

Feedback Results  
Your CompanyName Here  
2026

Sample Employee

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Results Generated by HR-Survey

June 2026

# Introduction

## What you will find in this report

This report includes the feedback results gathered for you. It is designed to assist you in recognizing your strengths, identifying areas for improvement, and understanding where your self-assessment may differ from the feedback providers' perspectives.

We trust that you will recall from your experiences the challenge of offering such feedback, remain receptive to different viewpoints, and be prepared to incorporate this feedback into your personal development.

## Goals of the 360 Degree Feedback

Multi-Source Feedback offers a comprehensive view of an individual's behavior and performance by incorporating diverse perspectives from the workplace. It provides recipients with valuable insights for their development and enriches reviewers with additional feedback.

Receiving feedback from various sources can enhance your self-awareness, illuminate how others perceive you across different roles, and contribute to your professional growth.

## Receiving Feedback

Feedback is a valuable tool for self-reflection. It helps us understand how others perceive us, which can differ from our own self-image. By reflecting on feedback, we can set specific goals for professional growth. It's important to view feedback as a perspective on how we can improve our performance and relationships. Seeking and receiving feedback is the only way to uncover our "blind spots" and learn about the unintended negative consequences of our actions.

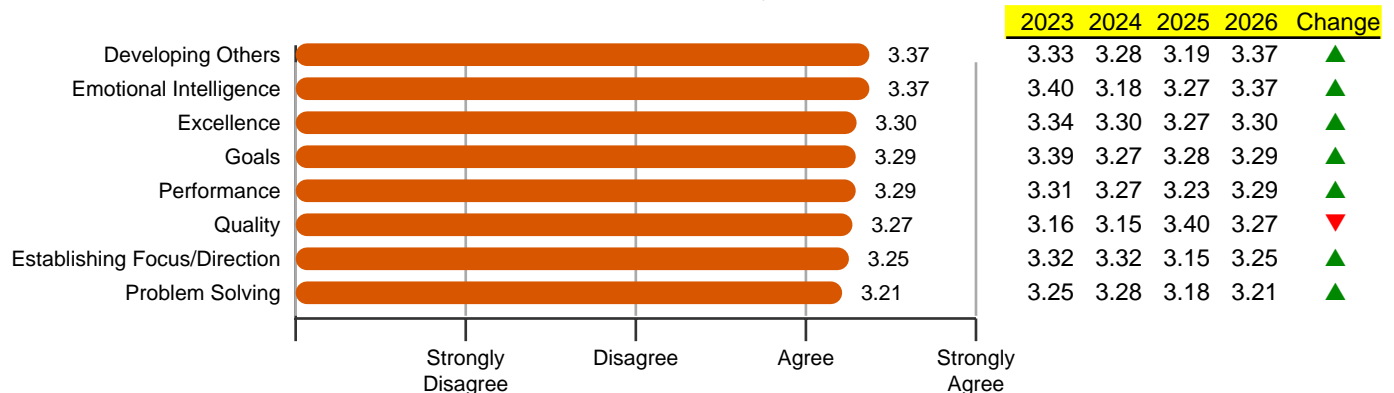
## What to Do with Your Feedback

Use feedback to better understand yourself and set goals for improvement. Consider feedback as different perspectives on your strengths and weaknesses in specific areas where you want to be more effective.

