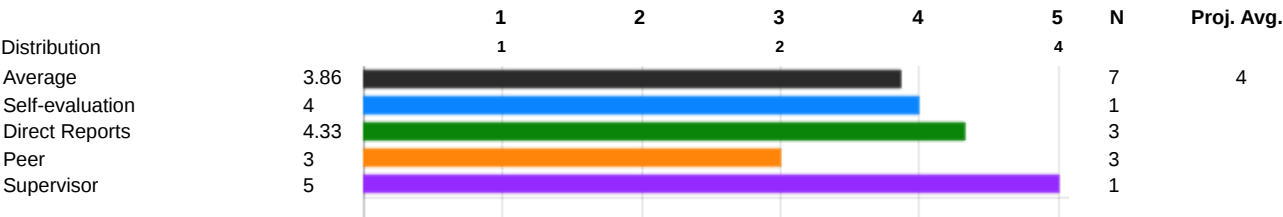
2. Encourages team members to attend education and training programs.



Comments

- Self: I bring up training at every staff meeting and encourage employees to tell me what classes they want
- Direct Reports: I like the way she keeps us informed about upcoming classes.

3. Arranges opportunities for team members to cross-train.



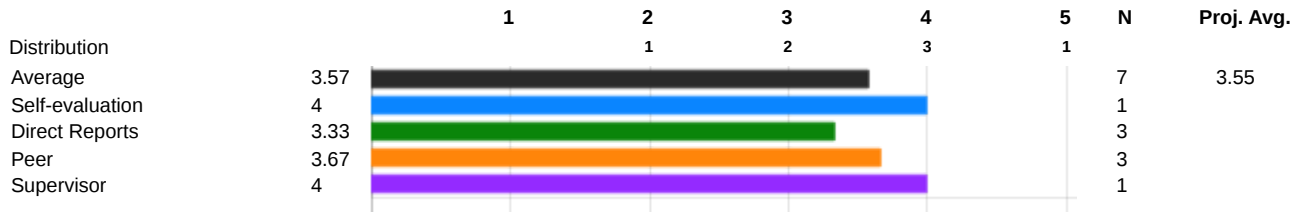
4. What additional comments do you have regarding this individual's ability to coach performance?

- I love that you encourage us to get extra training, even if it's not directly related to the task at hand. Thanks.

Performance Management

Describes expectations, gives ongoing feedback, discusses performance trends, gives fair appraisals, and helps individuals set goals.

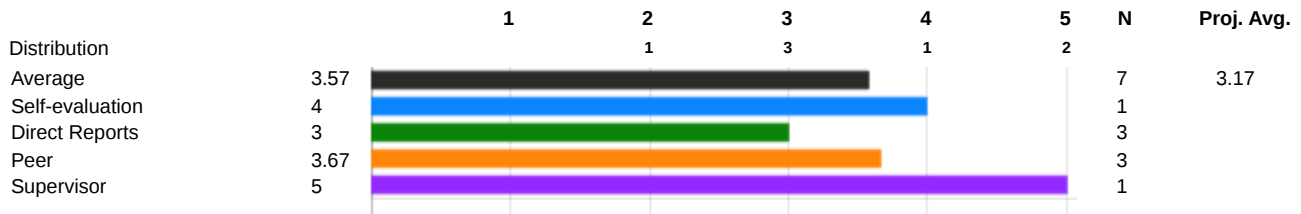
5. Gives fair and accurate performance appraisal ratings.



Comments

- Supervisor: I thought one or two of your year-end appraisals were too low. Joan and Jeremy met 2 of their 3 goals for last quarter, and I don't think you considered that when you gave your ratings.

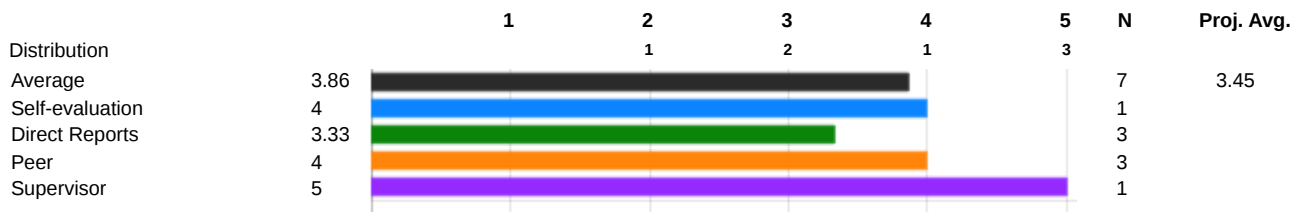
6. Provides ongoing performance feedback throughout the year.



