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LEADERSHIP

360

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*A practical way to see how your team experiences your leadership.*

HONEST FEEDBACK. FOCUSED GROWTH.

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## FOR THE LEADER

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# Leadership 360

*A practical way to see how your team experiences your leadership*

Honest Feedback · Eight Categories · One Focus

This workbook gives you everything you need to run a 360-degree feedback survey for a leader: the rater survey, the response compilation grid, the calculation, a tier-by-tier walkthrough of the final report, and a worked example. It's designed to be printed, filled in by an administrator, and read together with the leader at the end. The whole process runs about two weeks, start to finish.

The goal is to gain insights for future growth and development, not a performance review. Use it to spot patterns, surface blind spots, and pick one focus that matters for immediate follow-up. Don't use it for compensation, promotion, or anything else with consequences attached.

## WHY A 360 DEGREE LEADERSHIP ASSESSMENT?

A leadership self-assessment shows what you intend to focus on for leadership development. A 360 shows you what your team experiences. The two views aren't competing; they're complementary, and the gap between them is where the growth opportunities become visible.

### A Self-Assessment Shows

**Your intent.** The version of leadership you're aiming for, the one you've thought about in quiet moments between meetings.

**Your effort.** How hard you're working at it. Where you're stretching, what you're trying, where you're putting your attention.

**But your blind spots stay blind.** The patterns you can't see in yourself are exactly the patterns most worth knowing.

### A 360 Assessment Shows

**Your impact.** How your team reads your behavior in the moments between meetings. The version they experience, not the version you intend.

**The pattern across views.** Where managers, peers, and direct reports converge. When three angles agree, the signal is loud.

**Blind spots come into view.** The gap between intent and impact has a name now. You can work on it once you can see it.

## Anonymity is what makes the feedback honest

People answer freely when they can trust their responses roll up to averages and summaries only and are not attributed to individuals. The Leader can see the patterns, not the names behind them. **A trusted third party should be assigned to administer this 360 review.** This will ensure anonymity and the best possible insights for the Leader.

Some leaders are tempted to skip this guardrail and implement the 360 on their own, and/or ask raters to sign their work. Don't do either! The moment people think the Leader will know who said what, the value of their feedback will be diminished, and the Leader is left with a polished version of the truth that wastes everyone's time. The final report shows averages and summaries only, not who said what.

## THE EIGHT CATEGORIES

Each category groups four related statements. The category lens is where the feedback comes into focus: it shows where the Leader is strongest and weakest, which is how the future focus for development is determined.

### Stability

Composure under pressure, consistent presence, and openness to feedback.

### Setting Boundaries

Delegating well, saying no when needed, protecting team time and focus.

### Productivity

Prioritizing high-impact work, managing time, and keeping projects on track.

### Work Quality

Producing work that holds up, knowledgeable and proficient, setting the team's standard.

### Accountability

Owning decisions, admitting mistakes, following through on commitments.

### Team Building

Investing in their people one-on-one, encouraging teamwork over individual heroics.

### Communication

Clarity in expectations, listening to understand, sharing information openly.

### Leadership

Coaching others, contributing ideas, recognizing good work, energy others follow.

## PROCESS OVERVIEW

Five phases for turning honest feedback into a focused next step. Each phase builds on the one before, and the whole sequence takes about two weeks.

### Phase 1 • Set Up

#### What you do

Pick five to ten raters. A mix of managers, peers, and direct reports gives you the fullest feedback. That's the 360 part.

#### What you need

Names, email addresses, and a return-by date.

**Phase 2 • Choose Format***What you do*

Decide between the printed Rater's Survey (provided on p. 4) and the Excel version based on rater preference. Both ask the same thirty-two questions and produce identical math.

*What you need*

Access to email and a printer, or the Excel file.

**Phase 3 • Distribute***What you do*

Send each rater their survey with a short note explaining the purpose and the due date. Two weeks is the right amount of time.

*What you need*

An anonymous return method that fits your workflow. (e.g. submit to Administrator directly, or via an anonymous route of your choosing)

**Phase 4 • Compile***What you do*

As surveys come back, the Administrator will transfer each rater's responses into the compilation grid in the Administrator section of this workbook.

*What you need*

Returned surveys and this workbook open. (Excel version is highly recommended for automatic calculations and tier ratings.)

**Phase 5 • Read and Act***What you do*

Open the final report. Read the composite results, calculate the eight category averages, then pick one area to focus on next.

*What you need*

A quiet thirty minutes with Step Two instructions (p. 11), and an open mind.

*Raters shouldn't feel pressured to respond immediately. Hence, the two week due date.. Honest feedback needs a little room to breathe.*

**CHOOSE YOUR RATERS**

Five to ten people who see the leader's behavior from different angles. A small, thoughtful pool beats a large, generic one.