# Summary

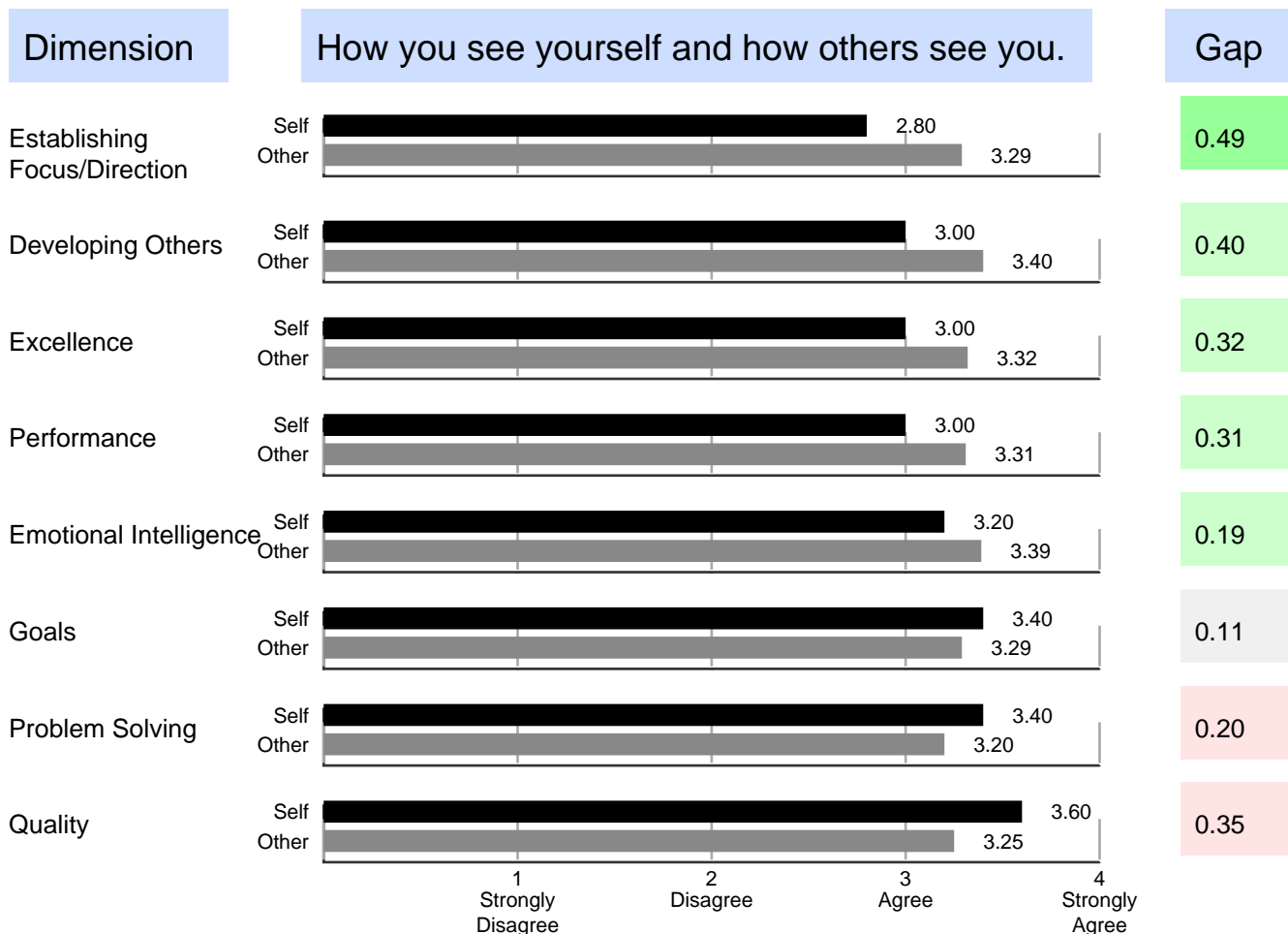
In this feedback process, the questionnaire items prompted respondents to evaluate specific behaviors and competencies recognized by COMPANY's present leaders. These behaviors and competencies are categorized into 8 principal dimensions of leadership.

The summary scores for each dimension, displayed below, were derived by averaging the scores for all questions within that dimension from all respondents. These summary scores are arranged in descending order, with the highest scores at the top. The dimensions listed towards the bottom are the ones that may require the most development.



# Gap Analysis

These charts graphically represent the "Gap" indicating the difference between your average self-assessment on each competency and the average rating given by other respondents. This visualization aids in identifying blind spots—areas where others rated you more favorably than you did yourself, indicated by varying shades of green. In contrast, it also highlights areas for improvement—where you rated yourself higher than others, shown in shades of red. The intensity of the color correlates with the size of the Gap. If a competency's Gap is not colored, it signifies consensus between your self-assessment and others' feedback.



## Excellence

Excellence is the disciplined pursuit of ambitious, high-impact goals, where individuals set elevated standards, assume greater responsibilities, and articulate a compelling vision that drives superior performance. It requires intentional mastery--managing risks wisely, applying advanced skills, analyzing data with precision, and continuously learning to adapt, innovate, and improve. Those who demonstrate Excellence work with purpose and consistency: they manage time effectively, measure progress rigorously, refine performance through objective assessment, and apply creative thinking to elevate outcomes. They strengthen results by leveraging mentors, maintaining professional relationships, and volunteering for initiatives that enhance team success, modeling a commitment to delivering exceptional value in every endeavor.