Comments

- Self: I give as much feedback as time permits
- Direct Reports: I only hear from her at review time. I was surprised on my last review. I didn't realize I wasn't meeting her expectations.
- Direct Reports: I don't have any confidence that I'm doing a good job.

7. Writes specific, descriptive comments on performance appraisal forms.



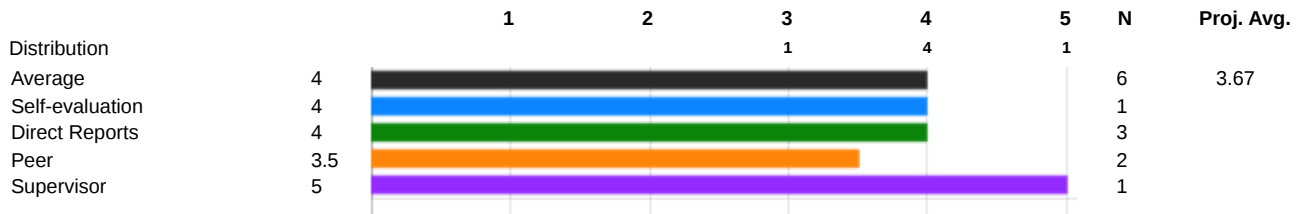
8. What additional comments do you have regarding this individual's ability to manage performance?

- Am I doing a good or poor job? I don't know and could sure use the feedback.

Innovative Problem Solving

Asks for input, defines problem, entertains new ideas, evaluates options, and follows through to implement solutions.

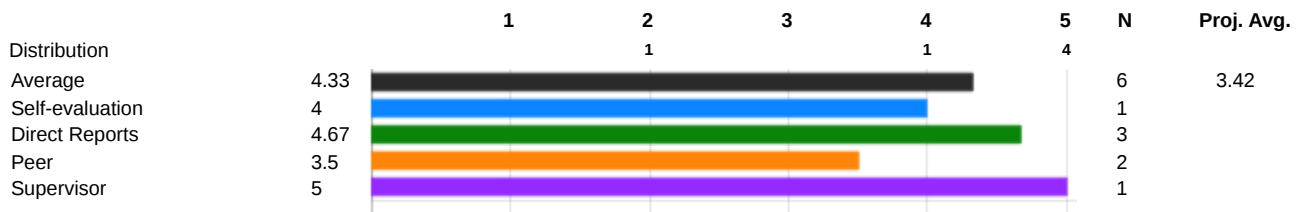
9. Tells coworkers about new knowledge, methods, technologies and other developments.



Comments

- Self: I send out memos with articles attached as often as I can.
- Direct Reports: I appreciate getting articles from you, but with my workload, I usually don't read them.
- Direct Reports: Much appreciated.
- Peer: I always appreciate it when you give me Science and Data Magazine.
- Supervisor: This is one of your biggest strengths. Keep it up!

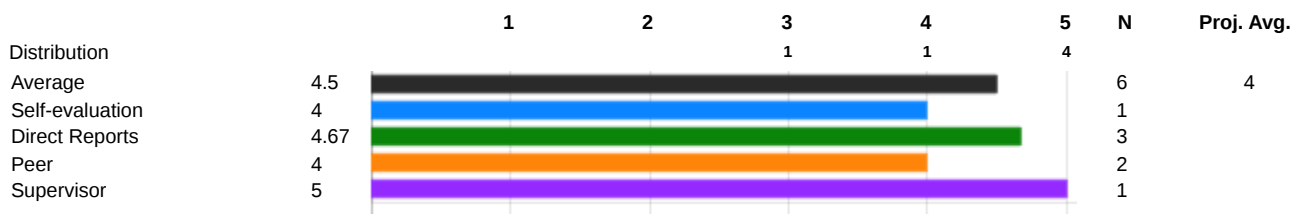
10. Offers suggestions and ideas to coworkers.



Comments

- Direct Reports: Last week she gave me a great idea that made my project much easier. Thanks, Mary!

11. Asks coworkers for suggestions and ideas.



Comments

- Self: Always. I like input from others to help me do my job better.
- Direct Reports: I appreciate how often she asks for my opinion.