**How Many****Five at minimum.**

Fewer raters means more weight on each answer. One outlier skews the feedback.

**Ten is the sweet spot.**

Enough voices to spot patterns, not so many that the feedback gets muddy.

**Twelve is the ceiling.**

Beyond this, the work to compile outweighs the new signal.

**Who to Pick****Two or three managers.**

People who manage the leader now or recently. They see strategy and judgment.

**Three to five peers.**

People at the leader's level. They see how they collaborate and influence.

**Three to five direct reports.**

The leader's team. They see how the leader's behavior shapes the day-to-day.

**What to Avoid****Picking only fans.**

If everyone loves the leader, you've stacked the deck. Include people who'll push back.

**Picking only critics.**

The other extreme. Aim for a mix that's loyal but honest.

**Skipping the due date.**

Without a return date, surveys drift. Give two weeks, not two months.

## FOR THE RATER · FEEDBACK SURVEY

|                                |                        |                    |
|--------------------------------|------------------------|--------------------|
| LEADER BEING ASSESSED<br>_____ | ADMINISTRATOR<br>_____ | RETURN BY<br>_____ |
|--------------------------------|------------------------|--------------------|

You've been asked to provide feedback as part of a 360-degree leadership assessment for the leader named above. Thank you for taking the time. The point of this exercise is development, not performance review. Your honest feedback will help the leader see what's working and where to focus their growth.

**Your responses are anonymous.** The Administrator named above is responsible for collecting these surveys, and they won't share your individual answers with the leader being assessed. The final report only shows averages and summaries across all raters, not individual scores or who said what. This is by design to ensure honest feedback.

## HOW TO ANSWER

Read each statement and place a checkmark (or number value) in one column. Mark what you've observed in the leader's behavior, not what you'd like it to be. Go with your first impression. If you haven't seen enough of a behavior to rate it, mark NB for "No basis to rate" and your answer is excluded from the math. At the end of the survey you'll find one optional comment box per category. Use those only if you have something useful to add, which can include highlighting the Leader's strengths and/or areas for future development. Comments will be summarized, not shared specifically with the Leader to ensure confidentiality.

| Rating                       | What it means                                                                    |
|------------------------------|----------------------------------------------------------------------------------|
| <b>Highly Agree</b> 12 pts   | A real strength. Shows up consistently in the leader's day-to-day behavior.      |
| <b>Mostly Agree</b> 9 pts    | Mostly true. They're reliable here most of the time, with occasional gaps.       |
| <b>Neutral</b> 6 pts         | Mixed. Sometimes the behavior shows up, sometimes it doesn't.                    |
| <b>Mostly Disagree</b> 3 pts | A real gap. They struggle with it more often than not.                           |
| <b>Highly Disagree</b> 0 pts | Critical gap. This is hurting their leadership, and the team feels it.           |
| <b>No basis to rate</b> NB   | You haven't observed enough of this behavior to rate it. Excluded from the math. |

## STATEMENTS · thirty-two items across eight categories

| # | Statement<br>(Select one box only per question) | Highly Agree<br>(12) | Mostly Agree<br>(9) | Neutral<br>(6) | Mostly Disagree<br>(3) | Highly Disagree<br>(0) | No basis to rate<br>(NB) |
|---|-------------------------------------------------|----------------------|---------------------|----------------|------------------------|------------------------|--------------------------|
|---|-------------------------------------------------|----------------------|---------------------|----------------|------------------------|------------------------|--------------------------|

## STABILITY · Composure under pressure, consistent presence, and openness to feedback.

|   |                                                                |  |  |  |  |  |  |
|---|----------------------------------------------------------------|--|--|--|--|--|--|
| 1 | Stays composed when things go wrong or pressure builds.        |  |  |  |  |  |  |
| 2 | Brings consistent energy and presence, including on hard days. |  |  |  |  |  |  |
| 3 | Receives feedback openly instead of getting defensive.         |  |  |  |  |  |  |

| # | Statement<br>(Select one box only per question)                       | Highly Agree<br>(12) | Mostly Agree<br>(9) | Neutral<br>(6) | Mostly Disagree<br>(3) | Highly Disagree<br>(0) | No basis to rate<br>(NB) |
|---|-----------------------------------------------------------------------|----------------------|---------------------|----------------|------------------------|------------------------|--------------------------|
| 4 | Shows awareness of how their behavior affects the people around them. |                      |                     |                |                        |                        |                          |

### SETTING BOUNDARIES · Delegating well, saying no when needed, protecting team time and focus.

|   |                                                                              |  |  |  |  |  |  |
|---|------------------------------------------------------------------------------|--|--|--|--|--|--|
| 5 | Delegates work appropriately rather than trying to do everything themselves. |  |  |  |  |  |  |
| 6 | Says no to requests that pull the team off priority.                         |  |  |  |  |  |  |
| 7 | Holds the line on what the team will and won't take on.                      |  |  |  |  |  |  |
| 8 | Protects the team's time from low-value meetings and busywork.               |  |  |  |  |  |  |

