

# Name Name

# (confidential)

# Introduction

Welcome to your 360 Feedback Report. It is very clear that all the people who provided feedback did so very thoughtfully and caringly, and you will find much of value in the results. This will be a key reference throughout CGS Catalyst, and the survey will be repeated towards the end of the programme.

Purpose

To provide **self-awareness as a foundation for growth** as leaders

### Objectives:

1. To provide insights on individual leadership strengths and developmental needs from the **differing perspectives of peers, supervisors and subordinates**
2. To provide a **self-based assessment of** leadership strengths and developmental needs, including the ability to understand any differences between own and others’ perceptions
3. To provide **tangible material for reflection**, coaching discussions and the creation of an Individual Development Plan
4. To provide a **measured baseline at the commencement of CGS Catalyst**, from which individual and collective growth can be evaluated at the end
5. To draw **participants’ attention to the full range of their roles as leaders**

### What it is not:

1. A performance assessment
2. A source of information for CGS ELT or HR staff about individuals

### What it is:

1. **Strictly non-attributable** (the data has been collated in a de-identified form by external provider Balance Partners and only shared with individual participants and their coach, for them to consider and share with their Development Council as they choose)
2. **Tailored for CGS Catalyst** (i.e. focused on the attributes needed for CGS current and future leadership, in the CGS context)
3. Designed to be **simple and instinctive** for feedback-providers, and framed in a **positive**, **developmental tone** that will encourage **meaningful feedback** while still **enabling critical insights**

### Scored Questions

These were designed to address the full range of leadership functions at CGS, across the six parameters of Purpose, Personal Development, Presence, People Skills, Practicalities, and Principles. Ratings were sought according to a CGS-specific Likert Scale. This was designed to provide for individuals at all levels of their leadership development, and to encourage respondents to differentiate between varying levels of good performance.

**1 – Inadequately;** significantly below expectations, requires substantial improvement

**2 – Minimally;** contributes to outcomes, but heavily reliant on others' efforts

**3 – Partially;** meets some expectations but improvement needed in key areas

**4 – Competently;** meets expectations and performs to a satisfactory standard

**5 – Very well;** exceeds expectations in most areas, demonstrating strong performance

**6 – Excellently;** a high-performer, consistently exceeding expectations with minor growth areas

**7 – Outstandingly;** exceptional performance in all areas, serves as a role model for others

### Free Text Responses

These were designed to allow personalised feedback in a constructive and actionable form.

## How to read your report

Please take some quiet time to absorb the content before you have your first coaching session. You may wish to make notes in your CGS Catalyst Journal.

As you reflect, consider:

* The questions themselves (a comprehensive view of what leadership requires)
* The full range of strengths to build on (usually the most fruitful way to grow)
* Development areas (you don’t need to be outstanding at everything, but there will inevitably be things you need to address if you aspire to reach your full potential)
* Any differences in perception between your own self-assessment and how respondents have rated you
* Things that may be holding you back (coaching and Lead Self will bring these out more)

You will then be ready to discuss it with your coach and start preparing your Individual Development Plan. You will work on this with your Development Council throughout the programme, noting that they are there to help you grow and to do so in a way that is accountable for all.

## Respondents

You were encouraged to nominate people who would provide a range of perspectives, including people who you knew may be critical. The best value from the process is gained by not selecting respondents who will only provide validation and positive feedback.

Try to avoid the temptation to spend time identifying who said what - take the feedback holistically.

All data is non-attributable; however, you may wish to share with your colleagues what you have learned and are working on, and to thank them for taking the time to provide feedback.

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| RESPONDENT TYPE (NAMES) | REQUESTED | RESPONDED |
| Self | 1 | 1 |
| Peers  (x,y) | 2 | 2 |
| Direct Report / Team Member  (x,y,z) | 3 | 3 |
| Supervisor / Manager  (x) | 1 | 1 |
| **Total** | **7** | **7** |

## Notes

1. Scores reflect only the responses received (i.e. nil-responses do not impact the calculations)
2. To preserve confidentiality, scores for each respondent type could not be shown separately
3. A summary rating has been provided for each of the six parameters
4. Mean is the average of all responses for this participant
5. The ‘Cohort’ symbol with vertical red dotted lines shows the average rating for all participants
6. Responses to the free text questions have been copied authentically as they were submitted, without attempting to correct grammar or typos