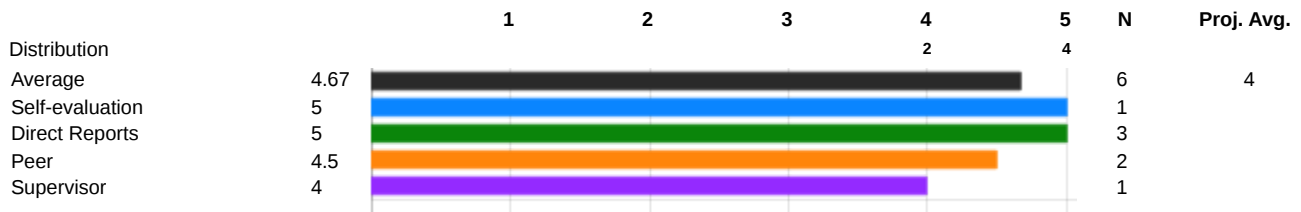
12. What additional comments do you have regarding Innovative Problem Solving?

- Thanks for sharing all the news articles with us.

Resolving Conflict

When in conflict, asks about the needs of others, discusses ways to meet needs, and identifies mutually beneficial options.

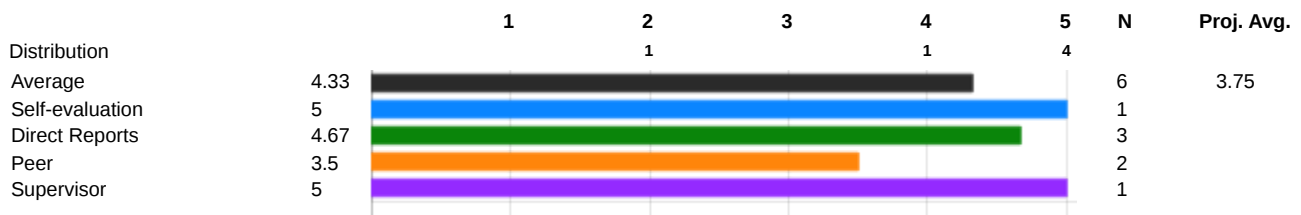
13. Speaks up when in disagreement with coworkers.



Comments

- Self: I tend to shy away from tech discussions when they're talking about new languages I'm not yet familiar with.
- Peer: I sometimes think you have things to say but don't bring them up for discussion. As a colleague, I'd like to hear more from you.

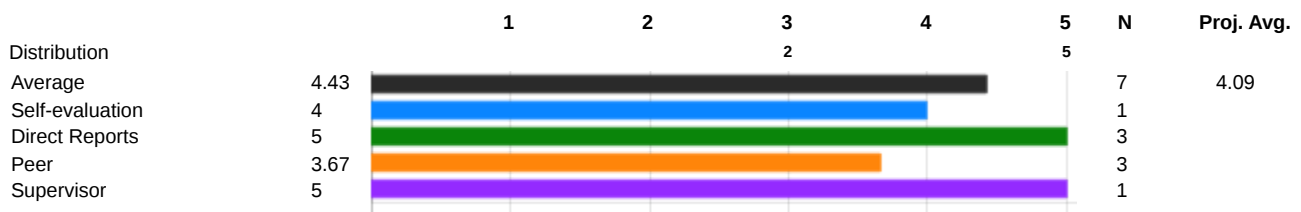
14. Uses consideration and tact when voicing disagreement.



Comments

- Peer: I saw how you seethed during the last bi-monthly meeting when we discussed employee appraisals. Please try to understand that we all have different opinions.

15. States own needs and wants clearly.



Comments

- Self: I rated myself 4 because I'm working hard to state my needs clearly.

- Peer: I see how nervous you get when you ask me to help you with priorities. Take a deep breath, slow down and think. We're in this together!

16. What additional comments do you have regarding Resolving Conflict?

- Sometimes when you give an opinion you're a little harsh. I'd like to see you lighten up.

About this Report Section

This report displays your highest-rated items across all categories.

Results are displayed as a bar graph and in numerical form, with the highest-rated question listed first, followed by the second-highest rated, and so on.

Questions are displayed with the related category in parentheses.

The Average score represents your overall score for that question; it does not include your self-evaluation. The bar graph also displays this average.