### PRODUCTIVITY · Prioritizing high-impact work, managing time, and keeping projects on track.

|    |                                                            |  |  |  |  |  |  |
|----|------------------------------------------------------------|--|--|--|--|--|--|
| 9  | Prioritizes high-impact work over what's just urgent.      |  |  |  |  |  |  |
| 10 | Manages their time well and arrives prepared.              |  |  |  |  |  |  |
| 11 | Keeps projects on track without losing the bigger picture. |  |  |  |  |  |  |
| 12 | Knows the difference between busy and productive.          |  |  |  |  |  |  |

### WORK QUALITY · Producing work that holds up, knowledgeable and proficient, setting the team's standard.

|    |                                                            |  |  |  |  |  |  |
|----|------------------------------------------------------------|--|--|--|--|--|--|
| 13 | Produces work that holds up and rarely needs to be redone. |  |  |  |  |  |  |
| 14 | Knows their craft well and stays current in their field.   |  |  |  |  |  |  |
| 15 | Thinks problems through before jumping to a solution.      |  |  |  |  |  |  |
| 16 | Sets a quality standard the team can follow.               |  |  |  |  |  |  |

### ACCOUNTABILITY · Owning decisions, admitting mistakes, following through on commitments.

|    |                                                           |  |  |  |  |  |  |
|----|-----------------------------------------------------------|--|--|--|--|--|--|
| 17 | Owens their decisions and results without shifting blame. |  |  |  |  |  |  |
|----|-----------------------------------------------------------|--|--|--|--|--|--|

| #  | Statement<br>(Select one box only per question)          | Highly Agree<br>(12) | Mostly Agree<br>(9) | Neutral<br>(6) | Mostly Disagree<br>(3) | Highly Disagree<br>(0) | No basis to rate<br>(NB) |
|----|----------------------------------------------------------|----------------------|---------------------|----------------|------------------------|------------------------|--------------------------|
| 18 | Admits mistakes openly and works to make them right.     |                      |                     |                |                        |                        |                          |
| 19 | Follows up consistently on what they've committed to do. |                      |                     |                |                        |                        |                          |
| 20 | Tells the truth, even when the news is uncomfortable.    |                      |                     |                |                        |                        |                          |

**TEAM BUILDING** · Investing in their people one-on-one, encouraging teamwork over individual heroics.

|    |                                                                                 |  |  |  |  |  |  |
|----|---------------------------------------------------------------------------------|--|--|--|--|--|--|
| 21 | Invests time in developing each team member, not just the strongest performers. |  |  |  |  |  |  |
| 22 | Connects with their people one-on-one on a regular cadence.                     |  |  |  |  |  |  |
| 23 | Encourages teamwork over individual heroics.                                    |  |  |  |  |  |  |
| 24 | Treats team success as the goal, not personal credit.                           |  |  |  |  |  |  |
|    |                                                                                 |  |  |  |  |  |  |

**COMMUNICATION** · Clarity in expectations, listening to understand, sharing information openly.

|    |                                                            |  |  |  |  |  |  |
|----|------------------------------------------------------------|--|--|--|--|--|--|
| 25 | Communicates clearly so others know what's expected.       |  |  |  |  |  |  |
| 26 | Listens to understand, not just to wait for their turn.    |  |  |  |  |  |  |
| 27 | Shares information openly and on time, not after the fact. |  |  |  |  |  |  |
| 28 | Asks good questions instead of jumping to conclusions.     |  |  |  |  |  |  |

**LEADERSHIP** · Coaching others, contributing ideas, recognizing good work, energy others follow.

|    |                                                                      |  |  |  |  |  |  |
|----|----------------------------------------------------------------------|--|--|--|--|--|--|
| 29 | Coaches their people through challenges instead of solving for them. |  |  |  |  |  |  |
| 30 | Contributes new ideas and welcomes others' ideas in return.          |  |  |  |  |  |  |
| 31 | Recognizes good work publicly and specifically.                      |  |  |  |  |  |  |
| 32 | Brings the kind of energy others want to follow.                     |  |  |  |  |  |  |

**OPTIONAL COMMENTS · one box per category**

*Behavioral patterns are more useful than specific incidents. The Administrator will see comments verbatim but will share only themes with the leader, with no attribution to individual raters.*

**Stability****Setting Boundaries****Productivity****Work Quality****Accountability****Team Building****Communication****Leadership**

## STEP ONE FOR THE ADMINISTRATOR · COMPILE THE RESPONSES

This section is for the Administrator only. Once surveys come back, transfer each rater's responses into a column below. R1 through R10 are just placeholders; the order doesn't matter, and the numbers don't link to specific people anywhere else in the workbook.