# Scored Questions

## Purpose

Overall Rating: Cohort Mean:

**6.1**

**5.7**

The core motivation that guides a leader's own actions and inspires their team. Embodying the qualities that we value at CGS of curiosity, creativity, confidence, and compassion, and actively embracing citizenship in both a local and global context. Incorporates:

* Curious – A strong desire to learn, explore, and understand the world.
* Creative – The ability to think outside the box and generate original ideas.
* Confident – Belief in one’s abilities and the courage to take risks.
* Compassionate – Empathy and concern for the well-being of others.
* Citizens of the World – Embracing global awareness and responsibility.

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|  | **1 2 3 4 5 6 7** | | | | | | | |
| Q1  How well does this leader align their actions with the CGS Purpose and Vision? | **Self** |  |  |  |  |  |  |  |
| **Mean (Mar)** |  |  |  |  |  |  |  |  |
| **Mean (Oct)** |  |  |  |  |  |  |  |

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|  | **1 2 3 4 5 6 7** | | | | | | | |
| Q2  To what extent does this leader’s sense of purpose incorporate positive impacts on society and a sustainable legacy? | **Self** |  |  |  |  | COHORT |  |  |
| **Mean (Mar)** |  |  |  |  |  |  |  |
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|  | **1 2 3 4 5 6 7** | | | | | | | |
| Q3  How well does this leader create a sense of purpose among the people they work with? | **Self** |  |  |  |  |  |  |  |
| **Mean (Mar)** |  |  |  |  |  |  |  |
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|  | **1 2 3 4 5 6 7** | | | | | | | |
| Q4  To what extent is this leader an exemplar of CGS Values in their own conduct? | **Self** |  |  |  |  |  |  |  |
| **Mean (Mar)** |  |  |  |  |  |  |  |
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|  | **1 2 3 4 5 6 7** | | | | | | | |
| Q5  How well does this leader uphold the CGS Values in the behaviours of others? | **Self** |  |  |  |  |  |  |  |
| **Mean (Mar)** |  |  |  |  |  |  |  |
| **Mean (Oct)** |  |  |  |  |  |  |  |

## Personal Development

Overall Rating: Cohort Mean:

**5.9**

**5.4**

The continuous process of self-improvement and growth that a leader undertakes to enhance their character, skills, knowledge, and abilities. Includes the role of a leader in others’ personal development.

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|  | **1 2 3 4 5 6 7** | | | | | | | |
| Q6  How aware is this leader of their own strengths, weaknesses, values and triggers? | **Self** |  |  |  |  |  |  |  |
| **Mean (Mar)** |  |  |  |  |  |  |  |
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|  | **1 2 3 4 5 6 7** | | | | | | | |
| Q7  To what extent does this leader reflect, learn and grow? | **Self** |  |  |  |  |  |  |  |
| **Mean (Mar)** |  |  |  |  |  |  |  |
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|  | **1 2 3 4 5 6 7** | | | | | | | |
| Q8  How effective is this leader at helping the people they work with to grow and develop? | **Self** |  |  |  |  |  |  |  |
| **Mean (Mar)** |  |  |  |  |  |  |  |
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## Presence

Overall Rating: Cohort Mean:

**6.1**

**5.7**

The ability of a leader to authentically inspire confidence, command attention, and provide authority. Incorporates:

* Using their power to good effect
* Being fully present
* Warmth and approachability

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|  | **1 2 3 4 5 6 7** | | | | | | | |
| Q9  How well does this leader maintain a positive and professional demeanour, including in challenging situations? | **Self** |  |  |  |  |  |  |  |
| **Mean (Mar)** |  |  |  |  |  |  |  |
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|  | **1 2 3 4 5 6 7** | | | | | | | |
| Q10  How well does this leader inspire trust and confidence through authentic behaviour and actions? | **Self** |  |  |  |  |  |  |  |
| **Mean (Mar)** |  |  |  |  |  |  |  |
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|  | **1 2 3 4 5 6 7** | | | | | | | |
| Q11  How effectively does this leader initiate and conduct difficult conversations and provide feedback when needed? | **Self** |  |  |  |  |  |  |  |
| **Mean (Mar)** |  |  |  |  |  |  |  |
| **Mean (Oct)** |  |  |  |  | COHORT |  |  |