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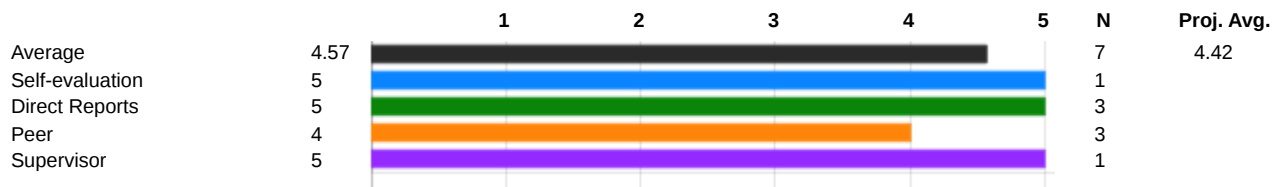
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10. Speaks up when in disagreement with coworkers. (Resolving Conflict)



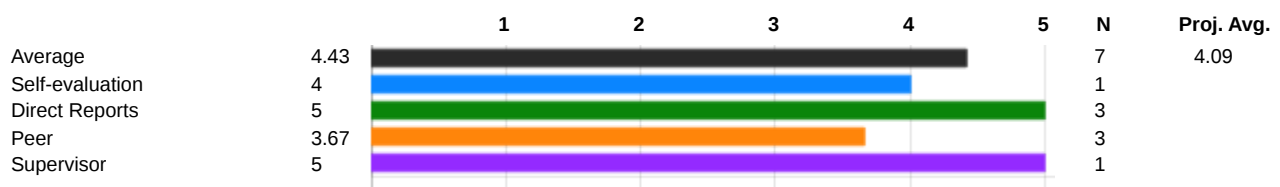
1. Plans ahead for the professional development of team members. (Performance Coaching)



9. Asks coworkers for suggestions and ideas. (Innovative Problem Solving)



12. States own needs and wants clearly. (Resolving Conflict)



8. Offers suggestions and ideas to coworkers. (Innovative Problem Solving)



About this Report Section

This report displays your lowest-rated items across all categories.

Results are displayed as a bar graph and in numerical form, with the lowest-rated question listed first, followed by the second-lowest rated, and so on.

Questions are displayed with the related category in parentheses.

The Average score represents your overall score for that question; it does not include your self-evaluation. The bar graph also displays this average.

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4. Gives fair and accurate performance appraisal ratings. (Performance Management)



5. Provides ongoing performance feedback throughout the year. (Performance Management)



3. Arranges opportunities for team members to cross-train. (Performance Coaching)



About this Report Section

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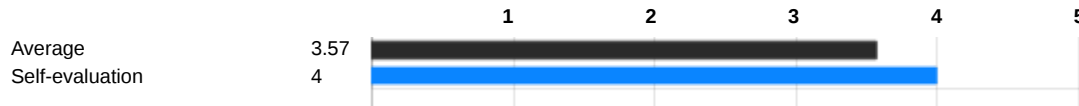
The Average score represents the average of all scores for that question. The bar graph also shows this average, which does not include your self-rating. Your self-rating is displayed directly below.

Beneath the bar graph are the recommendations for that item. Recommendations include:

Item Description – A brief explanation of the specific behavior described in the item and why the behavior is important in the workplace.

Developmental Recommendation – Describes possible reasons for the low ratings, to help you analyze the cause. A list of recommended follow-up development actions that can improve performance is also provided.

Recommended Resources – A list of references which includes books, magazine articles, videos and other media available for you to use for your personal and professional development.

4. Gives fair and accurate performance appraisal ratings. (Performance Management)**Description**

Whether a performance review asks for ratings of key skills and behaviors or summarizes key results, leaders should give honest, accurate judgments. The notion that higher-than-deserved ratings will encourage people or spare their feelings is misguided and irresponsible. Inflated ratings simply report that an area is strong when it is not. They communicate approval, not the need to focus on improvement. Later, if documentation is needed to prove that an assignment or task was performed poorly, it won't be there.

Conversely, the notion that lower-than-deserved ratings will "send a message" or motivate a person to try harder is also misguided and irresponsible. Such ratings are seen as unfair. They discourage people who know they have performed well and could lead to cynicism or dissatisfaction. When people feel that fair recognition has been withheld, they often withhold aspects of performance. People need to have accurate information about their performance or behavior in order to make appropriate changes. If a performance review reflects the truth, it is credible and can trigger strong motivation.

What lower ratings may mean:

The people who gave you feedback may feel that the ratings you give are not always fair or accurate.