For each statement, write the rater's points in the cell: 12 for Highly Agree, 9 for Mostly Agree, 6 for Neutral, 3 for Mostly Disagree, 0 for Highly Disagree. If they marked "No basis to rate," write NB (that item is excluded from the math for that rater).

*Don't write rater names anywhere. Anonymity must be protected. Store the raw surveys securely, and consider destroying them after the debrief is complete.*

| #                                                          | Category           | Statement                                                                    | R1 | R2 | R3 | R4 | R5 | R6 | R7 | R8 | R9 | R10 |
|------------------------------------------------------------|--------------------|------------------------------------------------------------------------------|----|----|----|----|----|----|----|----|----|-----|
| 1                                                          | Stability          | Stays composed when things go wrong or pressure builds.                      |    |    |    |    |    |    |    |    |    |     |
| 2                                                          | Stability          | Brings consistent energy and presence, including on hard days.               |    |    |    |    |    |    |    |    |    |     |
| 3                                                          | Stability          | Receives feedback openly instead of getting defensive.                       |    |    |    |    |    |    |    |    |    |     |
| 4                                                          | Stability          | Shows awareness of how their behavior affects the people around them.        |    |    |    |    |    |    |    |    |    |     |
| <b>STABILITY subtotal</b> <i>max 48 per rater</i>          |                    |                                                                              |    |    |    |    |    |    |    |    |    |     |
| 5                                                          | Setting Boundaries | Delegates work appropriately rather than trying to do everything themselves. |    |    |    |    |    |    |    |    |    |     |
| 6                                                          | Setting Boundaries | Says no to requests that pull the team off priority.                         |    |    |    |    |    |    |    |    |    |     |
| 7                                                          | Setting Boundaries | Holds the line on what the team will and won't take on.                      |    |    |    |    |    |    |    |    |    |     |
| 8                                                          | Setting Boundaries | Protects the team's time from low-value meetings and busywork.               |    |    |    |    |    |    |    |    |    |     |
| <b>SETTING BOUNDARIES subtotal</b> <i>max 48 per rater</i> |                    |                                                                              |    |    |    |    |    |    |    |    |    |     |
| 9                                                          | Productivity       | Prioritizes high-impact work over what's just urgent.                        |    |    |    |    |    |    |    |    |    |     |
| 10                                                         | Productivity       | Manages their time well and arrives prepared.                                |    |    |    |    |    |    |    |    |    |     |
| 11                                                         | Productivity       | Keeps projects on track without losing the bigger picture.                   |    |    |    |    |    |    |    |    |    |     |
| 12                                                         | Productivity       | Knows the difference between busy and productive.                            |    |    |    |    |    |    |    |    |    |     |
| <b>PRODUCTIVITY subtotal</b> <i>max 48 per rater</i>       |                    |                                                                              |    |    |    |    |    |    |    |    |    |     |

| #                                                      | Category       | Statement                                                                       | R1 | R2 | R3 | R4 | R5 | R6 | R7 | R8 | R9 | R10 |
|--------------------------------------------------------|----------------|---------------------------------------------------------------------------------|----|----|----|----|----|----|----|----|----|-----|
| 13                                                     | Work Quality   | Produces work that holds up and rarely needs to be redone.                      |    |    |    |    |    |    |    |    |    |     |
| 14                                                     | Work Quality   | Knows their craft well and stays current in their field.                        |    |    |    |    |    |    |    |    |    |     |
| 15                                                     | Work Quality   | Thinks problems through before jumping to a solution.                           |    |    |    |    |    |    |    |    |    |     |
| 16                                                     | Work Quality   | Sets a quality standard the team can follow.                                    |    |    |    |    |    |    |    |    |    |     |
| <b>WORK QUALITY subtotal</b> <i>max 48 per rater</i>   |                |                                                                                 |    |    |    |    |    |    |    |    |    |     |
| 17                                                     | Accountability | Owens their decisions and results without shifting blame.                       |    |    |    |    |    |    |    |    |    |     |
| 18                                                     | Accountability | Admits mistakes openly and works to make them right.                            |    |    |    |    |    |    |    |    |    |     |
| 19                                                     | Accountability | Follows up consistently on what they've committed to do.                        |    |    |    |    |    |    |    |    |    |     |
| 20                                                     | Accountability | Tells the truth, even when the news is uncomfortable.                           |    |    |    |    |    |    |    |    |    |     |
| <b>ACCOUNTABILITY subtotal</b> <i>max 48 per rater</i> |                |                                                                                 |    |    |    |    |    |    |    |    |    |     |
| 21                                                     | Team Building  | Invests time in developing each team member, not just the strongest performers. |    |    |    |    |    |    |    |    |    |     |
| 22                                                     | Team Building  | Connects with their people one-on-one on a regular cadence.                     |    |    |    |    |    |    |    |    |    |     |
| 23                                                     | Team Building  | Encourages teamwork over individual heroics.                                    |    |    |    |    |    |    |    |    |    |     |
| 24                                                     | Team Building  | Treats team success as the goal, not personal credit.                           |    |    |    |    |    |    |    |    |    |     |
| <b>TEAM BUILDING subtotal</b> <i>max 48 per rater</i>  |                |                                                                                 |    |    |    |    |    |    |    |    |    |     |
| 25                                                     | Communication  | Communicates clearly so others know what's expected.                            |    |    |    |    |    |    |    |    |    |     |
| 26                                                     | Communication  | Listens to understand, not just to wait for their turn.                         |    |    |    |    |    |    |    |    |    |     |
| 27                                                     | Communication  | Shares information openly and on time, not after the fact.                      |    |    |    |    |    |    |    |    |    |     |
| 28                                                     | Communication  | Asks good questions instead of jumping to conclusions.                          |    |    |    |    |    |    |    |    |    |     |
| <b>COMMUNICATION subtotal</b> <i>max 48 per rater</i>  |                |                                                                                 |    |    |    |    |    |    |    |    |    |     |