### Level of Skill

The table below shows the responses in a graphic form where the percentage of each kind of response is shown using a color from red (Strongly Disagree) to green (Strongly Agree).

Item	n	Avg	LOA	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Evaluates performance with clarity, accuracy, and objectivity.	15	3.20	86.7	13%	53%	33%	
2. Draws on the expertise and insights of others.	15	3.33	100.0		67%	33%	
3. Improves ability to find patterns, connections, and trends in data.	15	3.33	93.3	7%	53%	40%	
4. Demonstrates the functional or technical skills necessary to do their job.	15	3.27	93.3	7%	60%	33%	
5. Adapts quickly to new tools, systems, and technological trends.	14	3.21	85.7	14%	50%	36%	
6. Identifies emerging trends and anticipates future needs to position the team for long-term success.	15	3.47	100.0		53%	47%	
7. Sets an ambitious vision for the future.	15	3.40	93.3	7%	47%	47%	
8. Seeks additional responsibilities.	15	3.20	86.7	13%	53%	33%	
9. Demonstrates the analytical skills to do their job.	15	3.27	86.7	13%	47%	40%	

## Time Comparisons by Item

Previous administrations of the survey included similar items. For comparison purposes, the table below allows you to see how your scores this year compared to your scores from the previous survey administration. The direction of change is indicated by a colored triangle.

Item	2023	2024	2025	2026	Change
1. Evaluates performance with clarity, accuracy, and objectivity.	3.20	3.20	3.00	3.20	+0.20 ▲
2. Draws on the expertise and insights of others.	3.27	3.40	3.40	3.33	-0.07 ▼
3. Improves ability to find patterns, connections, and trends in data.	3.40	3.40	3.27	3.33	+0.07 ▲
4. Demonstrates the functional or technical skills necessary to do their job.	3.47	3.33	3.40	3.27	-0.13 ▼
5. Adapts quickly to new tools, systems, and technological trends.	3.00	3.20	3.13	3.21	+0.08 ▲
6. Identifies emerging trends and anticipates future needs to position the team for long-term success.	3.40	3.13	3.07	3.47	+0.40 ▲
7. Sets an ambitious vision for the future.	3.40	3.20	3.33	3.40	+0.07 ▲
8. Seeks additional responsibilities.	3.40	3.40	3.20	3.20	
9. Demonstrates the analytical skills to do their job.	3.53	3.40	3.60	3.27	-0.33 ▼

## Developing Others

Training and developing members of the team/department.

### Level of Skill

The table below shows the responses in a graphic form where the percentage of each kind of response is shown using a color from red (Strongly Disagree) to green (Strongly Agree).

Item	n	Avg	LOA	Strongly Disagree	Disagree	Agree	Strongly Agree
10. Assesses employees' developmental needs.	15	3.20	93.3	7%	67%	27%	
11. Encourages employees through recognition of positive changes in behavior.	15	3.67	100.0		33%	67%	
12. Assigns tasks and responsibilities to develop skills of others.	15	3.40	93.3	7%	47%	47%	
13. Is open to receiving feedback.	15	3.13	86.7	13%	60%	27%	
14. Sets performance objectives for subordinates that encourages development opportunities.	15	3.47	100.0		53%	47%	

## Time Comparisons by Item

Previous administrations of the survey included similar items. For comparison purposes, the table below allows you to see how your scores this year compared to your scores from the previous survey administration. The direction of change is indicated by a colored triangle.

Item	2023	2024	2025	2026	Change
10. Assesses employees' developmental needs.	3.33	3.47	3.27	3.20	-0.07 ▼
11. Encourages employees through recognition of positive changes in behavior.	3.40	3.40	3.27	3.67	+0.40 ▲
12. Assigns tasks and responsibilities to develop skills of others.	3.53	3.20	3.00	3.40	+0.40 ▲
13. Is open to receiving feedback.	3.20	3.21	3.40	3.13	-0.27 ▼
14. Sets performance objectives for subordinates that encourages development opportunities.	3.20	3.13	3.00	3.47	+0.47 ▲

## Emotional Intelligence

Ability to perceive, interpret, and understand the emotions of others.