- They may have expected higher or lower ratings.
- They may believe the performance review system is unfair.
- They may feel you rarely observe their work.
- Maybe the system has encouraged artificially inflated ratings.
- Perhaps you have tried to "go easy" on some people when rating them.
- You may have been reluctant to give ratings that would alter their pay.
- Possibly you have used formal reviews to express anger or resentment.
- You may have had to rate people you do not observe regularly.

Recommended follow-up development actions:

- If the comments in your report do not describe in enough detail why you received a relatively low rating, consider asking the people who rated you for more specific examples of your actions.
- Perhaps the people who work around you expect more of you than you realize. Tell them that you want to give fair performance ratings. Ask them what improvements they would like to see in the way you rate them.
- Think of a time when you received ratings on a performance review that you felt were unfair or inaccurate. How did you feel? What impact did this have on your desire to perform at your best?

- The key guidelines to recording any measurement of performance are:
 - Accurate--represent performance as it actually happened
 - Honest--represent the true opinions of the rater
- Consider that individual performance is essential to achieving team and organization goals. If you and others do not give true assessments of performance, appropriate efforts to improve performance cannot be taken. In other words, ratings that are not true can seriously degrade the success of the organization. Any rationale you can think of for rating people higher or lower than they deserve is completely misguided.
- The most common barriers to objectivity when giving ratings are friendship and animosity. It's your job to give honest, accurate ratings when completing a performance review. To do otherwise is to falsely represent information or, in more blunt terms, to lie. It's a matter of ethics, integrity and responsibility. The key is to separate your feelings about people from their job performance.
- Consider believing in and doing things based on these positive attitudes:
 - "If I know about poor performance, I'll discourage it."
 - "If I know about excellent performance, I'll encourage it."

Recommended Resources

BOOKS

Blake, Ross. *How to Give Employees Performance Feedback & Resolve the Resistance You Know You're Going to Get!* Ross Blake Associates, 2011.

Covey, Stephen M. R. *Trust & Inspire: How Truly Great Leaders Unleash Greatness in Others.* Simon & Schuster, 2023.

Daniels, Aubrey C., and John S. Bailey. *Performance Management: Changing Behavior that Drives Organizational Effectiveness, 5th Ed.* Performance Management Publications, 2016.

Djukich, Dusan. *Straight-Line Leadership: Tools for Living with Velocity and Power in Turbulent Times.* Corporate Reinvention and Associates, 2015.

Evans, James R., and William M. Lindsay. *Managing for Quality and Performance Excellence, 10th Ed.* Cengage Learning, 2016.

Laraway, Russ. *When They Win, You Win: Being a Great Manager Is Simpler Than You Think.* St. Martin's Press, 2022.

Patterson, Kerry, et al. *Crucial Accountability: Tools for Resolving Violated Expectations, Broken Commitments, and Bad Behavior, 2nd Ed.* McGraw-Hill, 2013.

Regier, Nate, PhD. *Compassionate Accountability: How Leaders Build Connection and Get Results.* Berrett-Koehler Publishers, 2023.

PODCASTS

Bell, Meredith (host). *Grow Strong Leaders*. <https://growstrongleaders.com/podcasts/>

Brown, Brené (host). *Dare to Lead*. <https://brenebrown.com/podcast-show/dare-to-lead/>

Crowley, Mark C. (host). *Lead from the Heart*. <https://markccrowley.com/podcasts/>

Dorris, Chris (host). *Tough Talks: Conversations on Mental Toughness*.
<https://christopherdorris.com/mental-toughness-podcast-tough-talks/>

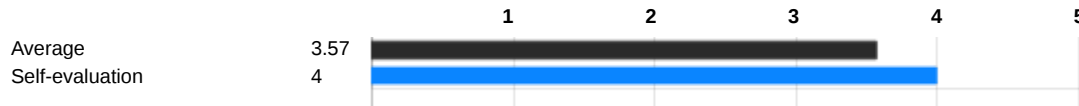
Hamner Holman, Janine (host). *The Cost of Not Paying Attention*.
<https://janinehamner.com/podcast/>

Price, Suzie (host). *Wake Up Eager*.
<https://www.pricelessprofessional.com/wakeupeagerworkforce.html>

Regier, Nate (host). *On Compassion with Dr. Nate*. <https://www.next-element.com/resources/podcast/>