| #                                                  | Category   | Statement                                                            | R1 | R2 | R3 | R4 | R5 | R6 | R7 | R8 | R9 | R10 |
|----------------------------------------------------|------------|----------------------------------------------------------------------|----|----|----|----|----|----|----|----|----|-----|
| 29                                                 | Leadership | Coaches their people through challenges instead of solving for them. |    |    |    |    |    |    |    |    |    |     |
| 30                                                 | Leadership | Contributes new ideas and welcomes others' ideas in return.          |    |    |    |    |    |    |    |    |    |     |
| 31                                                 | Leadership | Recognizes good work publicly and specifically.                      |    |    |    |    |    |    |    |    |    |     |
| 32                                                 | Leadership | Brings the kind of energy others want to follow.                     |    |    |    |    |    |    |    |    |    |     |
| <b>LEADERSHIP subtotal</b> <i>max 48 per rater</i> |            |                                                                      |    |    |    |    |    |    |    |    |    |     |

### Ready to calculate?

Once every survey is transferred above, you're ready to work the math. For each of the thirty-two statements, sum the points across raters and divide by the count of raters who answered (do not include any NB responses). That's the statement average. Step Two on the next page walks through where to enter the totals and how to calculate the final composite score. An example is also provided on p. 15 for reference.

**STEP TWO FOR THE ADMINISTRATOR · CALCULATE THE COMPOSITE SCORE**

Work through these four steps to get from raw responses to the composite score.

**1. Statement Averages**

For each of the thirty-two statements, add up the points from all raters who rated it.

Divide by the count of raters who rated that statement (do not count any rater who marks NB for a question). That's the statement's average.

**2. Category Averages**

Each category has four statements. Average those four statement averages.

Record the result in the Avg (Max=12) column of the Category Breakdown table below.

**3. Composite Score**

Add up the eight category averages.

Multiply that sum by 3.125 to scale to the 0 to 300 range. That's the composite score.

Example: a sum of 73.4 gives a composite score of about 229.

**LEVEL LEGEND · what to write in the Level column****Strong**

10.0 – 12.0

*A real strength. Lean into it.***Solid**

8.0 – 9.9

*Working well. Sharpen the edges.***Mixed**

5.0 – 7.9

*Inconsistent. Worth attention.***Weak**

0.0 – 4.9

*Real gap. Likely the focus.***CATEGORY BREAKDOWN · fill in the averages**

| Category           | # of Questions | Total Score | Divided by # of Raters | Equals Avg (Max=12) | Level |
|--------------------|----------------|-------------|------------------------|---------------------|-------|
| Stability          | 4              |             |                        |                     |       |
| Setting Boundaries | 4              |             |                        |                     |       |
| Productivity       | 4              |             |                        |                     |       |
| Work Quality       | 4              |             |                        |                     |       |
| Accountability     | 4              |             |                        |                     |       |
| Team Building      | 4              |             |                        |                     |       |
| Communication      | 4              |             |                        |                     |       |
| Leadership         | 4              |             |                        |                     |       |

|                                        |             |
|----------------------------------------|-------------|
| Sum of the eight category averages:    | _____ / 96  |
| Composite Score ( $sum \times 3.125$ ) | _____ / 300 |

### STEP THREE FOR THE ADMINISTRATOR · THE FINAL REPORT

The composite score lands the leader in one of four tiers. Find the tier below and read the paragraph that matches. The tier-specific First Move is the suggested starting point for the leader's development plan, but the Administrator and Leader will ultimately decide next steps that are most advantageous to the Leader and team.