### Level of Skill

The table below shows the responses in a graphic form where the percentage of each kind of response is shown using a color from red (Strongly Disagree) to green (Strongly Agree).

Item	n	Avg	LOA	Strongly Disagree	Disagree	Agree	Strongly Agree
15. Is able to express themselves clearly.	15	3.53	100.0		47%	53%	
16. Is able to manage their own emotions.	15	3.47	93.3	7%	40%	53%	
17. Is able to control their own emotions.	15	2.93	73.3	27%	53%	20%	
18. Accurately perceives the emotional reactions of others.	15	3.40	93.3	7%	47%	47%	
19. Helps to make decisions and solve problems using knowledge about how others will react in certain situations.	15	3.53	100.0		47%	53%	

## Time Comparisons by Item

Previous administrations of the survey included similar items. For comparison purposes, the table below allows you to see how your scores this year compared to your scores from the previous survey administration. The direction of change is indicated by a colored triangle.

Item	2023	2024	2025	2026	Change
15. Is able to express themselves clearly.	3.67	3.27	3.20	3.53	+0.33 ▲
16. Is able to manage their own emotions.	3.33	3.00	3.07	3.47	+0.40 ▲
17. Is able to control their own emotions.	3.40	3.20	3.33	2.93	-0.40 ▼
18. Accurately perceives the emotional reactions of others.	3.47	3.53	3.20	3.40	+0.20 ▲
19. Helps to make decisions and solve problems using knowledge about how others will react in certain situations.	3.13	2.87	3.53	3.53	

## Establishing Focus/Direction

Establishing Focus/Direction is the ability to align people, plans, and resources toward meaningful goals by setting clear expectations, creating structure, and maintaining strategic clarity. It involves setting clear goals that connect individual efforts to organizational priorities, and applying situational awareness to assess risks, opportunities, and team dynamics. Managers demonstrate this competency by designing procedures, building schedules, guiding performance, and prioritizing tasks and resources to keep teams focused and productive. Success in this area also requires flexibility, self-discipline, and a commitment to monitoring progress, preparing resources, and sustaining attention through changing conditions.

### Level of Skill

The table below shows the responses in a graphic form where the percentage of each kind of response is shown using a color from red (Strongly Disagree) to green (Strongly Agree).

Item	n	Avg	LOA	Strongly Disagree	Disagree	Agree	Strongly Agree
20. Selects specific strategies and design options to help the organization achieve success within a competitive environment.	15	3.47	100.0		53%	47%	
21. Schedules regular one-on-one meetings with employees to help give focus and direction.	15	3.00	80.0	20%	60%	20%	
22. Develops contingency plans to proactively address potential risks.	15	3.53	100.0		47%	53%	
23. Schedules regular check-ins and 'roundings' where employees can discuss their goals, preferences, and any areas where they need support.	15	3.13	86.7	13%	60%	27%	
24. Sets expectations for acceptable job performance.	15	3.13	80.0	7%	13%	40%	40%

## Time Comparisons by Item

Previous administrations of the survey included similar items. For comparison purposes, the table below allows you to see how your scores this year compared to your scores from the previous survey administration. The direction of change is indicated by a colored triangle.

Item	2023	2024	2025	2026	Change
20. Selects specific strategies and design options to help the organization achieve success within a competitive environment.	3.40	3.20	2.87	3.47	+0.60 ▲
21. Schedules regular one-on-one meetings with employees to help give focus and direction.	3.47	3.13	3.20	3.00	-0.20 ▼
22. Develops contingency plans to proactively address potential risks.	3.20	3.33	3.07	3.53	+0.47 ▲
23. Schedules regular check-ins and 'roundings' where employees can discuss their goals, preferences, and any areas where they need support.	3.20	3.47	3.27	3.13	-0.13 ▼
24. Sets expectations for acceptable job performance.	3.33	3.47	3.33	3.13	-0.20 ▼

## Performance

Performance is the consistent ability to deliver highquality results by applying strong discipline, motivation, and work ethic while upholding clear standards, realistic goals, and structured methods that guide daytoday execution. It reflects a manager's capacity to anticipate needs, manage time effectively, adapt quickly to changing conditions, and overcome obstacles through resourcefulness, resilience, and sound decisionmaking that keeps work moving forward. High performers communicate expectations clearly, delegate and adjust responsibilities intelligently, and maintain a calm, positive, solutionsfocused presence that strengthens accountability, builds momentum, and enables the team to operate at its best. Ultimately, Performance is demonstrated through steady followthrough, continuous improvement, and unwavering commitment to achieving departmental goals regardless of complexity, pressure, or competing demands.