Silverman, Mark J. (host). *The Rising Leader Podcast*.
<https://www.markjsilverman.com/podcast-all>

Stachowiak, Dave (host). *Coaching for Leaders*. <https://coachingforleaders.com/>

5. Provides ongoing performance feedback throughout the year. (Performance Management)**Description**

There are advantages to conducting regular, formal performance reviews and making them a matter of record. Feedback about skills can diagnose the need for developmental initiatives. Individuals can use the printed feedback reports as a reference while implementing their development plans. Also, feedback about results can create a fair basis for personnel action. Records of results data can provide evidence that retention, assignment, promotion, bonuses, salary increases and other positive personnel action have been earned. They can also become legally appropriate documentation for negative personnel action, if needed.

However, feedback that is reduced to paper every six or twelve months is not how leaders have their greatest impact on performance. That occurs during daily interactions between leaders and members of the work group. The praise, encouragement, constructive feedback and coaching that leaders provide on an ongoing basis has more impact on performance than any formalized system. Periodic formal reviews serve as documentation for personnel action.

What lower ratings may mean:

The people who gave you feedback may feel that you do not give them enough ongoing feedback about their performance.

- They may have been surprised by comments on their performance reviews.
- They may want to know where they stand at all times.
- They may want to be sure they are always doing what is expected.
- You may feel that the performance review system is enough.
- Perhaps you aren't sure how much feedback is appropriate.
- Possibly you're uncomfortable giving regular performance feedback.
- You may not be sure how to give performance feedback effectively.

Recommended follow-up development actions:

- If the comments in your report do not describe in enough detail why you received a relatively low rating, consider asking the people who rated you for more specific examples of your actions.
- Perhaps the people who work around you expect more of you than you realize. Tell them that you want them to know where they stand at all times. Ask them what improvements they would like to see in the way you provide ongoing performance feedback.
- Think of a time when you did not get regular feedback from your manager and you were not sure where you stood. How did you feel? What impact did this have on your desire to perform at your best?

- Acknowledge that a formal performance review system only supplements the need for your day-to-day performance feedback. It doesn't take the place of it. Were it not for the need for documentation, these formal systems probably would not exist. Your on-the-scene feedback is indispensable; it is many times more influential than a formal, periodic performance review.
- Focus on building your skills in several areas:
 - Encouraging higher levels of performance
 - Praising outstanding performance
 - Giving constructive performance feedback
 - Helping a team member analyze a work experience for lessons learned
 - Conducting performance counseling sessions
 - Conducting performance review and planning sessions
- Even if your organization requires a formal performance review only once a year, consider conducting an informal one, half-way through the cycle. This can be an opportunity to adjust some of the goals to align with reality, solve problems and rethink your approach to empowering the individual.
- Think about how you'd reply if a team member asked you, "What's your honest opinion of my work so far? How am I doing, really?" What specifics would you include in your answer? Consider delivering this message to individuals every three to six months.
- Consider believing in and doing things based on these positive attitudes:
 - "The real performance review should happen every day."
 - "There will be no surprises when I do my regular performance reviews."

Recommended Resources

BOOKS

Blake, Ross. *How to Give Employees Performance Feedback & Resolve the Resistance You Know You're Going to Get!* Ross Blake Associates, 2011.

Covey, Stephen M. R. *Trust & Inspire: How Truly Great Leaders Unleash Greatness in Others.* Simon & Schuster, 2023.

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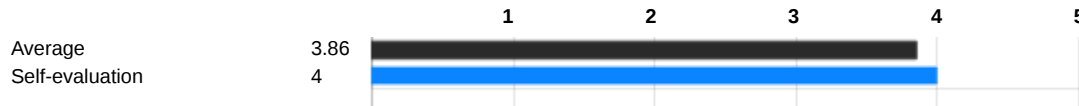
Hamner Holman, Janine (host). *The Cost of Not Paying Attention*. <https://janinehamner.com/podcast/>

Price, Suzie (host). *Wake Up Eager*. <https://www.pricelessprofessional.com/wakeuppeagerworkforce.html>

Regier, Nate (host). *On Compassion with Dr. Nate*. <https://www.next-element.com/resources/podcast/>

Silverman, Mark J. (host). *The Rising Leader Podcast*. <https://www.markjsilverman.com/podcast-all>

Stachowiak, Dave (host). *Coaching for Leaders*. <https://coachingforleaders.com/>

3. Arranges opportunities for team members to cross-train. (Performance Coaching)**Description**

Members of a work group depend on each other to carry out their roles. But what happens when someone needs help? Do the other members know enough about that person's role to perform tasks successfully? What happens when the team member has to be absent for other assignments, training, illness or vacation? Can anyone step in and do the job?