#### COMPOSITE 360 SCORE

/ 300 · Tier: \_\_\_\_\_

#### WHERE THE SCORE LANDS · 0 to 300 scale

**Early Stage**  
0 – 149

**Developing**  
150 – 224

**Strong**  
225 – 269

**Very Strong**  
270 – 300

#### READ BY TIER · find your range

##### Very Strong · 270 – 300

**A strong, consistent picture across the board.** The team sees real depth in the leader's behavior. The opportunity now is multiplying impact through other people. Coach someone whose 360 feedback is lower, and look for ways to make the highest-scoring categories visible in how the team works.

**First Move:** Pick a stretch challenge that uses the highest categories visibly. Coach a teammate whose 360 feedback sits in a lower tier.

##### Strong · 225 – 269

**Solid feedback with real depth.** The team sees consistent, effective leadership behavior. The opportunity is to sharpen the specific behaviors pulling the average down. Small improvements at this level make a real difference.

**First Move:** Identify the two or three lower category scores. Pick the one with the most day-to-day friction, then build a small habit around the single behavior pulling it down.

##### Developing · 150 – 224

**Mixed feedback.** The fundamentals are present, but consistency is uneven across categories. Pick the single lowest category and build one focused habit around it. Don't try to fix everything at once.

**First Move:** From the eight category averages, circle the single lowest. Pick one small behavior in that category. Practice it weekly, then re-check.

**Early Stage · 0 – 149**

**Early in the leadership journey, and the team's feedback shows that.** This is information, not a verdict. Most experienced leaders started here. Pick one category that matters most to where the leader is leading right now, then choose one small behavior to practice consistently.

**First Move:** Pick one category that feels most relevant to the current role. From that category, pick the single statement with the lowest score and make that behavior the focus.

**WHAT TO DO WITH THIS FEEDBACK · fill in the three boxes**

**Top Observed Strengths · the two highest categories**

**Areas to Develop · the two lowest categories**

**Focus Area · one behavior, this quarter**

**READING THE FINAL REPORT**

**Three things to look at, in this order:** the composite score, the category breakdown, and the feedback description. The three together tell you what the team is experiencing and where to focus next.

**1. Composite Score**

Overall score across all eight categories. Anchors the feedback in one number, though it's not the whole story.

The tier label tells you what range the leader is in.

**2. Category Breakdown**

Eight category averages, each scored out of twelve. This is where the feedback sharpens.

Look for highs and lows. The pattern across categories matters more than the composite score alone.

**3. Feedback Description**

Read the tier paragraph again after the category numbers have set the context.

Then choose the most impactful area for growth.

**PICK ONE FOCUS**

Eight categories will tempt you to fix everything. Don't. One focus will make the most immediate impact.

**Start With the Lowest Category**

Look at the eight category averages. Find the lowest. That's where the team is telling the leader they need something different. Don't argue with it. Start there.

**Read the Four Statements Behind It**

Each category has four specific statements. Read them. One of those four is probably the heart of the gap. That's the real focus area, not the broad category label.

**Build One Habit, One Boundary**

Define a specific habit to start, and a specific boundary to hold. Both small enough to do this week. Both clear enough to know when they're done.

*One focus this quarter beats five focuses next year.*

**COMPLETED EXAMPLE · SARAH MITCHELL**

Here's what a completed Leadership 360 looks like end to end. Sarah is an Operations Manager leading a team of twelve.

Six raters returned her survey: her manager, two peers, and three direct reports. Her composite score of 229 lands in the Strong tier, and her lowest category, Setting Boundaries (5.5 / 12), is the focus area that emerges.

**EXAMPLE · HOW SARAH'S SETTING BOUNDARIES SCORED 5.5**

Here's what Setting Boundaries looked like after Sarah's six raters returned their surveys. The administrator entered each rater's point value in the cell, or NB if they didn't have enough basis to rate. For each row, the points were summed and divided by the count of raters who rated it (not including any NB responses). Those four row averages were then averaged to produce the category average.

| #                                                                           | Statement                                                                    | R1 | R2 | R3 | R4 | R5 | R6 | Sum | Avg (Max=12)      |
|-----------------------------------------------------------------------------|------------------------------------------------------------------------------|----|----|----|----|----|----|-----|-------------------|
| 5                                                                           | Delegates work appropriately rather than trying to do everything themselves. | 6  | 9  | NB | 3  | 6  | 9  | 33  | $33 \div 5 = 6.6$ |
| 6                                                                           | Says no to requests that pull the team off priority.                         | 3  | 6  | 3  | 0  | 6  | 3  | 21  | $21 \div 6 = 3.5$ |
| 7                                                                           | Holds the line on what the team will and won't take on.                      | 6  | 9  | 6  | 3  | 9  | 6  | 39  | $39 \div 6 = 6.5$ |
| 8                                                                           | Protects the team's time from low-value meetings and busywork.               | 3  | 6  | 6  | 3  | 9  | 6  | 33  | $33 \div 6 = 5.5$ |
| <b>SETTING BOUNDARIES category average</b> $(6.6 + 3.5 + 6.5 + 5.5) \div 4$ |                                                                              |    |    |    |    |    |    |     | <b>5.5 / 12</b>   |

**How NB changed the math on Statement 5**

R3 marked NB on Statement 5 because they hadn't seen Sarah delegate enough to rate it. That row's sum is 33 (not 39) and its divisor is 5 (not 6), giving an average of 6.6. R3's responses to Statements 6, 7, and 8 still count, so those rows divide by 6 as usual. NB protects the math from guesses.