## Level of Skill

The table below shows the responses in a graphic form where the percentage of each kind of response is shown using a color from red (Strongly Disagree) to green (Strongly Agree).

Item	n	Avg	LOA	Strongly Disagree	Disagree	Agree	Strongly Agree
25. Assigns specific responsibilities to individuals on the team.	15	3.07	86.7	13%	67%	20%	
26. Encourages employees to take on responsibilities that strengthen weak performance areas.	15	3.20	93.3	7%	60%	33%	
27. Maintains team morale and direction during periods of uncertainty or strain.	15	3.40	93.3	7%	47%	47%	
28. Adjusts quickly when plans shift, maintaining productivity and composure.	15	3.60	93.3	7%	27%	67%	
29. Meets regularly to discuss job performance.	15	3.20	86.7	13%	53%	33%	

## Time Comparisons by Item

Previous administrations of the survey included similar items. For comparison purposes, the table below allows you to see how your scores this year compared to your scores from the previous survey administration. The direction of change is indicated by a colored triangle.

Item	2023	2024	2025	2026	Change
25. Assigns specific responsibilities to individuals on the team.	3.27	3.33	3.27	3.07	-0.20 ▼
26. Encourages employees to take on responsibilities that strengthen weak performance areas.	3.53	3.33	3.33	3.20	-0.13 ▼
27. Maintains team morale and direction during periods of uncertainty or strain.	3.20	3.33	2.93	3.40	+0.47 ▲
28. Adjusts quickly when plans shift, maintaining productivity and composure.	3.33	3.13	3.40	3.60	+0.20 ▲
29. Meets regularly to discuss job performance.	3.21	3.20	3.20	3.20	

## Quality

Quality is the disciplined pursuit of excellence, where high standards, clear policies, and meticulous practices ensure that work is accurate, consistent, and reliable. It reflects a leader who models best practices, communicates expectations clearly, responds promptly to issues, and stays committed to getting it right even under pressure. Quality also requires creativity, flexibility, and analytical thinking to design improvements, anticipate risks, adjust processes, and facilitate crossfunctional alignment. It is sustained through timely action, sound judgment, thorough documentation, and a preventative mindset that protects both performance and customer trust.

### Level of Skill

The table below shows the responses in a graphic form where the percentage of each kind of response is shown using a color from red (Strongly Disagree) to green (Strongly Agree).

Item	n	Avg	LOA	Strongly Disagree	Disagree	Agree	Strongly Agree
30. Implements quality control feedback loops to enhance services and products.	14	3.00	92.9	7%	79%		14%
31. Able to anticipate quality issues and take preventative actions.	15	3.33	93.3	7%	53%		40%
32. Presents quality information and data in an easy to understand format.	14	3.29	100.0		71%		29%
33. Is a role model for quality practices and standards.	15	3.27	100.0		73%		27%
34. Coaches team members on how to inspect their own work with the same rigor expected from formal quality checks.	15	3.47	93.3	7%	40%		53%

## Time Comparisons by Item

Previous administrations of the survey included similar items. For comparison purposes, the table below allows you to see how your scores this year compared to your scores from the previous survey administration. The direction of change is indicated by a colored triangle.

Item	2023	2024	2025	2026	Change
30. Implements quality control feedback loops to enhance services and products.	2.87	3.27	3.07	3.00	-0.07 ▼
31. Able to anticipate quality issues and take preventative actions.	3.13	3.07	3.47	3.33	-0.13 ▼
32. Presents quality information and data in an easy to understand format.	3.40	3.07	3.60	3.29	-0.31 ▼
33. Is a role model for quality practices and standards.	3.07	3.33	3.33	3.27	-0.07 ▼
34. Coaches team members on how to inspect their own work with the same rigor expected from formal quality checks.	3.33	3.00	3.53	3.47	-0.07 ▼

## Problem Solving

Problem solving involves identifying an issue and conducting a root cause analysis. This includes examining all contributing factors and collecting relevant information while considering the perspectives of others. Multiple solutions are developed through brainstorming, and these solutions are then evaluated for practicality, efficiency, and feasibility. Additionally, the needs and constraints imposed by the organization are balanced. The information gathered is analyzed to determine the best strategy for addressing the problem, which is then effectively implemented.