In order for team members to help each other, they need a basic understanding of each other's roles. Cross-training prepares people to help each other get their jobs done, and it is an ideal way of learning how all the pieces of the puzzle fit together. Furthermore, learning a variety of tasks strengthens a person's professional qualifications. A leader should have a plan for cross-training that will work best for the team.

What lower ratings may mean:

The people who gave you feedback may feel that they have not had adequate opportunities to cross-train.

- They may have had to fill in for someone and did not know what to do.
- There may have been instances of poor coordination.
- You may feel that there is not enough time for cross-training.
- You may believe they'll learn from each other without cross-training.
- Possibly you give a higher priority to other forms of training.

Recommended follow-up development actions:

- If the comments in your report do not describe in enough detail why you received a relatively low rating, consider asking the people who rated you for more specific examples of your actions.
- Perhaps the people who work around you expect more of you than you realize. Tell them that you want them to broaden their professional abilities. Ask them what improvements they would like to see in the way you arrange opportunities for cross-training.
- Cross-training does not have to happen as a crash project. Think about what could be done if the program spanned three years.
- Remember that a program of cross-training does not have to make people experts in each other's jobs. A less ambitious goal might include appreciation, familiarization, or basic knowledge.
- Think about cross-training opportunities as you would a job assignment. Who most needs to know related skills? Who would enjoy the work? Who is best qualified?

- Evaluate your purpose and goals for a program of cross-training. Consider that the time spent in cross-training will depend on how much you want people to learn and how long you judge it will take to learn it.
- You may want to avoid starting a new program of cross-training during a time of stress or crisis.
- Consider asking team members which roles they would like to cross-train for.
- Consider letting your team members create a plan for their own cross-training. As initial guidance, tell them how much time and other resources are available.
- Consider believing in and doing things based on these positive attitude:
 - "I'll invest in cross-training to develop the members of the team."

Recommended Resources

BOOKS

Brown, Brené. *Dare to Lead: Brave Work. Tough Conversations. Whole Hearts.* Random House, 2018.

Crowley, Mark C. *Lead from the Heart: Transformational Leadership for the 21st Century.* Hay House Business, 2022.

Goldsmith, Marshall, et al, eds. *Coaching for Leadership: Writings on Leadership from the World's Greatest Coaches, 3rd Ed.* Pfeiffer, 2012.

Hunkins, Alain. *Cracking the Leadership Code: Three Secrets to Building Strong Leaders.* Wiley, 2020.

Laraway, Russ. *When They Win, You Win: Being a Great Manager Is Simpler Than You Think.* St. Martin's Press, 2022.

Maxwell, John C. *The 21 Irrefutable Laws of Leadership: Follow Them and People Will Follow You.* HarperCollins, 25th Anniversary Ed., 2022.

Stanier, Michael Bungay. *The Coaching Habit.* Box of Crayons Press, 2016.

Wiseman, Liz. *Multipliers: How the Best Leaders Make Everyone Smarter.* Harper Business, Updated Ed., 2017.

PODCASTS

Bell, Meredith (host). *Grow Strong Leaders.* <https://growstrongleaders.com/podcasts/>

Brown, Brené (host). *Dare to Lead.* <https://brenebrown.com/podcast-show/dare-to-lead/>

Crowley, Mark C. (host). *Lead from the Heart.* <https://markccrowley.com/podcasts/>

Dorris, Chris (host). *Tough Talks: Conversations on Mental Toughness*.
<https://christopherdorris.com/mental-toughness-podcast-tough-talks/>

Hamner Holman, Janine (host). *The Cost of Not Paying Attention*.
<https://janinehamner.com/podcast/>

Price, Suzie (host). *Wake Up Eager*.
<https://www.pricelessprofessional.com/wakeupeagerworkforce.html>

Regier, Nate (host). *On Compassion with Dr. Nate*. <https://www.next-element.com/resources/podcast/>

Silverman, Mark J. (host). *The Rising Leader Podcast*.
<https://www.markjsilverman.com/podcast-all>

Stachowiak, Dave (host). *Coaching for Leaders*. <https://coachingforleaders.com/>