The administrator repeated this for all eight categories. The eight category averages then combine into Sarah's composite score, as shown below.

**HOW SARAH'S 229 COMPOSITE SCORE WAS CALCULATED · math from raters to composite**

After six raters returned their surveys, the administrator transferred each rater's responses into the compilation grid, then averaged each statement and each category in turn. Sarah's eight category averages came out as follows, which sum and scale to her composite score.

|                      |          |
|----------------------|----------|
| Stability            | 9.4 / 12 |
| + Setting Boundaries | 5.5 / 12 |
| + Productivity       | 8.0 / 12 |
| + Work Quality       | 9.9 / 12 |

|                                                           |           |
|-----------------------------------------------------------|-----------|
| + Accountability                                          | 10.4 / 12 |
| + Team Building                                           | 11.0 / 12 |
| + Communication                                           | 10.1 / 12 |
| + Leadership                                              | 9.1 / 12  |
| Sum of category averages (out of 96 max)                  | 73.4      |
| × 3.125 scale factor (96 → 300)                           | 229.4     |
| Composite Score rounded; lands in Strong tier (225 – 269) | 229 / 300 |

## COMPOSITE 360 SCORE

229

/ 300 · Tier: Strong

## WHERE THE SCORE LANDS · 0 to 300 scale

|                        |                         |                     |                          |
|------------------------|-------------------------|---------------------|--------------------------|
| Early Stage<br>0 – 149 | Developing<br>150 – 224 | Strong<br>225 – 269 | Very Strong<br>270 – 300 |
|------------------------|-------------------------|---------------------|--------------------------|

## SARAH'S CATEGORY BREAKDOWN

| Category           | # of Questions | Total Score | Divided by # of Raters | Equals Avg (Max=12) | Level  |
|--------------------|----------------|-------------|------------------------|---------------------|--------|
| Stability          | 4              | 225         | 6                      | 9.4                 | Solid  |
| Setting Boundaries | 4              | 126         | 6                      | 5.5                 | Mixed  |
| Productivity       | 4              | 192         | 6                      | 8.0                 | Solid  |
| Work Quality       | 4              | 237         | 6                      | 9.9                 | Solid  |
| Accountability     | 4              | 249         | 6                      | 10.4                | Strong |
| Team Building      | 4              | 264         | 6                      | 11.0                | Strong |
| Communication      | 4              | 243         | 6                      | 10.1                | Strong |
| Leadership         | 4              | 219         | 6                      | 9.1                 | Solid  |

## WHAT TO DO WITH THIS · Sarah's plan

## Top Observed Strengths

Team Building (11.0 / 12) and Accountability (10.4 / 12). Sarah's raters consistently flag her one-on-ones and her ownership of outcomes as real assets.

## Areas to Develop

Setting Boundaries (5.5 / 12) and Productivity (8.0 / 12). The team sees Sarah saying yes too often and getting pulled into urgent work that isn't always the most important.

## Focus Area · this quarter

Build the habit of saying no to one low-priority request per week, and block one hour each Friday to review team commitments and decline or delegate at least one item that's pulling the team off priority.

## WHAT THE RATERS SAID · comments by category

**Reminder:** Sarah only sees themes across raters, never individual attribution. A single comment is one person's view; three comments saying similar things is a pattern.

## Setting Boundaries

*"She takes on too much herself rather than pushing back on lower-priority asks."*  
*"Often the last to leave; would benefit from saying no more."*  
*"Could be more protective of team focus."*

## Productivity

*"Sometimes pulled into urgent work that isn't the most important."*  
*"Time management is good overall."*

## Team Building

*"Genuinely cares about each of us and shows it."*  
*"Best one-on-ones I've had."*  
*"Invests time in our development."*  
*"Makes us feel valued."*

## Leadership

*"Energy and warmth are real strengths."*  
*"Coaches well in the moment."*

### What Sarah does next

**Sarah commits to one specific behavior for the quarter:** a thirty-minute review every Friday afternoon where she explicitly declines or delegates at least one lower-priority request from the week. She tells her team about the commitment so they can hold her to it.

She'll re-run the 360 next quarter with the same six raters to see whether the Setting Boundaries average has moved.

### SELF vs. 360 · OPTIONAL

If the leader has also completed the Leadership Assessment (the self-assessment companion to this tool), compare the two views side by side. The gap between self-view and team-view is often the most useful signal in the workbook.