### Level of Skill

The table below shows the responses in a graphic form where the percentage of each kind of response is shown using a color from red (Strongly Disagree) to green (Strongly Agree).

Item	n	Avg	LOA	Strongly Disagree	Disagree	Agree	Strongly Agree
35. Uses structured comparison methods (decision matrices, pros/cons grids, scenario tables) to contrast alternatives in a rational, transparent way.	15	3.13	86.7	13%	60%	27%	
36. Determines the order in which the action steps need to be completed including steps that may be dependent on others.	15	3.20	93.3	7%	67%	27%	
37. Gets buy-in from constituents before implementing solutions.	15	3.33	93.3	7%	53%	40%	
38. Sets realistic deadlines for each action step and for the overall completion of the solution.	15	3.07	86.7	13%	67%	20%	
39. Ability to develop innovative solutions to problems.	15	3.33	100.0		67%	33%	

## Time Comparisons by Item

Previous administrations of the survey included similar items. For comparison purposes, the table below allows you to see how your scores this year compared to your scores from the previous survey administration. The direction of change is indicated by a colored triangle.

Item	2023	2024	2025	2026	Change
35. Uses structured comparison methods (decision matrices, pros/cons grids, scenario tables) to contrast alternatives in a rational, transparent way.	3.20	3.27	3.13	3.13	
36. Determines the order in which the action steps need to be completed including steps that may be dependent on others.	3.53	3.20	3.33	3.20	-0.13 ▼
37. Gets buy-in from constituents before implementing solutions.	3.20	3.27	3.07	3.33	+0.26 ▲
38. Sets realistic deadlines for each action step and for the overall completion of the solution.	3.13	3.40	3.33	3.07	-0.27 ▼
39. Ability to develop innovative solutions to problems.	3.20	3.27	3.00	3.33	+0.33 ▲

## Goals

Goal setting involves the ability to establish and define aspirational, stretch, and strategic goals. It encompasses prioritizing, optimizing, and aligning these goals to ensure coherence and focus. Additionally, it requires understanding, creating, and utilizing performance metrics to track progress and success. Effective goal setting also includes setting and adhering to timelines while minimizing distractions. It involves coordinating multiple goals simultaneously and providing the necessary support, resources, and feedback to others to help them achieve their objectives.

### Level of Skill

The table below shows the responses in a graphic form where the percentage of each kind of response is shown using a color from red (Strongly Disagree) to green (Strongly Agree).

Item	n	Avg	LOA	Strongly Disagree	Disagree	Agree	Strongly Agree
40. Defines specific performance targets to measure goal attainment.	15	3.33	100.0		67%		33%
41. Adapts communication about goals to match the needs, readiness, or understanding of different team members.	15	3.33	93.3	7%	53%		40%
42. Modifies expectations or deliverables when team members encounter unforeseen barriers, ensuring goals remain attainable.	15	3.40	93.3	7%	47%		47%
43. Strategically positions the company effectively in the market by setting goals that leverage unique value propositions and target market segments.	15	3.13	86.7	13%	60%		27%
44. Creates situational and task-specific goals that help to provide clear direction and purpose.	15	3.27	100.0		73%		27%

## Time Comparisons by Item

Previous administrations of the survey included similar items. For comparison purposes, the table below allows you to see how your scores this year compared to your scores from the previous survey administration. The direction of change is indicated by a colored triangle.

Item	2023	2024	2025	2026	Change
40. Defines specific performance targets to measure goal attainment.	3.00	3.20	3.27	3.33	+0.07 ▲
41. Adapts communication about goals to match the needs, readiness, or understanding of different team members.	3.47	3.20	2.93	3.33	+0.40 ▲
42. Modifies expectations or deliverables when team members encounter unforeseen barriers, ensuring goals remain attainable.	3.27	3.53	3.13	3.40	+0.27 ▲
43. Strategically positions the company effectively in the market by setting goals that leverage unique value propositions and target market segments.	3.87	3.13	3.20	3.13	-0.07 ▼
44. Creates situational and task-specific goals that help to provide clear direction and purpose.	3.33	3.27	3.87	3.27	-0.60 ▼