## People Skills

Overall Rating: Cohort Mean:

**5.9**

**5.6**

The qualities and abilities that enable individuals to communicate, interact, and build relationships effectively with others. Incorporates:

* Communication
* Empathy
* Active listening
* Team building
* Conflict resolution
* Adaptability
* Respectfulness

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|  | **1 2 3 4 5 6 7** | | | | | | | |
| Q12  How effectively does this leader build and maintain strong social and professional relationships? | **Self** |  |  |  |  |  |  |  |
| **Mean (Mar)** |  |  |  |  |  |  |  |
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|  | **1 2 3 4 5 6 7** | | | | | | | |
| Q13  How well does this leader understand and manage the interpersonal dynamics of the team? | **Self** |  |  |  |  |  |  |  |
| **Mean (Mar)** |  |  |  |  |  |  |  |
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|  | **1 2 3 4 5 6 7** | | | | | | | |
| Q14  To what extent does this leader foster teamwork and collaboration? | **Self** |  |  |  |  |  |  |  |
| **Mean (Mar)** |  |  |  |  |  |  |  |
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|  | **1 2 3 4 5 6 7** | | | | | | | |
| Q15  To what extent does this leader demonstrate empathy, respect and active listening in their interactions? | **Self** |  |  |  |  |  |  |  |
| **Mean (Mar)** |  |  |  |  |  |  |  |
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|  | **1 2 3 4 5 6 7** | | | | | | | |
| Q16  How well does this leader communicate with the team? | **Self** |  |  |  |  |  |  |  |
| **Mean (Mar)** |  |  |  |  |  |  |  |
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|  | **1 2 3 4 5 6 7** | | | | | | | |
| Q17  To what extent does this leader create psychological safety (open communication, inclusivity, and allowing dissenting views)? | **Self** |  |  |  |  |  |  |  |
| **Mean (Mar)** |  |  |  |  |  |  |  |
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## Practicalities

Overall Rating: Cohort Mean:

**6.0**

**5.5**

Relates to the practice of leadership

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|  | **1 2 3 4 5 6 7** | | | | | | | |
| Q18  To what extent does this leader make sound and timely decisions to solve problems? | **Self** |  |  |  |  |  |  |  |
| **Mean (Mar)** |  |  |  |  |  |  |  |
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|  | **1 2 3 4 5 6 7** | | | | | | | |
| Q19  How well does this leader manage their own time and resources to achieve objectives? | **Self** |  |  |  |  |  |  |  |
| **Mean (Mar)** |  |  |  |  |  |  |  |
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|  | **1 2 3 4 5 6 7** | | | | | | | |
| Q20  How effectively does this leader organise tasks and direct the activities of the team? | **Self** |  |  |  |  |  |  |  |
| **Mean (Mar)** |  |  |  |  |  |  |  |
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|  | **1 2 3 4 5 6 7** | | | | | | | |
| Q21  To what extent does this leader consider the big picture and the interdependencies of their work with other parts of the organisation? | **Self** |  |  |  |  |  |  |  |
| **Mean (Mar)** |  |  |  |  |  |  |  |
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|  | **1 2 3 4 5 6 7** | | | | | | | |
| Q22  How well does this leader balance short-term priorities with longer-term strategic goals? | **Self** |  |  |  |  |  |  |  |
| **Mean (Mar)** |  |  |  |  |  |  |  |
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|  | **1 2 3 4 5 6 7** | | | | | | | |
| Q23  How well does this leader empower their team by simplifying complexity, delegating, and leading through change? | **Self** |  |  |  |  |  |  |  |
| **Mean (Mar)** |  |  |  |  |  |  |  |
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## Principles

Overall Rating: Cohort Mean:

**5.9**

**5.6**

Fundamental guidelines that inform the actions and decisions of leaders. These principles help leaders effectively motivate and guide others, make important decisions, and achieve common goals and are exhibited through:

* Courage
* Responsibility

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|  | **1 2 3 4 5 6 7** | | | | | | | |
| Q24  How well does this leader make courageous and ethical decisions under pressure or uncertainty? | **Self** |  |  |  |  |  |  |  |
| **Mean (Mar)** |  |  |  |  |  |  |  |
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|  | **1 2 3 4 5 6 7** | | | | | | | |
| Q25  To what extent does this leader take ownership of both success and failure, and accept responsibility for their own actions and decisions? | **Self** |  |  |  |  |  |  |  |
| **Mean (Mar)** |  |  |  |  |  |  |  |
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# Free Text Responses

**What should be celebrated** about this leader’s personal qualities and performance?

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| *I care and want what is best for the School, ET Team and individuals within.*  ***SELF*** | *He is very proactive and committed to improvement. He makes timely decisions and is willing to invest in advancement, ensuring progress and efficiency, particularly in securing the school’s IT system.* |
| *They are a very high performer that is open to feedback and incorporates this into decisions. They are respected by staff and have made "change" seem less chaotic and well planned.* | *He is a visionary leader with exceptional expertise in implementing security frameworks at CGS. He has deep knowledge of the framework and a comprehensive understanding of its deployment, which requires extensive external consultation, teamwork, and training. He is also a good team player who gets along well with every team member. He encourages taking on challenges and provides support to achieve your goals. He is a good listener and understands the complexities of new projects and enhancements. He takes responsibility whenever it is needed and provides guidance to ensure that the goal is accomplished through the right track.* |
| *X has a calm and professional demeanour. He wants to work with others and values collaboration. X is knowledgeable within his area and works to connect decisions to the needs of all users.* |
| *This leader thinks about others and aims to support teachers in their role. The area the leader is in is difficult at times because systems do not always work, and this leader stays calm and works to provide a solution. This leader thinks about the strategic vision and works on both promoting this and problem solving issues as they arise.* | *Speedy and effective consultation and sounding out views from appropriate staff* |

**What areas for development** do you suggest for this leader?

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| *Broaden scope of feedback to include the greater school community when implementing organisational change.  I still struggle with not understanding, in intimate details, all areas of responsibility. Without a technical background I still feel "useless or that I am faking" in some areas of responsibility within my current role and rely on the expertise of my team to provide me with accurate information.  Learning to delegate tasks but struggling to delegate responsibilities. Need to build greater trust with direct reports.*  ***SELF*** | *It is challenging to identify areas for development, as he demonstrates strong leadership qualities. However, enhancing collaboration across teams could be an area for further growth.* |
| *X interpretation of a discussion can sometimes miss the point being made.* | *As we collaborate on multiple projects, a project charter will help us clearly outline all ongoing and upcoming projects to facilitate better planning.* |
| *I think this leader could work further at developing the IT system so that it fits the needs of the school. This is tricky because teachers want a lot but need simplicity so there is a tension here. The leader does direct the Ed Tech team well but perhaps further investigation into the experiences of teachers is worthwhile. I am aware of the surveys and focus groups currently happening and this might help to clarify problems teachers have with the IT system. However, there may still be the need to go into departments and look.* | *Focus on the student developmnet and learning that can be gained in a school through allowing them a managed progression at freedom. Rather than solving issues for teachers/leadership. Balance the students learning opportunities even if it is hard for staff.* |

**What advice** do you have for this leader?

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| *Rome wasn't built in a day. I currently have 6 major projects being implemented concurrently. All very important but it is pushing the envelope of workloads which leaves little room for mistakes and errors.*  ***SELF*** | *He has been successfully managing multiple projects that requires significant time, and it would be beneficial for him to take some time for himself.* |
| *Continue to be open to feedback, be reflective but remain true to your values and ideal and "argue" that point effectively. Others will value your personal perspective if you work towards the best for CGS- students and staff and parents- students should be the priority* | *1) A clearer insight into the complexities of the applications and how certain changes can impact various related areas would be valuable. 2) Evaluating the effort and time needed for the new project/solution will help assess its true benefits. 3) It would be beneficial to have a designated day each semester where we can sit down together and share our thoughts, brainstorm ideas, conduct presentations and discussions.* |
| *Keep connecting with the users and understanding the diverse needs of the school.* | *My advice would be to ensure that there is constant and repeated messaging around continuous feedback, how to manage all the IT platforms available and any new initiative that is implemented so that teachers have several places to access this messaging.* |

**What changes have you observed** in this leader from CGS Catalyst? (will be included in 2nd survey only)