#### Aligned

*within 2 points*

The leader sees themselves the same way the team sees them. Self-perception and team experience are running in the same lane. Trust the feedback, pick the focus from the lowest category, and start there without second-guessing whether the team got it wrong.

#### Blind Strength

*team scores 2+ higher*

The team sees a strength the leader doesn't claim. Something they do without thinking, maybe because it comes easily, is landing as a real asset. The risk is underplaying it. Lean in. Name it out loud, schedule more of the work that calls for it, and consider where to coach a teammate developing that same muscle.

#### Blind Spot

*team scores 2+ lower*

The team sees a gap the leader doesn't, and this is where the 360 earns its keep. The temptation will be to push back: rationalize the score, find the one rater who must've misread the question, decide the category was defined oddly. Resist that. Pause on the gap for a day, read the four statements inside that category carefully, then pick the one behavior change that would close the gap fastest.

#### Self-Critical

*leader scores lower*

The leader's harder on themselves than the team is. This isn't humility being rewarded; it's a calibration issue, and it's useful to know. The risk is over-correcting on a category that doesn't need it while a real gap goes unaddressed. Use the team's feedback as the anchor for picking the focus, not the leader's own scores.

### SARAH'S SELF vs. 360 · a worked example

Continuing Sarah Mitchell's example from earlier. Before the 360, Sarah completed the Leadership Assessment and scored herself across the same eight categories. Here are her self-scores beside the team's 360 averages.

| Category             | Self (Max=12) | 360 Avg (Max=12) | Gap  | Pattern    |
|----------------------|---------------|------------------|------|------------|
| Stability            | 10.0          | 9.4              | -0.6 | Aligned    |
| ○ Setting Boundaries | 9.0           | 5.5              | -3.5 | Blind Spot |
| Productivity         | 9.0           | 8.0              | -1.0 | Aligned    |
| Work Quality         | 11.0          | 9.9              | -1.1 | Aligned    |
| Accountability       | 11.0          | 10.4             | -0.6 | Aligned    |

| Category        | Self (Max=12) | 360 Avg (Max=12) | Gap  | Pattern        |
|-----------------|---------------|------------------|------|----------------|
| ○ Team Building | 8.5           | 11.0             | +2.5 | Blind Strength |
| Communication   | 10.0          | 10.1             | +0.1 | Aligned        |
| Leadership      | 9.0           | 9.1              | +0.1 | Aligned        |

Gap = 360 average minus Self score. A positive number means the team scores Sarah higher than she scores herself.

## WHAT SARAH SEES IN THE COMPARISON

### Blind Spot · Setting Boundaries (Self 9.0 vs. 360 5.5 · gap of 3.5)

Sarah rated her own boundary-setting as a near-strength. The team sees the opposite: this is the lowest category by a wide margin. She thinks she's protecting team focus and saying no when she should; her raters see her saying yes too often and getting pulled into work that isn't priority.

This is the most valuable finding in the whole exercise. Without the 360, Sarah would have picked a different focus area and made progress on something the team didn't experience as a gap. The 360 reframes her development plan around what genuinely matters to her team.

### Blind Strength · Team Building (Self 8.5 vs. 360 11.0 · gap of +2.5)

Sarah undervalues her own team-building. She thinks she's average at it; her team experiences it as her standout strength. Her one-on-ones, her investment in each person's development, and her care show up as the strongest signal in the report.

The risk is leaving this asset under-leveraged. Sarah's First Move could include intentionally using this strength more visibly: mentoring a teammate, modeling these behaviors at her level, or making time for her one-on-ones non-negotiable even when the calendar gets tight.

### Aligned · the other six categories

Stability, Productivity, Work Quality, Accountability, Communication, and Leadership are all within 1.5 points of Sarah's self-view. The two views converge here, which means Sarah can trust both her own read and her team's read on those categories.

Net read: Sarah's self-assessment is well-calibrated in most areas, with one clear blind spot and one underplayed strength. The 360 didn't invalidate her self-view; it sharpened it on the two categories that matter most.

The Self vs. 360 comparison is optional. Skip it if the leader hasn't completed the Leadership Assessment.

## PAIR THIS WITH

**Leadership Assessment***the self-assessment companion*

Twenty-five statements across the same eight categories. The leader's own read, scored 0 to 300. Run alongside the 360 results for a full Self vs. 360 comparison.

[leadership-tools.com/leadership-assessment.html](http://leadership-tools.com/leadership-assessment.html)

**Master Action Plan (M.A.P.)***turn the focus into a plan*

Turn the focus area into a written plan with high-impact actions, deadlines, and a weekly review.

[leadership-tools.com/master-action-plan.html](http://leadership-tools.com/master-action-plan.html)

***Pick one focus. Build one habit. Re-check together.***